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COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde029/22	Active learning methods

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

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 87

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

Lecturers:

Last change: 03.09.2016

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 87

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

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 03.09.2016

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMde019/22	**Course title:** Austrian and Swiss literature for children and youth

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily on-site).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 12 hours of preparation for the paper; 16 hours of preparation for the seminar paper. 50 hours of student work in total.
Teaching methods:
analysis of literary texts, working with professional text, brainstorming, discussion of the topic, guided self-study.

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
Reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary scholarship, active participation in discussions/analyses is required.
Points: 25 points, preparation/presentation of papers: 25 points, seminar work: 50 points (100/0).
The rating:
A (100 - 91%, excellent - outstanding results),
B (90 - 81%, very good - above average standard), C (80 - 73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required).
Well done: Precise formulation of the thesis intention and excellent knowledge of the current state of the research issue, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects necessary for the treatment of the topic, a significant proportion of own argumentation and own results of the thesis, including pointing out open questions (desiderata), differentiated language, correct use of technical terms, comprehensible style, minimal grammatical, orthographic and stylistic errors, taking into account the vast amount of literature, formally correct editing (adherence to the citation standard, etc.).),

excellent ability to present work independently and incorporate comments, active participation in discussions/analyses of literary works during the semester
Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of the scientific context, logical structuring of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.), very good ability to present the results of the work independently and to incorporate comments from the oral presentation of the paper, active participation in discussions/analyses of literary works during the semester.
Good: treatment of the topic in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), good ability to present the results of the thesis independently.
Satisfactory: only a rough outline of the problem to be addressed, superficial knowledge of the scientific context, imprecise communication of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, larger number of grammatical, orthographic and stylistic errors, use of a small amount of secondary literature, minimal incorporation of comments.
Sufficient: the results treat the chosen topic superficially and without their own contribution by mechanically taking from various sources, inaccurate use of professional terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications.
Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or insufficient preparation for seminars, major formal deficiencies.
Scale of assessment (preliminary/final): Reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary scholarship, active participation in discussions/analyses is required. Points: 25 points, preparation/presentation of papers: 25 points, seminar work: 50 points (100/0).The rating:

Learning outcomes:
Learning outcomes
/Objectives and learning outcomes:
Learning objectives: to get to know well-known and lesser-known texts for children and young people by authors who lived or worked in Austria and Switzerland. The selection consists of texts from the 18th and 19th centuries as well as, and especially, 20th century and contemporary literary texts.
Learning outcomes: the graduate of the course will become familiar with the issues of the reception of literature, the prerequisites and forms of aesthetic impact of literature intended for a children's audience, or literature thematizing childhood from a timeless perspective (Kindheitsliteratur). He/She will gain an orientation on how to proceed in the selection of texts in the teaching of German as a foreign language in school practice. They will learn to correlate familiar and new content, to evaluate critically and to argue logically. The student will be able to adapt the acquired knowledge and transfer it into practice. Develop communication and interpretation skills.

Class syllabus:
Course outcomes of subject (content):

Austrian literature for children and youth from the 18th century to the First World War. Children's and youth literature in the First Republic and literature in exile. Proletarian literature. Exile literature. Literature for children and young adults after the Second World War up to the present day and its representatives. Swiss literature for children and young adults after the Second World War up to the present day and its representatives. Key texts are
updated at the beginning of the academic year.

Recommended literature:

Compulsory/Recommended readings:
Required literature (selected according to the focus of the report/seminar paper):
MIKULÁŠOVÁ, A. 2000. Einblicke in die neuere österreichische Kinder- und Jugendliteratur. Bratislava: Monitor Promotion, 2000. 176 p. ISBN 80-968927-8-9
Recommended reading:
RUSTERHOLZ, P./SOLBACH, A. 2007. Schweizer Literaturgeschichte. Stuttgart/Weimar: Metzlersche J. B. Verlagsbuchhandlung, 2007. 529 p. ISBN-10:3476017362
SEIBERT, E. 2005. Kindheitsmuster in der österreichischen Gegenwartsliteratur. Frankfurt a i.: Peter Lang, 2005. 499 p. ISNB 3-631-53497-3

Languages necessary to complete the course:

german

Notes:

Past grade distribution

Total number of evaluated students: 30

A	ABS	B	C	D	E	FX
43,33	0,0	26,67	23,33	6,67	0,0	0,0

Lecturers: doc. Mgr. Andrea Mikulášová, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

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

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

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

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

Class syllabus:

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

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

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

Recommended literature:

Compulsory readings:

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

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

Recommended readings:

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

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

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

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

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 301

A	ABS	B	C	D	E	FX
70,1	0,0	18,94	8,31	1,33	1,33	0,0

Lecturers:

Last change: 27.02.2024

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

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

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

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

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

Class syllabus:

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

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

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

Recommended literature:

Compulsory readings:

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

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

Recommended readings:

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

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

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

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

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 301

A	ABS	B	C	D	E	FX
70,1	0,0	18,94	8,31	1,33	1,33	0,0

Lecturers: Mgr. Monika Turočeková, PhD.

Last change: 27.02.2024

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde028/24	**Course title:** COMENIUS Choir I.
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Organizational Form: 2 seminar hours per week, totaling 22 hours per semester, delivered in a blended format (primarily in-person). Student Workload: 11 sessions x 2 hours of direct instruction (total: 22 hours), 22 hours of continuous preparation for classes, 8 hours of preparation for the final performance, Total: 52 hours of student work Teaching Methods: A combination of monological methods (instruction) and practical methods.	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Conditions for Course Completion: Participation in the course requires the successful completion of an entrance audition, which assesses the student's intonation and rhythmic abilities. The evaluation criteria are based on continuous and final practical collective performance. The assessment of the continuous practical performance includes fulfilling partial tasks within the individual voice groups and participating in any internal, public, or other concert performances. The final practical performance consists of a collective presentation of the selected repertoire studied. Grading Scale: • A (100–91%, excellent – outstanding results) • B (90–81%, very good – above-average standard) • C (80–73%, good – consistent, reliable work) • D (72–66%, satisfactory – acceptable results) • E (65–60%, sufficient – meets minimum criteria) • FX (59–0%, insufficient – requires additional work)	
Learning outcomes: The aim of the course is to develop and enhance collective vocal expression within the framework of a choir ensemble. The student acquires the principles of choral singing technique and harmonic-rhythmic awareness. The student also develops the ability to collaborate in a team and improve	

communication skills. Additionally, the student gains stage experience and represents the university at domestic and international events.

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

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

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
96,3	0,0	0,0	0,0	0,0	0,0	3,7

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

Last change: 24.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

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

Learning outcomes:
The aim of the course is to develop and enhance collective vocal expression within the framework of a choir ensemble. The student acquires the principles of choral singing technique and harmonic-rhythmic awareness. The student also develops the ability to collaborate in a team and improve

communication skills. Additionally, the student gains stage experience and represents the university at domestic and international events.

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

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

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
96,3	0,0	0,0	0,0	0,0	0,0	3,7

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

Last change: 24.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

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

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

Class syllabus:

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

Recommended literature:

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

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 6

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

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

Last change: 24.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

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

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

Class syllabus:

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

Recommended literature:

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

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 6

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

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

Last change: 24.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

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

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

Learning outcomes:

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

Class syllabus:

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

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

Recommended literature:

Compulsory reading:
DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020] Dostupné z: http://www.odyssea.cz/localImages/tridnicke_hodiny.pdfCompulsory reading:
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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.
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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: 70

A	ABS	B	C	D	E	FX
88,57	0,0	4,29	7,14	0,0	0,0	0,0

Lecturers: PaedDr. Tímea Šeben Zaťková, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

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

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

Learning outcomes:

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

Class syllabus:

Brief outline of the course:
The content focus of the course is divided into two main areas: classroom management from the position of a teacher of any subject and communication with the classroom team from the position of a classroom teacher at the lower and upper secondary level. Classroom management leading to a successfully implemented teaching process and pupils' cooperative action in it with minimization of pupils' disruptive behaviour, thus making it possible to move towards meaningful learning for pupils.
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classroom, activities to maintain discipline in the classroom, activities to prevent problematic behaviour, classroom rules. Classroom management and the class teacher in the context of legislation - qualifications for classroom management, rights and responsibilities of the class teacher. Roles and activities of the class teacher. Competencies and skills of the class teacher. Personality requirements of a class teacher. Pedagogical documentation of the classroom. Plan, organization and management of classroom lessons and classroom activities. Problem behaviours and baseline documents. The class teacher and educational measures. Communication and cooperation of class teachers with school management, teaching staff, professional staff, with legal representatives of pupils/students, and with representatives of various institutions and organizations. Evaluation of classroom activities.

Recommended literature:

Compulsory reading:
DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020] Dostupné z: http://www.odyssea.cz/localImages/tridnicke_hodiny.pdfCompulsory reading:
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Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
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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: 70

A	ABS	B	C	D	E	FX
88,57	0,0	4,29	7,14	0,0	0,0	0,0

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde017/22	Cognitive linguistics

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily full-time). Student workload:
11 x 2 hours of direct teaching = 22 hours; 10 hours of preparation for direct teaching, 18 hours of preparation for seminar work. Total 50 hours of student work.
Teaching methods:
Motivational (motivational demonstration of the cognitive foundations of language expression), expository (explanation of the characteristics of the neurolinguistic foundations of speech production), diagnostic and classificatory, etc.

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
the condition for obtaining the grade is the preparation of a seminar paper (100/0). The rating is awarded on a scale:
A (100 - 91%, excellent - outstanding results),
B (90 - 81%, very good - above average standard), C (80 - 73%, good - normal reliable operation), D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required).
Excellent: excellent knowledge of the state of the art and the basics of cognitive linguistics, clear and logical argumentation, correct use of technical terms, well-read style, minimal grammatical, orthographic and stylistic errors.
Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of the basic categories of cognitive linguistics, logical structure of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors.
Good: treatment of the topic in relation to the stated objectives, logical argumentation, correct presentation of arguments from secondary literature in the field, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level.

Satisfactory: only a rough outline of the problem to be solved, superficial knowledge of the context, imprecise presentation of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors.
Sufficient: sufficient treatment of the topic in the field, minimal or no knowledge of the scientific context, large number of orthographic, stylistic errors.
Inadequate: poor treatment of the topic, minimal or no knowledge of the context, poor or no argumentation, large number of orthographic, stylistic errors.
Scale of assessment (preliminary/final): the condition for obtaining the grade is the preparation of a seminar paper (100/0).

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

Class syllabus:
Course outcomes of subject (content):
Cognitive linguistics as a sub-discipline of cognitive sciences deals with the ability to speak, studies the use of language in communication processes, its bio-psychological preconditions in the human brain, as well as the processes of learning the mother tongue, language socialization. Traditionally, language, or speech, has been the subject of linguistic research, but phenomena such as the acquisition of communicative competence, language learning, language use, etc., often exceed the possibilities and interests of systemic linguistics, and it is necessary to import instrumentation from other disciplines in order to describe human cognitive structures in relation to language. Cognitive Semantics. Cognitive grammar.
Cognitive phonology. Conceptual organization, categorization, iconicity, conceptual metaphors, metonymy, etc. Conceptual semantics, prototypical semantics. Gestures, speech signs. Cognitive neuroscience. Psycholinguistics. Models of metaphor reception. Cognitive poetics and modern stylistics. The graduate's profile also includes an orientation in cognitive science and psycholinguistics, as he/she should have developed the required professional, pedagogical and personal prerequisites for teaching German.

Recommended literature:
Compulsory/Recommended readings:
Required literature (selected according to the focus of the paper/seminar paper): SCHWARZ, M. 2008. Einführung in die Kognitive Linguistik. Stuttgart: UTB, 2008. 298 p. ISBN-10: 3825216365
Recommended reading:
LOJOVÁ, G. 2005. Individual peculiarities in foreign language learning I. Bratislava. 2005. 200 p. ISBN 80-223-2069-2.

Languages necessary to complete the course:

german, slovak

Notes:

Past grade distribution
Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
50,0	0,0	16,67	33,33	0,0	0,0	0,0

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
38,1	0,0	38,1	4,76	4,76	0,0	14,29

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

Last change:

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
38,1	0,0	38,1	4,76	4,76	0,0	14,29

Lecturers:

Last change:

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

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

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

Learning outcomes:

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

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

Class syllabus:

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

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

Recommended literature:

Compulsory readings:

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

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 37

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

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

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

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

Learning outcomes:

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

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

Class syllabus:

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

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

Recommended literature:

Compulsory readings:

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

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 37

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

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

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

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

Learning outcomes:

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

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

Class syllabus:

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

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

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

Recommended literature:

Compulsory readings:

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

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

Recommended readings:

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

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

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

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

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 55

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

Lecturers: Mgr. Mária Dziviaková, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOde016/22	**Course title:** Complex linguistic analysis

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

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

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

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

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

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

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

Class syllabus:

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

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

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

Recommended literature:

Compulsory readings:

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

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

Recommended readings:

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

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

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

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

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 55

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

Lecturers: Mgr. Mária Dziviaková, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMde024/22	**Course title:** Contemporary Austrian and Swiss literature
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 2 hours per week, seminar, combined form (primarily on-site). Student workload: 11 x 2 hours of direct teaching = 22 hours; 12 hours of preparation for the paper; 16 hours of preparation for the seminar paper. 50 hours of student wor in total. . Teaching methods: analysis of literary texts, working with professional text, brainstorming, discussion of the topic, guided self-study.	
Number of credits: 2	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Course completion requirements: reading of primary literature texts (the so-called fiction minimum), knowledge of conceptual instrumentation and methods of literary research are required. Points: active participation in discussions/analyses: 25 points, preparation/presentation of papers: 25 points, seminar paper: 50 points (100/0). The rating is awarded on a scale: A (100 - 91%, excellent - outstanding results), B (90 - 81%, very good - above average standard), C (80 - 73%, good - normal reliable operation), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required). Well done: Precise formulation of the thesis intention and excellent knowledge of the current state of the research issue, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects necessary for the treatment of the topic, a significant proportion of own argumentation and own results of the thesis, including pointing out open questions (desiderata), differentiated language, correct use of technical terms, comprehensible style, minimal grammatical, orthographic and stylistic errors, taking into account the vast amount of literature, formally correct editing (adherence to the citation standard, etc.).),	

excellent ability to present work independently and incorporate comments, active participation in discussions/analyses of literary works during the semester
Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of the scientific context, logical structuring of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.), very good ability to present the results of the work independently, active participation in discussions/analyses of literary works during the semester.
Good: treatment of the topic in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), good ability to present the results of the thesis independently.
Satisfactory: only a rough outline of the problem to be addressed, superficial knowledge of the scientific context, imprecise communication of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, larger number of grammatical, orthographic and stylistic errors, use of a small amount of secondary literature, minimal incorporation of comments.
Sufficient: the results treat the chosen topic superficially and without their own contribution by mechanically taking from various sources, inaccurate use of professional terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications.
Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or insufficient preparation for seminars, major formal deficiencies.
Scale of assessment (preliminary/final): reading of primary literature texts (the so-called fiction minimum), knowledge of conceptual instrumentation and methods of literary research are required. Points: active participation in discussions/analyses: 25 points, preparation/presentation of papers: 25 points, seminar paper: 50 points (100/0).

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

Class syllabus:
Course outcomes of subject (content):
Definitions of Austrian and Swiss literature, respectively. Literary life from 1945 to the present in the context of cultural and historical peripeteia. Institutional background.
Publishing houses, magazines, literary groups. Dynamics of literary life. Current literary research. Post-war period, mannerist literature, avant-garde, new subjectivism, language- critical literature, prose of the late 1960s, critical narrative lyric, lyric as a medium of aesthetic or social reflection,

experimental literature, texts of recent Austrian drama, social- critical drama, avant-garde drama, prose as an experiment in consciousness, social-critical prose, etc. Texts on the reading list are updated at the beginning of the academic year.

Recommended literature:

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

Languages necessary to complete the course:

german

Notes:

Past grade distribution

Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
55,56	0,0	37,04	0,0	3,7	0,0	3,7

Lecturers: Mgr. Roman Mikuláš, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde027/22	Contemporary Slovak language from the historical and dialectal viewpoint

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

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

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

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

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

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

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

Class syllabus:

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

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

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

Recommended literature:

Compulsory readings:

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

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

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

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 164

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

Lecturers: prof. PhDr. Peter Žeňuch, DrSc.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOde027/22	**Course title:** Contemporary Slovak language from the historical and dialectal viewpoint
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person) Student workload: 11 x 2 hours of direct teaching - 22 hours; 18 hours of preparation for seminars focusing on the analysis of source texts and self-study of literature on individual topics; 20 hours of preparation for the final test. Total 60 hours of student work. Teaching methods: explanation, heuristic methods, interpretation, colloquium, discussion	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in the class is required to pass the course. The student will be evaluated on the basis of a presentation on the assigned topic and a written test at the end of the course (100 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 30 points; final test: less than 30 points). The rating is awarded on a scale: A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge of the development of Slovak and its dialectal stratification in the required scope, logically arranges the presented facts, can critically and independently evaluate the acquired knowledge convincingly, creatively apply and adapt it in practice, has the ability to creatively and independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, he/she has well-developed skills for independent further self-study, he/she can apply the knowledge at an excellent level in identifying and characterising selected linguistic phenomena in texts of written monuments and apply them in school practice; B (92 - 85 %, very good - above average standard): very good performance: The student has very good knowledge of the development of Slovak and dialect stratification to the required extent,	

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

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

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

Class syllabus:

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

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

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

Recommended literature:

Compulsory readings:

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

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

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

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 164

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

Lecturers: Mgr. Marína Hríbová, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOde028/22	**Course title:** Creative writing
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person) Student workload: 11 x 2 hours of direct teaching = 22 hours; 22 hours of continuous preparation, including study of literature; 8 hours of preparation of semester activity; 8 hours of semester thesis. Total 60 hours of student work. Teaching methods: lecture, demonstration, discussion, work with text, project teaching, problem solving, group work, individual work, e-learning, guided self-study	
Number of credits: 2	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in the class is required to pass the course. Assessment includes: • continuous completion of micro-assignments in seminars (40 points) on the theoretical knowledge and practical skills needed in creative writing; • the implementation of a semester activity (30 points), which the student chooses from a list of creative writing techniques, prepares and manages in the seminar according to a set timetable; the participants in the activity are classmates or the lecturer; • a term paper (30 points) in which the student reports on his/her term activity, submits it for theoretical and critical reflection and proposes its implementation in secondary education. The course culminates in an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). To pass the course, a minimum score of 60% is required. A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who receives less than 60% of the points for any component of the assessment (micro-assignments: less than 24 points, term paper: less than 18 points, term paper: less than 18 points). The rating is awarded on a scale: A (100 - 93%, excellent - outstanding): excellent performance: The student has excellent knowledge of creative writing to the required extent, logically arranges the facts presented in a flawless manner, is able to critically and independently evaluate the acquired knowledge in a convincing	

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

Learning outcomes:

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

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

Class syllabus:

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

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

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

Recommended literature:

Compulsory readings:

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

Recommended readings:

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

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

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

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 10

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

Lecturers: doc. Mgr. Jaroslav Šrank, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOde028/22	**Course title:** Creative writing
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person) Student workload: 11 x 2 hours of direct teaching = 22 hours; 22 hours of continuous preparation, including study of literature; 8 hours of preparation of semester activity; 8 hours of semester thesis. Total 60 hours of student work. Teaching methods: lecture, demonstration, discussion, work with text, project teaching, problem solving, group work, individual work, e-learning, guided self-study	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in the class is required to pass the course. Assessment includes: • continuous completion of micro-assignments in seminars (40 points) on the theoretical knowledge and practical skills needed in creative writing; • the implementation of a semester activity (30 points), which the student chooses from a list of creative writing techniques, prepares and manages in the seminar according to a set timetable; the participants in the activity are classmates or the lecturer; • a term paper (30 points) in which the student reports on his/her term activity, submits it for theoretical and critical reflection and proposes its implementation in secondary education. The course culminates in an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). To pass the course, a minimum score of 60% is required. A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who receives less than 60% of the points for any component of the assessment (micro-assignments: less than 24 points, term paper: less than 18 points, term paper: less than 18 points). The rating is awarded on a scale: A (100 - 93%, excellent - outstanding): excellent performance: The student has excellent knowledge of creative writing to the required extent, logically arranges the facts presented in a flawless manner, is able to critically and independently evaluate the acquired knowledge in a convincing	

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

Learning outcomes:

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

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

Class syllabus:

1. Roots, traditions and forms of creative writing.
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5. Functions of creative writing in the educational process. Creative writing and the development of pupils' competences.
6. Pupil and teacher as participants and lecturers of creative writing.
7. Specifics of assessment in creative writing.
8. Creative writing as a means of developing the pupil's personality
9. Creative writing as a means of developing communicative competence.
10. Creative writing as an integrative means of fostering intra- and inter-component relationships.
11. Creative writing as an integrative means of fostering cross-curricular relationships.

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

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

Recommended literature:

Compulsory readings:

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

Recommended readings:

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

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

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

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 10

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

Lecturers: doc. Mgr. Jaroslav Šrank, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde025/22	Didactics od German lanuguage in primary education degree

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily full-time).
Student workload:
11 x 2 hours of direct instruction = 22 hours; 10 hours preparing for the paper; 18 hours preparing for the seminar. Total 50 hours of student work.
Teaching methods:
explanation, work with professional text, heuristic method, brainstorming, problem solving, application of theoretical knowledge to practice, discussion of the topic, authentic presentation and critical reflection of papers, guided self-study.

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites: PdF.KNJL/M-NEMde033/22 - Theory and practice of primary education

Course requirements:
Course completion requirements:
study of literature, research and analysis of materials, preparation and presentation of a co- paper, active participation in seminars, preparation of a seminar paper.
Score: abstract: 25 points, active participation in seminars: 25 points, seminar paper: 50 points (100/0).
The rating is awarded on a scale:
A (100 - 91%, excellent - outstanding results),
B (90 - 81%, very good - above average standard), C (80 - 73%, good - normal reliable operation), D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required).
Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes.
Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes.

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

Learning outcomes:

Learning outcomes
/Objectives and learning outcomes:
Objectives of education: to acquire professional didactic competence for the creation and implementation of teaching or immersion units at the primary level of education, to acquire the conceptual apparatus with a focus on psychosomatic and learning specifics of pupils at the primary level.
Learning outcomes: the graduate is able to transform the knowledge from the linguistic and cognitive potential of pupils into methodological and didactic applications. With a high degree of independence and responsibility, the student pays attention to oral expression, reading and simple forms of written expression. Understands and accepts the peculiarities of education of children of younger school age, acquires the specifics of pedagogical communication, empathetic and ethical behaviour in interaction.

Class syllabus:

Course outcomes of subject (content):
1. The development of language ability in young school-age children, the relationship between maturation and learning, concentration ability in children.
2. Perception as a basis for the development of cognitive abilities, individual and social learning.
3. The transition from mother tongue to foreign language, multilingualism and cultural perception.
4. Common European Framework of Reference for Languages and pedagogical documentation, methodological practices in foreign language teaching with a focus on the primary level of education
5. Learning with all the senses, experiential learning, learning through play, foreign language learning styles, mediation of speaking skills and language competence, ability to understand and interpret narrative texts, motivation and assessment of learners' performance.
6. Objectives, contents and methods of the teaching process: unit planning, motivation. Requirements for the foreign language teacher.
7. Textbooks and materials for German at primary level.

Recommended literature:

Compulsory/Recommended readings:
Required reading:
KOLEČANI LENČOVÁ, I./SLOBODOVÁ, G. 2020. Neighbor language mediation in connection with emotions = Nachbarsprachenvermittlung in Verbindung mit Emotionen (im sozialen Kontext): (in social context). Bratislava: Bratislava - Nové Mesto, 59 s., 3,0 AH [print] ISBN 978-80-570-2322-7
WIDLOK, B./PETRAVIC, A./ORG, H./ROMCEA, R. 2010. Nürnberger Empfehlungen zum frühen Fremdsprachenlernen. Munich: Goethe Institut e.V., 2010. 38 p. ISBN 978-3-939670-38-4

Recommended reading:
CATANESE, G. 2010. Das Europäische Sprachenportfolio: Anwendungs- und Entwicklungsmöglichkeiten zur Unterstützung einer interkulturellen und mehrsprachigen Bildung in vorschulischen Einrichtungen. Münster: Waxmann Verlag, 78 p. ISBN 978-3- 83092-3671
KOLLÁRIKOVÁ, Z./PUPALA, B. 2001. Preschool and elementary pedagogy. Prague: Portál, 123-159. ISBN 8071785857
KOLEČANI LENČOVÁ, I. 2011. Frühes Fremdsprachenlernen - ja oder nein? In: Didaktik des Deutschen als Fremdsprache im veränderten sprachenpolitischen Kontext nach der Bologna-Reform. Brno: Tribun EU, 168-180. ISBN 978-80-263-0079-3

Languages necessary to complete the course:
german, slovak

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde030/22	Didactics of German in the context of multilingualism

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

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

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

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

Learning outcomes:

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

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

Class syllabus:

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

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

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

Recommended literature:

Compulsory readings:

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

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

Recommended readings:

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

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

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 15

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

Lecturers:

Last change: 27.02.2024

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

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

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

Learning outcomes:

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

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

Class syllabus:

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

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

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

Recommended literature:

Compulsory readings:
PEKAROVIČOVÁ, J. 2020. Slovenčina ako cudzí jazyk: predmet aplikovanej lingvistiky. Bratislava: Stimul. 200 s. ISBN 978-80-8127-290-5. (selected chapters)
SEDLÁKOVÁ, M. a kol. 2021. Praktická didaktika slovenčiny ako cudzieho jazyka pre študentov slovakistiky. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach. 193 s. ISBN 978-80-574-0012-7. (selected chapters)
Recommended readings:
BLAŽENCOVÁ, Ľ. 2023. Problematické aspekty vyučovania staršej slovenskej literatúry pre cudzincov. In: Slovenčina (nielen) ako cudzí jazyk v súvislostiach 3: zborník príspevkov venovaných výskumu a výučbe: 1. zväzok. Bratislava: Univerzita Komenského v Bratislave, s. 282 – 299. ISBN 978-80-223-5656-5.
KVAPIL, R. a kol. 2018. Slovenčina ako cudzí jazyk. Príručka pre učiteľov. Bratislava: Metodicko-
-pedagogické centrum v Bratislave. 65 s. ISBN 978-80-565-1440-5. (selected chapters)

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 15

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

Lecturers:

Last change: 27.02.2024

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 4

Recommended semester: 2.

Educational level: II.

Prerequisites:

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

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

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

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

Class syllabus:

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

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

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

Recommended literature:

Compulsory readings:

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

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

Recommended readings:

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

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

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

textbooks of Slovak language for lower and upper secondary education

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

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 327

A	ABS	B	C	D	E	FX
37,92	0,0	27,52	19,57	10,4	3,67	0,92

Lecturers:

Last change: 27.02.2024

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 4

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

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

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

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

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

Class syllabus:

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

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

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

Recommended literature:

Compulsory readings:

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

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

Recommended readings:

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

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

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

textbooks of Slovak language for lower and upper secondary education

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

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 327

A	ABS	B	C	D	E	FX
37,92	0,0	27,52	19,57	10,4	3,67	0,92

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 27.02.2024

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

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOšt009/16	**Course title:** Didactics of Slovak language and literature
Number of credits: 3	
Educational level: II.	

Course requirements:

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

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

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

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

The rating is awarded on a scale:

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

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

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

Learning outcomes:

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

Class syllabus:

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

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

State exam syllabus:

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

Languages necessary to complete the course:
Slovak

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde011/22	Didactics of lifelong learning

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

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

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
During the semester, the student prepares a visual presentation and presents a paper and develops a term paper. Active participation in discussions, independent and group problem solving, and the student's own creative work is required. Points: active participation in seminars: 25 points, preparation/presentation of a paper: 25 points, final seminar paper: 50 points (100/0).
The rating is awarded on a scale:
A (100 - 91%, excellent - outstanding results),
B (90 - 81%, very good - above average standard), C (80 - 73%, good - normal reliable operation), D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required).
Excellent: precise formulation of the intention of the report/seminar paper and excellent knowledge of the current state of the research issue, clear and logical argumentation, consideration of all aspects necessary for the processing of the topic, a significant proportion of own argumentation and own results of the work at the theoretical and practical level, the presentation of practical examples of the issue transferable to practice (didactization of the selected topic, designing a teaching unit, etc.), differentiated language, correct use of professional terms, well-read style, minimal errors, taking into account a large amount of literature, formally correct editing (compliance with citation

standards, etc.), excellent ability to independently present the results of the work and to incorporate comments from the orally presented paper, active participation in discussions, independent and group problem solving, and own creative work during the semester.
Very good: solid treatment of the topic of the report/seminar paper in relation to the objectives pursued, very good knowledge of the scientific context, logical structuring of the paper, logical argumentation, giving practical examples on the subject (didactization of the selected topic, designing of the teaching unit, etc.), clear language, only a small number of grammatical, orthographic and stylistic errors, taking into account a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), very good ability to independently present the results of the work and to incorporate comments from the orally presented paper, active participation in discussions, independent and group problem solving, and own, creative work during the semester.
Good: treatment of the topic of the paper/seminar paper in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, theoretical and practical treatment of the problem, correct communication of arguments from secondary literature, mostly correct use of professional terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (observance of citation standards, etc.), good ability to independently present the results of work and incorporate comments, participation in discussions, independent and group problem solving and own work during the semester.
Satisfactory: Only a rough outline of the problem addressed, superficial knowledge of the scientific context, theoretical treatment of the topic, imprecise conveyance of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, multiple grammatical, orthographic, and stylistic errors, use of little secondary literature, minimal incorporation of comments, participation in discussions, independent and group problem solving throughout the semester.
Sufficient: the results treat the chosen topic superficially and without own contribution by mechanically taking from various sources, inaccurate use of professional terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications, occasional participation in discussions and group problem solving.
Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or inadequate preparation for seminars, major formal deficiencies, passive participation in teaching units, not engaging in discussions and group work.
Scale of assessment (preliminary/final): During the semester, the student prepares a visual presentation and presents a paper and develops a term paper. Active participation in discussions, independent and group problem solving, and the student's own creative work is required. Points: active participation in seminars: 25 points, preparation/presentation of a paper: 25 points, final seminar paper: 50 points (100/0).

Learning outcomes:
Learning outcomes
/Objectives and learning outcomes:
Learning objectives: to plan and implement teaching units in the process of adult language learning.
Learning outcomes: the graduate of the course knows didactic terminology, forms and methods of educational activities in face-to-face, online, as well as combined (blended- learning) format with a focus on the learning specifics of adults. Possesses professional didactic competence and can draw up a teaching unit plan. Achieves an adequate level of intrapersonal (self-reflection, self-

evaluation, planning for future professional growth, self- development), interpersonal, presentation, communication skills, as well as digital and organisational skills.

Class syllabus:

Course outcomes of subject (content):
Common European Framework of Reference for Languages (CEFR), basic concepts of andragogical didactics. Methodological procedures, didactic forms and principles in foreign language teaching with a focus on adult didactics and methodology. Adult education in face- to-face, online and blended-learning formats. Specifics of adult foreign language learning, strategies and styles of foreign language learning, mediation and development of language competences. The graduate of the course has the prerequisites to pursue a profession as a teacher/lecturer of language courses for adults in language schools and other educational institutions.

Recommended literature:

Compulsory/Recommended readings:
Required literature (selected according to the focus of the paper/seminar paper): NEUNER, G. 2001. Fremdsprachen-Unterricht in Theorie Und Praxis: Deutsch als Zweitsprache in der Erwachsenenbildung. Berlin: Langenscheidt Verlag, 2001. 240 p. ISBN 978-3-4684-9452-9
Recommended reading:
BRASCH, B. /PFEIL, A. 2017. DLL9 Unterrichten mit digitalen Meiden. Stuttgart: Klett, 2017. ISBN: 978-3-12-606981-6
KNOWLES, M./HOLTON, E./SWANSON,R. 2006. Lebenslanges Lernen. Andragogik und Erwachsenenbildung. Heidelberg: Springer Spektrum Verlag, 2006. 356 p. ISBN 978-3-8274-1699-5

Languages necessary to complete the course:

german

Notes:

Past grade distribution

Total number of evaluated students: 3

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

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde013/22	Didactics of literature

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily full-time).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 12 hours of preparation for the paper; 16 hours of preparation for the seminar paper. Total 50 hours of student work.
Teaching methods:
explanation, work with professional text, heuristic method, brainstorming, problem solving, application of theoretical knowledge to practice, discussion of the topic, authentic presentation and critical reflection of papers, guided self-study.

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
Preparation and presentation of a report, active participation in the seminar, preparation of a seminar paper. Score: paper: 25 points, active participation in seminars: 25 points, seminar paper: 50 points (100/0).
The rating is awarded on a scale:
A (100 - 91%, excellent - outstanding results),
B (90 - 81%, very good - above average standard), C (80 - 73%, good - normal reliable operation), D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required).
Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes.
Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes.

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

Learning outcomes:

Learning outcomes
/Objectives and learning outcomes:
Aims of the training: deepening knowledge and confirmation of a new approach in intercultural didactics of foreign language literature, critical reflection on new concepts and models of text mediation in school and out-of-school settings.
Learning outcomes: the graduate of the course is able to competently relate the knowledge from didactics of literature and media to the expanded concept of text and to extend its scope to the conveyance of cultural knowledge and synergistic action in the context of multimodality and multimedia. He is independent and creative with a well-developed aesthetic sensibility in forming his subjective theory of learning and teaching literature. Can present and critically reflect on acquired professional knowledge with a high degree of teaching ethics.

Class syllabus:

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

Recommended literature:

Compulsory/Recommended readings:
Required literature (selected according to the focus of the paper/seminar paper): LENČOVÁ, I. 2008. Literary artefact in foreign language teaching. Banská Bystrica: Matej Bel University, Faculty of Humanities, 2008. 198 s. ISBN 978-80-8083-572-9
BUČKOVÁ, T. 2020. Intercultural didactics of foreign language literature. Prague: UK Pedagogical Faculty. 2020. 324 p. ISBN 978-80-7603-183-8, chap. I, II, VI Recommended reading:
BERNSTEIN, N. /LERNCHNER, CH. 2014. Ästhetisches Lernen im DaF-/DaZ-Unterricht. Göttingen: Universitätsverlag, 2014. 382 p. ISBN 978-3-86395-183-2, chap. II - V. LENČOVÁ, I. 2006. Imagination und Emotion - Förderung des kreativen Potentials und der Emotionalität des Schülers durch Bild, Text und Musik. In: Zeitschrift für Gestaltpädagogik, 17. Jahrgang Heft 1, 2006. ISBN 3-89797-707-9
KAMMLER, C. 2000. Neue Literaturtheorien und Unterrichtspraxis. Baltmannsweiler: Schneider Verlag Hohengehren, 2000. 166 p. ISBN-10:3896762273

KOLEČANI LENČOVÁ, I. 2006. Die Rolle des literarischen Textes für die Persönlichkeitsentwicklung im Fremdsprachenunterricht. In: Lingua Viva. Vol. 2, č. 2 (2006), 68-77. ISSN (print) 1801-1489
KOLEČANI LENČOVÁ, I. 2009. Phantasieland Lesen 2: an integrated textbook of literary reading for pupils of the second stage of primary schools and eight-year grammar schools. Bratislava: Príroda, 2009. 103 p. ISBN 978-80-07-01673-6
KOLEČANI LENČOVÁ, I. 2009. Lehrerhandbuch: a methodological and didactic teacher's guide to integrated literary reading textbooks for pupils of 1st and 2nd level of primary schools and eight-year grammar schools Phantasieland Lesen 1, Phantasieland Lesen 2. Bratislava: Nature, 2009. 31 p. ISBN 978-80-07-01689-7

Languages necessary to complete the course:
german, slovak, czech

Notes:

Past grade distribution
Total number of evaluated students: 23

A	ABS	B	C	D	E	FX
30,43	0,0	47,83	21,74	0,0	0,0	0,0

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOde003/22	**Course title:** Didactics of literature
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 3 **per level/semester:** 39 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 3 hours per week lecture + seminar, total 33 hours per semester, combined form (primarily in-person) Student workload: 11 x 3 hours of direct teaching = 33 hours; 22 hours of continuous preparation for individual lessons, including the preparation and presentation of partial assignments using modern teaching methods; 15 hours of preparation for the presentation of partial assignments using a predetermined teaching method at a specific stage of the lesson in team teaching; 50 hours of preparation for the final test in the examination period, including the study of the literature. A total of 120 hours of student work. Teaching methods: lecture, inductive-generative interview, discussion, demonstration and analysis of concrete examples, work with text, problem-based tasks, small group work, guided self-study, e-learning	
Number of credits: 4	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in the class is required to pass the course. Assessment includes: • in the mid-term assessment, the development and presentation of assignments using modern teaching methods (30 points) and the development and presentation of assignments using a predetermined teaching method at a specific stage of the lesson in a team-teaching setting (20 points); • in the examination period, a final test (50 points). The test will assess the degree of mastery of theoretical knowledge and practical skills in the teaching of literature. The course is completed with an assessment resulting from the continuous monitoring of the learning outcomes during the teaching part of the semester of study and in the examination period (50/50). To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who achieves less than 60 % of the points for any component of the assessment (assignments using modern teaching methods: less than 18	

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

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

Learning outcomes:

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

Class syllabus:

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

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

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

Recommended literature:

Compulsory readings:

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

Recommended readings:

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

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

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

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

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

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

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

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

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

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 299

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

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOde003/22	**Course title:** Didactics of literature
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 3 **per level/semester:** 39 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 3 hours per week lecture + seminar, total 33 hours per semester, combined form (primarily in-person) Student workload: 11 x 3 hours of direct teaching = 33 hours; 22 hours of continuous preparation for individual lessons, including the preparation and presentation of partial assignments using modern teaching methods; 15 hours of preparation for the presentation of partial assignments using a predetermined teaching method at a specific stage of the lesson in team teaching; 50 hours of preparation for the final test in the examination period, including the study of the literature. A total of 120 hours of student work. Teaching methods: lecture, inductive-generative interview, discussion, demonstration and analysis of concrete examples, work with text, problem-based tasks, small group work, guided self-study, e-learning	
Number of credits: 4	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in the class is required to pass the course. Assessment includes: • in the mid-term assessment, the development and presentation of assignments using modern teaching methods (30 points) and the development and presentation of assignments using a predetermined teaching method at a specific stage of the lesson in a team-teaching setting (20 points); • in the examination period, a final test (50 points). The test will assess the degree of mastery of theoretical knowledge and practical skills in the teaching of literature. The course is completed with an assessment resulting from the continuous monitoring of the learning outcomes during the teaching part of the semester of study and in the examination period (50/50). To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who achieves less than 60 % of the points for any component of the assessment (assignments using modern teaching methods: less than 18	

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

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

Learning outcomes:

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

Class syllabus:

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

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

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

Recommended literature:

Compulsory readings:

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

Recommended readings:

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

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

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

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

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

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

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

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

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

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 299

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

Lecturers: Mgr. Eva Faithová, PhD.

Last change: 10.11.2022

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

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMšt010/16	**Course title:** Didactics of the German language and literature
Number of credits: 3	
Educational level: II.	
State exam syllabus:	
Last change: 16.07.2022	
Approved by: prof. PaedDr. Dušan Kostrub, PhD.	

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

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

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

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

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

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

Recommended literature:

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

Recommended reading:

BRUNCLÍKOVÁ, Z. (2020). Inkluzívne vzdelávanie z pohľadu učiteľov. In Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky. Univerzita Komenského. s 6-13. ISBN 978-80-223-4976-5
BRUNCLÍKOVÁ, Z., ANDREÁNSKA, V. (2013). Problematika dyslexie vo vyučovaní cudzích jazykov. In Psychológia (v) škole (elektronický zdroj). Univerzita Komenského. s. 171-177, ISBN 978-80-223-3483
GLASOVÁ, M., HARVANOVÁ, S., VANCU, E. (2021). Emocionálna regulácia a vzťahová väzba. In: GLASOVÁ, M., HARVANOVÁ, S., VANCU E., Multimodalita vývinu emocionálnej regulácie u adolescentov. 1. vyd., s. 26-32. Bratislava: Univerzita Komenského. ISBN 978-80-223-5131-7
GLASOVÁ, M., GROMA, M. (2019). Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania. 1. vyd., s. 57-96.Bratislava: Univerzita Komenského. ISNB 978-80-223-4862-1
POKORNÁ, V. (2015). Teorie a náprava vývojových poruch učení a chování. 3. rozšírené vydanie. Praha: Portál. 339 s. ISBN 978-80-7367-817-3

periodicals and scientific databases:

PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie and others

Languages necessary to complete the course:

slovak and czech

Notes:

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

Past grade distribution

Total number of evaluated students: 526

A	ABS	B	C	D	E	FX
76,05	0,0	13,69	4,94	2,28	0,76	2,28

Lecturers:

Last change: 19.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

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

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

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

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

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

Recommended literature:

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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
GLASOVÁ, M., HARVANOVÁ, S., VANCU, E. (2021). Emocionálna regulácia a vzťahová väzba. In: GLASOVÁ, M., HARVANOVÁ, S., VANCU E., Multimodalita vývinu emocionálnej regulácie u adolescentov. 1. vyd., s. 26-32. Bratislava: Univerzita Komenského. ISBN 978-80-223-5131-7
GLASOVÁ, M., GROMA, M. (2019). Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania. 1. vyd., s. 57-96.Bratislava: Univerzita Komenského. ISNB 978-80-223-4862-1
POKORNÁ, V. (2015). Teorie a náprava vývojových poruch učení a chování. 3. rozšírené vydanie. Praha: Portál. 339 s. ISBN 978-80-7367-817-3

periodicals and scientific databases:

PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie and others

Languages necessary to complete the course:

slovak and czech

Notes:

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

Past grade distribution

Total number of evaluated students: 526

A	ABS	B	C	D	E	FX
76,05	0,0	13,69	4,94	2,28	0,76	2,28

Lecturers: Mgr. Mária Jucková, PhD.

Last change: 19.10.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

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

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

Learning outcomes:

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

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

Class syllabus:

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

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

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

Recommended literature:

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

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 1011

A	ABS	B	C	D	E	FX
84,37	0,0	7,62	4,06	1,88	0,69	1,38

Lecturers: doc. Mgr. Martin Kuruc, PhD., PhDr. Dušan Damián Brezány

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde028/22	From text to project

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

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

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

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMšt009/16	**Course title:** German Language and literature
Number of credits: 3	
Educational level: II.	
State exam syllabus:	
Last change: 16.07.2022	
Approved by: prof. PaedDr. Dušan Kostrub, PhD.	

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde004/22	German literature of the 20th century I

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, lecture, combined form (primarily on-site).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 22 hours of continuous home preparation for class, self-study; 31 hours of preparation for the final assessment (oral examination). A total of 75 hours of student work.
Teaching methods:
explanations, work with professional texts, brainstorming, discussion of the topic, analysis of literary texts, guided self-study.

Number of credits: 3

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
mastery of theoretical contents, reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary science work, active cooperation are required. Assessment points: continuous assessment by discussion: 50 points, oral examination 50 points (50/50).
The rating:
A (100-95%, excellent - outstanding results),
B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable work),
D (84-80%, satisfactory - acceptable results),
E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required).
Excellent: excellent knowledge of the literature of the period and the ability to interpret it on the basis of the acquired means, the ability to link new knowledge and skills with knowledge and skills acquired in the past, fluent speech, structured statements, sovereign handling of the conceptual means, excellent ability to think analytically and to formulate critical evaluative attitudes.

Very good: solid knowledge of the literature of the period and the ability to interpret it on the basis of the acquired means, fluent speech with minor shortcomings, very good ability to think analytically and to formulate critical evaluative attitudes.
Good: average knowledge of the literature of the period ability to interpret them on the basis of the acquired means, fluent speech with several shortcomings, limited ability to formulate evaluative critical attitudes.
Satisfactory: content mastery with several weaknesses, basic mastery and understanding of issues and interpretive procedures, weak scientific argumentation and formulation of evaluative critical stances.
Sufficient: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic, stylistic errors, lack of scientific reasoning and formulation of evaluative critical attitudes.
Inadequate: insufficient, no knowledge of the literature of the period, insufficient mastery of conceptual tools, failure to read primary literature.
Scale of assessment (preliminary/final): mastery of theoretical contents, reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary science work, active cooperation are required. Assessment points: continuous assessment by discussion: 50 points, oral examination 50 points (50/50).

Learning outcomes:
Learning outcomes
/Objectives and learning outcomes:
Educational objectives: to learn about the specifics of the literary process from the turn of the century to 1945.
Learning outcomes: the graduate of the course knows the main literary works, which can be interpreted in the context of the time. On the basis of concrete experience with the texts read, he/she has learned to think about literature, to use terms denoting aspects of literary texts, as well as the concepts of literary metadiscourse. He/she can work with specialist literature and formulate his/her own argumentative positions. Is capable of self-reflection and open to further learning.

Class syllabus:
Course outcomes of subject (content):
F. Nietzsche, A. Schopenhauer, S. Freud/Crisis of Consciousness, Language, Society. Impressionism, Symbolism. R. Musil, H. Broch, J. R. Roth, H. Hesse, Th. Mann, A. Döblin; Pluralism of styles (F. Wedekind, H. Hesse, R Walser). Literary revolution in expressionism, expressionism in poetry (G Heym, G Trakl), in drama (E Toller, G Kaiser) and in prose (G Benn). Franz Kafka and Prague German literature (F. Werfel and others). The end of the bourgeois epoch and the literature of the Weimar Republic (T. Mann, H. Mann). Epic theatre,
B. Brecht, literary cabaret. Drama in the interwar period (Ö. v. Horváth and others). The big city and its representation in the novel, the historical novel, social criticism, literature against the war (A. Döblin, A. Seghers, E. M. Remarque, A. Zweig - Part 1). Continuation (L. Feuchtwanger - Part 2). German literature in emigration after 1933. The texts are updated at the beginning of the academic year.

Recommended literature:
Compulsory/Recommended readings:
Required readings (selected according to the teacher's recommendation):
BEUTIN, W. 2019. Deutsche Literaturgeschichte von den Anfängen bis zur Gegenwart. Stuttgart: Metzler, 2019. 810 p. ISBN-10:3476049523, ISBN-13:978-3476049520 (selected chapters)
Recommended reading:

LEIß, I./STADLER, H. 2004. Deutsche Literaturgeschichte, Bd. 8: Wege in die Moderne 1890-1918. Munich: dtv, 2004. 442 p. ISBN 3423033487
LEIß, I./STADLER, H. 2003. Deutsche Literaturgeschichte, Bd. 9: Weimarer Republik. Munich: dtv, 2003. 416 p. ISBN-13: 9783423033497
MIKULÁŠOVÁ, A./Mikuláš, R. 2006. Zu einigen Analogien in den Tiergeschichten von Felix Salten und Martin Hranko - eine Vergleichsanalyse. In: Felix Salten - der unbekannte Bekannte. Wien: Praesens, 2006, 145-155. ISBN 3-7069-0368-7
MIKULÁŠOVÁ, A. 2010. Metatextuelle Reflexion der Werke Erich Kästners und Karl Mays in der Slowakei. In: Kindheit zwischen West und Ost: Kinderliteratur zwischen Kaltem Krieg und neuem Europa. Bern: Peter Lang, 2010, 139-150. ISBN 978-3-0343-0560-0
MIKULÁŠ, R. 2004. On the category of the "hero" in the work of E. Canetti. In: The Hero in Central European and Balkan Literatures of the 19th and 20th Centuries. Bratislava: VEDA, 2004, 82-99. ISBN 80-224-0821-2
RIEGEL, P./RINSUM, W. VAN. 2000. Deutsche Literaturgeschichte. Band 10: Drittes Reich und Exil 1933-1945. Munich: dtv, 2000. 304 p. ISBN-10: 342303333509

Languages necessary to complete the course:
german, slovak

Notes:

Past grade distribution
Total number of evaluated students: 62

A	ABS	B	C	D	E	FX
19,35	0,0	14,52	11,29	24,19	24,19	6,45

Lecturers: doc. Mgr. Andrea Mikulášová, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde005/22	German literature of the 20th century II

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, lecture, combined form (primarily on-site).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 28 hours of continuous home preparation for class, self-study; 50 hours of preparation for the final assessment (oral examination). Total 100 hours of student work.
Teaching methods:
explanations, work with professional text, brainstorming, discussion of the topic, analysis of literary texts, guided self-study.

Number of credits: 4

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
mastery of theoretical contents, reading of primary literature texts (the so-called fiction minimum), knowledge of conceptual instrumentarium and methods of literary science work, active cooperation are required. Assessment points: continuous assessment by discussion: 50 points, oral examination 50 points (50/50).
The rating is awarded on a scale:
A (100-95%, excellent - outstanding results),
B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable operation), D (84-80%, satisfactory - acceptable results),
E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required).
Excellent: excellent knowledge of the literature of the period in the context of the social context and the ability to interpret it on the basis of the acquired instrumentarium, the ability to link new knowledge and skills with knowledge and skills acquired in the past, fluent speech, structured statements, sovereign handling of the conceptual instrumentarium, excellent ability to think analytically and to formulate critical evaluative attitudes.

Very good: solid knowledge of the literature of the period and the ability to interpret it on the basis of the acquired instrumentation, fluent speech with minor shortcomings, very good ability to think analytically and to formulate critical evaluative attitudes.
Good: average knowledge of the literature of the period ability to interpret them on the basis of the acquired instrumentation, fluent speech with several shortcomings, limited ability to formulate evaluative critical attitudes.
Satisfactory: content mastery with several weaknesses, basic mastery and understanding of issues and interpretive procedures, weak scientific argumentation and formulation of evaluative critical stances.
Sufficient: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic, stylistic errors, lack of scientific reasoning and formulation of evaluative critical attitudes.
Inadequate: insufficient, no knowledge of the literature of the period, insufficient mastery of conceptual tools, no reading of works of fiction.
Scale of assessment (preliminary/final): mastery of theoretical contents, reading of primary literature texts (the so-called fiction minimum), knowledge of conceptual instrumentarium and methods of literary science work, active cooperation are required. Assessment points: continuous assessment by discussion: 50 points, oral examination 50 points (50/50).

Learning outcomes:
Learning outcomes
/Objectives and learning outcomes:
Educational objectives: to show the vicissitudes of literary processes in Germany after 1945.
Learning outcomes: the graduate of the course acquires knowledge of cultural-historical contexts, recognises the key literary works of the period and is able to interpret them, has acquired conceptual instrumentarium. Against the background of concrete examples, the student will learn to reflect on the central formal, thematic and motivational shifts in literary genres. The student is able to adapt and transfer the knowledge acquired into practice.

Class syllabus:
Course outcomes of subject (content):
The lecture will consist of the following modules: literature of the German Democratic Republic, literature of the GDR, literature in unified Germany. Post-war literature, political situation and literary situation, W. Borchert, H. Böll. Group 47, short stories after 1945 (H. Böll, W. Borchert, G. Wohmann), lyric poetry between 1950 and 1970 (G. Benn, W. Lehmann,
G. Eich, H.M. Enzensberger, E. Fried), drama after 1945 (R. Hochhuth, P. Weiss, et al.), novels of the 1950s (H. Böll, G. Grass, W. Koeppen), literature of the new subjectivity (M. Walser, B. Strauß, Ch. Wolf, G. Wohmann, etc.), literature of the GDR (building literature, socialist realism, literature of arrival (Ankunftsliteratur 1961-1971), criticism of socialism 1971-1989). The texts of the fiction minimum are updated at the beginning of the academic year.

Recommended literature:
Compulsory/Recommended readings:
Required readings (selected according to the teacher's recommendation):
BEUTIN, W. 2019. Deutsche Literaturgeschichte von den Anfängen bis zur Gegenwart. Stuttgart: Metzler, 2019. 810 p. ISBN-10:3476049523, ISBN-13:978-3476049520 (selected chapters)
Recommended reading:
BRAUN, M. 2010. Die deutsche Gegenwartsliteratur: Eine Einführung. Böhlau: UTB, 2010. 247 p. ISBN-10:3825233529

FORSTER, H./RIEGEL, P. 1995. Deutsche Literaturgeschichte. Bd.11. Die Nachkriegszeit 1945-1968. Munich: dtv 1995. ISBN 3-423-03351-7
FORSTER, H./RIEGEL, P. 1999. Deutsche Literaturgeschichte. Gegenwart 1968-1990. Bd. 12. 2. Aufl. Munich: dtv, 1999. 376 p. ISBN 3-423-03352-5
MIKULÁŠ, R. 2016. Auf der Spur einer Wahrnehmungsästhetik im Rahmen der Kognitiven Literaturwissenschaft: Gestaltung von Wahrnehmung bei Peter Handke. In: Schlüsselkonzepte und Anwendungen der Kognitiven Literaturwissenschaft. Münster: Mentis, 2016, 185-209. ISBN 978-3-89785-461-1
MIKULÁŠOVÁ, A./Mikuláš, R. 2018. Wirklichkeitskonstruktion durch Metaphern bei Ingeborg Bachmann = The construction of reality through metaphor in Ingeborg Bachmann's work. In: World Literature Studies. Vol. 10, č. 3 (2018), 47-67. ISSN (online) 1337-9690 SCHNELL, R. 2016. Geschichte der deutschsprachigen Literatur seit 1945. Stuttgart: Metzlersche Verlagsbuchhandlung, 2016. 614 p. ISBN-10:3476019004

Languages necessary to complete the course:
german

Notes:

Past grade distribution
Total number of evaluated students: 53

A	ABS	B	C	D	E	FX
13,21	0,0	13,21	24,53	24,53	22,64	1,89

Lecturers: Mgr. Roman Mikuláš, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde020/22	German literature of the 21st century

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily on-site).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 12 hours of preparation for the paper; 16 hours of preparation for the seminar paper. 50 hours of student work in total.
Teaching methods:
analysis of literary texts, working with professional text, brainstorming, discussion of the topic, guided self-study. s, work with professional text, brainstorming, discussion of the topic, guided self-study.

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
Reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary scholarship, active participation in discussions/analyses are required.
Points: preparation/presentation of papers: 40 points, seminar work: 60 points (100/0).
The rating is awarded on a scale:
A (100 - 91%, excellent - outstanding results),
B (90 - 81%, very good - above average standard), C (80 - 73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required).
Well done: Precise formulation of the thesis intention and excellent knowledge of the current state of the research issue, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects necessary for the treatment of the topic, a significant proportion of own argumentation and own results of the thesis, including pointing out open questions (desiderata), differentiated language, correct use of technical terms, comprehensible style, minimal grammatical, orthographic and stylistic errors, taking into account the vast amount of literature, formally correct editing (adherence to the citation standard, etc.).),

excellent ability to present work independently and incorporate comments, active participation in discussions/analyses of literary works during the semester
Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of the scientific context, logical structuring of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.), very good ability to present the results of the work independently, active participation in discussions/analyses of literary works during the semester
Good: treatment of the topic in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), good ability to present the results of the thesis independently.
Satisfactory: only a rough outline of the problem to be addressed, superficial knowledge of the scientific context, imprecise communication of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, larger number of grammatical, orthographic and stylistic errors, use of a small amount of secondary literature, minimal incorporation of comments.
Sufficient: the results treat the chosen topic superficially and without their own contribution by mechanically taking from various sources, inaccurate use of professional terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications.
Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or insufficient preparation for seminars, major formal deficiencies.
Scale of assessment (preliminary/final): Reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary scholarship, active participation in discussions/analyses are required. Points: preparation/presentation of papers: 40 points, seminar work: 60 points (100/0).

Learning outcomes:

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

Recommended literature:
Compulsory/Recommended readings:
Required literature (selected according to the focus of the report/seminar paper): SCHÖLL, J./ BOHLEY, J. (eds.). 2012. Das erste Jahrzehnt. Narrative und Poetiken des 21. Jahrhunderts. Würzburg: Königshausen & Neumann, 2012. 300 p. ISBN-10:3826048024 Recommended reading:
BLIOUMI, A. 2002. Migration und Interkulturalität in neueren literarischen Texten. Munich: iudicium, 2002. ISBN 978-3-89129-667-7

CHIELLINO, G. 2007. Interkulturelle Literatur in Deutschland. Stuttgart: Metzlersche J. B. Verlagsbuchhandlung, 2007. 536 p. ISBN-10:3476021858
MIKULÁŠ, R. 2019. Zum konstruktiven Charakter von Interkulturalität bei Irena Brežná: Ein systemischer Annäherungsversuch. In. 14, č. 2 (2019), 47-60. ISSN (print) 1862-4995
MIKULÁŠOVÁ, A./Mikuláš, R. 2020. Zur metaphorisch-diskursiven Wirklichkeit in Josef Haslingers novel Opernball = On metaphorical-discursive reality in Josef Haslinger s novel Opernball. In World Literature Studies. Vol. 12, č. 2 (2020), 26-39. ISSN (online) 1337-9690

Languages necessary to complete the course:
german

Notes:

Past grade distribution
Total number of evaluated students: 8

A	ABS	B	C	D	E	FX
25,0	0,0	12,5	25,0	37,5	0,0	0,0

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde003/22	German phraseology

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, lecture, combined form (primarily full-time).
Student workload:
11 x 2 hours of direct instruction = 22 hours; 28 hours of continuous home preparation for class, independent study; 50 hours of preparation for the final assessment (written and oral exam). Total 100 hours of student work.
Teaching methods:
explanation, work with a specialist text, discussion of the topic, motivating conversation about the features, occurrence and function of phrases, search and identification of phrases in texts and their analysis, guided independent study.

Number of credits: 4

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Mastery of theoretical content, conceptual instrumentation and proof of concepts with examples of phrases, active cooperation is required. Assessment points: interim assessment in the form of a discussion: 50 points, final written and oral examination: 50 points (50/50).
The rating is awarded on a scale:
A (100-95%, excellent - outstanding results),
B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable operation), D (84-80%, satisfactory - acceptable results),
E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required).
Excellent: excellent knowledge of the development of phraseological theories on the basis of acquired conceptual instrumentation, ability to link new knowledge with prior morphological, syntactic and lexical knowledge and skills acquired in the past, fluent speech, structured utterances, sovereign handling of conceptual instrumentation, excellent ability to think analytically and to formulate critical evaluative attitudes.
Very good: solid knowledge of the development of phraseological theories on the basis of the conceptual instrumentation acquired, ability to link new knowledge with prior morphological,

syntactic and lexical knowledge and skills acquired in the past, fluent speech with minor deficiencies, very good ability to think analytically and to formulate critical evaluative attitudes.
Good: average knowledge of the development of phraseological theories based on acquired conceptual instrumentation, ability to relate new knowledge to prior morphological, syntactic and lexical knowledge and skills acquired in the past, fluent speech with several weaknesses, limited ability to formulate evaluative critical attitudes.
Satisfactory: phraseological theories are mastered with several deficiencies, basic mastery and understanding of the issues and ability to recognize phrases in the system and in the text, weak scholarly argumentation and formulation of evaluative critical stances.
Sufficient: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic and stylistic errors, lack of scientific reasoning and formulation of evaluative critical stances.
Inadequate: insufficient knowledge of the development of phraseological theories, insufficient mastery of conceptual instrumentation, insufficient ability to recognize and interpret phrasemes in the system as well as in the text.
Scale of assessment (preliminary/final): Mastery of theoretical content, conceptual instrumentation and proof of concepts with examples of phrases, active cooperation is required.
Assessment points: interim assessment in the form of a discussion: 50 points, final written and oral examination: 50 points (50/50).

Learning outcomes:
Objectives and learning outcomes:
Educational objectives: to highlight the importance of phraseology in the formulation of comprehensible utterances, the subject is intended to contribute to the development of communication skills by pointing out the importance of knowing the stylistic values of phrases in stylistically appropriate communication.
Learning outcomes: the graduate of the course will gain knowledge of German phraseology in the broader context of the language system, gain knowledge of the function of phrases in communication and their stylistic value in the text. In addition to theoretical knowledge, the student will also acquire the ability to determine their stylistic and text-forming function in interpretation as well as in text production.

Class syllabus:
Course outcomes of subject (content):
Introduction. Lexicology and phraseology. Basic unit - phrase. Features of a phrase: anomalousness, constancy, idiomaticity, reproducibility, lexicalization, imagery, polysemy. Phrasemes as a part of vocabulary. Phrasemes in the system. Phrasemes as a heterogeneous system. Stylistic values and stylistic colouring of phrasemes. Expressiveness of phrases.
Phrasemes in texts. Phraseological variability. Variants of phrasemes. Okazonal changes of phrases. Modifications and updates. On some subgroups of German phraseology: phraseological pairs, phraseological similes. Winged words. One-word phrasemes. Adverbs and phrasemes. Phrasemes in terms of linguistic comparison. Phrasemes in foreign language teaching and foreign language didactics.

Recommended literature:
Compulsory/Recommended readings:
Required readings (selected according to the teacher's recommendation):
ĎURČO, P./Vajičková, M./Tomášková, S. 2019. Kollokationen im Sprachsystem und Sprachgebrauch: Ein Lehrbuch. Nümbrecht: Kirsch-Verlag, 2019, 12-50. ISBN 978-3-943906-45-5

VAJIČKOVÁ, M. 2009. Handbuch der deutschen Phraseologie unter fremdsprachendidaktischen Aspekten. 3rd revised edition. Bratislava: Comenius University, 2009. 197 s. ISBN 978-80-223-2611-7
Recommended reading:
BURGER, H. 2010. Phraseology. Eine Einführung am Beispiel des Deutschen. Berlin: Erich Schmidt Verlag. 2010. 240 p. ISBN 978-3-5030-9812-5
FLEISCHER, W. 1997. Phraseologie der deutschen Gegenwartssprache. Tübingen: Max Niemeyer, 1997. 299 p. ISBN 978-3-4847-3032-8
MLACEK, J. 2001. Shapes and faces of phrase in Slovak. Bratislava: Stimul - Centre for Informatics and Education, Faculty of Arts, Charles University, 2001. 170 p. ISBN 978-80-88982-40-5

Languages necessary to complete the course:
german, slovak

Notes:

Past grade distribution
Total number of evaluated students: 63

A	ABS	B	C	D	E	FX
28,57	0,0	20,63	30,16	4,76	7,94	7,94

Lecturers: prof. PhDr. Mária Vajičková, CSc.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde006/22	German stylistics

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, lecture, combined form (primarily full-time).
Student workload:
11 x 2 hours of direct instruction = 22 hours; 28 hours of continuous home preparation for class, independent study; 50 hours of preparation for the final assessment (written and oral exam). Total 100 hours of student work.
Teaching methods:
explanation, work with a professional text, discussion of the topic, motivational conversation about the stylistic appropriateness of expressive devices from different linguistic planes in different communicative situations, stylistic analysis of texts, guided independent study.

Number of credits: 4

Recommended semester: 2.

Educational level: II.

Prerequisites: PdF.KNJL/M-NEMde003/22 - German phraseology

Recommended prerequisites:
German phraseology M-NEMd-003

Course requirements:
Course completion requirements:
mastery of theoretical contents, conceptual instrumentation, active cooperation is required. Score: Interim assessment by discussion: 50 points, final written and oral examination: 50 points (50/50). The rating is awarded on a scale:
A (100-95%, excellent - outstanding results),
B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable operation), D (84-80%, satisfactory - acceptable results),
E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required).
Excellent: excellent knowledge of the development of stylistic theories on the basis of acquired conceptual instrumentation, ability to link new knowledge with previous morphological, syntactic, lexical and phraseological knowledge and skills acquired in the past, fluent speech, structured utterances, sovereign handling of conceptual instrumentation, excellent ability to think analytically and to formulate critical evaluative attitudes.

Very good: solid knowledge of the development of stylistic theories on the basis of the conceptual instrumentation acquired, ability to link new knowledge with previous morphological, syntactic, lexical and phraseological knowledge and skills acquired in the past, fluent speech with minor deficiencies, very good ability to think analytically and to formulate critical evaluative attitudes.
Good: average knowledge of the development of stylistic theories based on acquired conceptual instrumentation, ability to link new knowledge with prior morphological, syntactic, lexical and phraseological knowledge and skills acquired in the past, fluent speech with several weaknesses, limited ability to formulate evaluative critical stances.
Satisfactory: stylistic theories are mastered with several deficiencies, basic mastery and understanding of the issues and ability to recognize styles in the system and in the text, weak scholarly argumentation and formulation of evaluative critical stances.
Sufficient: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic and stylistic errors, lack of scientific reasoning and formulation of evaluative critical stances.
Insufficient: insufficient knowledge of the development of stylistic theories, insufficient mastery of conceptual instrumentation, insufficient ability to recognize and interpret styles in the system as well as in the text.
Scale of assessment (preliminary/final): mastery of theoretical contents, conceptual instrumentation, active cooperation is required. Score: Interim assessment by discussion: 50 points, final written and oral examination: 50 points (50/50).

Learning outcomes:

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

Recommended literature:
Compulsory/Recommended readings:
Required readings (selected according to the teacher's recommendation):
VAJIČKOVÁ, M. 2015. Theoretische Grundlagen stilistischer Textanalyse. 2. rozšír. 2nd ed. Nümbrecht: Kirsch-Verlag, 2015. 203 p. ISBN 978-3-943906-18-9
Recommended reading:
EROMS, H., W. 2008. Stil und Stilistik. Berlin: Erich Schmidt Verlag, 2008. 255 p. ISBN 978-3-5030-9823-1
FLEISCHER, W./MICHEL, G./STARKE, G. 1996. Stilistik der deutschen Gegenwartssprache. Frankfurt am Main: 1996. 394 p. ISBN 978-3-4841-0680-8
SANDIG, B. 2006. Textstilistik des Deutschen. Berlin: Walter de Gruyter, 2006. 584 p. ISBN 978-3-1101-8870-7
VAJIČKOVÁ, M. 2009. Stilistische Prinzipien der Textgestaltung von wissenschaftlichen Texten. In: Ausgewählte Aspekte der Fachtexte. Banská Bystrica,

2009, 7-40. ISBN 978-80-8083-834-8
VAJIČKOVÁ, M. 2007. Theoretische Grundlagen stilistischer Textanalyse. Bratislava: Comenius University in Bratislava, 2007. 168 p. ISBN 978-8-0892-2094-6 VAJIČKOVÁ, M. 2019. Textlinguistische Aspekte der Kollokationen. In.
Sprachsystem und Sprachgebrauch: Ein Lehrbuch. Nümbrecht: Kirsch-Verlag, 2019, 133-162. ISBN 978-3-943906-45-5
VAJIČKOVÁ, M. 2017. Letter as a textual genre. In. Roč. 27, č. 2 (2017), 59-70. ISSN 1339-2026
VAJIČKOVÁ, M. 2021.
Competence in foreign language teaching: the case of German as a foreign language. In: Philology. Vol. 31, no. 1 (2021), 207-217. ISSN (print) 1339-2026
VAJIČKOVÁ, M. 2021. Von der Kollokationenkompetenz zur Textkompetenz. Die Rolle der Kollokationen bei der Kohäsion und Kohärenz eines Textes. In: Philologia. Vol. 31, č. 1 (2021), 179-188. ISSN (print) 1339-2026

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 57

A	ABS	B	C	D	E	FX
29,82	0,0	22,81	19,3	5,26	15,79	7,02

Lecturers: prof. PhDr. Mária Vajičková, CSc.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde031/22	Grammar and conversation B2

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

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde032/22	Grammar and conversation C1

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

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 4

Recommended semester: 2.

Educational level: II.

Prerequisites:

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

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

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

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

Class syllabus:

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

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

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

Recommended literature:

Compulsory readings:

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

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

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

Recommended readings:

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

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 302

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

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 27.02.2024

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 4

Recommended semester: 3.

Educational level: II.

Prerequisites:

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

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

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

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

Class syllabus:

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

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

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

Recommended literature:

Compulsory readings:

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

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

Recommended readings:

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

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

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

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

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

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution
Total number of evaluated students: 299

A	ABS	B	C	D	E	FX
41,47	0,0	28,09	19,73	8,36	2,01	0,33

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 27.02.2024

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 3

Recommended semester: 1.

Educational level: II.

Prerequisites:

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

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

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

Class syllabus:

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

Recommended literature:

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

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

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 328

A	ABS	B	C	D	E	FX
46,65	0,0	21,95	15,85	10,06	3,96	1,52

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 4

Recommended semester: 2.

Educational level: II.

Prerequisites:

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

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

Learning outcomes:

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

Class syllabus:

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

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

Recommended literature:

Compulsory readings:

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

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

Recommended readings:

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

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

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

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 226

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

Lecturers: prof. PhDr. Peter Žeňuch, DrSc.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 4

Recommended semester: 3.

Educational level: II.

Prerequisites:

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

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

Learning outcomes:

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

Class syllabus:

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

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

Recommended literature:

Compulsory readings:

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

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

Recommended readings:

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

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

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

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 226

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

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde014/22	**Course title:** Inclusive education
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	

Course requirements:

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

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

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

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

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

Recommended literature:

Recommended reading:

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

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

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

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

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

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

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

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

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

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

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

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

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 157

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

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

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

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

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

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

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

Recommended literature:

Recommended reading:

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

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

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

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

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

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

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

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

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

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

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

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

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution Total number of evaluated students: 157						
A	ABS	B	C	D	E	FX
42,04	0,0	37,58	12,1	3,82	1,27	3,18
Lecturers:						
Last change: 10.11.2022						
Approved by: prof. PaedDr. Dušan Kostrub, PhD.						

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde014/22	Language of media

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily full-time).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 10 hours of preparation for direct teaching, 18 hours of preparation for seminar work. Total 50 hours of student work.
Teaching methods:
Motivational (motivational demonstration of the specifics of the language of media and advertising), expository (explaining the characteristics of the language of media), diagnostic and classificatory, etc.

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
the condition for obtaining the grade is the preparation of a seminar paper (100/0). The rating is awarded on a scale:
A (100 - 91%, excellent - outstanding results),
B (90 - 81%, very good - above average standard), C (80 - 73%, good - normal reliable operation), D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required).
Excellent: excellent knowledge of the current state of research issues in media language, clear and logical argumentation, correct use of technical terms, well-read style, minimal grammatical, orthographic and stylistic errors.
Very good: solid treatment of the topic in relation to the objectives pursued, logical structure of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors.

Good: treatment of the topic in relation to the stated objectives, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level.
Satisfactory: only a rough outline of the problem addressed, imprecise presentation of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors.
Sufficient: sufficient treatment of the topic, minimal or no knowledge of the context of the assignment, large number of orthographic, stylistic errors.
Inadequate: insufficient treatment of the topic of the term paper, minimal or no knowledge of the scientific context, weak or no argumentation, a large number of orthographic, stylistic errors.
Scale of assessment (preliminary/final): the condition for obtaining the grade is the preparation of a seminar paper (100/0).

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

Class syllabus:
Course outcomes of subject (content):
History of advertising. Objects, objectives, actions and strategies of advertising and their influence on the linguistic level of the advertising text. Psycholinguistics and advertising, basics of advertising psychology. Building blocks of advertising (headline, main text, slogan, product name, visual elements) - basic characteristics. Lexical level of advertising, word formation of product and brand names. Phraseologisms in advertising (modification and updating). Word toys and rhetorical figures in advertising. Intertextuality in advertising and in press headlines. Advertising and interculturality - issues of international campaigns.
Advertising and the media (television, radio, billboards, newspapers and magazines, Internet). Linguistic characteristics of new media: chat and sms. Journalistic style (functional stylistics), analysis of journalistic texts. The content of the course contributes to the graduate's profile, as he/she should acquire sufficient knowledge of the procedures of working with text, in our case with media texts.

Recommended literature:
Compulsory/Recommended readings:
Required literature (selected according to the focus of the seminar work):
JANICH, N. 2013. Werbesprache: ein Arbeitsbuch. 6th, durchges. und korrigierte Aufl., Tübingen: Narr, 2013. 324 p. ISBN 978-3-8233-6818-2
Recommended reading:
RUNKEHL, J. 1998. Sprache und Kommunikation im Internet: Überblick und Analysen. Opladen: Westdt. Verlag, 1998. 240 p. ISBN 3-531-13267-9

SCHLOBINSKI ET ALL. 2005. Entwicklungen im Web 2.0: Ergebnisse des III. Workshops zur Linguistischen Internetforschung. Frankfurt, M.: Lang, 2012, 190 p. ISBN 978-3-631-60530-1
SIEVER, T. et all. 2005. Websprache.net: Sprache und Kommunikation im Internet. Berlin: de Gruyter, 2005. 331 p. ISBN 3-11-018110-X
SCHMITZ, U. 2004. Sprache in modernen Medien: Einführung in Tatsachen und Theorien, Themen und Thesen. Berlin: Erich Schidt, 2004. 217 p. ISBN 3-503-07923-8

Languages necessary to complete the course:
german

Notes:

Past grade distribution
Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
30,77	0,0	15,38	38,46	0,0	7,69	7,69

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMde015/22	**Course title:** Language politics - enforcing language learning in the EU
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities, scope (number of hours) and methods of educational activities: Scope, type/method of teaching and organizational form: 2 hours per week, seminar, combined form (primarily full-time). Student workload: 11 x 2 hours of direct teaching = 22 hours; 10 hours of preparation for direct teaching, 18 hours of preparation for seminar work. Total 50 hours of student work. Teaching methods: Motivational (motivational demonstration of the impact of language policy on language spread), expository (explaining the specifics of language policy), diagnostic and classificatory, etc.	
Number of credits: 2	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: the condition for obtaining the grade is the preparation of a seminar paper (100/0). The rating is awarded on a scale: A (100 - 91%, excellent - outstanding results), B (90 - 81%, very good - above average standard), C (80 - 73%, good - normal reliable operation), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required). Excellent: excellent knowledge of the current state of research issues in language policy, correct use of professional terminology in the field, well-read style, minimal grammatical, orthographic, and stylistic errors. Very good: solid treatment of the topic in the field of language policy, logical structure of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors. Good: treatment of the topic in relation to the stated objectives, logical argumentation, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level. Satisfactory: superficial knowledge of the context of language policy, imprecise conveyance of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors.	

Adequate: sufficient treatment of the topic in the field, minimal or no knowledge of the scientific context, large number of orthographic, stylistic errors.
Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, weak or no argumentation, large number of orthographic, stylistic errors.
Scale of assessment (preliminary/final): the condition for obtaining the grade is the preparation of a seminar paper (100/0).

Learning outcomes:
Learning outcomes
/Objectives and learning outcomes:
Learning objectives: to gain an overview of the specifics, principles and important issues of language policy.
Learning outcomes: the graduate of the course has knowledge about the principles of language policy, its functioning within the EU and its impact on individual national language policies as well as information about normative and didactic tools conditioning the learning of foreign languages in individual EU countries, especially in Slovakia and German-speaking countries. Apply cognitive skills in implementing language policy solutions and in arguing for proposed solutions. Demonstrates very good communication skills in language policy debates, and is able to think analytically and critically when considering aspects of language policy.
Takes an independent and innovative approach to solving the problems of the seminar paper.

Class syllabus:
Course outcomes of subject (content):
Terminology and historical overview of language policy in the EU. Internal and external language policy of the Member States. Language policy in German-speaking countries, the status of the German language in the EU. Promotion of linguistic diversity in the EU, minority and immigrant languages. Common European Framework of Reference for Languages.
European Language Portfolio. Lifelong learning and foreign language learning. Issues of foreign language choice. The content of the course contributes to the graduate's profile by being able to take into account the specific aspects of interculturality and the coexistence of several languages at transnational level.

Recommended literature:
Compulsory/Recommended readings:
Required literature (selected according to the focus of the seminar work):
AMMON, U. 2007. Sprachliche Folgen der EU-Erweiterung. Tübingen: Niemeyer, 2007. 296 p. ISBN 978-3-484-60490-2
Recommended reading:
BERSCHIN, B. H. 2006. Sprach- und Sprachenpolitik: eine sprachgeschichtliche Fallstudie (1789-1940) am Beispiel des Grenzlandes Lothringen (Moselle). Frankfurt am Main: Lang, 2006. 264 p. ISBN 978-3-631-54376-4
BLANKE ET ALL. 2009. Sprachenpolitik und Sprachkultur. 2., durchges. Aufl., Frankfurt am Main: Lang, 2009. 280 p. ISBN 978-3-631-58579-5
EHLICH et all. 2002. Sprachen und Sprachenpolitik in Europa. Tübingen: Stauffenburg Verl., 2002. 232 p. ISBN 3-86057-894-4

Languages necessary to complete the course:
german

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde021/22	**Course title:** Learning theories and concepts of teaching
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	

Course requirements:

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

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

Learning outcomes:

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

Class syllabus:

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

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

Recommended literature:

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

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 1013

A	ABS	B	C	D	E	FX
58,14	0,0	23,0	10,37	3,95	2,27	2,27

Lecturers: Ing. Eva Tóblová, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde021/22	**Course title:** Learning theories and concepts of teaching
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	

Course requirements:

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

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

Learning outcomes:

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

Class syllabus:

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

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

Recommended literature:

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

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 1013

A	ABS	B	C	D	E	FX
58,14	0,0	23,0	10,37	3,95	2,27	2,27

Lecturers: Ing. Eva Tóblová, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde016/22	Lesson planning

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar/internship, combined form (primarily full-time).
Student workload:
5 x 2 hours of direct teaching = 10 hours; 16 hours internship, 10 hours preparation for internship, 14 hours preparation for seminar paper. Total 50 hours of student work.
Teaching methods:
explanations, work with professional text, heuristic method, brainstorming, problem solving, application of theoretical knowledge to practice, discussion of the topic, guided self-study

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
active participation in seminars and preparation of a seminar paper, preparation of an internship and its reflection in written form is required. Points: active participation in seminars: 10 points, seminar paper + presentation: 45 points, internship + reflection: 45 (100/0).
The rating is awarded on a scale:
A (100 - 91%, excellent - outstanding results),
B (90 - 81%, very good - above average standard), C (80 - 73%, good - normal reliable operation),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required).
Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes.
Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes.
Good: average knowledge and ability to link it to skills based on mastery of concepts, good ability to think analytically and formulate evaluative critical stances, fluent speech with several weaknesses.

Satisfactory: superficial knowledge, insufficient ability to link it to problem-solving skills, incoherent speech with errors.
Adequate: content is mastered with several weaknesses, lacks sufficient mastery and understanding of the issues and interpretive procedures, lacks scholarly argumentation and the formulation of evaluative critical stances.
Insufficient: insufficient knowledge, lack of conceptual mastery and lack of understanding of the issues and interpretative
Scale of assessment (preliminary/final): active participation in seminars and preparation of a seminar paper, preparation of an internship and its reflection in written form is required. Points: active participation in seminars: 10 points, seminar paper: 40 points, internship + reflection: 50 (100/0).

Learning outcomes:

Learning outcomes
/Objectives and learning outcomes:
Learning objectives: to acquire theoretical knowledge, methodological and didactic principles and criteria of lesson planning and lesson design.
Learning outcomes: the graduate of the course can apply the acquired knowledge and skills in the educational conditions of the school. The student will be able to design thematically focused lessons in order to incorporate all linguistic competences into the lesson using innovative methods and new technologies. Acquire the skills required to deal with unpredictable situations during lessons, be responsible and independent, able to present their
own attitudes and opinions adequately and professionally, and reflect critically on them.

Class syllabus:

Course outcomes of subject (content):
1. Study and comparison of literature on planning, course, analysis and evaluation of the lesson.
2. Interactive approach, experiential learning and open forms of teaching in conveying the curriculum with an emphasis on the holistic development of the learner.
3. Comparison of traditional methods and innovative practices, design of a model teaching unit, its application in practice and evaluation of its effectiveness.
4. Based on the study of the literature, creating a proposal for a teaching unit (seminar paper) and elaboration of the practical experience in the reflection from the hospitality placement. Emphasis is placed on innovative teaching methods and aids.

Recommended literature:

Compulsory/Recommended readings:
Required reading:
KOLEČÁNI LENČOVÁ, I./DOVIČÁK, M. 2021. From text to project. Bratislava: PedF UK. 2021. 70 p. ISBN 978-80-223-5278-9
KOLEČÁNI LENČOVÁ, I. 2021. Language seminar. The construction of a lesson.
Internship methodology. Bratislava: PedF UK, 2021. 33 p. 1,5 AH. ISBN 978-80-223-5263-5
Recommended reading:
BIMMEL, P./KAST B./NEUNER, G. 2011. Deutschunterricht planen. München: Langenscheidt Verlag, 2011. 208 p. ISBN 978-3-468-49638-7
KIEL, E./ZIERER, K. 2011. Unterrichtsgestaltung als Gegenstand der Wissenschaft, Band 3. Hohengehren: Schneiderverlag, 2011. 303 p. ISBN 978-3-8340-0892-3
KIEL, E./ZIERER, K. 2011. Unterrichtsgestaltung als Gegenstand der Praxis. Band 2. Hohengehren: Schneiderverlag, 2011. 253 p. ISBN 978-3-8340-0893-0
KÜPPERS, A./SCHMIDT, T./MAIK, W. 2011. Inszenierungen im Fremdsprachenunterricht. Grundlagen, Formen, Perspektiven. Braunschweig: Klinkhardt. 231 p. ISBN 978-3-7815- 1788-2

NEUNER, Gerhard/HUNFELD, Hans. 2011. Methoden des fremdsprachlichen Deutschunterrichts. München: Langenscheidt Verlag, 2011. 184 p. ISBN 312-606-513-9

Languages necessary to complete the course:
german, slovak

Notes:

Past grade distribution
Total number of evaluated students: 38

A	ABS	B	C	D	E	FX
26,32	0,0	42,11	26,32	5,26	0,0	0,0

Lecturers:

Last change: 06.02.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde016/22	Lesson planning

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar/internship, combined form (primarily full-time).
Student workload:
5 x 2 hours of direct teaching = 10 hours; 16 hours internship, 10 hours preparation for internship, 14 hours preparation for seminar paper. Total 50 hours of student work.
Teaching methods:
explanations, work with professional text, heuristic method, brainstorming, problem solving, application of theoretical knowledge to practice, discussion of the topic, guided self-study

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
active participation in seminars and preparation of a seminar paper, preparation of an internship and its reflection in written form is required. Points: active participation in seminars: 10 points, seminar paper + presentation: 45 points, internship + reflection: 45 (100/0).
The rating is awarded on a scale:
A (100 - 91%, excellent - outstanding results),
B (90 - 81%, very good - above average standard), C (80 - 73%, good - normal reliable operation),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required).
Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes.
Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes.
Good: average knowledge and ability to link it to skills based on mastery of concepts, good ability to think analytically and formulate evaluative critical stances, fluent speech with several weaknesses.

Satisfactory: superficial knowledge, insufficient ability to link it to problem-solving skills, incoherent speech with errors.
Adequate: content is mastered with several weaknesses, lacks sufficient mastery and understanding of the issues and interpretive procedures, lacks scholarly argumentation and the formulation of evaluative critical stances.
Insufficient: insufficient knowledge, lack of conceptual mastery and lack of understanding of the issues and interpretative
Scale of assessment (preliminary/final): active participation in seminars and preparation of a seminar paper, preparation of an internship and its reflection in written form is required. Points: active participation in seminars: 10 points, seminar paper: 40 points, internship + reflection: 50 (100/0).

Learning outcomes:
Learning outcomes
/Objectives and learning outcomes:
Learning objectives: to acquire theoretical knowledge, methodological and didactic principles and criteria of lesson planning and lesson design.
Learning outcomes: the graduate of the course can apply the acquired knowledge and skills in the educational conditions of the school. The student will be able to design thematically focused lessons in order to incorporate all linguistic competences into the lesson using innovative methods and new technologies. Acquire the skills required to deal with unpredictable situations during lessons, be responsible and independent, able to present their
own attitudes and opinions adequately and professionally, and reflect critically on them.

Class syllabus:
Course outcomes of subject (content):
1. Study and comparison of literature on planning, course, analysis and evaluation of the lesson.
2. Interactive approach, experiential learning and open forms of teaching in conveying the curriculum with an emphasis on the holistic development of the learner.
3. Comparison of traditional methods and innovative practices, design of a model teaching unit, its application in practice and evaluation of its effectiveness.
4. Based on the study of the literature, creating a proposal for a teaching unit (seminar paper) and elaboration of the practical experience in the reflection from the hospitality placement. Emphasis is placed on innovative teaching methods and aids.

Recommended literature:
Compulsory/Recommended readings:
Required reading:
KOLEČÁNI LENČOVÁ, I./DOVIČÁK, M. 2021. From text to project. Bratislava: PedF UK. 2021. 70 p. ISBN 978-80-223-5278-9
KOLEČÁNI LENČOVÁ, I. 2021. Language seminar. The construction of a lesson.
Internship methodology. Bratislava: PedF UK, 2021. 33 p. 1,5 AH. ISBN 978-80-223-5263-5
Recommended reading:
BIMMEL, P./KAST B./NEUNER, G. 2011. Deutschunterricht planen. München: Langenscheidt Verlag, 2011. 208 p. ISBN 978-3-468-49638-7
KIEL, E./ZIERER, K. 2011. Unterrichtsgestaltung als Gegenstand der Wissenschaft, Band 3. Hohengehren: Schneiderverlag, 2011. 303 p. ISBN 978-3-8340-0892-3
KIEL, E./ZIERER, K. 2011. Unterrichtsgestaltung als Gegenstand der Praxis. Band 2. Hohengehren: Schneiderverlag, 2011. 253 p. ISBN 978-3-8340-0893-0
KÜPPERS, A./SCHMIDT, T./MAIK, W. 2011. Inszenierungen im Fremdsprachenunterricht. Grundlagen, Formen, Perspektiven. Braunschweig: Klinkhardt. 231 p. ISBN 978-3-7815- 1788-2

NEUNER, Gerhard/HUNFELD, Hans. 2011. Methoden des fremdsprachlichen Deutschunterrichts. München: Langenscheidt Verlag, 2011. 184 p. ISBN 312-606-513-9

Languages necessary to complete the course:
german, slovak

Notes:

Past grade distribution
Total number of evaluated students: 38

A	ABS	B	C	D	E	FX
26,32	0,0	42,11	26,32	5,26	0,0	0,0

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

Last change: 06.02.2025

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KNJL/M-NEMde018/22	**Course title:** Linguistic seminar

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily full-time).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 10 hours of preparation for direct teaching, 18 hours of preparation for seminar work. Total 50 hours of student work.
Teaching methods:
expository (description of the basics of corpus linguistics and linguistic corpora in the German language), fixation (training skills in working with corpora using search mechanisms), diagnostic and classification, etc.

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
the condition for obtaining the grade is the preparation of a seminar paper (100/0). The rating is awarded on a scale:
A (100 - 91%, excellent - outstanding results),
B (90 - 81%, very good - above average standard), C (80 - 73%, good - normal reliable operation), D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required).
Excellent: excellent knowledge of the current state of research issues in the field of mastering the work with corpora of the German language, clear and linguistically based corpus analysis procedure, correct use of technical terms, well-read style, grammatical, orthographic and stylistic errors minimal, consideration of a large amount of literature.
Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of working with corpora, workflow and analysis are focused on solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature.

Good: treatment of the topic in relation to the stated objectives, the workflow and analysis are focused on solving the problem but are not always correct, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level, taking into account a reasonable amount of literature.
Satisfactory: only a rough outline of the problem to be solved, superficial knowledge of the scientific context and working with corpora, largely correct use of technical terms, several grammatical, orthographic, stylistic errors.
Sufficient: sufficient treatment of the topic and knowledge of working with corpora, minimal or no knowledge of the scientific context, large number of orthographic, stylistic errors.
Inadequate: insufficient treatment of the topic in the field of corpus linguistics, minimal or no knowledge of the scientific context, weak or no argumentation, a large number of orthographic, stylistic errors.
Scale of assessment (preliminary/final): the condition for obtaining the grade is the preparation of a seminar paper (100/0).

Learning outcomes:

Learning outcomes
/Objectives and learning outcomes:
Learning objectives: to get acquainted with the latest digital resources for linguistic research, to learn how to work with linguistic databases and corpora.
Learning outcomes: the graduate of the course will master statistical and formal methods of corpus linguistics and will learn to use linguistic corpora for the analysis of linguistic phenomena using methods of corpus linguistics. He/she can apply knowledge of corpus linguistics methodology, especially orientation in search strings and statistical methods.
Independently and innovatively approaches the solution of the assignment of the seminar work in the given field, works creatively when researching linguistic material and evaluates the given material on the basis of orientation in statistical methods. Possesses mathematical skills in statistical processing of the research sample, digital skills in working with corpora and analytical skills.

Class syllabus:

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

Recommended literature:

Compulsory/Recommended readings:
Required literature (selected according to the focus of the paper/seminar paper): LEMNITZER, L./ZINSMEISTER, H. 2006. Korpuslinguistik. Tübingen: Gunter Narr Verlag, 2006. 213 p. ISBN 3-8233-6210-0
Recommended reading:
HEYER, G./QUASTHOFF, U./WITTIG, Th. 2006. Text Mining: Wissensrohstoff Text: Konzepte, Algorithmen, Ergebnisse. Bochum: W3L, 2006. 348 p. ISBN 3-937137-30-0

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

Languages necessary to complete the course:
german

Notes:

Past grade distribution
Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
75,0	0,0	6,25	0,0	18,75	0,0	0,0

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 138

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

Lecturers:

Last change: 05.04.2016

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 138

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

Lecturers: Mgr. Mária Halašková, PhD.

Last change: 05.04.2016

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 2

Recommended semester: 4.

Educational level: II.

Prerequisites:

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

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

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

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

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

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

Notes:

Past grade distribution
Total number of evaluated students: 959

A	ABS	B	C	D	E	FX
65,69	0,0	20,23	9,18	2,4	1,56	0,94

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

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

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

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

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

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

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

Notes:

Past grade distribution
Total number of evaluated students: 959

A	ABS	B	C	D	E	FX
65,69	0,0	20,23	9,18	2,4	1,56	0,94

Lecturers: Mgr. Pavol Makyna, PhD., doc. Mgr. Jaroslav Šrank, PhD., Mgr. Miroslava Repiská, PhD., Mgr. Michal Bizoň, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD., doc. PaedDr. Martina Šipošová Chochulová, PhD., Dr. habil. Tamás Karáth, PhD., Elisabeth Oberlerchner

Last change: 10.11.2022

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

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZšt009/15	**Course title:** Master`s thesis defence
Number of credits: 14	
Educational level: II.	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course:

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

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

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

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

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

The rating is awarded on a scale:

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

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

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

Learning outcomes:
The learning outcome is in accordance with the Long-term Plan of the CU/PdF, the mission and strategic goals of the CU/PdF, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in individual subjects of the study plan of the study programme and other relevant documents.
The student is able to elaborate the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures and hypotheses/research questions that can be verified. The thesis makes a contribution to the relevant field of study

Class syllabus:
Brief outline of the course:
1. Contribution of the thesis to the field of study, depending on its nature and degree of study. The evaluation of the thesis takes into account whether the student adequately treats the chosen topic at the level of a scientific study with a representative selection of literature, whether the chosen scientific procedures are adequate and appropriate, and whether he/she adequately works with hypotheses that can be verified. The thesis should make a distinct contribution to the relevant field of study in which the student has completed the degree programme;
2. Originality of the thesis (the thesis must not be plagiarized, must not infringe the copyrights of other authors), the documentation for the defence of the thesis as a subject of the state examination includes originality protocols: from the Central Register and Theses, the results of which are commented on by the supervisor and the opponent in their opinions;
3. Correctness and correctness of citation of used information sources, research results of other authors and author teams, correctness of description of methods and working procedures of other authors or author teams;
4. Compliance of the structure of the thesis with the prescribed structure defined by the Internal Regulation No. 2/2018 Directive of the Rector of Charles University in Bratislava;
5. Respecting the recommended scope of the thesis (the recommended scope of the thesis is usually 50 - 70 standard pages - 90 000 to 126 000 characters including spaces), the adequacy of the scope of the thesis is judged by the supervisor;
6. Linguistic and stylistic level of the work and formal editing;
7. The manner and form of the thesis defence and the student's ability to respond adequately to comments and questions in the supervisor's and opponent's reports.
8. In the study programme focused on the teaching of art-educational subjects, the presentation of artistic outputs and performances may be part of the final thesis and its defence.

State exam syllabus:

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

Languages necessary to complete the course:
Slovak language, in case of language specialisations also the language of the respective subject specialisatio

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde001/22	Means of communication in didactics of German language

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily full-time).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 23 hours of continuous home preparation for the class, self-study; 18 hours of seminar work; 12 hours of preparation of a paper. Total 75 hours of student work
Teaching methods:
explanation, work with professional text, heuristic method, brainstorming, problem solving, application of theoretical knowledge to practice, discussion of the topic, authentic presentation and critical reflection of papers, guided self-study.

Number of credits: 3

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
during the semester, the student prepares and presents a report, prepares a seminar paper. Active participation in the seminar is required in solving problem problems, as well as independent and creative work. Points: paper: 25 points, active participation in seminars: 25 points, seminar paper: 50 points (100/0).
The rating is awarded on a scale:
A (100-95%, excellent - outstanding results),
B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable operation), D (84-80%, satisfactory - acceptable results),
E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required).
Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes.
Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes.

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

Learning outcomes:

Learning outcomes
/Objectives and learning outcomes:
Objectives of education: to acquire professional knowledge and orientation in the field of basic linguistic planes - phonetic, lexical, morphosyntactic and orthographic in the teaching of German as a foreign language.
Learning outcomes: the graduate of the course is able to integrate the acquired knowledge into logical contexts and connect it with previous knowledge. He/she masters the didactic principles and techniques of mediation, practice, consolidation and testing in the field of linguistic resources in the full-time and distance form of teaching. The student is able to formulate recommendations, design his/her own methodological procedures and critically evaluate them. Is able to provide innovative and creative solutions, is open to new knowledge and experience.

Class syllabus:

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

Recommended literature:

Compulsory/Recommended readings:
Required readings (selected according to the teacher's recommendation and the focus of the paper/seminar paper):
KOLEČÁNI LENČOVÁ et al. 2012. Grammatik-Karussell: German language practice book. Bratislava: Príroda, 2012. 104 p. ISBN 978-80-07-01932-4
STORCH, G. 1999. Deutsch als Fremdsprache - Eine Didaktik. Paderborn: Fink, 1999. 367 p. ISBN 978-3-8385-8184-2, Chapter 3 (Die sprachlichen Mittel)
Recommended reading:
BOHN, R. 2000. Probleme der Wortschatzarbeit. Berlin: Langenscheidt, 2000. 189 p. ISBN 3-468-49652-4
FUNK, H./KOENIG, M. 1994. Grammatik lehren und lernen. Tübingen. 2010. 237 p. ISBN 3-7639-1842-6
KOLEČANI LENČOVÁ, I. 2020. Linguistic landscape and reading comprehension in foreign languages teaching. In. Roč. 10, č. 1 (2020), 160-164. ISSN (print) 1804-7890 NEUSTADT, E. 2013. DaF unterrichten. Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache. Stuttgart: Klett Verlag, 2013. 185 p. ISBN 978-3-12-675309-8

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

Languages necessary to complete the course:
german, slovak

Notes:

Past grade distribution
Total number of evaluated students: 63

A	ABS	B	C	D	E	FX
30,16	0,0	25,4	22,22	9,52	7,94	4,76

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

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde001/22	Means of communication in didactics of German language

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily full-time).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 23 hours of continuous home preparation for the class, self-study; 18 hours of seminar work; 12 hours of preparation of a paper. Total 75 hours of student work
Teaching methods:
explanation, work with professional text, heuristic method, brainstorming, problem solving, application of theoretical knowledge to practice, discussion of the topic, authentic presentation and critical reflection of papers, guided self-study.

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
during the semester, the student prepares and presents a report, prepares a seminar paper. Active participation in the seminar is required in solving problem problems, as well as independent and creative work. Points: paper: 25 points, active participation in seminars: 25 points, seminar paper: 50 points (100/0).
The rating is awarded on a scale:
A (100-95%, excellent - outstanding results),
B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable operation), D (84-80%, satisfactory - acceptable results),
E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required).
Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes.
Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes.

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

Learning outcomes:

Learning outcomes
/Objectives and learning outcomes:
Objectives of education: to acquire professional knowledge and orientation in the field of basic linguistic planes - phonetic, lexical, morphosyntactic and orthographic in the teaching of German as a foreign language.
Learning outcomes: the graduate of the course is able to integrate the acquired knowledge into logical contexts and connect it with previous knowledge. He/she masters the didactic principles and techniques of mediation, practice, consolidation and testing in the field of linguistic resources in the full-time and distance form of teaching. The student is able to formulate recommendations, design his/her own methodological procedures and critically evaluate them. Is able to provide innovative and creative solutions, is open to new knowledge and experience.

Class syllabus:

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

Recommended literature:

Compulsory/Recommended readings:
Required readings (selected according to the teacher's recommendation and the focus of the paper/seminar paper):
KOLEČÁNI LENČOVÁ et al. 2012. Grammatik-Karussell: German language practice book. Bratislava: Príroda, 2012. 104 p. ISBN 978-80-07-01932-4
STORCH, G. 1999. Deutsch als Fremdsprache - Eine Didaktik. Paderborn: Fink, 1999. 367 p. ISBN 978-3-8385-8184-2, Chapter 3 (Die sprachlichen Mittel)
Recommended reading:
BOHN, R. 2000. Probleme der Wortschatzarbeit. Berlin: Langenscheidt, 2000. 189 p. ISBN 3-468-49652-4
FUNK, H./KOENIG, M. 1994. Grammatik lehren und lernen. Tübingen. 2010. 237 p. ISBN 3-7639-1842-6
KOLEČANI LENČOVÁ, I. 2020. Linguistic landscape and reading comprehension in foreign languages teaching. In. Roč. 10, č. 1 (2020), 160-164. ISSN (print) 1804-7890 NEUSTADT, E. 2013. DaF unterrichten. Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache. Stuttgart: Klett Verlag, 2013. 185 p. ISBN 978-3-12-675309-8

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

Languages necessary to complete the course:
german, slovak

Notes:

Past grade distribution
Total number of evaluated students: 63

A	ABS	B	C	D	E	FX
30,16	0,0	25,4	22,22	9,52	7,94	4,76

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde002/22	Methodology of educational research

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed with an assessment of: 100% of the intermediate assessment
The interim evaluation includes the following:
- semester work in the form of a subject portfolio: proposal (design) of educational research of a quantitative or qualitative nature - 45 points,
- assessment of knowledge and selected competences in the form of a written test - 55 points.
The rating is awarded on a scale:
A (100-94%, excellent - excellent results with only minimal errors),
B (93-86%, very good - above average results with minor errors),
C (85-76%, good - normal reliable work, average results),
D (75-68%, satisfactory - acceptable results, but significant errors occur),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.A

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

Learning outcomes:
Learning objectives and outcomes and transferable competences:
Students will acquire knowledge of the fundamentals of educational research, become familiar with the basic concepts and theoretical-methodological knowledge necessary for designing (planning, implementing and evaluating) in the field of educational research. On a theoretical-empirical level, in the framework of the analysis of individual quantitative and qualitative tools, methods and techniques, they will acquire the knowledge and competences necessary for planning, conducting and evaluating pedagogical research of a quantitative and qualitative nature. Students will acquire the competences to solve and resolve problems in the field of research.
The course develops students' analytical, critical, evaluative, contextual and creative thinking and reasoning in context. In terms of self-reflection, the student is able to evaluate and assess his/her own availability to carry out pedagogical research.

Class syllabus:
Brief outline of the course:
Science and research. Types of research. Validity, reliability and objectivity/objective truth. Subjectivity/subjective truth. Ethical aspects of research. Subjects in research and their specificities. Quantitative and qualitative oriented educational research. Intentions, subjects and objects in pedagogical research, principals in scientific research, observed phenomena and conditions for the implementation of quantitative and qualitatively oriented pedagogical research.
Scientific hypotheses and variables for quantifying the phenomena under study. Operationalization of variables.
Questionnaire design, implementation and evaluation.
Assessment scales - typology, creation and evaluation.
The sociometry method and the measurement of social climate.
Interview design and use. Differences between quantitative and qualitative interviews.
Quantitative and qualitative observation in scientific research.
Content analysis of documents from a quantitative and qualitative point of view.
Data processing, data analysis and interpretation. Statistical-mathematical procedures and triangulation processes. Dissemination of findings. Study design/design

Recommended literature:
Compulsory reading:
GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. http://www.e-metodologia.fedu.uniba.sk/ ISBN 978–80–223–2951–4
KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Bratislava: UK. 161 s. ISBN 978-80-223-4166-0
Recommended reading:

GAVORA, P. (2008). Úvod do pedagogického výskumu. Bratislava: UK. 236 s. ISBN 978-80-223-2391-8
MAŇÁK, J., ŠVEC, V. (2004). Cesty pedagogického výzkumu. Brno: Paido. ISBN 978-80-7315-0785
ŠVEC, Š. (2009). Metodologie věd o výchově: kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výzkumu. Brno: Paido. 302 s. ISBN 978-80-731-5192-8
TOMŠIK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: PdF UKF. 508 s. ISBN 978-80-558-1206-9

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 865

A	ABS	B	C	D	E	FX
57,11	0,0	22,89	10,87	4,28	2,2	2,66

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde002/22	Methodology of educational research

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed with an assessment of: 100% of the intermediate assessment
The interim evaluation includes the following:
- semester work in the form of a subject portfolio: proposal (design) of educational research of a quantitative or qualitative nature - 45 points,
- assessment of knowledge and selected competences in the form of a written test - 55 points.
The rating is awarded on a scale:
A (100-94%, excellent - excellent results with only minimal errors),
B (93-86%, very good - above average results with minor errors),
C (85-76%, good - normal reliable work, average results),
D (75-68%, satisfactory - acceptable results, but significant errors occur),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.A

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

Learning outcomes:
Learning objectives and outcomes and transferable competences:
Students will acquire knowledge of the fundamentals of educational research, become familiar with the basic concepts and theoretical-methodological knowledge necessary for designing (planning, implementing and evaluating) in the field of educational research. On a theoretical-empirical level, in the framework of the analysis of individual quantitative and qualitative tools, methods and techniques, they will acquire the knowledge and competences necessary for planning, conducting and evaluating pedagogical research of a quantitative and qualitative nature. Students will acquire the competences to solve and resolve problems in the field of research.
The course develops students' analytical, critical, evaluative, contextual and creative thinking and reasoning in context. In terms of self-reflection, the student is able to evaluate and assess his/her own availability to carry out pedagogical research.

Class syllabus:
Brief outline of the course:
Science and research. Types of research. Validity, reliability and objectivity/objective truth. Subjectivity/subjective truth. Ethical aspects of research. Subjects in research and their specificities. Quantitative and qualitative oriented educational research. Intentions, subjects and objects in pedagogical research, principals in scientific research, observed phenomena and conditions for the implementation of quantitative and qualitatively oriented pedagogical research.
Scientific hypotheses and variables for quantifying the phenomena under study. Operationalization of variables.
Questionnaire design, implementation and evaluation.
Assessment scales - typology, creation and evaluation.
The sociometry method and the measurement of social climate.
Interview design and use. Differences between quantitative and qualitative interviews.
Quantitative and qualitative observation in scientific research.
Content analysis of documents from a quantitative and qualitative point of view.
Data processing, data analysis and interpretation. Statistical-mathematical procedures and triangulation processes. Dissemination of findings. Study design/design

Recommended literature:
Compulsory reading:
GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. http://www.e-metodologia.fedu.uniba.sk/ ISBN 978–80–223–2951–4
KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Bratislava: UK. 161 s. ISBN 978-80-223-4166-0
Recommended reading:

GAVORA, P. (2008). Úvod do pedagogického výskumu. Bratislava: UK. 236 s. ISBN 978-80-223-2391-8
MAŇÁK, J., ŠVEC, V. (2004). Cesty pedagogického výzkumu. Brno: Paido. ISBN 978-80-7315-0785
ŠVEC, Š. (2009). Metodologie věd o výchově: kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výzkumu. Brno: Paido. 302 s. ISBN 978-80-731-5192-8
TOMŠIK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: PdF UKF. 508 s. ISBN 978-80-558-1206-9

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 865

A	ABS	B	C	D	E	FX
57,11	0,0	22,89	10,87	4,28	2,2	2,66

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde010/15	Pedeutology

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 36

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

Lecturers:

Last change: 03.09.2016

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde010/15	Pedeutology

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 36

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

Lecturers:

Last change: 03.09.2016

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde017/22	Personal and social development

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the continuous assessment, the course is completed by assessment.
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out individually or in groups at different stages of the course implementation. Individual assignments focus on the preparation of materials and the development of assignments on which direct teaching will be based. This involves working with various questionnaires and tests, information sources (publications aimed at developing pupils' social-psychological competences) and official school documents (30% of the assessment). Within the group work, space is devoted to specific exercises and simulation of experiential learning in teachers' work (30%) and to the analysis of the objectives, meaning, methods of the cross-cutting theme of Personal and Social Development and its integration into selected educational areas (30%). A reflective essay concludes the continuous assessment (10% of the assessment).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A grade A is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with methods, techniques and other specifics related to the field of experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings, manifests himself/herself as a full member of the group and actively expresses his/her own opinion.
A B grade is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with the methods, techniques and other specifics related to the field of

experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, to a lesser extent, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings but needs more time and space to verbalise them, shows himself as a full member of the group and actively expresses his own opinion.
Grade C will be awarded to a student who has acquired the knowledge related to the content of the cross-cutting topic at an average level, is familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, is usually actively involved in individual activities, shows interest and effort to develop his/her competences, only in some topics and areas, makes little use of his/her personal qualities in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by experiential learning, shows himself/herself to be a full member of the group and actively expresses his/her own opinion.
A grade D is awarded if the student has acquired basic knowledge related to the content of the cross-cutting theme, is generally familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, engages to a limited extent in individual activities, and shows only sporadic interest and effort to develop his/her competencies, often only with external help, seeks original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, is more passive and more like a marginal member of the group, even though he or she actively expresses his or her own opinion.
A student receives a grade of E if the student has mastered the basic knowledge related to the content of the cross-cutting topic and is at least partially oriented in the methods, techniques and other specifics related to the field of experiential and active social learning, behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competences, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, cannot find his/her place in the group, expresses his/her own opinion sporadically and not always in an appropriate way.
The grade of Fx requires extra work, extra study; this grade is given exceptionally, most often because of non-participation in class and failure to complete the assigned interim assignments, refusal to cooperate in any way, refusal to take a stand on required topics and to express one's own opinion.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of the course is to familiarize students with the cross-cutting theme of personal and social development and experiential learning aimed at the development of social-psychological competencies in the school and classroom environment.
The student after completing the course:
- distinguishes the different stages of group development, perceives its variability and can assess the impact of the teacher's role in this area,
- knows the content, methods and objectives of the cross-cutting theme of Personal and Social Development and can identify and propose its integration within his/her study programme,
- can use techniques and strategies of experiential and active social learning leading to the fulfilment of the objectives of the cross-cutting theme, to promote group cohesion and a positive atmosphere in the group,
- is oriented in the available literature and is able to modify the acquired knowledge for the purposes of educational practice,

- Through experiential activities, gain first-hand experience of active social and experiential learning.

Class syllabus:

Brief outline of the course:

1. Cross-cutting theme Personal and social development and national curricula for lower and upper secondary education
2. Objectives, outcomes, content, methods of the cross-cutting theme and its integration into selected educational areas
3. Experiential and active social learning: models and theories of learning, methods and techniques.
4. Experiential and active social learning: space, tools, rules and challenging situations.
5. The school class as a group (the position, status and role of the individual in the group).
6. Group dynamics - group dynamics.

Recommended literature:

Compulsory reading:

HAMRANOVÁ, A. (2013). Sociálno – psychologický výcvik v príprave učiteľov (metodické pokyny). In: SOKOLOVÁ, L. et al. (eds.). (2013). Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013, s. 33-36. ISBN 978-80-223-3483-9 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOLOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0

LEMEŠOVÁ, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0.

Slovenská asociácia pre učiteľstvo psychológie. (kap. 3 Práca so skupinou - skupinová dynamika; kap. 5 Keď je tréningová skupina inkluzívna, kap. 7 Zážitkové učenie = učenie zážitkom, kap. 10 a
11 – o pomôckach a priestore). 213 s. ISBN 978-80-974026-1-7

Štátny vzdelávací program a dokumenty viažuce sa k prierezovej téme dostupné na webstránkach Štátneho pedagogického ústavu:Štátny pedagogický ústav - ŠPÚ (statpedu.sk)

Recommended reading:

HERMOCHOVÁ, S. (2005). Skupinová dynamika ve školní třídě. Kladno: AISIS. 180 s. ISBN 8023956124

HERMOCHOVÁ, S. (2006). Teambuilding. Praha: Grada. 116 s. ISBN: 80-247-1155-9

KOLAŘÍK, M. (2019). Interakční psychologický výcvik. Praha: Grada. 192 s. ISBN 9788027121939

Languages necessary to complete the course:

Slovak and Czech language

Notes:

subject with a psychological focus, in the study plan marked *) The subject is usually implemented in the form of block teaching or continuously during the semester.

Past grade distribution

Total number of evaluated students: 252

A	ABS	B	C	D	E	FX
94,44	0,0	0,0	0,4	0,0	0,0	5,16

Lecturers: Mgr. Miroslava Lemešová, PhD.

Last change: 10.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde017/22	Personal and social development

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the continuous assessment, the course is completed by assessment.
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out individually or in groups at different stages of the course implementation. Individual assignments focus on the preparation of materials and the development of assignments on which direct teaching will be based. This involves working with various questionnaires and tests, information sources (publications aimed at developing pupils' social-psychological competences) and official school documents (30% of the assessment). Within the group work, space is devoted to specific exercises and simulation of experiential learning in teachers' work (30%) and to the analysis of the objectives, meaning, methods of the cross-cutting theme of Personal and Social Development and its integration into selected educational areas (30%). A reflective essay concludes the continuous assessment (10% of the assessment).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A grade A is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with methods, techniques and other specifics related to the field of experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings, manifests himself/herself as a full member of the group and actively expresses his/her own opinion.
A B grade is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with the methods, techniques and other specifics related to the field of

experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, to a lesser extent, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings but needs more time and space to verbalise them, shows himself as a full member of the group and actively expresses his own opinion.
Grade C will be awarded to a student who has acquired the knowledge related to the content of the cross-cutting topic at an average level, is familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, is usually actively involved in individual activities, shows interest and effort to develop his/her competences, only in some topics and areas, makes little use of his/her personal qualities in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by experiential learning, shows himself/herself to be a full member of the group and actively expresses his/her own opinion.
A grade D is awarded if the student has acquired basic knowledge related to the content of the cross-cutting theme, is generally familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, engages to a limited extent in individual activities, and shows only sporadic interest and effort to develop his/her competencies, often only with external help, seeks original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, is more passive and more like a marginal member of the group, even though he or she actively expresses his or her own opinion.
A student receives a grade of E if the student has mastered the basic knowledge related to the content of the cross-cutting topic and is at least partially oriented in the methods, techniques and other specifics related to the field of experiential and active social learning, behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competences, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, cannot find his/her place in the group, expresses his/her own opinion sporadically and not always in an appropriate way.
The grade of Fx requires extra work, extra study; this grade is given exceptionally, most often because of non-participation in class and failure to complete the assigned interim assignments, refusal to cooperate in any way, refusal to take a stand on required topics and to express one's own opinion.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of the course is to familiarize students with the cross-cutting theme of personal and social development and experiential learning aimed at the development of social-psychological competencies in the school and classroom environment.
The student after completing the course:
- distinguishes the different stages of group development, perceives its variability and can assess the impact of the teacher's role in this area,
- knows the content, methods and objectives of the cross-cutting theme of Personal and Social Development and can identify and propose its integration within his/her study programme,
- can use techniques and strategies of experiential and active social learning leading to the fulfilment of the objectives of the cross-cutting theme, to promote group cohesion and a positive atmosphere in the group,
- is oriented in the available literature and is able to modify the acquired knowledge for the purposes of educational practice,

- Through experiential activities, gain first-hand experience of active social and experiential learning.

Class syllabus:

Brief outline of the course:

1. Cross-cutting theme Personal and social development and national curricula for lower and upper secondary education
2. Objectives, outcomes, content, methods of the cross-cutting theme and its integration into selected educational areas
3. Experiential and active social learning: models and theories of learning, methods and techniques.
4. Experiential and active social learning: space, tools, rules and challenging situations.
5. The school class as a group (the position, status and role of the individual in the group).
6. Group dynamics - group dynamics.

Recommended literature:

Compulsory reading:

HAMRANOVÁ, A. (2013). Sociálno – psychologický výcvik v príprave učiteľov (metodické pokyny). In: SOKOLOVÁ, L. et al. (eds.). (2013). Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013, s. 33-36. ISBN 978-80-223-3483-9 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOLOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0

LEMEŠOVÁ, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0.

Slovenská asociácia pre učiteľstvo psychológie. (kap. 3 Práca so skupinou - skupinová dynamika; kap. 5 Keď je tréningová skupina inkluzívna, kap. 7 Zážitkové učenie = učenie zážitkom, kap. 10 a
11 – o pomôckach a priestore). 213 s. ISBN 978-80-974026-1-7

Štátny vzdelávací program a dokumenty viažuce sa k prierezovej téme dostupné na webstránkach Štátneho pedagogického ústavu:Štátny pedagogický ústav - ŠPÚ (statpedu.sk)

Recommended reading:

HERMOCHOVÁ, S. (2005). Skupinová dynamika ve školní třídě. Kladno: AISIS. 180 s. ISBN 8023956124

HERMOCHOVÁ, S. (2006). Teambuilding. Praha: Grada. 116 s. ISBN: 80-247-1155-9

KOLAŘÍK, M. (2019). Interakční psychologický výcvik. Praha: Grada. 192 s. ISBN 9788027121939

Languages necessary to complete the course:

Slovak and Czech language

Notes:

subject with a psychological focus, in the study plan marked *) The subject is usually implemented in the form of block teaching or continuously during the semester.

Past grade distribution

Total number of evaluated students: 252

A	ABS	B	C	D	E	FX
94,44	0,0	0,0	0,4	0,0	0,0	5,16

Lecturers:

Last change: 10.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde003/22	Philosophical anthropology and axiology

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
Midterm/final grade weighting: 100/0, the course is completed with an evaluation.
The interim assessment includes two interim didactic tests (50% + 50% of the assessment). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
And 100-91%, well done - excellent results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an A grade in terms of cumulative points or percentage.
Note: The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. The tests are designed to verify the specified learning outcomes.
B 90-81%, very good - above average standard. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a B grade in terms of cumulative points or percentage.
C 80-73%, well - normal reliable work. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a C grade in terms of cumulative scores or percentages.
D 72-66%, satisfactory - acceptable results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a grade D in the aggregate score or percentage.
E 65-60%, enough. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an E grade in terms of cumulative points and percentages.
Fx 59-0%, not enough. The student did not meet the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:

The aim of the course is to convey a wide range of views on man as philosophy has grasped him through its means in different historical periods and cultural contexts. In the course, students will learn not only the basic images, views and concepts of man in their historical-philosophical, but also in their ethical-xiological framework. They will learn about the mutual inspirations and intersections between philosophical and special-scientific conceptions of man. They will become familiar with the motives and arguments of philosophical critiques of scientific conceptions of man. The mission of the course is for students to learn to identify the value background of philosophical thematizations of man and to infer possible axiological implications arising from the acceptance of relevant scientific conceptions of man.

Class syllabus:

Brief outline of the course:

Possibilities of conceptualizing anthropological issues in the sciences and in philosophy. Limits of the scientific way of affirmation of the anthropological problematic. Basic conceptual and methodological problems associated with the thematization of man in philosophy. Typology of philosophical reflections of man according to different expert points of view. Substantial and non-substantial approaches to man and their worldview and pedagogical implications. Philosophical reflection on the relational relations in which man finds himself in the world: man and nature, man and society, man and technology, man and the sphere of the transcendent. Mapping the demarcation lines between the animal and the human, between the human and the posthuman. Philosophical critique of some concepts of normality and ideas about the ideal status of man, which have been entrenched in educational theory and practice. The axiological dimension of human existence. The importance of human knowledge for educational sciences. Education for humanism and respect for human dignity as the most essential mission of education.

Recommended literature:

Compulsory reading:

MALÍK, B. (2008) Úvod do antropológie. Základné antropofémy v dejinách antropologického myslenia. Bratislava: Iris, 214 s. ISBN 978-80-89256-09-9

Recommended reading:

BOSÁKOVÁ, K. (2019) Základy filozofickej antropológie I. Košice: Vydavateľstvo ŠafárikPress. 54 s. ISBN 978-80-8152-773-9 (e-publikácia) Dostupné na: https://unibook.upjs.sk/img/cms/2019/FF/filozoficka-antropologia-final.pdf

GÁLIK, S. (2008) Filozofická antropológia. Bratislava: Iris. 159 s. ISBN 978-80-89256-23-5.

NOVOSÁD, F. (2020) Elementy filozofickej antropológie. Bratislava: Iris. 224 s. ISBN 978-80-8200-057-6.

Languages necessary to complete the course:

slovak language

Notes:

Past grade distribution

Total number of evaluated students: 1001

A	ABS	B	C	D	E	FX
29,97	0,0	19,58	22,08	16,38	10,89	1,1

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde003/22	Philosophical anthropology and axiology

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
Midterm/final grade weighting: 100/0, the course is completed with an evaluation.
The interim assessment includes two interim didactic tests (50% + 50% of the assessment). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
And 100-91%, well done - excellent results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an A grade in terms of cumulative points or percentage.
Note: The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. The tests are designed to verify the specified learning outcomes.
B 90-81%, very good - above average standard. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a B grade in terms of cumulative points or percentage.
C 80-73%, well - normal reliable work. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a C grade in terms of cumulative scores or percentages.
D 72-66%, satisfactory - acceptable results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a grade D in the aggregate score or percentage.
E 65-60%, enough. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an E grade in terms of cumulative points and percentages.
Fx 59-0%, not enough. The student did not meet the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:

The aim of the course is to convey a wide range of views on man as philosophy has grasped him through its means in different historical periods and cultural contexts. In the course, students will learn not only the basic images, views and concepts of man in their historical-philosophical, but also in their ethical-xiological framework. They will learn about the mutual inspirations and intersections between philosophical and special-scientific conceptions of man. They will become familiar with the motives and arguments of philosophical critiques of scientific conceptions of man. The mission of the course is for students to learn to identify the value background of philosophical thematizations of man and to infer possible axiological implications arising from the acceptance of relevant scientific conceptions of man.

Class syllabus:

Brief outline of the course:

Possibilities of conceptualizing anthropological issues in the sciences and in philosophy. Limits of the scientific way of affirmation of the anthropological problematic. Basic conceptual and methodological problems associated with the thematization of man in philosophy. Typology of philosophical reflections of man according to different expert points of view. Substantial and non-substantial approaches to man and their worldview and pedagogical implications. Philosophical reflection on the relational relations in which man finds himself in the world: man and nature, man and society, man and technology, man and the sphere of the transcendent. Mapping the demarcation lines between the animal and the human, between the human and the posthuman. Philosophical critique of some concepts of normality and ideas about the ideal status of man, which have been entrenched in educational theory and practice. The axiological dimension of human existence. The importance of human knowledge for educational sciences. Education for humanism and respect for human dignity as the most essential mission of education.

Recommended literature:

Compulsory reading:

MALÍK, B. (2008) Úvod do antropológie. Základné antropofémy v dejinách antropologického myslenia. Bratislava: Iris, 214 s. ISBN 978-80-89256-09-9

Recommended reading:

BOSÁKOVÁ, K. (2019) Základy filozofickej antropológie I. Košice: Vydavateľstvo ŠafárikPress. 54 s. ISBN 978-80-8152-773-9 (e-publikácia) Dostupné na: https://unibook.upjs.sk/img/cms/2019/FF/filozoficka-antropologia-final.pdf

GÁLIK, S. (2008) Filozofická antropológia. Bratislava: Iris. 159 s. ISBN 978-80-89256-23-5.

NOVOSÁD, F. (2020) Elementy filozofickej antropológie. Bratislava: Iris. 224 s. ISBN 978-80-8200-057-6.

Languages necessary to complete the course:

slovak language

Notes:

Past grade distribution

Total number of evaluated students: 1001

A	ABS	B	C	D	E	FX
29,97	0,0	19,58	22,08	16,38	10,89	1,1

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde012/22	Postcommunicative didactics of the German language

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, lecture, combined form (primarily full-time). Student workload:
11 x 2 hours of direct teaching = 22 hours; 15 hours of seminar paper preparation; 8 hours of thesis preparation; 30 hours of preparation for the final evaluation (seminar paper presentation, oral examination). Total 75 hours of student work.
Teaching methods:
explanation, work with professional text, brainstorming, discussion on the topic, authentic presentation and critical reflection of papers, problem solving, application of theoretical knowledge to practice, guided self-study.

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
Preparation and presentation of a co-authored paper, interaction in lectures, preparation of a seminar paper and passing an oral examination are required. Assessment points: continuous assessment by discussion and presentation of a co-paper: 25 points, seminar paper: 25 points, oral examination: 50 points (50/50).
The rating is awarded on a scale:
A (100-95%, excellent - outstanding results),
B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable operation), D (84-80%, satisfactory - acceptable results),
E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required).
Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes.
Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes.

Good: average knowledge and ability to link it to skills based on mastery of concepts, good ability to think analytically and formulate evaluative critical stances, fluent speech with several weaknesses.
Satisfactory: superficial knowledge, insufficient ability to link it to problem-solving skills, incoherent speech with errors.
Adequate: content is mastered with several weaknesses, lacks sufficient mastery and understanding of the issues and interpretive procedures, lacks scholarly argumentation and the formulation of evaluative critical stances.
Insufficient: insufficient knowledge, lack of conceptual mastery and lack of understanding of the issues and interpretive procedures.
Scale of assessment (preliminary/final): Preparation and presentation of a co-authored paper, interaction in lectures, preparation of a seminar paper and passing an oral examination are required. Assessment points: continuous assessment by discussion and presentation of a co-paper: 25 points, seminar paper: 25 points, oral examination: 50 points (50/50).

Learning outcomes:
Learning outcomes
/Objectives and learning outcomes:
Aims of education: to gain knowledge of the latest theoretical foundations of post- communicative didactics of foreign languages in connection with the development of relevant reference disciplines and interdisciplines that have an impact on the construction and innovation of didactics of foreign languages.
Learning outcomes: the graduate of the course will gain a more comprehensive view of the construction and innovation of foreign language didactics, forming a subjective theory of language learning and teaching. He/she will be able to correlate the acquired professional knowledge, to design and implement innovative and original methodological procedures and to evaluate them. Develops multimedia literacy and the skills to adequately apply online tools in the classroom. Is independent, creative and responsible in dealing with unpredictable
learning situations with a high degree of teaching ethics and empathy.

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

Recommended literature:
Compulsory/Recommended readings:
Required readings (selected according to the teacher's recommendation and the focus of the paper/seminar paper):
KOLEČANI LENČOVÁ, I. 2008. Literary artefact in foreign language teaching. Banská

Bystrica : Matej Bel University, Faculty of Humanities, 2008. 198 s. ISBN 978-80 8083-572-9
KOLEČÁNI LENČOVÁ, I./KOVÁČOVÁ, M./TOMÁŠKOVÁ, S. 2018. Neue Wege im DaF-Unterricht : Bildende Kunst - Spielfilm - digitale Medien. Nümbrecht: Kirsch-Verlag, 2018. 177 p. 13 AH. ISBN 978-3-943906-46-2
KOLEČÁNI LENČOVÁ, I./NADLER, R. 2015. 39 Tests zum Leseverstehen für die Niveaus A2 - C1 mit Lösungen. Milano: Mimesis, 2015. 84 p. ISBN 978-88-5753-350-6
Recommended reading:
BISCHOF et al. 2011. Landeskunde und Literaturdidaktik. Berlin: Langenscheidt, 2011. 183 p. ISBN 978-3-468-49677-6
BOLTON, S. et al. 2003. Testen und Prüfen in der Grundstufe: Einstufungstests und Sprachstandsprüfungen. Berlin: Langenscheidt, 2003. 200 p. ISBN 3-468-49673-7 HALLET, W./ KÖNIGS, FRANK G. 2010. Handbuch Fremdsprachendidaktik. Kallmeyer: Klett, 2010. 399 p. ISBN 978-3-7800-1053-7. Kap. IV (pp. 120-150, Literatur- und Kulturdidaktik)
KOLEČANI LENČOVÁ, I./DAŇOVÁ, M. 2010. Holistic pedagogy in foreign language teaching: with practical examples from German language teaching. Banská Bystrica: Matej Bel University, Faculty of Humanities, 2010. 124 p. ISBN 978-80-557-0054-0
KOLEČANI LENČOVÁ, I. 2006. Selected aspects of image use in foreign language teaching. Banská Bystrica: Matej Bel University, 2006. 143 s. ISBN 80-8083-308-7
KÜHN, P. 2010. Sprache untersuchen und erforschen. Berlin: Cornelsen Verlag, 2010. 175 p. ISBN 978-3-589-05151-9

Languages necessary to complete the course:
german, slovak

Notes:

Past grade distribution
Total number of evaluated students: 35

A	ABS	B	C	D	E	FX
31,43	0,0	34,29	22,86	5,71	2,86	2,86

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

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde007/22	Practical stylistics of the German language

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily full-time).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 3 hours of continuous home preparation for class, independent study; 10 hours for preparing a paper, 15 hours for processing comments and preparing a seminar paper. Total of 50 hours of student work.
Teaching methods:
explanation, work with a professional text, discussion of the topic, motivational conversation about the stylistic appropriateness of expressive devices from different linguistic planes in different communicative situations, stylistic analysis of texts, presentation of a report, critical comments on the reports of classmates - critical discussion of the expressive devices used.

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
active participation in the seminar is required, continuous evaluation based on active cooperation in seminars, on the basis of the presented paper and submitted seminar work, mastery of conceptual instrumentation is required, active cooperation. Points: active participation in seminars: 30 points, paper: 30 points, seminar paper: 40 points (100/0). The rating is awarded on a scale:
A (100-95%, excellent - outstanding results),
B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable operation), D (84-80%, satisfactory - acceptable results),
E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required).
Excellent: excellent ability to link new knowledge with prior morphological, syntactic, lexical and phraseological knowledge and skills acquired in the past, fluent speech, structured utterances, sovereign use of conceptual instrumentation, excellent ability to think analytically and formulate critical evaluative attitudes.

Very good: solid knowledge of the development of stylistic theories and the ability to link new knowledge with prior morphological, syntactic, lexical and phraseological knowledge and skills, fluent speech with minor deficiencies, very good ability to think analytically and to formulate critical evaluative attitudes.
Good: average knowledge of the development of stylistic theories based on acquired conceptual instrumentation, ability to link new knowledge with prior morphological, syntactic, lexical and phraseological knowledge and skills acquired in the past, fluent speech with several weaknesses, limited ability to formulate evaluative critical stances.
Satisfactory: stylistic theories are mastered with several deficiencies, basic mastery and understanding of the issues and ability to recognize styles in the system and in the text, weak scholarly argumentation and formulation of evaluative critical stances.
Sufficient: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic and stylistic errors, lack of scientific reasoning and formulation of evaluative critical stances.
Insufficient: insufficient knowledge of the development of stylistic theories, insufficient mastery of conceptual instrumentation, insufficient ability to recognize and interpret styles in the system as well as in the text.
Scale of assessment (preliminary/final): active participation in the seminar is required, continuous evaluation based on active cooperation in seminars, on the basis of the presented paper and submitted seminar work, mastery of conceptual instrumentation is required, active cooperation.
Points: active participation in seminars: 30 points, paper: 30 points, seminar paper: 40 points (100/0).

Learning outcomes:

Learning outcomes
/Objectives and learning outcomes:
Educational objectives: to point out the importance of correct and appropriate stylisation of a text in accordance with its function, purpose, the environment in which the text is produced and the intended addressee.
Learning outcomes: the graduate of the course will master stylistic principles and stylistic means of text production in practical terms. On the basis of work with selected texts, the student will acquire the ability to assess the stylistic value of expressive devices from individual linguistic planes, as well as the ability to use stylistically appropriate expressive
devices in the production of selected text types and genres.

Class syllabus:

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

Recommended literature:

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

FIX, U./POETHE, H./YOS, G. 2003. Textlinguistik und Stilistik für Einsteiger. Ein Lehr- und Arbeitsbuch: Frankfurt am Main: Peter Lang, 2003. 236 p. ISBN 978-3-6315-1829-8
Recommended reading:
EROMS, H., W. 2008. Stil und Stilistik. Berlin: Erich Schmidt Verlag, 2008. 255 p. ISBN 978-3-5030-9823-1
FLEISCHER, W./MICHEL, G./STARKE, G. 1996. Stilistik der deutschen Gegenwartssprache. Frankfurt am Main: 1996. 394 p. ISBN 978-3-4841-0680-8
RIESEL, E./SCHENDELS, E. 1975. Deutsche Stilistik. Moskau: Verlag Hochschule Moskau, 1975. 315 p. ISBN 978-3-7815-1368-8
SANDIG, B. 2006. Textstilistik des Deutschen. Berlin: Walter de Gruyter, 2006. 584 p. ISBN 978-3-1101-8870-7
VAJIČKOVÁ, M. 2009. Stilistische Prinzipien der Textgestaltung von wissenschaftlichen Texten. In: Ausgewählte Aspekte der Fachtexte. Banská Bystrica,
2009. 7- 40. ISBN 978-80-8083-834-8
VAJIČKOVÁ, M. 2007. Theoretische Grundlagen stilistischer Textanalyse. Bratislava: Comenius University in Bratislava, 2007. 168 p. ISBN 978-8-0892-2094-6
VAJIČKOVÁ, M. 2015. Theoretische Grundlagen stilistischer Textanalyse. 2. rozšír. 2nd ed. Nümbrecht: Kirsch-Verlag, 2015. 203 p. ISBN 978-3-943906-18-9
VAJIČKOVÁ, M. 2019. Textlinguistische Aspekte der Kollokationen. In. Sprachsystem und Sprachgebrauch: Ein Lehrbuch. Nümbrecht: Kirsch-Verlag, 2019. 133-162. ISBN 978-3-943906-45-5
VAJIČKOVÁ, M. 2017. Letter as a textual genre. In. Roč. 27, č. 2 (2017), 59-70. ISSN 1339-2026
VAJIČKOVÁ, M. 2021.
Competence in foreign language teaching: the case of German as a foreign language. In: Philology. Vol. 31, no. 1 (2021), 207-17. ISSN (print) 1339-2026
VAJIČKOVÁ, M. 2021. Von der Kollokationenkompetenz zur Textkompetenz. Die Rolle der Kollokationen bei der Kohäsion und Kohärenz eines Textes. In: Philologia. Vol. 31, č. 1 (2021), 179-188. ISSN (print) 1339-2026

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 28

A	ABS	B	C	D	E	FX
75,0	0,0	14,29	7,14	0,0	3,57	0,0

Lecturers: prof. PhDr. Mária Vajičková, CSc.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde031/22	Processes and contexts of cultural communication

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

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

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the basis of a presentation on the assigned topic and a written test at the end of the continuous teaching with a total score of 100 points. A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 30 points; final test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge in the required range, logically arranges the presented facts flawlessly, can critically and independently evaluate the acquired knowledge convincingly, can creatively apply, adapt, innovate and design work procedures at an excellent level in the field focusing on the processes and contexts of linguistic-cultural and axiological communication in the Slovak environment in pedagogical practice, has the ability to creatively, independently and imaginatively solve individual tasks and assignments also in broader linguistic contexts, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has very good knowledge in the required range, logically arranges the presented facts with only minor errors, takes a partially critical attitude to the acquired knowledge and can apply, adapt and innovate the work practices of the field focusing on the processes and contexts of linguistic-cultural and

axiological communication in the Slovak environment in pedagogical practice very well, has the ability to independently solve individual tasks and assignments also in broader linguistic contexts, the linguistic and stylistic level of his/her expression is very good, has very well developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has good knowledge in the required range, arranges the presented facts appropriately and makes mistakes only in places, can reliably apply the acquired knowledge and existing working practices of the field focusing on the processes and contexts of linguistic-cultural and axiological communication in the Slovak environment to pedagogical practice, reliably solves individual tasks and assignments independently, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge in the required range, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing work practices of the field focusing on the processes and contexts of linguistic-cultural and axiological communication in the Slovak environment in pedagogical practice, satisfactorily and predominantly independently solves individual tasks and assignments, has acceptably developed skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge in the required range and significant deficiencies in the arrangement of facts, can minimally apply the acquired knowledge and existing work practices of the field focusing on the processes and contexts of linguistic-cultural and axiological communication in the Slovak environment of pedagogical practice, with significant help at a sufficient level solves individual tasks and assignments, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge in the required range, does not know the facts and their logical connections, cannot apply the acquired knowledge in the work of the area focusing on the processes and contexts of linguistic-cultural and axiological communication in the Slovak environment of pedagogical practice, cannot solve individual tasks and assignments, cannot self-educate further.

Learning outcomes:
The student is able to systematize, critically and synergistically organize philological knowledge, especially in the context of the development of Slovak culture. The student has a basic overview of the processes influencing the development and current context of Slovak cultural communication, mobility and axiological processes related to changes in thinking about national identity. The student has acquired knowledge of national, areal and European specificities that are formed against the background of processes resulting from the relationship between language and culture. These are reflected in the written tradition, which must be seen especially in the context of Latin and Byzantine culture and tradition. The student has developed the skills enabling him/her to synthesize knowledge and use it in the synchronic-diachronic application of knowledge in the educational process in school. The typology of concepts of Slovak culture provides a comprehensive picture of the application of Slovak in cultural and social practice. On the basis of the acquired knowledge, the student is able to analyse and systematize modern interdisciplinary approaches in the knowledge of the relationship between language and culture on the example of modern linguistic ethnolinguistic and axiological concepts influencing thinking about Slovak culture.
Outcomes of the educational process are demonstrated in the application of the student's knowledge in the context of cultural communication. The knowledge forms the basis for its transferability, especially in the further development of analytical and interpretative skills, which enable the graduate to link knowledge of history with knowledge of the current state of language and culture and with modern concepts of European linguistic and cultural thought. The acquired competences enable the student to think critically and to organise knowledge in the current conditions of

educational practice. The student is able to convey information from the history of literary realism to the general public and lay audiences.
The student is able to use and creatively apply knowledge, skills and competencies in a school setting as a teacher of lower and upper secondary education. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. It also has a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, metacognitive skills.

Class syllabus:

1. Slovak studies and its cultural-philological overlaps, cognition of culture, interdisciplinary research of cultural communication.
2. Linguistic, ethnic, confessional and cultural identity and mobility.
3. Intercultural discourses of Slovak-Slavic and Slovak-non-Slavic relations; processes and contexts of national culture development.
4. National, areal and European specificities and inspirations of the relationship between language and culture in writing in Slovakia; contexts of Latin and Byzantine culture.
5. Concepts of Slovak linguistic identity from historical, comparative and typological perspectives.
6. Slovak confessionalism and the supra-confessional dimension of written Slovak in practice.
7. Source and identity.
8. Slovakia in the context of European linguistic and cultural policy. Languages and communities, language and language rights.
9. Migration, emigration, diaspora and re-emigration: historical realities and current status.
10. Cultural and civilizational processes in language: media, globalization, individualism, concepts of the everyday - synchronic and diachronic perspectives.
11. Outline of theories, approaches and methods of classification of linguistic-cultural phenomena: modern interdisciplinary approaches to the knowledge of the relationship between language and culture on the example of ethnolinguistics and modern value concepts.

The thematic structuring of the course will enable the student to gain a basic overview of cultural contexts, concepts and the current development of value processes and attitudes, as well as of the relationship between language and culture, in a step-by-step manner. The course will offer a necessary body of knowledge that will foster the student's creative thinking and synthesizing skills. Upon completion of the course, the student will be able to orient himself/herself to the diverse issues of Slovak linguistic and cultural development and will be able to synergistically connect conceptual knowledge with current cultural trends in society and education. The course will provide the space for the complementarity of approaches necessary for the transferability of teaching skills as a comprehensively prepared person, enabling the connection of knowledge with current interpretive skills of critical thinking about Slovak culture. The student will acquire the prerequisites and motivation to develop these skills in further self-study, in critical thinking and in the application of knowledge in the educational process.
The course will lead the student to active acquisition of information and to effective use of cross-cutting and specialized knowledge, will strengthen and develop his/her skill to formulate and defend arguments, stimulate his/her skill to propose and implement solutions to professional problems on their basis, to modify his/her knowledge in doing so and to creatively use appropriate and adequate methods of the discipline. The student will strengthen and develop his/her communicative competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of authorship, to plan and be actively responsible for his/her own

education, to develop and strengthen his/her sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:

BANÍK, A. A. 2010. Na dejinnej križovatke. Martin: Matica slovenská. 484 s. ISBN 978-80-709-096-45. (selected chapters)

ŽEŇUCH, P. 2002. Medzi Východom a Západom. Byzantsko-slovanská tradícia, kultúra a jazyk na východnom Slovensku. Bratislava: Veda, vydavateľstvo SAV. 288 s. ISBN 80-224-0697-X. (selected chapters)

Recommended readings:

BRTÁŇOVÁ, E. 2013. Úvod do kultúry stredoveku [elektronický zdroj]. Trnava: Filozofická fakulta Trnavskej univerzity v Trnave. 101 s. ISBN 978-80-8082-596-6. Available on: https://www.truni.sk/sites/default/files/uk/f000340.pdf (selected chapters)

FISCHEROVÁ, A. et al. 2004. Kulturologické koncepcie a koncepty na Slovensku v 20. storočí. Bratislava: PEEM – Peter Mačura. 200 s. ISBN 80-891-971-32. (selected chapters)

ŠRANK, J. 2020. Rehabilitačná komisia Zväzu slovenských spisovateľov 1968 – 1969 v dobových súvislostiach. In: Litikon, roč. 5, č. 2, s. 5 – 33.

ŠRANK, J. 2019. Reč električiek v slovenskej poézii. In: Vlna, roč. 21, č. 81, s. 16 – 21.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: prof. PhDr. Peter Žeňuch, DrSc.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde024/22	Processing and interpretation of statistical data

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment, the weighting of the interim and final assessment is 100/0. The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving focused on understanding and interpreting statistical concepts. During the semester, students will submit 5 assignments of 6 points each, which will be focused on solving statistical assignments using MS EXCEL and JASP software from individual topics (descriptive statistics, correlation and regression analysis, sampling, hypothesis testing), and at the end of the semester, the student will submit and present a term paper for 40 points. The term paper will include an independent statistical treatment and interpretation of quantitative research (own or from data taken, for example, from thesis, rigor or PhD theses). The student will submit the thesis electronically in MS Word and MS EXCEL, and prepare the presentation in MS PowerPoint or Prezi. The student will demonstrate through the development and presentation of the term project that he/she is able to independently statistically evaluate quantitative research and interpret them.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 3 points on any of the 5 assignments. To pass the course, a score of at least 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student has excellent knowledge of the theoretical knowledge of statistical data processing and can interpret it correctly and clearly; he/she solves problems in a creative way, can react promptly and spontaneously during lectures and systematically prepares assignments for seminars, the student is proactive, asks questions in the context of the problem being solved. He is active in seminars. He brings his own experience and insights from practice to the teaching. His oral and written expression is correct, citationally correct, grammatically flawless.
B (90-81%, very good - above average standard), the student has mastered the theoretical knowledge of statistical data processing and can interpret it correctly and clearly with minor shortcomings, has acquired key competences, can respond promptly during lectures to the teacher's

challenges, the student is self-initiative and asks questions in the context of the problem addressed. His/her written expression in the term paper is correct, grammatically sound and creative. He brings his own experiences and insights from practice to the teaching. The results of his activities are of good quality, with minor shortcomings.
C (80-73%, good - normal reliable work), the student knows the theoretical knowledge of statistical data processing and can interpret them at an average, i.e. good level, has acquired theoretical knowledge and skills using MS EXCEL and JASP software in solving problems, can respond to the teacher's challenges. He/she does not take initiative himself/herself, does not ask questions in the context of the problem being solved. His communication style is not disruptive, but he is unsure of his answer and his speech does not have significant disruptive elements. He transfers experience from practice with problems. His, grammatical speech is of lesser quality.
D (72-66%, Satisfactory-Acceptable performance), the student has mastered the material at a satisfactory level. He/she knows the theory with minor gaps, but cannot apply it to the solution of practical experiences, he/she needs help in interpreting the obtained statistical data. He is not very active during teaching, does not bring new solutions, takes the role of a passive observer. Memorisation rather than critical thinking prevails in the student. Analysis from practice is less constructive. His/her written expression has some inaccuracies to serious deficiencies.
E (65-60%, sufficient - the results meet the minimum criteria), the student has a low level of theoretical knowledge of statistical data processing, responds to the teacher's instructions and prompts with considerable inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem addressed. Applies theoretical knowledge with considerable problems; in practical terms, does not have recommendations for correct solution options. The student is rather in the position of a passive recipient of knowledge and is not active in the seminars. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not error-free and stylistically correct.
Fx (59-0%, Insufficient - extra work required) this grade will be given if the student fails to meet any of the required minimum criteria and is not allowed to take the final test. This means that the student has not mastered the knowledge and skills to a degree that would enable him/her to meet at least the minimum criteria for a passing grade.

Learning outcomes:

Learning outcomes
Learning objectives and outcomes and transferable competences:
Upon completion of the course, the student will be able to appropriately choose a statistical method in quantitative research. The student will acquire skills in data processing and evaluation and will be able to use MS EXCEL and JASP software appropriately. Understand the meaning of the statistical data obtained and be able to evaluate and interpret the statistical outputs obtained in quantitative research.

Class syllabus:

Brief outline of the course:
Introduction to types of variables and basic statistical theory. Mastering the creation of descriptive statistics files in MS Excel and JASP. Ability to test statistical hypotheses using parametric tests. Analysis of variance - ANOVA. Correlation and regression analysis.
1. Descriptive statistics - description of the statistical population
2. Descriptive statistics - data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables
6. Probability distribution

7. Selective enquiry
8. Estimates of the characteristics of the base set
9. Hypothesis testing
10. Semester project presentation

Recommended literature:
Recommended reading:
CHAJDIAK, J. (2013). Štatistika jednoducho v Exceli, Bratislava, Statis, 341 s. ISBN 978-80-855-974-0
NEUBAUER, J., SEDLAČÍK, M., KŘÍŽ, O. (2016). Základy statistiky. Praha, Grada, 280 s. ISBN 978-80-247-5786-5
RIMARČÍK, M. (2007). Štatistika pre prax. Košice, Marián Rimarčík, 200 s. ISBN 8096981311

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: doc. PaedDr. Lilla Koreňová, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde024/22	Processing and interpretation of statistical data

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment, the weighting of the interim and final assessment is 100/0. The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving focused on understanding and interpreting statistical concepts. During the semester, students will submit 5 assignments of 6 points each, which will be focused on solving statistical assignments using MS EXCEL and JASP software from individual topics (descriptive statistics, correlation and regression analysis, sampling, hypothesis testing), and at the end of the semester, the student will submit and present a term paper for 40 points. The term paper will include an independent statistical treatment and interpretation of quantitative research (own or from data taken, for example, from thesis, rigor or PhD theses). The student will submit the thesis electronically in MS Word and MS EXCEL, and prepare the presentation in MS PowerPoint or Prezi. The student will demonstrate through the development and presentation of the term project that he/she is able to independently statistically evaluate quantitative research and interpret them.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 3 points on any of the 5 assignments. To pass the course, a score of at least 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student has excellent knowledge of the theoretical knowledge of statistical data processing and can interpret it correctly and clearly; he/she solves problems in a creative way, can react promptly and spontaneously during lectures and systematically prepares assignments for seminars, the student is proactive, asks questions in the context of the problem being solved. He is active in seminars. He brings his own experience and insights from practice to the teaching. His oral and written expression is correct, citationally correct, grammatically flawless.
B (90-81%, very good - above average standard), the student has mastered the theoretical knowledge of statistical data processing and can interpret it correctly and clearly with minor shortcomings, has acquired key competences, can respond promptly during lectures to the teacher's

challenges, the student is self-initiative and asks questions in the context of the problem addressed. His/her written expression in the term paper is correct, grammatically sound and creative. He brings his own experiences and insights from practice to the teaching. The results of his activities are of good quality, with minor shortcomings.
C (80-73%, good - normal reliable work), the student knows the theoretical knowledge of statistical data processing and can interpret them at an average, i.e. good level, has acquired theoretical knowledge and skills using MS EXCEL and JASP software in solving problems, can respond to the teacher's challenges. He/she does not take initiative himself/herself, does not ask questions in the context of the problem being solved. His communication style is not disruptive, but he is unsure of his answer and his speech does not have significant disruptive elements. He transfers experience from practice with problems. His, grammatical speech is of lesser quality.
D (72-66%, Satisfactory-Acceptable performance), the student has mastered the material at a satisfactory level. He/she knows the theory with minor gaps, but cannot apply it to the solution of practical experiences, he/she needs help in interpreting the obtained statistical data. He is not very active during teaching, does not bring new solutions, takes the role of a passive observer. Memorisation rather than critical thinking prevails in the student. Analysis from practice is less constructive. His/her written expression has some inaccuracies to serious deficiencies.
E (65-60%, sufficient - the results meet the minimum criteria), the student has a low level of theoretical knowledge of statistical data processing, responds to the teacher's instructions and prompts with considerable inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem addressed. Applies theoretical knowledge with considerable problems; in practical terms, does not have recommendations for correct solution options. The student is rather in the position of a passive recipient of knowledge and is not active in the seminars. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not error-free and stylistically correct.
Fx (59-0%, Insufficient - extra work required) this grade will be given if the student fails to meet any of the required minimum criteria and is not allowed to take the final test. This means that the student has not mastered the knowledge and skills to a degree that would enable him/her to meet at least the minimum criteria for a passing grade.

Learning outcomes:

Learning outcomes
Learning objectives and outcomes and transferable competences:
Upon completion of the course, the student will be able to appropriately choose a statistical method in quantitative research. The student will acquire skills in data processing and evaluation and will be able to use MS EXCEL and JASP software appropriately. Understand the meaning of the statistical data obtained and be able to evaluate and interpret the statistical outputs obtained in quantitative research.

Class syllabus:

Brief outline of the course:
Introduction to types of variables and basic statistical theory. Mastering the creation of descriptive statistics files in MS Excel and JASP. Ability to test statistical hypotheses using parametric tests. Analysis of variance - ANOVA. Correlation and regression analysis.
1. Descriptive statistics - description of the statistical population
2. Descriptive statistics - data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables
6. Probability distribution

7. Selective enquiry
8. Estimates of the characteristics of the base set
9. Hypothesis testing
10. Semester project presentation

Recommended literature:
Recommended reading:
CHAJDIAK, J. (2013). Štatistika jednoducho v Exceli, Bratislava, Statis, 341 s. ISBN 978-80-855-974-0
NEUBAUER, J., SEDLAČÍK, M., KŘÍŽ, O. (2016). Základy statistiky. Praha, Grada, 280 s. ISBN 978-80-247-5786-5
RIMARČÍK, M. (2007). Štatistika pre prax. Košice, Marián Rimarčík, 200 s. ISBN 8096981311

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: doc. PaedDr. Lilla Koreňová, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde021/22	Prose and lyrics in German literature

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily on-site).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 12 hours of preparation for the paper; 16 hours of preparation for the seminar paper. 50 hours of student work in total.
Teaching methods:
analysis of literary texts, working with professional text, brainstorming, discussion of the topic, guided self-study.

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary research are required. Points: active participation in discussions/ analyses: 25 points, preparation/presentation of papers: 25 points, seminar paper: 50 points (100/0).
The rating:
A (100 - 91%, excellent - outstanding results),
B (90 - 81%, very good - above average standard), C (80 - 73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required).
Well done: Precise formulation of the thesis intention and excellent knowledge of the current state of the research issue, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects necessary for the treatment of the topic, a significant proportion of own argumentation and own results of the thesis, including pointing out open questions (desiderata), differentiated language, correct use of technical terms, comprehensible style, minimal grammatical, orthographic and stylistic errors, taking into account the vast amount of literature, formally correct editing (adherence to the citation standard, etc.).),

excellent ability to present work independently and incorporate comments, active participation in discussions/analyses of literary works during the semester
Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of the scientific context, logical structuring of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.), very good ability to present the results of the work independently, active participation in discussions/analyses of literary works during the semester
Good: treatment of the topic in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), good ability to present the results of the thesis independently.
Satisfactory: only a rough outline of the problem to be addressed, superficial knowledge of the scientific context, imprecise communication of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, larger number of grammatical, orthographic and stylistic errors, use of a small amount of secondary literature, minimal incorporation of comments.
Sufficient: the results treat the chosen topic superficially and without their own contribution by mechanically taking from various sources, inaccurate use of professional terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications.
Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or insufficient preparation for seminars, major formal deficiencies.
Scale of assessment (preliminary/final): reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary research are required.
Points: active participation in discussions/analyses: 25 points, preparation/presentation of papers: 25 points, seminar paper: 50 points (100/0).

Learning outcomes:
Learning outcomes:
/Objectives and learning outcomes:
Learning objectives: to acquire expertise in the individual prose genres, especially in the short story, the novella and the novel.
Learning outcomes: the graduate of the course will learn to evaluate and analyze prose literary texts, define the basic features of lyric poetry in the 20th century, gain knowledge of the connection between the ideological and aesthetic components of poems, and be able to analyze poetic texts. He/She develops presentation and argumentation skills, learns to formulate his/her own critical opinions, and is able to apply the acquired knowledge in practice.

Class syllabus:
Course outcomes of subject (content):
The historical development of the German novel. The novella of the pre-classical and classical periods. The novella in the period of realism. Novel of the 20th century. Specific genres of short prose. Specific genres of German literature (Erzählung). The short story after 1945. The novel in the 20th century - a developmental overview. Typology of the novel: social, mythological, essayistic

and total novel. The construction of the novel. The novel as an image of the disintegration of ethical and humanistic values. The novel in the postmodern period.
The experiential lyricism of the classical period. The development of lyric poetry in the 20th century. The poetry of modernism (impressionism, symbolism, neo-romanticism). Nature lyric and its transformations. Engaged poetry. Experimental poetry of the 1960s and 1970s. The hermetic poem and concrete poetry. The theory of modern lyricism. Key texts are updated at the beginning of the academic year.

Recommended literature:

Compulsory/Recommended readings:
Required literature (selected according to the focus of the paper/seminar paper):
LAMPING, D. 2008. Moderne Lyrik. Göttingen: Vandenhoeck & Ruprecht. 2008. 176 p. ISBN 978-3525208625
VOGT, J. 2014. Aspekte erzählender Prosa. Munich: UTB-Verlag. 2014. 274 p. ISBN-10 : 3825240568
Recommended reading:
MIKULAS, 2017. The journey as an individual process and as a wandering: cognitive-narratological reflections on the central plot of the developmental novel. In: Philologia. Vol. 27, č. 1 (2017), 85-102. ISSN 1339-2026
MIKULAS, 2017. Lokomotion als Grundprinzip der Wahrnehmung und der Weltkonstruktion im Bildungs- und Entwicklungsroman. In: Studies in foreign language education 9. Nümbrecht: Kirsch-Verlag, 2017, 79-103. ISBN 978-3-943906-36-3

Languages necessary to complete the course:
german, slovak

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde018/22	Psychological analysis of school educational situations

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for passing the course: 100% of continuous assessment
Continuous assessment includes the evaluation of the completion of continuous tasks and assignments, which are carried out in an individual or group form. These are mainly experiential activities and exercises aimed at solving school educational situations. Using role-play and cooperative games, the student practises various strategies and techniques for coping with pupils' inappropriate behaviour (max. 30 points). In small groups during class, they develop a proposal for a prevention or intervention program aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them, and are able to apply their knowledge in meaningful ways to create assignments.
A grade of B means that the students achieved above average results throughout the semester, were able to study independently, are able to navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.
A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The goal is to increase sensitivity to inter-individual differences and group dynamics in the context of dealing with school educational situations and to learn specific strategies and techniques for dealing with these situations.
Students after completing the course:
- understand and orient themselves to the basic background and possible reasons for pupil behaviour at school
- know the different forms of inappropriate behaviour at school
- understand the processes of group dynamics in the school classroom
- know the procedures for dealing with different types of inappropriate behaviour at school
- know the intervention methods used in the prevention and resolution of various educational situations
Upon completion of the course, students will be able to:
- identify inappropriate behaviour of the pupil in the educational environment
- to address the occurrence of various forms of inappropriate pupil behaviour
- sensitively take into account inter-individual differences in group dynamics when dealing with school situations
- design and implement an intervention programme aimed at preventing inappropriate behaviour among pupils
- design and implement an intervention programme to address pupil misbehaviour
Students are competent after completing the course:
- think analytically and critically in the design of prevention and intervention programmes
- communicate adequately in cooperation with the pupil's parents or the pupil himself/herself

Class syllabus:
Brief outline of the course:
1. The basic background of inappropriate behaviour of a child at school and its possible causes.
2. Selected types of inappropriate student behaviour in the educational environment and the possibilities of their identification.
3. The influence of family environment and sibling constellation on children's inappropriate behavior at school.

4. The impact of different types of parenting styles in the family and school environment on child behavior.
5. Dreikurs' theory of mistaken behavioral goals (attention, power, revenge, failure avoidance).
6. Intervention techniques appropriate for addressing particular types of inappropriate behavior.
7. Prevention techniques applicable to the prevention of particular types of inappropriate behaviour. Planning prevention strategies.
8. The dynamics of the school classroom as a social group and its influence on student behavior.
9. Classroom management strategies and techniques.
10. Family and school cooperation. Interview with parents.
11. Practical skills training of students in dealing with educational situations in school.

Recommended literature:

Compulsory reading:
BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2
CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6
Recommended reading.
FONTANA, D. (2010). Psychologie ve školní praxi.Praha: Portál. 384 s. ISBN 978-80-262-0741-2
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0
SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede? Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online) 1338-0982. Compulsory reading:
BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2
CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6
Recommended reading.
FONTANA, D. (2010). Psychologie ve školní praxi.Praha: Portál. 384 s. ISBN 978-80-262-0741-2
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0
SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede? Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online) 1338-0982.
ŠRAMOVÁ, B., DEPTOVÁ, T., HAMRANOVÁ, A., POLIAKOVÁ, E.. (2019). Násilie v intímnych vzťahoch dospievajúcich. Metodika pre prácu v oblasti prevencie. Univerzita Komenského v Bratislave. 189 s. ISBN 978-80-223-4849-2

Languages necessary to complete the course:

slovak and czech

Notes:

subject with psychological focus, in the study plan marked

Past grade distribution

Total number of evaluated students: 276

A	ABS	B	C	D	E	FX
83,7	0,0	8,7	2,54	0,72	1,09	3,26

Lecturers:

Last change: 10.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde018/22	Psychological analysis of school educational situations

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for passing the course: 100% of continuous assessment
Continuous assessment includes the evaluation of the completion of continuous tasks and assignments, which are carried out in an individual or group form. These are mainly experiential activities and exercises aimed at solving school educational situations. Using role-play and cooperative games, the student practises various strategies and techniques for coping with pupils' inappropriate behaviour (max. 30 points). In small groups during class, they develop a proposal for a prevention or intervention program aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them, and are able to apply their knowledge in meaningful ways to create assignments.
A grade of B means that the students achieved above average results throughout the semester, were able to study independently, are able to navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.
A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The goal is to increase sensitivity to inter-individual differences and group dynamics in the context of dealing with school educational situations and to learn specific strategies and techniques for dealing with these situations.
Students after completing the course:
- understand and orient themselves to the basic background and possible reasons for pupil behaviour at school
- know the different forms of inappropriate behaviour at school
- understand the processes of group dynamics in the school classroom
- know the procedures for dealing with different types of inappropriate behaviour at school
- know the intervention methods used in the prevention and resolution of various educational situations
Upon completion of the course, students will be able to:
- identify inappropriate behaviour of the pupil in the educational environment
- to address the occurrence of various forms of inappropriate pupil behaviour
- sensitively take into account inter-individual differences in group dynamics when dealing with school situations
- design and implement an intervention programme aimed at preventing inappropriate behaviour among pupils
- design and implement an intervention programme to address pupil misbehaviour
Students are competent after completing the course:
- think analytically and critically in the design of prevention and intervention programmes
- communicate adequately in cooperation with the pupil's parents or the pupil himself/herself

Class syllabus:
Brief outline of the course:
1. The basic background of inappropriate behaviour of a child at school and its possible causes.
2. Selected types of inappropriate student behaviour in the educational environment and the possibilities of their identification.
3. The influence of family environment and sibling constellation on children's inappropriate behavior at school.

4. The impact of different types of parenting styles in the family and school environment on child behavior.
5. Dreikurs' theory of mistaken behavioral goals (attention, power, revenge, failure avoidance).
6. Intervention techniques appropriate for addressing particular types of inappropriate behavior.
7. Prevention techniques applicable to the prevention of particular types of inappropriate behaviour. Planning prevention strategies.
8. The dynamics of the school classroom as a social group and its influence on student behavior.
9. Classroom management strategies and techniques.
10. Family and school cooperation. Interview with parents.
11. Practical skills training of students in dealing with educational situations in school.

Recommended literature:

Compulsory reading:
BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2
CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6
Recommended reading.
FONTANA, D. (2010). Psychologie ve školní praxi.Praha: Portál. 384 s. ISBN 978-80-262-0741-2
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0
SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede? Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online) 1338-0982. Compulsory reading:
BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2
CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6
Recommended reading.
FONTANA, D. (2010). Psychologie ve školní praxi.Praha: Portál. 384 s. ISBN 978-80-262-0741-2
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0
SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede? Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online) 1338-0982.
ŠRAMOVÁ, B., DEPTOVÁ, T., HAMRANOVÁ, A., POLIAKOVÁ, E.. (2019). Násilie v intímnych vzťahoch dospievajúcich. Metodika pre prácu v oblasti prevencie. Univerzita Komenského v Bratislave. 189 s. ISBN 978-80-223-4849-2

Languages necessary to complete the course:

slovak and czech

Notes:

subject with psychological focus, in the study plan marked

Past grade distribution

Total number of evaluated students: 276

A	ABS	B	C	D	E	FX
83,7	0,0	8,7	2,54	0,72	1,09	3,26

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 10.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde002/22	Receptive and productive skills in didactics of German language

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

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Scale of assessment (preliminary/final): Preparation and presentation of a co-authored paper, interaction in lectures, preparation of a seminar paper and passing an oral examination are required. Assessment points: continuous assessment by discussion and presentation of a co-paper: 25 points, seminar paper: 25 points, oral examination: 50 points (50/50).

Learning outcomes:
Learning outcomes
/Objectives and learning outcomes:
Learning objectives: to acquire knowledge, skills and competences in language skills - reading comprehension, listening comprehension, speaking and writing.
Learning outcomes: the graduate of the course will acquire the methodological competence of the strategic procedure for the implementation of teaching units with targeting the independent reception and production of spoken and written text, as well as the promotion and development of listening and reading comprehension. These can also be transferred to the online environment. Develops presentation and argumentation skills, the ability to formulate, justify and defend own opinions and attitudes, as well as autonomy and effective self-study strategies. He/she can design, implement and evaluate solutions to professional tasks in a responsible, innovative and creative way.

Class syllabus:
Course outcomes of subject (content):
1. Developing the communicative skill of listening comprehension: the process of listening comprehension as an interaction between the spoken language and the listener, conditions, phases, typology of exercises.
2. Developing communicative speaking skills: components of communicative situation as a psychological basis for the formation of the structural-compositional character of the linguistic expression, conditions, phases, typology of exercises.
3. Developing the communicative skill of reading comprehension: communicative activity of reading comprehension in the conception of the process of interaction between the written text and the reader, conditions, stages, typology of exercises.

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

Recommended literature:

Compulsory/Recommended readings:
Required readings (selected according to the teacher's recommendation and the focus of the paper/seminar paper):
STORCH, G. 1999. Deutsch als Fremdsprache - Eine Didaktik. Paderborn: Fink, 1999. 367 p. ISBN 978-3-8385-8184-2 ch. 4, pp. 117-154 and ch. 6, pp. 213-260
Recommended reading:
KOLEČANI LENČOVÁ, I. 2012. Visual media in foreign language teaching: selected chapters with practical examples from German. Banská Bystrica: Matej Bel University, Faculty of Humanities, 2012. 138 s. ISBN 978-80-557-0428-9
KOLEČÁNI LENČOVÁ, I./NADLER, R. 2015. 39 Tests zum Leseverstehen für die Niveaus A2 - C1 mit Lösungen. Milano: Mimesis, 2015. 84 p. ISBN 978--88-5753-350-6
KÜHN, P. 2010. Sprache untersuchen und erforschen. Berlin: Cornelsen Verlag, 2010. 175 p. ISBN 978-3-589-05151-9
NEUSTADT, E. 2013. DaF unterrichten. Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache. Stuttgart: Klett Verlag, 2013. 185 p. ISBN 978-3-12-675309-8
ROCHE, J. 2005. Fremdsprachenerwerb und Fremdsprachendidaktik. Tübingen: 2005. 282 p. ISBN 13: 978-3825226916

Languages necessary to complete the course:

german, slovak

Notes:

Past grade distribution

Total number of evaluated students: 53

A	ABS	B	C	D	E	FX
28,3	0,0	33,96	18,87	15,09	3,77	0,0

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

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde002/22	Receptive and productive skills in didactics of German language

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

Number of credits: 3

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Scale of assessment (preliminary/final): Preparation and presentation of a co-authored paper, interaction in lectures, preparation of a seminar paper and passing an oral examination are required. Assessment points: continuous assessment by discussion and presentation of a co-paper: 25 points, seminar paper: 25 points, oral examination: 50 points (50/50).

Learning outcomes:
Learning outcomes
/Objectives and learning outcomes:
Learning objectives: to acquire knowledge, skills and competences in language skills - reading comprehension, listening comprehension, speaking and writing.
Learning outcomes: the graduate of the course will acquire the methodological competence of the strategic procedure for the implementation of teaching units with targeting the independent reception and production of spoken and written text, as well as the promotion and development of listening and reading comprehension. These can also be transferred to the online environment. Develops presentation and argumentation skills, the ability to formulate, justify and defend own opinions and attitudes, as well as autonomy and effective self-study strategies. He/she can design, implement and evaluate solutions to professional tasks in a responsible, innovative and creative way.

Class syllabus:
Course outcomes of subject (content):
1. Developing the communicative skill of listening comprehension: the process of listening comprehension as an interaction between the spoken language and the listener, conditions, phases, typology of exercises.
2. Developing communicative speaking skills: components of communicative situation as a psychological basis for the formation of the structural-compositional character of the linguistic expression, conditions, phases, typology of exercises.
3. Developing the communicative skill of reading comprehension: communicative activity of reading comprehension in the conception of the process of interaction between the written text and the reader, conditions, stages, typology of exercises.

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

Recommended literature:

Compulsory/Recommended readings:
Required readings (selected according to the teacher's recommendation and the focus of the paper/seminar paper):
STORCH, G. 1999. Deutsch als Fremdsprache - Eine Didaktik. Paderborn: Fink, 1999. 367 p. ISBN 978-3-8385-8184-2 ch. 4, pp. 117-154 and ch. 6, pp. 213-260
Recommended reading:
KOLEČANI LENČOVÁ, I. 2012. Visual media in foreign language teaching: selected chapters with practical examples from German. Banská Bystrica: Matej Bel University, Faculty of Humanities, 2012. 138 s. ISBN 978-80-557-0428-9
KOLEČÁNI LENČOVÁ, I./NADLER, R. 2015. 39 Tests zum Leseverstehen für die Niveaus A2 - C1 mit Lösungen. Milano: Mimesis, 2015. 84 p. ISBN 978--88-5753-350-6
KÜHN, P. 2010. Sprache untersuchen und erforschen. Berlin: Cornelsen Verlag, 2010. 175 p. ISBN 978-3-589-05151-9
NEUSTADT, E. 2013. DaF unterrichten. Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache. Stuttgart: Klett Verlag, 2013. 185 p. ISBN 978-3-12-675309-8
ROCHE, J. 2005. Fremdsprachenerwerb und Fremdsprachendidaktik. Tübingen: 2005. 282 p. ISBN 13: 978-3825226916

Languages necessary to complete the course:

german, slovak

Notes:

Past grade distribution

Total number of evaluated students: 53

A	ABS	B	C	D	E	FX
28,3	0,0	33,96	18,87	15,09	3,77	0,0

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde022/20	Recitation Competitions

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 6s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 6

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

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde022/20	Recitation Competitions

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 6s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 6

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

Lecturers: Mgr. Ľubica Horváthová, PhD., Mgr. Eva Faithová, PhD.

Last change: 10.02.2021

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde016/22	Religious studies

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with a 100% interim assessment, which includes: a presentation of a selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment). For successful completion of the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results; students performed excellently during the semester, actively participated in the teaching and showed interest in the subject, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level),
B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level),
C (80-73%, good - normal reliable work; students performed standardly well during the semester, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level),
D (72-66%, satisfactory - acceptable results; students have limited ability to work independently with the literature and are able to process and present the acquired knowledge with problems; they have slight deficiencies in theoretical knowledge of religious studies),
E (65-60%, sufficient - the results meet the minimum criteria; students have considerable difficulties in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of religious studies),
Fx (59-0%, insufficient - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:

The course will provide students with background information and orientation in the history and present of religions and sufficient background to understand religion as a significant spiritual component of the life of society. By completing the course, students will gain the ability to analyze religion in its interconnectedness as a personal, historical, cultural, ethical, social, and transcendent phenomenon. It will orient them to the world's major religious systems as well as new religious movements. They will be able to use the acquired knowledge effectively in the pedagogical process as part of civics, with an emphasis on education for religious and, in general, attitudinal tolerance. By completing the course, students will develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning objectives:
To provide students with the basic information needed to understand religion as a phenomenon that plays a significant role in the life of the individual as well as in society and to familiarize them primarily with the world's dominant religious systems, which are the largest in terms of both number of adherents and geographical representation.

Class syllabus:

Brief outline of the course:
1. Religious studies as a discipline and its key concepts.
2. Hypotheses about the origins of religion; the religious scene of today.
3. Primitive religions: manism and totemism.
4. Ancient religions: Egyptian, Canaanite, Greek, Roman, Celtic and Slavic.
5. Ethnic religions: Taoism, Confucianism and Shintoism.
6. Judaism: doctrine and practice.
7. Christianity: doctrine and practice.
8. Islam: teaching and practice.
9. Hinduism: doctrine and practice.
10. Buddhism: teaching and practice.

Recommended literature:

Compulsory reading:
ZAVIŠ, M. (2008). Repetitórium z religionistiky 1. Bratislava: Univerzita Komenského, 96 s., ISBN 978-80-223-2554-7
Recommended reading:
ELIADE, M. (1995). Dejiny náboženských predstáv a ideí I. Bratislava: Agora, 398 s., ISBN 80-967210-1-1
ELIADE, M. (1997). Dejiny náboženských predstáv a ideí II. Bratislava: Agora, 424 s., ISBN 80-967210-2-X
ELIADE, M. (199+75). Dejiny náboženských predstáv a ideí I-III. Bratislava: Agora, 294 s., ISBN 80-967210-3-8
GLASSENAPP, H.(2009). Päť svetových náboženstiev. Bratislava: Talentum, 488 s., ISBN 9788088979609
HORYNA, B. (1994). Úvod do religionistiky. Praha: Oikoymenh,. 134 s., ISBN 80-85241-64-1
KEENE, M. (2003). Svetové náboženstvá, Bratislava: Ikar, 192 s., ISBN 80-711-8480-2
KOMOROVSKÝ, J. (2000). Religionistika. Veda o náboženstvách sveta a jej pomocné disciplíny. Bratislava: Univerzita Komenského, 154 s. 80-223-0823-4.
KÜNG, H. (2007). Po stopách světových náboženství. Brno: CDK. 179 s. ISBN 80-7325-059-4
ZAVIŠ, M. (2005). New Age – pragmatický synkretizmus dneška/New Age – Pragmatic Syncretism of Today. In: New Age. Bratislava: Ústav pre vzťahy štátu a cirkví, 2005. S. 662-673. ISBN 80-89096-19-0

ZAVIŠ, M. (2013). Paradigma osobnosti kresťanského učiteľa v minulosti a dnes. Bratislava: Univerzita Komenského v Bratislave, 139 s., ISBN 978-80-223-3218-7

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 486

A	ABS	B	C	D	E	FX
37,24	0,0	30,45	15,43	6,17	7,41	3,29

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 27.02.2024

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde016/22	Religious studies

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with a 100% interim assessment, which includes: a presentation of a selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment). For successful completion of the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results; students performed excellently during the semester, actively participated in the teaching and showed interest in the subject, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level),
B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level),
C (80-73%, good - normal reliable work; students performed standardly well during the semester, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level),
D (72-66%, satisfactory - acceptable results; students have limited ability to work independently with the literature and are able to process and present the acquired knowledge with problems; they have slight deficiencies in theoretical knowledge of religious studies),
E (65-60%, sufficient - the results meet the minimum criteria; students have considerable difficulties in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of religious studies),
Fx (59-0%, insufficient - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:

The course will provide students with background information and orientation in the history and present of religions and sufficient background to understand religion as a significant spiritual component of the life of society. By completing the course, students will gain the ability to analyze religion in its interconnectedness as a personal, historical, cultural, ethical, social, and transcendent phenomenon. It will orient them to the world's major religious systems as well as new religious movements. They will be able to use the acquired knowledge effectively in the pedagogical process as part of civics, with an emphasis on education for religious and, in general, attitudinal tolerance. By completing the course, students will develop transferable competencies such as communication skills, analytical skills, creativity and abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning objectives:
To provide students with the basic information needed to understand religion as a phenomenon that plays a significant role in the life of the individual as well as in society and to familiarize them primarily with the world's dominant religious systems, which are the largest in terms of both number of adherents and geographical representation.

Class syllabus:

Brief outline of the course:
1. Religious studies as a discipline and its key concepts.
2. Hypotheses about the origins of religion; the religious scene of today.
3. Primitive religions: manism and totemism.
4. Ancient religions: Egyptian, Canaanite, Greek, Roman, Celtic and Slavic.
5. Ethnic religions: Taoism, Confucianism and Shintoism.
6. Judaism: doctrine and practice.
7. Christianity: doctrine and practice.
8. Islam: teaching and practice.
9. Hinduism: doctrine and practice.
10. Buddhism: teaching and practice.

Recommended literature:

Compulsory reading:
ZAVIŠ, M. (2008). Repetitórium z religionistiky 1. Bratislava: Univerzita Komenského, 96 s., ISBN 978-80-223-2554-7
Recommended reading:
ELIADE, M. (1995). Dejiny náboženských predstáv a ideí I. Bratislava: Agora, 398 s., ISBN 80-967210-1-1
ELIADE, M. (1997). Dejiny náboženských predstáv a ideí II. Bratislava: Agora, 424 s., ISBN 80-967210-2-X
ELIADE, M. (199+75). Dejiny náboženských predstáv a ideí I-III. Bratislava: Agora, 294 s., ISBN 80-967210-3-8
GLASSENAPP, H.(2009). Päť svetových náboženstiev. Bratislava: Talentum, 488 s., ISBN 9788088979609
HORYNA, B. (1994). Úvod do religionistiky. Praha: Oikoymenh,. 134 s., ISBN 80-85241-64-1
KEENE, M. (2003). Svetové náboženstvá, Bratislava: Ikar, 192 s., ISBN 80-711-8480-2
KOMOROVSKÝ, J. (2000). Religionistika. Veda o náboženstvách sveta a jej pomocné disciplíny. Bratislava: Univerzita Komenského, 154 s. 80-223-0823-4.
KÜNG, H. (2007). Po stopách světových náboženství. Brno: CDK. 179 s. ISBN 80-7325-059-4
ZAVIŠ, M. (2005). New Age – pragmatický synkretizmus dneška/New Age – Pragmatic Syncretism of Today. In: New Age. Bratislava: Ústav pre vzťahy štátu a cirkví, 2005. S. 662-673. ISBN 80-89096-19-0

ZAVIŠ, M. (2013). Paradigma osobnosti kresťanského učiteľa v minulosti a dnes. Bratislava: Univerzita Komenského v Bratislave, 139 s., ISBN 978-80-223-3218-7

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 486

A	ABS	B	C	D	E	FX
37,24	0,0	30,45	15,43	6,17	7,41	3,29

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 27.02.2024

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde023/20	School Magazine/School Radio

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 4s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 15

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

Lecturers: Mgr. Eva Faithová, PhD., Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde023/20	School Magazine/School Radio

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 4s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 15

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

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde023/22	Seminar in German literature of the 20th century I

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily on-site).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 12 hours of preparation for the paper; 16 hours of preparation for the seminar paper. 50 hours of student work in total.
Teaching methods:
analysis of literary texts, working with professional text, brainstorming, discussion of the topic, guided self-study.

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary research are required. Points: active participation in discussions/ analyses: 25 points, preparation/presentation of papers: 25 points, seminar paper: 50 points (100/0).
The rating:
A (100 - 91%, excellent - outstanding results),
B (90 - 81%, very good - above average standard), C (80 - 73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required).
W Well done: Precise formulation of the thesis intention and excellent knowledge of the current state of the research issue, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects necessary for the treatment of the topic, a significant proportion of own argumentation and own results of the thesis, including pointing out open questions (desiderata), differentiated language, correct use of technical terms, comprehensible style, minimal grammatical, orthographic and stylistic errors, taking into account the vast amount of literature, formally correct editing (adherence to the citation standard, etc.).),

excellent ability to present work independently and incorporate comments, active participation in discussions/analyses of literary works during the semester
Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of the scientific context, logical structuring of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.), very good ability to present the results of the work independently, active participation in discussions/analyses of literary works during the semester.
Good: treatment of the topic in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), good ability to present the results of the thesis independently.
Satisfactory: only a rough outline of the problem to be addressed, superficial knowledge of the scientific context, imprecise communication of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, larger number of grammatical, orthographic and stylistic errors, use of a small amount of secondary literature, minimal incorporation of comments.
Sufficient: the results treat the chosen topic superficially and without their own contribution by mechanically taking from various sources, inaccurate use of professional terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications.
Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or insufficient preparation for seminars, major formal deficiencies.
Scale of assessment (preliminary/final): reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary research are required.
Points: active participation in discussions/analyses: 25 points, preparation/presentation of papers: 25 points, seminar paper: 50 points (100/0).

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

Class syllabus:
Course outcomes of subject (content):
H. v. Hofmannsthal: Brief. A. Schnitzler. Reigen. Leutnant Gustl. R.M. Rilke: Malte. Anti-realist prose; J. Roth, R. Musil, H. Broch - to document in works the decay of values, the relationship to tradition and a new form in narrative - essayism. Pluralism of styles. F. Wedekind:

Frühlingserwachen, H. Hesse: Siddharta. Literary expressionism in the works of the authors. Heym, G. Heym, G. G. Heym, G. Heym, G. Trakl, G. Heym. G. Trakl, G. Kaiser, G. Benn, A. Döblin. F. Kafka and his work. The peculiarities of the style of T. Mann and H. Man. B. Brecht/the role of the parable in his epic theatre. The big city in Döblin's work, man - mass. The idea of transformation in the literature of modernism. The analysis of time in the novel - T. Mann. Fiction minimum texts are updated at the beginning of the academic year.

Recommended literature:

Compulsory/Recommended readings:

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

Recommended reading:

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

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

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

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

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

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

Languages necessary to complete the course:

german, slovak

Notes:

Past grade distribution

Total number of evaluated students: 60

A	ABS	B	C	D	E	FX
35,0	0,0	26,67	26,67	6,67	1,67	3,33

Lecturers: doc. Mgr. Andrea Mikulášová, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde008/22	Seminar in German literature of the 20th century II

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily on-site).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 12 hours of preparation for the paper; 16 hours of preparation for the seminar paper. 50 hours of student work in total.
Teaching methods:
analysis of literary texts, working with professional text, brainstorming, discussion of the topic, guided self-study.

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary studies, active participation in discussions, preparation/presentation of a paper: 40 points, seminar paper: 60 points (100/0).
The rating:
A (100-95%, excellent - outstanding results),
B (94-90%, very good - above average standard), C (89 - 85%, good - normal reliable work),
D (84-80%, satisfactory - acceptable results),
E (79-75%, sufficient - results meet minimum criteria), Fx (74 - 0%, insufficient - extra work required).
Well done: Precise formulation of the thesis intention and excellent knowledge of the current state of the research issue, consideration of the scientific context, clear and logical argumentation, justification of the chosen research method, consideration of all aspects necessary for the treatment of the topic, a significant proportion of own argumentation and own results of the thesis, including pointing out open questions (desiderata), differentiated language, correct use of technical terms, comprehensible style, minimal grammatical, orthographic and stylistic errors, taking into account the vast amount of literature, formally correct editing (adherence to the citation standard, etc.).),

excellent ability to present work independently and incorporate comments, active participation in discussions/analyses of literary works during the semester
Very good: solid treatment of the topic in relation to the objectives pursued, very good knowledge of the scientific context, logical structuring of the thesis aimed at solving the problem, justification of the chosen research method, logical argumentation, clear language, only a small number of grammatical, orthographic and stylistic errors, consideration of a reasonable amount of literature, formally correct editing (adherence to the citation standard, etc.), very good ability to present the results of the work independently, active participation in discussions/analyses of literary works during the semester.
Good: treatment of the topic in relation to the stated objectives, superficial connection with the current state of the research problem, logical argumentation, correct conveyance of arguments from secondary literature, mostly correct use of technical terms, grammatically, orthographically, stylistically at a good level, consideration of a reasonable amount of literature, formally correct editing (adherence to citation standards, etc.), good ability to present the results of the thesis independently.
Satisfactory: only a rough outline of the problem to be addressed, superficial knowledge of the scientific context, imprecise communication of arguments taken from secondary literature, largely correct use of technical terms, several grammatical, orthographic, stylistic errors, superficial preparation for seminars, larger number of grammatical, orthographic and stylistic errors, use of a small amount of secondary literature, minimal incorporation of comments.
Sufficient: the results treat the chosen topic superficially and without their own contribution by mechanically taking from various sources, inaccurate use of professional terms, numerous grammatical, orthographic, stylistic errors, superficial preparation for seminars, use of a small amount of secondary literature, insufficient ability to independently present theoretical knowledge in connection with practical applications.
Inadequate: poor treatment of the topic, minimal or no knowledge of the scientific context, poor or no argumentation, large number of orthographic, stylistic errors, lack of or insufficient preparation for seminars, major formal deficiencies.
Scale of assessment (preliminary/final): reading of primary literary texts (the so-called texts on the reading list), knowledge of conceptual means and methods of literary studies, active participation in discussions, preparation/presentation of a paper: 40 points, seminar paper: 60 points (100/0).

Learning outcomes:
Learning outcomes
/Objectives and learning outcomes:
Educational objectives: to discuss the central formal, thematic and motivic shifts in literature from 1945 to the present day, using concrete examples.
Learning outcomes: by contact with texts of various kinds, the graduate of the course constructs his/her own multidimensional picture of literary processes in an authentic way. The graduate of the course develops communication, presentation and argumentation skills, formulates his/her own critical opinions, has the ability to self-reflect, as well as the ability to provide feedback, is open to new knowledge and further learning.

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

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

Recommended literature:

Compulsory/Recommended readings:
Required literature (selected according to the focus of the paper/seminar paper): BEUTIN, W. 2019. Deutsche Literaturgeschichte von den Anfängen bis zur Gegenwart. Stuttgart: Metzler, 2019. 810 p. ISBN-10:3476049523, ISBN-13:978-3476049520 (selected chapters)
Recommended reading:
BRAUN, M. 2010. Die deutsche Gegenwartsliteratur: Eine Einführung. Böhlau: UTB, 2010. 247 p. ISBN-10:3825233529
FORSTER, H./RIEGEL, P. 1999. Deutsche Literaturgeschichte. Gegenwart 1968-1990. Bd. 12. 2. Aufl. Munich: dtv, 1999. 376 p. ISBN 3-423-03352-5
FORSTER, H./RIEGEL, P. 1995. Deutsche Literaturgeschichte. Bd.11. Die Nachkriegszeit 1945-1968. Munich: dtv, 1995. 380 p. ISBN 3-423-03351-7
SCHNELL, R. 2019. Geschichte der deutschsprachigen Literatur seit 1945. Stuttgart: Metzlersche Verlagsbuchhandlung, 2019. 614 p. ISBN-10:3476019004

Languages necessary to complete the course:

german

Notes:

Past grade distribution

Total number of evaluated students: 26

A	ABS	B	C	D	E	FX
46,15	0,0	26,92	11,54	7,69	7,69	0,0

Lecturers: Mgr. Roman Mikuláš, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde022/22	Seminar in German phraseology

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily full-time).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 3 hours of continuous home preparation for class, independent study; 10 hours for preparing a paper, 15 hours for processing comments and preparing a seminar paper. Total of 50 hours of student work.
Teaching methods:
explanations, work with professional text as well as with other text genres in which phrases occur, discussion of the topic under discussion, motivational conversation about the use and stylistic appropriateness of phrases in different communicative situations, morphological, syntactic and semantic analysis of phrases, presentation of a paper, critical comments on classmates' papers - critical discussion of phraseological theories, the features of phrases and
their use in communication.

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
active participation in the seminar is required, continuous assessment based on active cooperation in seminars, on the basis of the paper presented and the seminar work handed in, mastery of conceptual instrumentarium as well as specific phrases is required, active cooperation. Points: active participation in seminars: 30 points, paper: 30 points, seminar paper: 40 points (100/0).
The rating is awarded on a scale:
A (100 - 91%, excellent - outstanding results),
B (90 - 81%, very good - above average standard), C (80 - 73%, good - normal reliable operation), D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required).
Excellent: excellent knowledge of the development of phraseological theories and excellent ability to link new knowledge with previous linguistic, especially morphological, syntactic and lexical,

knowledge and skills acquired in the past, fluent speech, structured utterances, sovereign handling of conceptual instrumentation, excellent ability to think analytically and to formulate critical evaluative attitudes, practical mastery of a large part of the phraseological richness.
Very good: solid knowledge of the development of phraseological theories and the ability to link new knowledge with previous morphological, syntactic and lexical knowledge and skills, fluent speech with minor deficiencies, very good ability to think analytically and formulate critical evaluative attitudes, practical mastery of a relatively large part of the phraseological wealth.
Good: average knowledge of the development of phraseological theories on the basis of acquired conceptual instrumentation, ability to link new knowledge with previous morphological, syntactic and lexical knowledge and skills acquired in the past, fluent speech with several deficiencies, limited ability to formulate evaluative critical attitudes, practical mastery of an average part of the phraseological richness..
Satisfactory: phraseological theories are mastered with several deficiencies, basic mastery and understanding of the subject and ability to recognize phrases in the system and in the text, weak scientific argumentation and formulation of evaluative critical attitudes, relatively small part of the phraseological richness is practically mastered..
Sufficient: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic and stylistic errors, lack of scientific argumentation and formulation of evaluative critical attitudes, very little of the phraseological richness practically mastered..
Inadequate: insufficient knowledge of the development of stylistic theories, insufficient mastery of conceptual instrumentation, insufficient ability to recognize and interpret styles in the system as well as in the text, insufficient mastery of the basic part of phraseological richness.
Scale of assessment (preliminary/final): active participation in the seminar is required, continuous assessment based on active cooperation in seminars, on the basis of the paper presented and the seminar work handed in, mastery of conceptual instrumentarium as well as specific phrases is required, active cooperation. Points: active participation in seminars: 30 points, paper: 30 points, seminar paper: 40 points (100/0).

Learning outcomes:
Learning outcomes:
/Objectives and learning outcomes:
Educational objectives: to acquire basic phraseological theories, the course is intended to contribute to the development of communication skills by pointing out the importance of knowing the stylistic values of phrases in stylistically appropriate communication.
Learning outcomes: the graduate of the course will master the concept of phrase with its semantic, structural and stylistic features and will acquire the skills to recognize, understand and use phrases in a text. On the basis of practice, the student will acquire a basic fund of phraseological units and implement them in the communicative process.

Class syllabus:
Course outcomes of subject (content):
Introduction. Lexicology and phraseology. Basic unit - phrase. Features of a phrase: anomalousness, constancy, idiomaticity, reproducibility, lexicalization, imagery, polysemy. Phrasemes as a part of vocabulary. Phrasemes in the system. Phrasemes as a heterogeneous system. Stylistic values and stylistic colouring of phrasemes. Expressiveness of phrases.
Phrasemes in texts. Phraseological variability. Variants of phrasemes. Okazonal changes of phrases. Modifications and updates. On some subgroups of German phraseology: phraseological pairs, phraseological similes. Winged words. One-word phrasemes. Adverbs and phrasemes. Phrasemes in terms of linguistic comparison. Phrasemes in foreign language teaching and foreign language didactics.

Recommended literature:

Compulsory/Recommended readings:

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

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

Recommended reading:

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

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

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

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

Languages necessary to complete the course:

german, slovak

Notes:

Past grade distribution

Total number of evaluated students: 45

A	ABS	B	C	D	E	FX
55,56	0,0	13,33	6,67	15,56	0,0	8,89

Lecturers: prof. PhDr. Mária Vajičková, CSc.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde015/22	Seminar in literary Classicism and Romanticism

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
20 hours of continuous reading of fiction texts per lesson;
8 hours of preparation for the presentation of the assignment with emphasis on the application of acquired knowledge and reading-interpretation skills;
10 hours of preparation for a written test focused on identifying excerpts from the literary works read;
A total of 60 hours of student work.
Teaching methods: Interpretation, demonstration, dialogue with students, dialogue in a group of students, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with literary text, e-learning, guided self-study

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the presentation of the assigned assignment with emphasis on the application of the acquired knowledge and reading-interpretation skills (60 points) and on a written test at the end of the midterm focused on the identification of excerpts from the readings of literary works (40 points). The course culminates in a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 36 points, continuous assessment: less than 24 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of literary classicism, pre-Romanticism and Romanticism to the required extent,

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

Learning outcomes:

The student has the skills and competence of versatile interpretation of an artistic text from the period of Slovak literary classicism, pre-romanticism and romanticism and the ability to take a critical attitude to the interpreted text. The student has thoroughly acquired and mastered theoretical knowledge of the history of literary classicism, pre-Romanticism and Romanticism and is able to apply it creatively in literary analytical practice. The student has a comprehensive knowledge of a set of literary texts of the above-mentioned periods and has acquired knowledge of the basic principles of literary analysis. Can apply the acquired theoretical knowledge in practical analyses of specific literary texts, as well as in analyses of problem tasks. He/she can apply the analytical and interpretative skills and acquired competences in the professional and school analysis and interpretation of specific literary texts, understands the specificity and artistic value of selected literary texts and can actively seek new possibilities in the approach to a literary text. Understands

the content of key literary works, grasps their interrelationships and is able to compare them in the context of the Classical, Pre-Romantic and Romantic periods. The student has acquired practical skills in thinking critically about literary texts. The student is able to communicate facts, concepts and opinions, formulate and defend arguments, and creatively and independently apply and interpret them in a complex analysis of works of Slovak Classical, Pre-Romantic and Romantic literature. Has developed analytical skills as well as the ability to think abstractly and critically. The student is able to interpret a literary text in relation to other art forms. The student is able to solve problem-solving tasks and has developed the skill of actively acquiring information and using it to solve practical tasks in the field using appropriate and adequate procedures. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They also have a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. The acquired theoretical knowledge, practical skills, achieved competences can be conveyed by the student to the general public and lay addressees and can be applied in the higher level of university studies, but especially creatively applied in the future teaching practice in the school environment in the position of a teacher of lower and upper secondary education.

Class syllabus:

1. Bernolák and the Bernoláks, the Bernolák's polemics; J. Fándly's enlightenment and nation-building activities; the Enlightenment-rationalist starting points in the first Slovak novel by J. I. Bajza.
2. Anacreontic poetry of the waning Rococo; features and motifs of the emerging classicism in the poetic works of J. Palkovič, B. Tablic and P. J. Šafárik.
3. The culmination of Enlightenment classicism in the poetic works of J. Hollý; the aesthetic ideal of classicism.
4. Pre-Romantic tendencies and the idea of Slavic mutuality in the work of J. Kollár.
5. Aesthetic views and artistic, philosophical and social issues in the prose of K. Kuzmány; the world of distorted morality in the dramatic work of J. Chalupka.
6. Poetry of Slovak Romanticism, concepts and forms. The poetic works of S. Chalupka and A. Sládkovič.
7. Various forms of Romantic poetry; the concept of the great cyclic poem by J. Kráľ, balladically tuned poems and the Janosik theme in the poetry of J. Botto.
8. The forms of romantic prose and historical fable in the works of J. Kalinčiak and J. M. Hurban.
9. The messianic line of Slovak romanticism in the poetic works of S. B. Hroboň.
10. Literary polemic with the romantic conception in the work of J. Záborský, typology of dramatic literature of the romantic period, J. Palárik's merry play.
11. Epic image of Slovak society in the matriarchal period. Post-romantic tendencies in the short prose of Ľ. Kubáni and G. K. Zechenter-Laskomerský.

The course curriculum covers a range of knowledge and skills that the student will use in his/her educational practice. The student will deepen and develop his/her knowledge of the history of Slovak literary classicism, pre-Romanticism and Romanticism. The stratification of topics will provide the student with the necessary body of knowledge to support the formation of creative and synthesizing skills about the literary and historical-social context of the period. The student will gain reading and interpretive experience with specific literary texts from the works of Classical, Pre-Romantic, and Romantic authors of Slovak literature. The student will learn to analyze the meaning of individual works, beginning with the language of the periods, through relationships and motivic plans (reality, characters, plot) to the sujet-compositional and genre construction of the works. They will understand the significance of the Bernolák movement and the nature of the educational and nation-building activities of prose works in the Classical period. They will be

able to explain the Enlightenment-rationalist background in the first Slovak novel by J. I. Bajza and to specify the features and motifs in the poetry of the emerging Classicism and the receding Rococo in selected poems by J. Palkovič, B. Tablic and P. J. Šafárik. He will be able to point out the monumentalisation of Slovak history in the epics of J. Hollý and to perceive the idyllic world of nature in the selaneks. He will be able to explain the idea of Slavic reciprocity, patriotic and nation-building themes and love motifs in the poems of J. Kollár. He will be able to analyse the emotional and thought world of literary characters conveying the aesthetic and philosophical views of K. Kollár. Kuzmány, understand the perception of distorted morality in the satirical hilarious plays of J. Chalupka. He will get to know the main representatives of the period of Slovak literary romanticism. In the poetic works of S. Chalupka, A. Sládkovič, J. Kráľ and J. Botto, he will be able to perceive the inner romantic contradiction of the lyrical hero, the contradiction of the ideal and reality, love motifs, historical themes and, above all, the presence of a national tendency. He will be able to grasp the emphasis on the spiritual principle of all-embracing essential truth in the messianic work of S. B. Hroboň. In the historical romantic prose of J. Kalinčiak and J. M. Hurban, based on an exacerbated plot, it will pay particular attention to the historical context against the background of which the love story takes place. It will recognise the dominant features of the prose and dramatic works of J. Záborský and the merry play of J. Palárik. The student will understand the circumstances of the waning Romanticism and will get to know the epigonic work of Ľ. Kubáni and G. K. Zechenter-Laskomerský. The course will focus mainly on the development of analytical and interpretive skills applicable to the professional and school analysis and interpretation of specific literary texts. The student will deepen and develop literary scientific knowledge, which he/she will be able to apply to literary practice, which will also contribute to the development of students' creativity. The student will be able to communicate and analyse the structure of texts on a given topic, highlight their artistic and aesthetic value, take a critical stance and be able to discuss the topic in a broader cultural and social context. The acquired knowledge and skills will be able to be further developed in pedagogical practice. On the basis of these skills, the student will acquire the competence to apply them in activities aimed at developing literary-critical analysis of literary texts and also in the educational process and school practice. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialized knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:

BRTÁŇOVÁ, E. 2016. Romantici – kazatelia. In: ZAJAC, P. Štúr, štúrovci, romantici, obrodenci. Bratislava: Ústav slovenskej literatúry SAV, s. 119 – 131. ISBN 978-80-88746-32-4.
VOJTECH, M. 2020. Slovenská klasicistická a preromantická literatúra. 2. vyd. Bratislava: Univerzita Komenského.185 s. ISBN 978-80-223-5022-8.

Recommended readings:

BLAŽENCOVÁ, Ľ. 2022. Tri žalmické adaptácie Andreja Sládkoviča. In: Slovenská literatúra, roč. 69, č. 2, s. 159 – 171. ISSN (print) 0037-6973.
BRTÁŇOVÁ, E.(ed.) 2017. Literárnohistorické kolokvium. IV. Klasicizmus. Bratislava: Ústav slovenskej literatúry SAV. 185 s. ISBN 978-80-88746-37-9. (selected chapters)
ČÚZY, L. a kol. 2004. Panoráma slovenskej literatúry I. Bratislava: Slovenské pedagogické nakladateľstvo. 196 s. ISBN 80-10-00316-6. (selected chapters)

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 295

A	ABS	B	C	D	E	FX
31,19	0,0	30,51	21,69	9,83	5,08	1,69

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 27.02.2024

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde018/22	Seminar in literary Realism

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
20 hours of continuous reading of fiction texts per lesson;
8 hours of preparation for the presentation of the assignment with emphasis on the application of acquired knowledge and reading-interpretation skills;
10 hours of preparation for a written test focused on identifying excerpts from the literary works read;
A total of 60 hours of student work.
Teaching methods: interpretation, demonstration, dialogue with students, dialogue in a group of students, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with literary text, e-learning, guided self-study

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the presentation of the assigned assignment with emphasis on the application of the acquired knowledge and reading-interpretation skills (60 points) and on a written test at the end of the midterm focused on the identification of excerpts from the readings of literary works (40 points). The course culminates in a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 36 points, continuous assessment: less than 24 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of literary realism in the required range, logically arranges the presented facts flawlessly,

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

Learning outcomes:
The student has the skills and competence of versatile interpretation of an artistic text from the period of Slovak literary realism and the ability to take a critical attitude to the interpreted text. The student has thoroughly acquired and mastered theoretical knowledge of the history of literary realism and is able to apply it creatively in literary analytical practice. Has a comprehensive knowledge of a set of literary texts of the period of Slovak literary realism, has acquired knowledge of the basic principles of literary analysis. Can apply the acquired theoretical knowledge in practical analyses of specific literary texts, as well as in analyses of problem tasks. He can apply the analytical and interpretative skills and acquired competences in the professional and school analysis and interpretation of specific literary texts, understands the specifics and artistic value of selected literary texts, and actively seeks new possibilities in the approach to a literary text. Understands the content of key literary works, grasps their interrelationships and is able to compare them in the context of the whole period of Realism. The student has acquired practical skills in thinking critically about literary texts. The student is able to communicate facts, concepts and opinions,

formulate and defend arguments, and creatively and independently apply and interpret them in a comprehensive analysis of works of Slovak realist literature. Has developed analytical skills as well as the ability to think abstractly and critically. The student is able to interpret a literary text in relation to other art forms. The student is able to solve problem-solving tasks and has developed the skill of actively acquiring information and using it to solve practical tasks in the field using appropriate and adequate procedures. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They also have a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. The acquired theoretical knowledge, practical skills and achieved competences can be communicated by the student to the general public as well as to lay addressees and can be applied in the higher level of university studies, but especially creatively applied in the future teaching practice in the school environment in the position of a teacher of lower and upper secondary education.

Class syllabus:

1. Poetry on the road from romanticism to realism. The poetry collection of S. Hurban Vajanský and K. Banšell.
2. The meaning-making and compositional principle in the prose work of S. Hurban Vajanský.
3. Lyricism in the period of realism and its parnasistic tendencies in the work of P. Országh Hviezdoslav.
4. Verse epic of P. Országh Hviezdoslav.
5. The innovator of traditions M. Kukučín and his short prose.
6. The forms of autobiographical and memoir prose in the period of realism, the prose of E. Maróthy-Šoltésová.
7. The method of literary realism and prose from the village environment in the work of B. Slančíková Timrava.
8. Prose with an autobiographical heroine and ironic disillusionment in the prose of B. Slančíková Timrava.
9. The forms of the narrator's representation in the prose works of J. Gregor Tajovský.
10. Dramatic work of J. Gregor Tajovský.
11. Aesthetic and ethical principles in the work of Ľ. Podjavorinská and T. Vansová.

The course curriculum covers a range of knowledge and skills that the student will use in his/her educational practice. The student will have knowledge of the history of Slovak literary realism, which he/she will deepen and develop. The layering of topics will provide the student with the necessary body of knowledge to support the formation of creative and synthesising skills about the literary and historical-social context of the period. The student will have reading-interpretive experience with specific literary texts from the works of realist authors of Slovak literature. The student will be able to analyze the meaning of individual works, starting with the language of the periods mentioned, through relationships and motivic plans (reality, characters, plot) to the plot-compositional and genre construction of the works. The student will understand the sequence of development of Slovak literary realism, its founding generation, the generation of late realism and the emergence of modernist tendencies. The student will learn about the nature of the disputes over the new form of literature at the turn of the 1860s and 1870s and the ideological and artistic direction of young poets expressed in the almanac Napred (Forward). He will be able to analyse the attitudes of the lyrical subject in dealing with questions of the personal and the superpersonal in the poetry of the high poetic style of P. Országh Hviezdoslav and the new quality of poetic expression in the work of S. Hurban Vajanský. The student will be able to explain the meaning-making and compositional principles in the prose works of S. Hurban Vajanský and his question of the leading force in the nation. The student will be able to specify the thematic focus on the village man and his customary traditions, the new literary language and the particular humour in M. Kukučín's prose. He will be

able to point out the forms of autobiographical and memoir prose of E. Maróthy-Šoltésová. The student will be able to explain the specific features of the literary work of authors at the turn of the 19th and 20th centuries. The student will be able to analyse the emotional and thought world of literary characters and the original way of depicting human relationships and destinies in the prose works of B. Slančíková Timrava. The student will learn about the dominant features of the prose and dramatic work of J. Gregor Tajovský with the thematisation of misery as a natural part of reality. He will get to know the verse and prose works thematising the position of women in the work of Ľ. Podjavorinská and T. Vansová. The course will focus in particular on the development of analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts. The student will deepen and develop literary scientific knowledge, which will be able to apply to literary practice, which will also contribute to the development of creativity of pupils. He/she will be able to communicate about a given topic and analyze the structure of realistic literary texts, highlight their artistic and aesthetic value and take a critical stance. They will be able to discuss it in a broader cultural and social context. The acquired knowledge and skills will be further developed in teaching practice. On the basis of these skills, he will acquire the competence to apply them in activities aimed at developing literary-critical analysis of literary texts, as well as in the educational process and school practice. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialized knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:

KAČALA, J. – BOJNIČANOVÁ, R. eds. 2015. Obraz Argentíny, Čile a Francúzska v cestopisnej próze Martina Kukučína. Bratislava: Vydavateľstvo UK. 163 s. ISBN 978-80-223-4044-1. (selected chapters)

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

Recommended readings:

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

BLAŽENCOVÁ, Ľ. 2023. Reflexia básne Pavla Országha Hviezdoslava Žalm na tisícročnú pamiatku vierozvestcov sv. Cyrila a Metodeja. In: Studia Academica Slovaca: prednášky 59. letnej školy slovenského jazyka a kultúry, roč. 52. Bratislava: Univerzita Komenského v Bratislave, s. 268 – 285. ISBN 978-80-223-5648-0.

ČEPAN, O. 2001. Próza slovenského realizmu. Bratislava: Veda. 290 s. ISBN 80-224-0654-6. (selected chapters)

ČÚZY, L. a kol. 2005. Panoráma slovenskej literatúry II. Bratislava: Slovenské pedagogické nakladateľstvo. 176 s. ISBN 80-10-00674-2. (selected chapters)

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution
Total number of evaluated students: 286

A	ABS	B	C	D	E	FX
48,6	0,0	25,52	17,48	6,29	1,75	0,35

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 27.02.2024

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde012/22	Seminar in older literature

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
20 hours of continuous reading of fiction texts per lesson;
8 hours of preparation for the presentation of the assignment with emphasis on the application of acquired knowledge and reading-interpretation skills;
10 hours of preparation for a written test focused on identifying excerpts from the literary works read.
A total of 60 hours of student work.
Teaching methods: lecturing, interpretation of theoretical knowledge and its application to practical examples, moderated conversation, text analysis, guided self-study, e-learning

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the presentation of the assigned assignment with emphasis on the application of the acquired knowledge and reading-interpretation skills (60 points) and on a written test at the end of the midterm focused on the identification of excerpts from the readings of literary works (40 points). The course culminates in a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the marks must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the marks in any component of the assessment (presentation: less than 36 marks, final test: less than 24 marks).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of early literature in the required range, logically arranges the facts presented in a flawless manner, can critically and independently evaluate the acquired literary-historical

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

Learning outcomes:
The student has the knowledge, skills and competence of versatile interpretation of an artistic text from the period of older Slovak literature, has acquired the ability to take a critical attitude to the interpreted text and is able to transfer the acquired knowledge originally and creatively into pedagogical practice. He or she has thoroughly mastered theoretical knowledge concerning the style and poetics of the period and is able to apply it creatively in literary-analytical practice, i.e. in the analysis of specific texts. The student can creatively and independently apply, argue and interpret the acquired practical skills in a complex analysis of a literary work. Based on problem-solving tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. Theoretical knowledge and practical skills can also be applied in higher

education. They can use and creatively apply them in the school environment in the position of a teacher of lower and upper secondary education.

Class syllabus:

1. Oral tradition. Roman stories. Exemplars and their function.
2. Old Slavonic literary monuments and their model of poeticity.
3. Standard poetics in medieval legends and chronicles: the Chronicle of Anonymous, the Legend of the Moor, the Legend of St. Ladislaus, the Legend of St. Margaret.
4. Civic-political reflections in the works of M. Rakovský and J. Koppay.
5. Spiritual lyrics of J. Silván, V. B. Nedožerský, E. Láni. Historical songs: the composition of M. Bosňák and the story of Siládi and Haďmáži.
6. Biblical drama by J. Tesák Mošovský and comic elements in the dramas of P. Kyrmezer.
7. The thematic circuits dominating in didactic-reflective compositions by H. Gavlovič and P. Benický.
8. Two Trnava prints: a collection of prayers by J. Abrahamffy and the collection of sermons by A. Máčaj.
9. F. Selecký. Existential motivation in historical and temporal verse epics: J. Čerňanský, Š. Korbeľ, M. Markovič.
10. Rhetorical analysis of diary prose by J. Simonides, T. Masník and D. Krman Jr.
11. Echoes of national culture in the New Latin-Slovak Market of D. Sinapius Horčička. Composition and content orientation of M. Bel's Historical and Geographical Knowledge.

The taught subject will provide a space for the integration of knowledge and its consolidation in the form of a self-study path leading to the profiling of a professionally qualified personality ready to implement methods of critical thinking about Slovak literature, especially in the context of current trends in thinking about the historical-cultural development of the European cultural space. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialized knowledge, will consolidate and develop his/her skill to formulate and defend arguments, stimulate his/her skill to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:

KÁKOŠOVÁ, Z. 2007. Príručka k dejinám staršej slovenskej literatúry. Trnava: Univerzita sv. Cyrila a Metoda v Trnave. 209 s. ISBN 978-80-8922-064-9.
TKÁČIKOVÁ, E. 2005. Staršia slovenská literatúra. Antológia textov. Bratislava: Univerzita Komenského. 203 s. ISBN 802-23-1947-3.

Recommended readings:

BRTÁŇOVÁ, E. 2012. Na margo staršej literatúry. Zo žánrovej problematiky 11. – 18. storočia. Bratislava: Ústav slovenskej literatúry SAV – Kalligram. 304 s. ISBN 978-80-8101-678-3.
MINÁRIK, J. 1985. Dejiny slovenskej literatúry I. Bratislava: Slovenské pedagogické nakladateľstvo. 375 s.
ŠMATLÁK, S. 2007. Dejiny slovenskej literatúry I. (9. – 18. storočie). 4. vyd. Bratislava: Literárne informačné centrum. 359 s. ISBN 978-80-89222-28-5.

Further study texts will be available electronically in MS Teams/Moodle.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution
Total number of evaluated students: 259

A	ABS	B	C	D	E	FX
42,86	0,0	29,34	12,36	6,95	4,63	3,86

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde027/22	Seminar in textual linguistics

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
2 hours per week, seminar, combined form (primarily full-time).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 3 hours of continuous home preparation for class, independent study; 10 hours for preparing a paper, 15 hours for processing comments and preparing a seminar paper. Total of 50 hours of student work.
Teaching methods:
explanation, work with a professional text, discussion of the topic, motivational talk about the importance of creating a cohesive and coherent text in communication, textual linguistic analysis of texts, presentation of a report, critical comments on the reports of classmates - critical discussion on the observance of the features of textuality in the production of texts, evaluation of texts of classmates - proving the observance or absence of the features of textuality.

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
active participation in the seminar is required, continuous evaluation based on active cooperation in seminars, on the basis of the presented paper and submitted seminar work, mastery of conceptual instrumentation is required, active cooperation. Points: active participation in seminars: Points: active participation in seminars: 30 points, paper: 30 points, seminar paper: 40 points (100/0).
The rating is awarded on a scale:
A (100 - 91%, excellent - outstanding results),
B (90 - 81%, very good - above average standard), C (80 - 73%, good - normal reliable operation), D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required).
Excellent: excellent ability to link new knowledge with previous linguistic knowledge and language skills acquired in the past, fluent speech, structured utterances, sovereign handling of conceptual instrumentation, excellent ability to formulate critical evaluative attitudes.

Very good: solid knowledge of the development of textual linguistic theories and the ability to link new knowledge with prior linguistic knowledge and language skills, fluent speech with minor deficiencies, very good ability to formulate critical evaluative stances.
Good: average knowledge of the development of textual linguistic theories based on acquired conceptual instrumentation, ability to relate new knowledge to prior linguistic knowledge and language skills acquired in the past, fluent speech with several weaknesses, limited ability to formulate evaluative critical stances.
Satisfactory: textual linguistic theories are mastered with several weaknesses, basic mastery and understanding of the issues and ability to recognize signs of textuality, weak scholarly argumentation and formulation of evaluative critical stances.
Sufficient: superficial knowledge, inaccurate use of technical terms, numerous grammatical, orthographic and stylistic errors, lack of scientific reasoning and formulation of evaluative critical stances.
Insufficient: insufficient knowledge of the development of textual linguistic theories, insufficient acquisition of conceptual instrumentation, insufficient ability to recognize and interpret text features.
Scale of assessment (preliminary/final): Points: active participation in seminars: 30 points, paper: 30 points, seminar paper: 40 points (100/0).

Learning outcomes:

Learning outcomes
/Objectives and learning outcomes:
Educational objectives: to show the importance of knowing the laws of cohesive and coherent text in the production as well as in the reception of the text.
Learning outcomes: practice and application of basic concepts of textual linguistics to linguistic analysis of texts. In addition to the acquisition of theoretical textual linguistic knowledge, we also pay attention to pragmatic and sociolinguistic aspects and the relationship between textual and stylistic analysis.

Class syllabus:

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

Recommended literature:

Compulsory/Recommended readings:
Required literature (selected according to the focus of the paper/seminar paper): VATER, H. 2001. Einführung in die Textlinguistik: München, Wien, Zürich: Wilhem Fink Verlag. 2001. 221 p. ISBN 3-8252-1660-8
Recommended reading:
FIX, U./POETHE, H./YOS, G. 2003. Textlinguistik und Stilistik für Einsteiger. Ein Lehr- und Arbeitsbuch: Frankfurt am Main: Peter Lang, 2003. 236 p. ISBN 978-3-6315-1829-8 SANDIG, B. 2006. Textstilistik des Deutschen: Berlin, New York: Walter De Gruyter Inc., 2006. 584 p. ISBN 978-3-1101-8870-7

VAJIČKOVÁ, M. 2015. Theoretische Grundlagen stilistischer Textanalyse. Nümbrecht: Kirsch Verlag 2015, 33-85. ISBN 978-3-943906-18-9
VAJIČKOVÁ, M. 2021.
Competence in foreign language teaching: the case of German as a foreign language. In: Philology. Vol. 31, no. 1 (2021), 207-217. ISSN (print) 1339-2026
VAJIČKOVÁ, M. 2021. Von der Kollokationenkompetenz zur Textkompetenz. die Rolle der Kollokationen bei der Kohäsion und Kohärenz eines Textes. In: Philologia. Vol. 31, č. 1 (2021), 179-188. ISSN (print) 1339-2026

Languages necessary to complete the course:
german, slovak

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde025/20	Slovak Language and Literature Maturita Exam

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 10s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 6

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

Lecturers: Mgr. Eva Faithová, PhD., Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde025/20	Slovak Language and Literature Maturita Exam

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 10s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 6

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

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde026/20	Slovak Language and Literature Olympiad

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 4s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 24

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

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde026/20	Slovak Language and Literature Olympiad

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 4s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 24

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

Lecturers: Mgr. Eva Faithová, PhD., Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

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

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOšt008/16	**Course title:** Slovak language and literature
Number of credits: 3	
Educational level: II.	

Course requirements:

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

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

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

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

The rating is awarded on a scale:

A (excellent - excellent results): outstanding performance: The student has thoroughly and comprehensively mastered the linguistic and literary knowledge of his/her specialisation and the methodology of acquiring it, logically arranges the facts presented in a flawless manner, is able to critically and independently evaluate the acquired knowledge in a convincing manner, is able to practically apply and adapt it at an excellent level in the analysis of texts, is fully oriented in the broader linguistic, literary, literary-historical, cultural and social context, the linguistic and stylistic level of his/her speech is excellent.

B (very good - above average standard): very good performance: The student has very well acquired linguistic and literary knowledge in his/her specialisation and the methodology of acquiring it; he/she arranges the facts presented logically with only minor errors; he/she takes a partially critical attitude to the knowledge acquired and is able to apply and adapt it very well in practice when analysing texts; he/she is fully oriented in the broader linguistic, literary, literary-historical, cultural and social context; the linguistic and stylistic level of his/her speech is very good.

C (good - normal reliable work): good performance: the student has a good grasp of the linguistic and literary knowledge of his/her specialisation and the methodology of acquiring it, organises the facts presented appropriately and makes only occasional mistakes, can apply them reliably in practice when analysing texts, has a reliable grasp of the broader linguistic, literary, literary-historical, cultural and social context, and the linguistic and stylistic level of his/her speech is very good.

D (satisfactory - acceptable results): satisfactory performance: the student has satisfactorily acquired the linguistic and literary knowledge of his/her specialisation and the methodology of acquiring it, demonstrates some deficiencies in the organisation of facts, can satisfactorily apply it practically in the analysis of texts, the linguistic and stylistic level of his/her speech is very good.
E (sufficient - the results meet the minimum criteria): sufficient performance: the student has acquired linguistic and literary knowledge from his/her specialisation and the methodology of their acquisition at a minimum level, demonstrates significant deficiencies in the arrangement of facts, can apply them minimally in the analysis of texts, the linguistic and stylistic level of his/her speech is good.
Fx (insufficient - additional work required): poor performance: the student does not demonstrate sufficient linguistic and literary knowledge of his/her specialisation, does not know the facts and their logical connections, cannot apply them in the analysis of texts.

Learning outcomes:

Learning outcomes are in accordance with the Long-term Plan of the Comenius University/Faculty of Education, the mission and strategic goals of the Comenius University/Faculty of Education, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in individual subjects of the study programme curriculum and other relevant documents. The student has a thorough knowledge of the system and norm of contemporary written Slovak in all its levels, knows the development and history of the Slovak language, codification of written Slovak, has a comprehensive and complex set of knowledge in the theory of language and linguistics. He has a comprehensive and complete knowledge of the theory of literature and the history of Slovak literature from the Middle Ages to the present day, literature for children and young people, and is familiar with artistic movements, representative authors and works. He or she has a thorough knowledge of linguistic and literary research methodology at a level that enables him or her to practise linguistic and literary analysis, interpretation and evaluation of texts.

Class syllabus:

The state examination consists of two parts, namely 1. Slovak language and 2. Slovak literature.
Slovak language - thematic areas
• Theories of the origin of Slovak language.
• The influence of other languages on Slovak in the earlier period of its development and at present. Vocabulary differentiation in terms of origin.
• Genealogical, typological (morphological) and areal characteristics of Slovak.
• The Great Moravian period in the development of Slovak - language, writing, monuments.
• Bernolák´s and Štúr´s codifications of written Slovak. Spoken Slovak in the Matica and Martin period. Overview of the development of Slovak in the 20th century.
• Stratification of the Slovak national language from various points of view. Territorial division of Slovak dialects.
• System, structure and structuration in the language. Language and speech.
• Communication process. The system of Slovak consonants from the contemporary and developmental point of view. Vowel and phoneme, variants of phonemes. Neutralizations and alternations. Suprasegmental phonic means. The nature of the syllable and its forms. Application of the rhythmic law and other phonetic phenomena in word bending in Slovak.
• Lexicology and its sub-disciplines. The word as a linguistic sign. Meaning structure of a word. Ways of vocabulary enrichment. Basic criteria of vocabulary differentiation.
• Morphematic and morphological structure of a word. Word species in terms of their semantic value. Comprehensive word-species characteristics of individual word species and

their classification. Word-species transitions. Grammatical categories from the contemporary and developmental point of view.
• The syntactic subsystem. Types of syntactic constructions. Sentence syntax, the nature of the sentence, actualization and predication, sentence and utterance, grammatical and modal structure of sentences, basic and developmental sentence articles. Semisentential, concatenative and suprasentential syntax.
• Stylistics. Styles and their classification. Vocabulary differentiation from the stylistic point of view. Stylistic factors. Model text structures (functional language styles, stylistic practices, genres).
Slovak literature - thematic headings
• Literary science, overview of literary science orientations in Slovakia. Versiology. Genology. Thematic, compositional and linguistic structure of a work of fiction.
• Literature for children and youth, periodization structure of Slovak literature for children and youth. Constituting classical fiction literature for youth in the 1930s. Modern Slovak poetry and prose for children and youth in the second half of the 20th century. Poetics of the children's aspect. Non-fiction literature for children and youth.
• Folk tale and fairy tale, poetics and typology. Collectors and their conceptions. Literary folklorism for children in the 20th century.
• Specific features of older Slovak literature. Periodization, literary languages, types and genres. Medieval literature. Ideological and artistic character of Renaissance humanism. Literary production of the Baroque period.
• Classicism, Pre-Romanticism and Romanticism in Slovak literature. International and domestic influences, periodization structure, dominant types and genres.
• Slovak literature on the border between Romanticism and Realism.
• Slovak literary realism in poetry, prose and drama. Generational confrontations.
• Slovak literary modernism. Starting points, character, authors.
• Slovak literature in the interwar period. Developmental differentiation. Pluralism of directions, impulses, poetics, authors.
• Prose of socialist realism and parallel free problematic reflection of man and society.
• Individual and group initiatives in poetry in the 1950s and 1960s. The developmental contribution of the prose writers of the Young Creation generation.
• The novel situation in Slovak prose of the 1970s, the prose of historicism and regionalism.
• Postmodern tendencies in Slovak literature before 1989.
Students will first characterize a selected literary period, genre, and theme, and then document their knowledge, interpretive-analytical skills, and relevant competencies through excerpts from the works they have read. At the same time, they will present strategies for using the literary text in the pedagogical process. The thematic areas will synthesize the knowledge acquired in the individual literature-oriented courses.
The student will comprehensively demonstrate knowledge, skills, and competencies on the state examination according to specific questions from the courses taken.

State exam syllabus:

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

Languages necessary to complete the course:
Slovak

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde014/22	Slovak language orthography principles

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 28 hours of continuous preparation for individual seminars, including preparation for 2 practical orthographic analyses of the text; 10 hours of preparation for the final dictation. Total 60 hours of student work.
Teaching methods: interpretation and explanation, demonstration of theoretical knowledge and concepts on practical examples, practice and justification of problematic orthography phenomena, analysis and solution of problems, discussion of the topic, guided self-study, e-learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of 2 practical orthography analyses of the text after the 6th and 11th topics, which will be focused on the application of the acquired knowledge and the identification of orthography phenomena (2 x 40 points = 80 points), and a final dictation (20 points). The course is completed with a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total number of points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (1. practical analysis: less than 24 points; 2. practical analysis: less than 24 points; dictation: less than 12 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge of Slovak orthography to the required extent, logically arranges the facts presented, can critically and independently evaluate the acquired knowledge of orthography convincingly, creatively and at an excellent level apply and adapt it in school and language practice, has the ability to creatively and independently solve individual orthography tasks and assignments also in

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

Learning outcomes:
At the theoretical and practical level, the student thoroughly masters the orthographic standard of written Slovak. He/she has a comprehensive view of Slovak orthography, has knowledge of its principles and orthography rules applied in written communication in written Slovak language and can look at the knowledge base from the perspective of school practice. The student is particularly familiar with problematic phenomena in Slovak orthography and is able to apply the acquired theoretical knowledge to practical examples, can justify individual orthography phenomena and analyse written expressions of written Slovak from the orthographic point of view. They can comprehensively analyse orthography phenomena and orthography problems, solve them independently, look for their synthesis and offer new and creative solutions. The student possesses important practical skills in assessing orthography phenomena, which he/she can creatively and independently apply in solving problem solving tasks in the field, while being able to actively obtain and communicate the necessary information and facts, and adequately formulate and defend relevant professional arguments. He/she has developed analytical skills as well as abstract and critical thinking skills, is able to think in context and has developed the ability to expand his/her knowledge independently. The acquired theoretical knowledge and practical skills can be applied and creatively applied by the student primarily in the future practice of a teacher of Slovak language and literature at the lower and upper secondary education level when assessing, analysing and evaluating the orthographic aspect of pupils' and students' language expressions, and subsequent independent analysis of the problem in the given area at the language level, as well as when

correcting language expressions for the needs of the publishing or editorial environment, because they enable him/her to look at linguistic phenomena in the broadest linguistic contexts. The student is also able to convey information about orthography phenomena to the general public and to offer conclusions and orthography justifications to lay audiences. The student is thoroughly acquainted with the Slovak Orthography Rules as a practical guide in the context of written communication and his/her professional level as well as linguistic culture is at a high level, which also appears to be very necessary in terms of the student's future practice.

Class syllabus:

1. Language and writing, alphabet, orthography. Principles of Slovak orthography.
2. History of the Slovak Orthography Rules.
3. Punctuation and its functions. Punctuation marks.
4. The comma and the functions of the comma. Practising and justifying the correct use of the comma in a simple sentence and in a conjunction. Problematic phenomena in comma writing.
5. Writing quotation marks. Correct use of quotation marks in direct speech and when quoting verbatim.
6. Correct use of the hyphen, the hyphen, the three dots, the apostrophe, parentheses and the slash.
7. Writing i/í and y/ý in native words and in words of foreign origin. Practise and justify the correct spelling of i/í and y/ý after hard, soft and both consonants and in prefixes and suffixes of domestic words.
8. Problematic phenomena in the spelling of i/í and y/ý for individual word types, especially nouns, adjectives, numerals, pronouns, verbs and adverbs. Review and practise declension and conjugation of words.
9. Problematic phenomena in writing words separately and conjugated. Practising the problem.
10. Correct division of words at morpheme boundaries and syllable boundaries. Practising the problem.
11. Writing capital letters. Practising and justifying the correct use of capital letters at the beginning of proprias and within multi-word proprias, at the beginning of sentences, in abbreviations and established marks, in poetry at the beginning of verses, to express respect.

On the basis of the use of the acquired theoretical knowledge of Slovak orthography, which on the one hand will build on the knowledge acquired in the given area in secondary school, but especially in bachelor's studies, and on the other hand will further enable the deepening and systematic development of his/her knowledge into a complex form, the student will acquire practical skills that he/she will be able to apply in the assessment and analysis of orthography phenomena. The student will acquire theoretical knowledge of Slovak orthography. The student will acquire knowledge about the principles of Slovak s orthography, the history of the Slovak Orthography Rules as a orthography codification manual, as well as the basic orthography rules applied in written communication within the written Slovak language, with particular attention to problematic phenomena in Slovak orthography. In this sense, the student will acquire relevant knowledge of the application of punctuation and its functions in written expressions of written Slovak with regard to the correct use of individual punctuation marks, learn the correct orthography of the iota and ypsilon in domestic words and in words of foreign origin, become familiar with the problems of writing words separately and skillfully and the division of words, and acquire knowledge of the correct spelling of capital letters in the Slovak language. In relation to Slovak orthography, the student will also deepen and consolidate the basic theoretical knowledge of Slovak declension and conjugation. This will lead to the student's thorough acquisition and mastery of the orthographic standard of written Slovak, both in theory and in practice. Of particular importance will also be the acquisition of practical skills applied in the assessment and analysis of orthographic phenomena, which will lead the student to apply the acquired theoretical knowledge in practical orthographic analyses and exercises, and especially in the independent solution of problem orthographic tasks and

the synthesis of their new and creative solutions. In doing so, the student will be guided to actively acquire information in the field of Slovak orthography, to use digital technologies and resources, to use the acquired knowledge effectively, to formulate and defend arguments appropriately and on their basis to solve professional problems in the field, using the appropriate methods of the discipline. They will also develop their communication competences, the ability to interpret facts correctly, to take responsibility for the quality of their work, to follow the principles of authorial ethics, the ability to plan and be actively responsible for their own independent learning. They will also learn to look at the acquired knowledge base from the perspective of school practice. The acquired knowledge and skills in the field of Slovak orthography will be necessary for the student primarily in the future practice of a teacher of Slovak language and literature at the level of lower and upper secondary education in the comprehensive assessment, analysis and evaluation of the orthography aspect of pupils' and students' language expressions, and subsequent independent analysis of the problem in the given area at the level of the language, and possibly also for the needs of publishing or publishing, respectively. In the editorial environment, when correcting language expressions, i.e. wherever it is necessary to apply the ability to persuasively assess, analyse and evaluate the orthography of written language expressions. Emphasis on raising the student's professional level and linguistic culture will prove to be equally important in adequately conveying information about orthographic phenomena to the general public, as well as in offering relevant conclusions, orthographic explanations and justifications to lay audiences.

Recommended literature:

Compulsory readings:

Pravidlá slovenského pravopisu. 2013. 4., nezmenené vyd. Bratislava: Veda. 590 s. ISBN 978-80-224-1331-2.

Recommended readings:

DZIVIAKOVÁ, M. 2016. Písmo. Jeho vznik, druhy a význam. In: Písmo a žiaci so stratou sluchu. Ed. D. Tarcsiová. Bratislava: Iris, s. 21 – 30. ISBN 978-80-89726-88-2.
KAČALA, J. 1998. Spisovná slovenčina v 20. storočí. Bratislava: Veda. 85 s. + príloha. ISBN 80-224-0497-7.
NAVRÁTIL, L. – ŠIMURKA, J. 2005. Praktická príručka slovenského pravopisu. 2., upravené a doplnené vyd. Nitra: Enigma. 139 s. ISBN 80-89132-19-7.
RIPKA, I. – IMRICHOVÁ, M. – SKLADANÁ, J. 2005. Príručka slovenského pravopisu pre školy a prax. Bratislava: Ottovo nakladateľstvo. 672 s. ISBN 978-80-969159-1-0. (selected chapters)

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 242

A	ABS	B	C	D	E	FX
21,9	0,0	27,69	23,97	19,83	5,79	0,83

Lecturers: Mgr. Monika Turočeková, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde014/22	Slovak language orthography principles

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 28 hours of continuous preparation for individual seminars, including preparation for 2 practical orthographic analyses of the text; 10 hours of preparation for the final dictation. Total 60 hours of student work.
Teaching methods: interpretation and explanation, demonstration of theoretical knowledge and concepts on practical examples, practice and justification of problematic orthography phenomena, analysis and solution of problems, discussion of the topic, guided self-study, e-learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of 2 practical orthography analyses of the text after the 6th and 11th topics, which will be focused on the application of the acquired knowledge and the identification of orthography phenomena (2 x 40 points = 80 points), and a final dictation (20 points). The course is completed with a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total number of points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (1. practical analysis: less than 24 points; 2. practical analysis: less than 24 points; dictation: less than 12 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge of Slovak orthography to the required extent, logically arranges the facts presented, can critically and independently evaluate the acquired knowledge of orthography convincingly, creatively and at an excellent level apply and adapt it in school and language practice, has the ability to creatively and independently solve individual orthography tasks and assignments also in

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

Learning outcomes:
At the theoretical and practical level, the student thoroughly masters the orthographic standard of written Slovak. He/she has a comprehensive view of Slovak orthography, has knowledge of its principles and orthography rules applied in written communication in written Slovak language and can look at the knowledge base from the perspective of school practice. The student is particularly familiar with problematic phenomena in Slovak orthography and is able to apply the acquired theoretical knowledge to practical examples, can justify individual orthography phenomena and analyse written expressions of written Slovak from the orthographic point of view. They can comprehensively analyse orthography phenomena and orthography problems, solve them independently, look for their synthesis and offer new and creative solutions. The student possesses important practical skills in assessing orthography phenomena, which he/she can creatively and independently apply in solving problem solving tasks in the field, while being able to actively obtain and communicate the necessary information and facts, and adequately formulate and defend relevant professional arguments. He/she has developed analytical skills as well as abstract and critical thinking skills, is able to think in context and has developed the ability to expand his/her knowledge independently. The acquired theoretical knowledge and practical skills can be applied and creatively applied by the student primarily in the future practice of a teacher of Slovak language and literature at the lower and upper secondary education level when assessing, analysing and evaluating the orthographic aspect of pupils' and students' language expressions, and subsequent independent analysis of the problem in the given area at the language level, as well as when

correcting language expressions for the needs of the publishing or editorial environment, because they enable him/her to look at linguistic phenomena in the broadest linguistic contexts. The student is also able to convey information about orthography phenomena to the general public and to offer conclusions and orthography justifications to lay audiences. The student is thoroughly acquainted with the Slovak Orthography Rules as a practical guide in the context of written communication and his/her professional level as well as linguistic culture is at a high level, which also appears to be very necessary in terms of the student's future practice.

Class syllabus:

1. Language and writing, alphabet, orthography. Principles of Slovak orthography.
2. History of the Slovak Orthography Rules.
3. Punctuation and its functions. Punctuation marks.
4. The comma and the functions of the comma. Practising and justifying the correct use of the comma in a simple sentence and in a conjunction. Problematic phenomena in comma writing.
5. Writing quotation marks. Correct use of quotation marks in direct speech and when quoting verbatim.
6. Correct use of the hyphen, the hyphen, the three dots, the apostrophe, parentheses and the slash.
7. Writing i/í and y/ý in native words and in words of foreign origin. Practise and justify the correct spelling of i/í and y/ý after hard, soft and both consonants and in prefixes and suffixes of domestic words.
8. Problematic phenomena in the spelling of i/í and y/ý for individual word types, especially nouns, adjectives, numerals, pronouns, verbs and adverbs. Review and practise declension and conjugation of words.
9. Problematic phenomena in writing words separately and conjugated. Practising the problem.
10. Correct division of words at morpheme boundaries and syllable boundaries. Practising the problem.
11. Writing capital letters. Practising and justifying the correct use of capital letters at the beginning of proprias and within multi-word proprias, at the beginning of sentences, in abbreviations and established marks, in poetry at the beginning of verses, to express respect.

On the basis of the use of the acquired theoretical knowledge of Slovak orthography, which on the one hand will build on the knowledge acquired in the given area in secondary school, but especially in bachelor's studies, and on the other hand will further enable the deepening and systematic development of his/her knowledge into a complex form, the student will acquire practical skills that he/she will be able to apply in the assessment and analysis of orthography phenomena. The student will acquire theoretical knowledge of Slovak orthography. The student will acquire knowledge about the principles of Slovak s orthography, the history of the Slovak Orthography Rules as a orthography codification manual, as well as the basic orthography rules applied in written communication within the written Slovak language, with particular attention to problematic phenomena in Slovak orthography. In this sense, the student will acquire relevant knowledge of the application of punctuation and its functions in written expressions of written Slovak with regard to the correct use of individual punctuation marks, learn the correct orthography of the iota and ypsilon in domestic words and in words of foreign origin, become familiar with the problems of writing words separately and skillfully and the division of words, and acquire knowledge of the correct spelling of capital letters in the Slovak language. In relation to Slovak orthography, the student will also deepen and consolidate the basic theoretical knowledge of Slovak declension and conjugation. This will lead to the student's thorough acquisition and mastery of the orthographic standard of written Slovak, both in theory and in practice. Of particular importance will also be the acquisition of practical skills applied in the assessment and analysis of orthographic phenomena, which will lead the student to apply the acquired theoretical knowledge in practical orthographic analyses and exercises, and especially in the independent solution of problem orthographic tasks and

the synthesis of their new and creative solutions. In doing so, the student will be guided to actively acquire information in the field of Slovak orthography, to use digital technologies and resources, to use the acquired knowledge effectively, to formulate and defend arguments appropriately and on their basis to solve professional problems in the field, using the appropriate methods of the discipline. They will also develop their communication competences, the ability to interpret facts correctly, to take responsibility for the quality of their work, to follow the principles of authorial ethics, the ability to plan and be actively responsible for their own independent learning. They will also learn to look at the acquired knowledge base from the perspective of school practice. The acquired knowledge and skills in the field of Slovak orthography will be necessary for the student primarily in the future practice of a teacher of Slovak language and literature at the level of lower and upper secondary education in the comprehensive assessment, analysis and evaluation of the orthography aspect of pupils' and students' language expressions, and subsequent independent analysis of the problem in the given area at the level of the language, and possibly also for the needs of publishing or publishing, respectively. In the editorial environment, when correcting language expressions, i.e. wherever it is necessary to apply the ability to persuasively assess, analyse and evaluate the orthography of written language expressions. Emphasis on raising the student's professional level and linguistic culture will prove to be equally important in adequately conveying information about orthographic phenomena to the general public, as well as in offering relevant conclusions, orthographic explanations and justifications to lay audiences.

Recommended literature:

Compulsory readings:

Pravidlá slovenského pravopisu. 2013. 4., nezmenené vyd. Bratislava: Veda. 590 s. ISBN 978-80-224-1331-2.

Recommended readings:

DZIVIAKOVÁ, M. 2016. Písmo. Jeho vznik, druhy a význam. In: Písmo a žiaci so stratou sluchu. Ed. D. Tarcsiová. Bratislava: Iris, s. 21 – 30. ISBN 978-80-89726-88-2.
KAČALA, J. 1998. Spisovná slovenčina v 20. storočí. Bratislava: Veda. 85 s. + príloha. ISBN 80-224-0497-7.
NAVRÁTIL, L. – ŠIMURKA, J. 2005. Praktická príručka slovenského pravopisu. 2., upravené a doplnené vyd. Nitra: Enigma. 139 s. ISBN 80-89132-19-7.
RIPKA, I. – IMRICHOVÁ, M. – SKLADANÁ, J. 2005. Príručka slovenského pravopisu pre školy a prax. Bratislava: Ottovo nakladateľstvo. 672 s. ISBN 978-80-969159-1-0. (selected chapters)

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 242

A	ABS	B	C	D	E	FX
21,9	0,0	27,69	23,97	19,83	5,79	0,83

Lecturers: Mgr. Mária Dziviaková, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde026/22	Strategies for developing student creativity

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Barbora Jaslovská, PhD., Mgr. Peter Ostradický, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change:

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde026/22	Strategies for developing student creativity

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Barbora Jaslovská, PhD., Mgr. Peter Ostradický, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change:

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde005/22	Teaching practice 1 (A)

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

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (A), will complete within 2 weeks 30 hours of practice in the approbation subject (A), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of pedagogical practice 1A is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (A) in primary and secondary schools. During the practicum the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing the pedagogical practice 1 A, the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing the pedagogical practice 1 A, the student can apply the requirements of school documentation when designing a teaching unit, can process the preparation for the lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.
Final colloquium of Teaching practice 1 (A):
The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:

ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6

National curriculum for ISCED 2 and ISCED 3
Pedagogical documentation according to subject specialization.

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

Notes:
The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution
Total number of evaluated students: 1076

A	ABS	B	C	D	E	FX
80,95	0,0	12,45	2,51	1,39	0,93	1,77

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde005/22	Teaching practice 1 (A)

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

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (A), will complete within 2 weeks 30 hours of practice in the approbation subject (A), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of pedagogical practice 1A is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (A) in primary and secondary schools. During the practicum the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing the pedagogical practice 1 A, the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing the pedagogical practice 1 A, the student can apply the requirements of school documentation when designing a teaching unit, can process the preparation for the lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.
Final colloquium of Teaching practice 1 (A):
The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:
Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
National curriculum for ISCED 2 and ISCED 3
Pedagogical documentation according to subject specialization.

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

Notes:
The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution
Total number of evaluated students: 1076

A	ABS	B	C	D	E	FX
80,95	0,0	12,45	2,51	1,39	0,93	1,77

Lecturers: 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.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde006/22	Teaching practice 1 (B)

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

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (B), will complete within 2 weeks 30 hours of practice in the approbation subject (B), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 1 (B) is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (B) in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 1 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 1 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.
Final colloquium of Teaching practice 1 (B):
The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
National curriculum for ISCED 2 and ISCED 3
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Language required for the course:
Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Notes: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 1026

A	ABS	B	C	D	E	FX
77,58	0,0	13,74	4,68	1,07	1,56	1,36

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde006/22	Teaching practice 1 (B)

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

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (B), will complete within 2 weeks 30 hours of practice in the approbation subject (B), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 1 (B) is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (B) in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 1 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 1 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.
Final colloquium of Teaching practice 1 (B):
The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
National curriculum for ISCED 2 and ISCED 3
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Language required for the course:
Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Notes: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 1026

A	ABS	B	C	D	E	FX
77,58	0,0	13,74	4,68	1,07	1,56	1,36

Lecturers: doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Ivana Dendys, PhD., Mgr. Dominika Weissová, PhD., Mgr. Lucia Hlavatá, PhD., Ing. Eva Tóblová, PhD., PaedDr. Eva Smetanová, PhD., PaedDr. Matteo Verga

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde007/22	Teaching practice 2 (A)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 3t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the apprenticeship methodologist (A), complete 45 hours of practice, including 10 hours of tutorials, 20 hours of outcomes and 15 hours of analysis with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 2 (A) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (A). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 2 (A), the student is able to orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (A), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
Final colloquium of teaching practice 2 (A):
The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (A) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 883

A	ABS	B	C	D	E	FX
80,52	0,0	14,84	2,94	0,91	0,34	0,45

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde007/22	Teaching practice 2 (A)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 3t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the apprenticeship methodologist (A), complete 45 hours of practice, including 10 hours of tutorials, 20 hours of outcomes and 15 hours of analysis with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 2 (A) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (A). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 2 (A), the student is able to orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (A), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
Final colloquium of teaching practice 2 (A):
The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (A) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
Pedagogical documentation according to subject specialization.

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

Notes:
Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution
Total number of evaluated students: 883

A	ABS	B	C	D	E	FX
80,52	0,0	14,84	2,94	0,91	0,34	0,45

Lecturers: Mgr. Ľubica Horváthová, PhD., Mgr. 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. PaedDr. Dušan Kostrub, PhD.

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde008/22	Teaching practice 2 (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 3t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-praxis seminar with the apprenticeship methodologist (B), complete 45 hours of practice, including 10 hours of exercises, 20 hours of outcomes and 15 hours of analyses with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 2 (B) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (B). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 2 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
Final colloquium of teaching practice 2 (B):
The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (B) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 826

A	ABS	B	C	D	E	FX
77,12	0,0	16,71	3,75	1,69	0,12	0,61

Lecturers: doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Ivana Dendys, PhD., Mgr. Dominika Weissová, PhD., Mgr. Lucia Hlavatá, PhD., PaedDr. Eva Smetanová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Ing. Eva Tóblová, PhD.

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde008/22	Teaching practice 2 (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 3t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-praxis seminar with the apprenticeship methodologist (B), complete 45 hours of practice, including 10 hours of exercises, 20 hours of outcomes and 15 hours of analyses with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 2 (B) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (B). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 2 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
Final colloquium of teaching practice 2 (B):
The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (B) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 826

A	ABS	B	C	D	E	FX
77,12	0,0	16,71	3,75	1,69	0,12	0,61

Lecturers:

Last change: 09.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde024/20	Testing 5/Testing 9

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 6s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 21

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

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde024/20	Testing 5/Testing 9

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 6s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 21

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

Lecturers: Mgr. Eva Faithová, PhD., Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde015/22	Textbook and educational resources creation and evaluation

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment).
During the semester, the student's task is to solve continuously assigned tasks and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated with points. The maximum possible number of points for all assignments combined is 30. The rating is awarded on a scale:
A minimum of 28 points is required for a final grade A (excellent - outstanding results), a minimum of 25 points for a grade B (very good - above average standard), a minimum of 22 points for a grade C (good - normal reliable work), a minimum of 20 points for a grade D (satisfactory - acceptable results) and a minimum of 18 points for a grade E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students who score 17 points or less. To pass the course, a minimum score of 60% is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:
After completing the course, students will be able to explain the functions and individual elements of the textbook structure, describe the system of its creation and the current textbook policy in the Slovak Republic. They will be able to analyse, critically reflect on and discuss the elements of quality of a particular textbook defined in individual assignments. Students will be able to explain the background to the creation of various educational resources and define the specifics of the creation and use of digital educational resources in teaching.
They will be able to search for digital educational content in its central repositories and open educational resources. Students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills while solving, presenting and discussing the results of ongoing assignments. Students will be able to use the acquired knowledge and skills creatively in the study of other didactic disciplines and in their future teaching practice.

Class syllabus:

Brief outline of the course:
Textbook as a specific type of teaching aid. Functions and structure of a textbook. Textbook production system and textbook policy in the Slovak Republic. Analysis and evaluation of textbook quality. Basis for the development of teaching texts, textbooks and other educational resources. Specifics of creation and use of digital educational resources in teaching. Use of central repositories of digital educational content and open educational resources.

Recommended literature:
Recommended reading:
GAVORA, P., et al. How to develop students' reading comprehension. Nitra: Enigma, 2008.
KNECHT,P. , JANIK,T. et al. Textbooks from the perspective of pedagogical research. Brno: Paido, 2008.
MAŇÁK,J., KNECHT, P. Textbook evaluation. Brno: Paido, 2007.
MAŇÁK, J., KLAPKO, D. Textbooks under the magnifying glass. Brno: Paido, 2006.
NOGOVÁ, M. et al. The procedure of creating and publishing textbooks. Bratislava : ŠPÚ, 2005.
PŠENÁKOVÁ, I. Creation of didactic interactive materials and criteria of their quality evaluation. Trnava: Faculty of Education, Trnava University of Technology, 2021

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 76

A	ABS	B	C	D	E	FX
93,42	0,0	1,32	1,32	0,0	0,0	3,95

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde015/22	Textbook and educational resources creation and evaluation

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment).
During the semester, the student's task is to solve continuously assigned tasks and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated with points. The maximum possible number of points for all assignments combined is 30. The rating is awarded on a scale:
A minimum of 28 points is required for a final grade A (excellent - outstanding results), a minimum of 25 points for a grade B (very good - above average standard), a minimum of 22 points for a grade C (good - normal reliable work), a minimum of 20 points for a grade D (satisfactory - acceptable results) and a minimum of 18 points for a grade E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students who score 17 points or less. To pass the course, a minimum score of 60% is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:
After completing the course, students will be able to explain the functions and individual elements of the textbook structure, describe the system of its creation and the current textbook policy in the Slovak Republic. They will be able to analyse, critically reflect on and discuss the elements of quality of a particular textbook defined in individual assignments. Students will be able to explain the background to the creation of various educational resources and define the specifics of the creation and use of digital educational resources in teaching.
They will be able to search for digital educational content in its central repositories and open educational resources. Students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills while solving, presenting and discussing the results of ongoing assignments. Students will be able to use the acquired knowledge and skills creatively in the study of other didactic disciplines and in their future teaching practice.

Class syllabus:

Brief outline of the course:
Textbook as a specific type of teaching aid. Functions and structure of a textbook. Textbook production system and textbook policy in the Slovak Republic. Analysis and evaluation of textbook quality. Basis for the development of teaching texts, textbooks and other educational resources. Specifics of creation and use of digital educational resources in teaching. Use of central repositories of digital educational content and open educational resources.

Recommended literature:
Recommended reading:
GAVORA, P., et al. How to develop students' reading comprehension. Nitra: Enigma, 2008.
KNECHT,P. , JANIK,T. et al. Textbooks from the perspective of pedagogical research. Brno: Paido, 2008.
MAŇÁK,J., KNECHT, P. Textbook evaluation. Brno: Paido, 2007.
MAŇÁK, J., KLAPKO, D. Textbooks under the magnifying glass. Brno: Paido, 2006.
NOGOVÁ, M. et al. The procedure of creating and publishing textbooks. Bratislava : ŠPÚ, 2005.
PŠENÁKOVÁ, I. Creation of didactic interactive materials and criteria of their quality evaluation. Trnava: Faculty of Education, Trnava University of Technology, 2021

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 76

A	ABS	B	C	D	E	FX
93,42	0,0	1,32	1,32	0,0	0,0	3,95

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde033/22	Theory and practice of primary education

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

Type, volume, methods and workload of the student - additional information
Type, scope and methods of educational activities:
Scope, type/method of teaching and organizational form:
1 hour per week lecture + 1 hour per week seminar; total 22 hours per semester.
Organizational form: combined form; (primarily full-time).
Student workload: 2PS : 11x1 hour direct instruction = 11 hours; 11x1 hour seminar = 11 hours; 18 hours seminar paper preparation; 20 hours written exam preparation. Total 60 hours of student work.
Methods of education: explanation; lecture; discussion of the topic; brainstorming; method of working with textual material; teaching based on practical experience; method of independent work of students.

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
During the semester, the student will prepare and submit a term paper. The assignment will be communicated to the students during the class, also depending on which primary education topics the students are more inclined towards. The seminar paper should demonstrate the practical application of the student's theoretical knowledge in the context of the management of the teaching process, while monitoring the student's ability to solve specific problems. The student will be awarded 40 points for the thesis.
60 points will be awarded for the final knowledge test, which focuses on theoretical knowledge.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.
The rating is awarded on a scale:
A (100-95%, excellent - outstanding results): the student has an excellent knowledge of the laws and principles of primary education and education; he/she solves tasks in a creative way, can react promptly and spontaneously during lectures. The student takes initiative, asks questions in the context of the problem being addressed. He/she is active in seminars. His/her oral and written expression is correct, quote-correct, grammatically correct.

B (94-89%, very good - above average standard): the student masters the laws and principles of primary education and education with minor deficiencies, has acquired key competences, can respond promptly during lectures to the teacher's prompts, the student is self-initiative and asks questions in the context of the problem being addressed. His/her written expression in the term paper is correct, grammatically correct and creative.
He brings his own experiences and insights from practice to the teaching. The results of his activities are of good quality, with minor shortcomings.
C (88-80%, good - normal reliable work): the student knows the laws and principles of the functioning of primary education and education at an average, i.e. good level, has acquired key competences, can respond to the teacher's challenges. He/she does not take initiative himself/ herself, does not ask questions in the context of the problem addressed. His communication style is not disruptive, but he is not sure of his answer and his speech does not have significant disruptive elements. He transfers experience from practice with problems. His, grammatical speech is of lesser quality.
D (79-72%, Satisfactory - Acceptable results): the student has a satisfactory level of mastery. The student knows the theory with minor gaps, but cannot apply it to solve practical experiences. He/ she is not very active during the teaching, does not bring new solutions, takes the role of a passive observer. Memorization rather than critical thinking is more prevalent in the student. Analysis from practice is less constructive. His/her written expression has some inaccuracies to more serious deficiencies.
E (71-60%, sufficient - the results meet the minimum criteria): the student knows the laws and principles of primary pedagogy at a low level, responds to the teacher's instructions and prompts with considerable inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem being addressed. Theoretical knowledge is applied with considerable problems; in practical terms, there are no recommendations for the correct solution options.
Fx (59-0%, insufficient - additional work required): student has significant deficiencies in theoretical knowledge and/or in its application to written work

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

Class syllabus:
Course outcomes of subject (content):
The curriculum of the course is designed in such a way that after its practical teaching students are able to apply the theoretical knowledge to the practical context of the teaching profession. Graduates

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

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

to all pupils without distinction, but especially to individual pupils with special educational needs and pupils who need individual attention. He/she is responsible for the individual approach to them and seeks solutions to optimise the successful integration of these pupils into the classroom team.
10. Teacher Competence Profile. Typology of teachers. Teaching as a stressful profession. The teacher fulfils an important mission through his/her daily work with pupils and parents. The student should know the competences of a teacher in the sense of Act No. 138/2019 Coll. (Act on Teaching and Professional Staff), but also from the point of view of several authors who deal with the issue. The student knows the competences of a teacher and knows how to apply them.
11. Diagnosing and assessing the current state of pupils, rights and duties in diagnosing, methods of diagnosing, the relationship between diagnosing and assessment.
The student knows the wide variation in methods of diagnosis and assessment. The student is able to diagnose and assess the developmental level of primary students. The student is able to apply pedagogical diagnosis and is able to design and implement appropriate intervention for pupils. Uses formative assessment to motivate and move the pupil into the zone of proximal development.

Recommended literature:

Languages necessary to complete the course:
Proficiency in Slovak is required, but ability in at least one world language, e.g. German, is welcome for the study of other literature (e.g. study programmes in other countries).

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde012/22	Training of teachers´social skills

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 120

A	ABS	B	C	D	E	FX
91,67	0,0	1,67	2,5	0,0	0,0	4,17

Lecturers: doc. Mgr. Martin Kuruc, PhD.

Last change: 22.04.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde012/22	Training of teachers´social skills

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 120

A	ABS	B	C	D	E	FX
91,67	0,0	1,67	2,5	0,0	0,0	4,17

Lecturers: doc. Mgr. Martin Kuruc, PhD.

Last change: 22.04.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KNJL/M-NEMde026/22	Use of media in education

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

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

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Course completion requirements:
During the semester, the student prepares a visual presentation and presents a paper and develops a term paper. Active participation in discussions, independent and group problem solving, and the student's own creative work is required. Points: active participation in seminars: 25 points, preparation/presentation of a paper: 25 points, seminar paper: 50 points (100/0).
The rating is awarded on a scale:
A (100 - 91%, excellent - outstanding results),
B (90 - 81%, very good - above average standard), C (80 - 73%, good - normal reliable operation), D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria), Fx (59 - 0%, insufficient - extra work required).
Excellent: excellent knowledge, ability to interpret it and link it to skills based on mastery of the conceptual apparatus. Structured, autonomous and creative treatment of assigned topics. Excellent ability to think analytically and to formulate critical evaluative attitudes.
Very good: solid theoretical knowledge and the ability to link it to skills based on the acquisition of conceptual apparatus. Structured and autonomous treatment of assigned topics with minor errors. Very good ability to think analytically and to formulate critical evaluative attitudes.

Good: average knowledge and ability to link it to skills based on mastery of concepts, good ability to think analytically and formulate evaluative critical stances, fluent speech with several weaknesses.
Satisfactory: superficial knowledge, insufficient ability to link it to problem-solving skills, incoherent speech with errors.
Adequate: content is mastered with several weaknesses, lacks sufficient mastery and understanding of the issues and interpretive procedures, lacks scholarly argumentation and the formulation of evaluative critical stances.
Inadequate: insufficient knowledge, lack of mastery of conceptual apparatus and misunderstanding of issues and interpretation.
Scale of assessment (preliminary/final): Points: active participation in seminars: 25 points, preparation/presentation of a paper: 25 points, seminar paper: 50 points (100/0).

Learning outcomes:

Learning outcomes
/Objectives and learning outcomes:
Learning objectives: to use digital media in the teaching of German in accordance with the principles of foreign language didactics. To plan and implement an online lesson.
Learning outcomes: the graduate of the course is able to integrate the acquired knowledge into logical contexts and connect it with previous knowledge. He/she masters the didactic principles and techniques of mediation, practice, consolidation and testing in the field of linguistic resources in distance learning. Is able to provide innovative and creative solutions and is open to new knowledge and experience. Masters visual and multimedia competence in
an online environment.

Class syllabus:

Course outcomes of subject (content):
Comparison of face-to-face and distance learning, distance learning methods, software applications (ZOOM, MS Teams, etc.) and their functions, principles of Moodle, blended learning, use of external digital tools in teaching (Padlet, Kahoot, Mentimeter, etc.), different media (visual, audiovisual and digital) in teaching, possibilities of multimedia and multimodality in virtual space, presentation and visualization of learning content, possibilities of interaction in online space, synchronous and asynchronous form of online learning, tutoring and moderation of online language courses, working with digital German language textbooks.

Recommended literature:

Compulsory/Recommended readings:
Required literature (selected according to the focus of the paper/seminar):
BRASCH, B./PFEIL, A. 2017. DLL9 Unterrichten mit digitalen Meiden. Stuttgart: Klett, 2017. 144 p. ISBN: 978-3-12-606981-6
KOLEČÁNI LENČOVÁ, I./KOVÁČOVÁ, M./TOMÁŠKOVÁ, S. 2018. Neue Wege im DaF-Unterricht: Bildende Kunst - Spielfilm - digitale Medien. Nümbrecht: Kirsch-Verlag, 2018. 177 p. 13 AH. ISBN 978-3-943906-46-2
Recommended reading:
ARNOLD, P./KILIAN,L./THILLOSEN, A./ZIMMER ,G. 2018. Handbuch E-Learning. 5. Auflage. Bielefeld: W. Bertelsmann Verlag, 2018. 638 p. ISBN: 978-3-8252-4965-6
HARTMANN, W./HUNDERTPFUND, A. 2015. Digitale Kompetenz. Was die Schule dazu beitragen kann. Bern: hep-verlag. 2015. 171 p. ISBN: 978-3-0355-0311-1
MOSER, H. 2019. Einführung in die Medienpädagogik. Aufwachsen im digitalen Alter. Uster: Springer VS, 2019. 304 p. ISBN: 978-3-658-23207-8

Languages necessary to complete the course:

german

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change: 10.11.2022

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde027/24	**Course title:** Študentská vedecká, odborná a umelecká činnosť 1
Educational activities: **Type of activities:** **Number of hours:** **per week:** **per level/semester:** **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements:	
Learning outcomes:	
Class syllabus:	
Recommended literature:	
Languages necessary to complete the course:	
Notes:	
Past grade distribution Total number of evaluated students: 4	

ABS	M
100,0	0,0

Lecturers:
Last change: 20.02.2025
Approved by: prof. PaedDr. Dušan Kostrub, PhD.