

Course descriptions

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COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS̃/muNE-222/26	Course title: Artificial Intelligence in German Language Teaching
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: <ul style="list-style-type: none">• active participation in discussions and project work throughout the semester,• preparation of exercises and tasks,• final reflection on the seminar carried out in a colloquium with practitioners. The exact dates and topics of the continuous and final assessment (colloquium) will be announced at the beginning of the semester and during the final week of classes. Violation of academic integrity will result in the annulment of the points obtained in the respective assessment component. Grading scale: 100% – 91% = A 90% – 81% = B 80% – 73% = C 72% – 66% = D 65% – 60% = E 59% and below = FX (the student has not fulfilled the requirements for the award of credits) Teachers accept a maximum of 2 absences supported by valid documentation. In justified cases (serious health problems, international representation, or other unforeseen circumstances), it is necessary to arrange with the teacher for possible alternative assignments and subsequent recognition of the absence. Scale of assessment (preliminary/final): 50/50	
Learning outcomes: Upon completing the course, students: <ul style="list-style-type: none">• are familiar with the possibilities of using artificial intelligence tools in the non-formal educational process,• reflect on the advantages and limitations of using artificial intelligence tools in foreign language teaching,• are able to design a variety of exercises and tasks with the help of multiple artificial intelligence tools,	

- are capable of effectively linking individual learners' needs with appropriate forms of language activities and working efficiently with heterogeneous groups,
- are familiar with the basic strategies of action research in education,
- understand the importance of developing soft skills in foreign language teaching, as well as the significance of the methodological and didactic principle of taking responsibility for one's own learning.

Class syllabus:

In partnership with the organization NextDeutsch, we connect the academic preparation of future German language teachers with real international practice. Throughout the semester, students actively participate in the ongoing Slovak-German project Donaupioniere, and their main task is to design exercises and activities with the support of artificial intelligence tools. The designed exercises and activities are subsequently consulted with practitioners and tested by a group of pupils participating in the project.

The course also prepares students in the area of digital competences, which are increasingly required of teachers in European education systems, and creates synergies between university education for future teachers, school practice, and international cooperation within the Danube region.

During the course, students focus on the following thematic areas:

1. Goals and organizational structure of the Donaupioniere project
2. Methodological and didactic principles of AI-supported teaching I
3. Methodological and didactic principles of AI-supported teaching II
4. Typology of exercises and tasks
5. Development of soft skills in language education
6. Artificial intelligence as support for the teacher
7. Artificial intelligence as support for autonomous student learning
8. Designing educational activities using artificial intelligence
9. Designing activities focused on the development of soft skills
10. Testing and implementation of educational activities
11. Feedback and data collection for action research in education
12. Evaluation of project collaboration and reflection on outcomes

Recommended literature:

FUNK, Hermann, Christina KUHN, Dirk SKIBA, Dorothea SPANIEL-WEISE a Rainer E. WICKE. DLL 04: Aufgaben, Übungen, Interaktion. München: Klett Sprachen, 2014. 184 s. ISBN 978-3-12-606968-7

HOFFMANN, Isabel, Katrin HOFMANN a Derya GÜR-ŞEKER. KI für AI-nsteiger – Künstliche Intelligenz im DaF/DaZ-Kontext: Ein Einführungspapier [online]. Version 1.0. 2024 [cit. 2026-05-28]. Dostupné na: https://pub.h-brs.de/frontdoor/deliver/index/docId/7942/file/KI-Paper_Hoffmann_et_al_Version_1_0.pdf

HOFFMANN, Isabel. Mobile-based Augmented Reality (AR) für den Unterricht von Deutsch als Alltagssprache und von Deutsch als Fach- und Berufssprache: ein Online-Experiment. In: DVORECKÝ, Michal, Sandra REITBRECHT, Brigitte SORGER a Hannes SCHWEIGER, eds. Sprachliche Teilhabe fördern: Innovative Ansätze und Technologien in Sprachunterricht und Hochschulbildung. Wien: Praesens Verlag, 2023, Bd. 3.

KOLEČANI LENČOVÁ, Ivica. Fremdsprachenunterricht innovativ: Gestaltpädagogische Ansätze und Implikationen. 1. vyd. Köln: KIRSCH-Verlag, 2024. 166 s. ISBN 978-3-943906-70-7.

KOLEČANI LENČOVÁ, Ivica. Soft Skills in Foreign Language Education [online]. Bratislava: Comenius University Bratislava, Faculty of Education, 2025 [cit. 2026-05-28]. Dostupné na: <https://ojs.tuzvo.sk/index.php/apps/article/view/161>

STORCH, Günther. Deutsch als Fremdsprache: Eine Didaktik. Stuttgart: UTB, 2003. 367 s. ISBN 978-3825281847

Additional literature will be presented at the beginning of and throughout the semester. A selection of further academic texts and unpublished study materials related to selected topics is available in MS Teams.

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: Mgr. Ivana Zolcerová, PhD., Mgr. Monika Šajánková, PhD.

Last change: 28.05.2026

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-muPE-596/24	Course title: Child as a violence victim
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Report and written test. Continuous assessment during the teaching part: paper on a selected topic from the subject matter (30 points), during the credit period: written exam (40 points). The student will be admitted to the written exam only with min. by the number of 10 points from the interim assessment. Classification scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). Two absences with proven documents are allowed. The exact date and topics of the interim assessment will be announced at the beginning of the semester. The dates of the written exam will be announced in the last week of the teaching session at the latest. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The student will acquire professional terminology, fundamental knowledge in the field of victimology, understand the causes of violence perpetrated against children and become familiar with the classifications of risk factors for the occurrence of violence and the classifications of types of violence. He will be able to use the mentioned knowledge and skills in further education and also in the practical level of primary, secondary and tertiary prevention of violence against children and in families.	
Class syllabus: 1. Victims of violence. The personality of the victim. Helping victims of crime. Prevention of victimization. 2. Violence committed in families. Domestic violence. Forms of psychological and physical domestic violence. Help for victims of domestic violence. 3. Children as victims of violence. Legal protection of the child. Child abuse in the past. The most common forms of violence against children and youth. 4. Tortured, abused and neglected child - CAN syndrome. Incidence of violence against children and youth. 5. Risk factors for violence against children. Risky child. Risky offender. Risky family. Risky situations.	

6. Consequences of violence against children and youth.
7. Diagnosis of abuse and child abuse.
8. Causes of bullying among teenagers. The personality of the aggressor, the victim, the role of witness to bullying. Research on violence and bullying at school in our country and abroad. Forms of intervention and prevention of bullying in schools.
9. Causes of cyberbullying. The personality of the aggressor, the victim, the role of the witness of cyberbullying. Research on cyberbullying here and abroad and forms of effective prevention.
10. Victimization of children and youth and its prevention. Prevention of violence against children in terms of individual forms of CAN.
11. Helping children in crisis and danger. Help for endangered families and children. Method of implementation of crisis counseling.
12. Preventive programs at schools aimed at preventing violence against children and youth.

Recommended literature:

Fedor, M. (2019). Týrané, zneužívané a zanedbávané dieťa. Bratislava: Osveta.
 Janošová, P. et. al. (2016). Psychologie školní šikany. Praha: Grada.
 Mydlíková, E. (2018). Posudzovanie sociálnej rizikovosti rodiny. Trnava: Typi Universitatis Tyrnaviensis.
 Mydlíková, E. (ed.). 2021. Diagnostika syndromu týraného, zneužívaného a zanedbávaného dieťa. Praha: Portál.
 Sejčová, L. (2010). Dieťa ako obeť násilia. Bratislava: Album.
 Sejčová, L. (2021). Šikanovanie a kyberšikanovanie v škole. [elektronický dokument]. Bratislava: Univerzita Komenského. http://stella.uniba.sk/texty/FIF_LS_sikanovanie.pdf

Languages necessary to complete the course:

Slovak, English

Notes:

Past grade distribution

Total number of evaluated students: 3

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

Lecturers: doc. PhDr. Ľuboslava Sejčová, CSc.

Last change: 01.07.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mPTNE-030/25	Course title: Corpus Linguistics for Translators
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, students will take two short written tests. Continuous assessment during the semester will account for 50 percent of the final grade for the course. The remaining 50 percent will be based on a practical exam. Grades will be assigned according to the following scale: 0-59% - F, 60-67% - E, 68-75% - D, 76-83% - C, 84-91% - B, 92-100% - A Violations of academic ethics will result in the cancellation of points earned in the relevant assessment component. The instructor will accept a maximum of 2 absences with supporting documentation. The exact date and topic of the midterm assessment will be announced at the beginning of the semester. Exam dates will be published via AIS no later than the last week of the lecture period. Weighting of midterm/final assessment: 50/50. Supplementary reading will be presented at the beginning and during the semester and will be available on MS Teams. Scale of assessment (preliminary/final): 50/50	
Learning outcomes: By completing this course, students will gain a basic theoretical understanding of corpus linguistics and, above all, practical skills in using corpus resources and tools for translators. Alongside large language models, corpus linguistics serves as a robust tool not only in the translation process itself, but also in the analysis and critique of translations. The knowledge and skills acquired can then be applied, for example, in the preparation of theses in the fields of philology and translation studies.	
Class syllabus: 1. Theoretical and methodological foundations of corpus linguistics 2. Creation, structure, and use of the resources of the Slovak National Corpus/Ľ. Štúr Institute of Linguistics, Slovak Academy of Sciences: style and genre annotation of resources, lemmatization, and morphological annotation of resources 3. Methods of searching the corpus (simple and combined searches for lemmas and forms, searching using CQL, regular expressions, and others) and corpus manager functionalities (filters, frequencies, collocation analysis)	

4. Searching in parallel (bilingual) corpora with a focus on the translation of idioms
5. Searching in parallel (bilingual) corpora with a focus on the translation of expressive expressions
6. Searching in parallel (bilingual) corpora with a focus on the translation of expressions with terminological validity
7. Searching in parallel (bilingual) corpora with a focus on the translation of other marked expressions and phenomena
8. Searching in other (Slovak and foreign) parallel and specialized corpora, using statistical analysis applications (QUITAUP, CALC)

Recommended literature:

ŠIMKOVÁ, M. # GAJDOŠOVÁ, K. # KMEŤOVÁ, B. # DEBNÁR, M.: Slovenský národný korpus. Texty, anotácie, vyhľadávania. Bratislava: Jazykovedný ústav Ľ. Štúra SAV / Mikula 2017.

ŠIMKOVÁ, M. # GAJDOŠOVÁ, K.: Slovenský národný korpus. Používanie, príklady, postupy. Bratislava: Jazykovedný ústav Ľ. Štúra SAV / Mikula 2020.

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: Mgr. Miroslav Zumrík, PhD.

Last change: 07.05.2026

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-moGE-250/21	Course title: Cross-Cultural Management
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: (a) during the teaching part (continuously) active work in lessons (30 points) (b) In the examination period: presentation on a selected topic e.g.: taboos, conflicts in work and communication, a presentation of a selected company, a presentation of the company culture of a chosen area or country (70 marks). A minimum of 10 points in the intermediate assessment is required for admission to the examination. Violation of academic ethics will result in the cancellation of the points obtained in the relevant item in the case of a particular grade. Grading scale: 100-90: A 89-80: B 79-72: C 71-66: D 65-60: E 59-0: FX The instructor will accept a maximum of 2 absences with documentation. The dates of the exams will be published via AIS no later than the last week of the teaching period. Scale of assessment (preliminary/final): 30/70	
Learning outcomes: Successful completion of this course will provide students with a basic overview of the fundamental principles of intercultural management. They will understand the dimensions of culture according to Geert Hofstede. By completing the course, students will gain a basic overview of intercultural differences between countries, learn about different forms of verbal and non-verbal communication, and should acquire appropriate communication skills in a multicultural environment. Based on intercultural training and rehearsal of model situations, they are able to resolve conflicts in a multicultural team using appropriate communication skills and other soft skills.	
Class syllabus: 1. Introduction – intercultural management, intercultural competence and intercultural communication 2. Hofstede’s dimensions in intercultural management 3. Clash of different cultures, corporate culture, cultural transfer strategies in intercultural management 4. Soft skills in intercultural management - cultural differences in communication (norms, conventions, stereotypes, prejudices, clichés) 5. Verbal communication: workplace etiquette, euphemisms 6. Non-verbal communication and body language	

7. Communication in the workplace, global teams
8. Workplace misunderstandings related to multiculturalism and language barriers
9. Taboos and possible forms of conflict in the workplace and in communication
10. Solving case studies, practicing model situations
11. Processes of cultural adaptation, intercultural training, intercultural competence model
12. The path to successful intercultural communication

Chapters from the textbook *Intercultural Management* can be presented by company professionals during classes in the form of guest lectures or company visits

Recommended literature:

MILOŠOVIČOVÁ, Petra. Interkultúrny manažment: úspešná navigácia v globálnom svete. Bratislava: Univerzita Komenského v Bratislave, Filozofická fakulta, Katedra germanistiky, nederlandistiky a škandinavistiky; Vydavateľstvo UK, 2024. 200 s. ISBN 978-80-223-5946-7

MILOŠOVIČOVÁ, Petra. Zdroje synergických efektov v interkultúrnom manažmente. Praha : Wolters Kluwer ČR, a. s. 2019. ISBN 978-80-7598-663-4

MILOŠOVIČOVÁ, Petra. Interkulturelles Management. Praha : Wolters Kluwer ČR, a. s. 2019. ISBN 978-80-7598-365-7

RAKŠÁNYIOVÁ, Jana. Preklad ako interkultúrna komunikácia. Bratislava 2005. ISBN 8089137091.

EISMANN, V.: Erfolgreich in der interkulturellen Kommunikation. Berlin 2007. ISBN 978-3-06-020266-9.

SONDERMANN, M.: Lokales Denken, globales Handeln. Interkulturelle Zusammenarbeit und globales Management. Deutscher Taschenbuchverlag 2011. ISBN 9783423508070.

Current internet sources Students will be introduced to additional literature during the course.

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
93,75	0,0	0,0	6,25	0,0	0,0	0,0

Lecturers: Mgr. Benjamin Bossaert, PhD.

Last change: 11.05.2026

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-043/24	Course title: Didactics of pedagogy
Educational activities: Type of activities: seminar Number of hours: per week: 3 per level/semester: 42 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Minimum success rate: 60 percent Continuous assessment (teaching part): - 20% active participation in the seminar - 40% presentation in class Final assessment: - 40% final test Classification scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). Two absences are acceptable; seminar assignments must all be developed, presented and submitted. The exact date and topics of the interim assessment will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the teaching session. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: After completing the subject, the student can analyze and evaluate and plan his teaching of pedagogy lessons at selected secondary schools. The student is able to apply the knowledge of other pedagogical disciplines to the area of image, culture and climate in the institution.	
Class syllabus: 1. Subject, goals and tasks of didactics of pedagogy and its position in the complex of pedagogical sciences. The relation of didactics of pedagogy to other sciences. The history of the development of the didactics of pedagogy and its teaching. 2. Pedagogy as a teaching subject in secondary schools, issues of the teaching process of pedagogy in different types of secondary schools - pedagogy as a professional subject, as a subject in general - educational, formative and informative goals. 3. The goal of teaching pedagogy in the analysis of basic documents - lesson plans, curricula. Concretization on different types of schools. 4. The issue of goals in teacher preparation for teaching, goals in relation to: content, teaching methods, goal-teacher, goal-student. 5. Bloom's taxonomy of goals and its concretization in the subject of pedagogy. 6. Didactic analysis of the curriculum as a basic activity of the teacher in preparation for teaching. Analysis of textbooks and other aids for the presentation of basic, expanding, supplementary curriculum. 7. Methods of teaching pedagogy. Categorization of teaching methods, the problem of their choice.	

8. Social approaches in teaching. Role playing, cooperative learning.
9. Organizational forms of teaching pedagogy. Lesson, pedagogical practice, excursion, visiting, pedagogical observation, lecture, seminar, exercise, independent work.
10. Evaluation of teaching results in pedagogy, entrance exams, matriculation exams - practical - theoretical testing.
11. The personality of the pedagogy teacher, his position at the secondary school. Specifics of the activity of a pedagogy teacher. Extracurricular activity of a pedagogy teacher.
12. Material equipment of the pedagogy teacher at the school, didactic cabinet, library.

Recommended literature:

- Majerčíková, J. et al. (2015). Předškolní edukace a dítě. Zlín: FHS UTB.
- Vališová, A., & Kasíková, H. et. al. (2011). Pedagogika pro učitele. Praha: Grada.
- Wiegerová, A. et al. (2015). Profesionalizace učitele mateřské školy z#pohledu reformy kurikula. Zlín: FHS UTB.
- Wiegerová, A., & Gavora, P. (2014). Proč chci být učitelkou mateřské školy? pohled kvalitativního výzkumu. Pedagogická orientace, 24(4), 510-534.
- Wiegerová, A., & Gavora, P. (2015). Conceptualisation of the child and childhood by future pre-school teachers. Pedagogika, 65(5), 502-515.
- Štátny vzdelávací program pre odborné vzdelávanie a prípravu .75 Pedagogické vedy.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 167

A	B	C	D	E	FX
80,84	7,19	5,39	2,99	2,4	1,2

Lecturers: prof. PaedDr. Adriana Wiegerová, PhD.

Last change: 12.09.2024

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-992/24	Course title: Didactics of pedagogy
Number of credits: 3	
Educational level: II.	
<p>Course requirements:</p> <p>A student can take the state exam a) after obtaining at least such a number of credits that, after obtaining the credits for successfully passing the state exams, he reaches the necessary number of credits for the proper completion of his studies, b) after successfully completing the mandatory subjects, mandatory optional subjects and optional subjects in the composition determined by the study program, c) after fulfilling the student's obligations arising from § 71, par. 3 letters b of the Act on Universities, d) if no disciplinary proceedings are being conducted against him.</p> <p>Successful completion of the subject of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the commission for state exams with classification grades A to FX. The examination board decides on the evaluation of the state exam or its part by consensus. If the examination committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting.</p> <p>Based on the wording of the study regulations of the faculty (VP 5/2020, Article 15), the framework dates of state exams are set by the dean in accordance with the faculty study schedule. The department is obliged to publish the dates of the state exams on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system at least three weeks before the exam date.</p> <p>The student is entitled to one regular and two correction dates of the state exam. The regular term is the one for which the student registered for the first time in the term set for the state exams. If the student was evaluated with an FX grade on the regular date of the state exam, the student can take the correction dates of the state exam</p> <p>a) in the following dates for holding state exams in the relevant academic year or b) in the dates for holding state exams in any of the following academic years in accordance with § 65, par. 2 of the Act on Universities.</p> <p>If, for serious reasons, the student is unable to participate in the state exam date for which he has registered, he is obliged to apologize in writing to the chairman of the examination committee in advance or no later than three working days after the state exam date or part of it, if there were serious obstacles that prevented him from apologizing in advance. If a student does not appear for the state exam or part of it on the specified date without an excuse, or if the chairman of the examination committee does not accept his excuse, he is evaluated with an FX grade for the given date of the state exam.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	
<p>Learning outcomes:</p> <p>A student who passes the state exam comprehensively manages the issues of the state exam in the context of the set areas. He has theoretical and practical knowledge based on the current state of knowledge from the didactics of pedagogy, as well as the ability to apply and use them creatively. He masters the knowledge contained in the teaching of the subjects Didactics of Pedagogy 1 and</p>	

Didactics of Pedagogy 2. He is able to apply knowledge from the didactics of pedagogy to cross-subject relationships, he is able to think critically and argue scientifically.

Class syllabus:

1. The student will attend the registered date of the state exam according to the schedule set by the department.
 2. The student receives a question from the subject of the state exam, which is entered in writing and anonymously in the form of a random selection from printed questions or a generator.
 3. The examination board will give the student adequate time to prepare an oral answer to the given question.
 4. The student presents a prepared answer to the question in front of the examination committee and also answers additional questions.
 5. After the student's answer is finished, the examination board will decide on the results of the state exam, which will take place at a closed session of the examination board.
- The course of the state exam and the announcement of its results are public.

State exam syllabus:

1. Subject, goals and tasks of didactics of pedagogy (concept of didactics of pedagogy, position in the complex of pedagogical sciences, didactics of pedagogy as a special pedagogical discipline)
2. Pedagogy as a subject in secondary schools (history and current state)
3. Methodological basis of didactics of pedagogy and its theoretical starting points
4. Modern trends in the teaching of pedagogy abroad (organization of student preparation for the teaching profession)
5. Issues in the process of teaching pedagogy in secondary schools (the purpose of teaching, the personality of the pupil, the personality of the teacher, teaching methods, material and organizational conditions, phases of the teacher's work, and etc.)
6. Analysis of the basic means of teaching pedagogy (focus on secondary school, secondary school of pedagogy as a specific type of vocational school, common and different features)
7. Concept of the goal of teaching pedagogy (dichotomous and trichotonic division of goals)
8. Profile of a graduate of SPŠ (concretization of the goal from the point of view of the student's personality)
9. Goal in the teaching content of the subject pedagogy (study field of teaching for kindergartens, pedagogy, free time animator, cultural and educational worker)
10. Structure of the goals of education and education at SPŠ (Pedagogical skills, knowledge, thinking, habits, motives and attitudes, concrete and abstract knowledge, relationships expressing connections)
11. Didactic analysis of the curriculum as a basic activity of the teacher in preparation for teaching (the concept of DAU, selection of the curriculum and its organization in terms of goals, formulation of learning questions and tasks, teacher preparation)
12. Methods of teaching pedagogy and their modernization (which affects the choice of methods)
13. Learning tasks and questions and their use in the teaching of pedagogy (concept of learning tasks, functions of learning tasks, classification of questions based on the taxonomy of learning tasks)
14. Organizational forms of teaching in the subject of pedagogy (concept, use of selected organizational forms of teaching)
15. The concept of pedagogical practice (goals, tasks, content, forms, evaluation, pedagogical diary – structure, goal)
16. Use of material didactic aids in the teaching of pedagogy (the concept of didactic aids, special teaching aids in the teaching of pedagogy)

17. Examination and evaluation of the educational process (forms of assessment, function, quantitative and qualitative examination, use of didactic tests and classification of pedagogical practice)
- 18 Specifics of entrance exams to SPŠ
19. The teacher's personality and the process of his self-improvement
20. Characteristics of the pedagogy curriculum (content in terms of knowledge, activities, various sources of curriculum content)

Recommended literature:

- BAZÁLIKOVÁ, Jana. História vyučovania pedagogiky v učiteľských ústavoch a učiteľských akadémiách na Slovensku. In: Paedagogica 20. Bratislava: Univerzita Komenského, 2008, s. 7-13.
- BAZÁLIKOVÁ, Jana. Vývoj a súčasné poňatie predmetu pedagogika na stredných školách. In: Pedagogická revue, roč. 50, č. 4, 1998, s. 329-335.
- BAZÁLIKOVÁ, Jana. Didaktika pedagogiky ako špeciálnej pedagogickej disciplíny. In: Paedagogica 16. Bratislava: Univerzita Komenského, 2001, s.101-106.
- PODLAHOVÁ, Libuše. Pedagogická praxe. Průvodce pro současné studenty a budoucí učitele. Olomouc: VUP, 1998. ISBN 80-7067-793-7.
- SKALKOVÁ, Jarmila. Obecní didaktika. Praha: Grada, 2007. ISBN 80-247-182-17.
- ŠTURMA, Jaroslav. Didaktika pedagogiky. Hradec Králové: Gaudeamus, 1993.
- ŠVEC, Štefan. Didaktika I. Bratislava: UK, 1988.
- ŠVEC, Vlastimil, FILOVÁ, Hana a Oldřich ŠIMONÍK. Praktikum didaktických dovedností. Brno: Masarykova univerzita, 1996. ISBN 80-210-1365-6.
- VALIŠOVÁ, Alena, SINGULE, František a Jozef VALENTA. Didaktika pedagogiky. Praha: Státní pedagogické nakladatelství, 1990. ISBN 80-7066-105-4.
- VALIŠOVÁ, Alena a Hana KASÍKOVÁ. Pedagogika pro učitele. Praha: Grada. 2007. ISBN 978-80247-1734-0.

Languages necessary to complete the course:

Slovak

Last change: 15.09.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-moGE-207/21	Course title: Dutch Language and Culture 1
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: The student takes tests throughout the semester aimed at assessing receptive competence based on the thematic units of the textbook, followed by a comprehensive written examination at the end of the semester. The student is required to achieve a minimum success rate of 60% in all components of the assessment.	
Learning outcomes: The aim of this course is to introduce participants with no prior knowledge of Dutch to a method for acquiring receptive language competence that enables an acceptable level of text comprehension. The objective of the introductory course is to develop language competence at the A1 level of the Common European Framework of Reference for Languages, with a particular focus on receptive skills in Dutch, as well as translation and interpreting competence from Dutch as the source language into Slovak. The target audience consists of students—particularly those with knowledge of English and German and/or Scandinavian languages—who are interested and motivated to work with Dutch and Dutch-language sources, such as selected chapters from Dutch and Flemish press, academic publications, or archival materials from the Netherlands, as well as texts intended for translation and interpreting from Dutch.	
Class syllabus: Work with the textbook is supplemented by current texts and audiovisual materials. Real-life language communication situations are simulated. Basic translation and interpreting exercises are included.	
Recommended literature: The primary didactic method is Dutch for Reading Knowledge (C. Van Baalen et al., John Benjamins), which begins with texts on architecture and design, secularization and social security, migration, water management, postcolonialism in the Netherlands, the Dutch Golden Age, and related topics. Each chapter contains three core texts drawn from journals, newspapers, or online sources.	
Languages necessary to complete the course:	

To complete the course, a receptive knowledge of English at the B1 level and native-level proficiency in Slovak are required.

Notes:

The course is not intended for students of Dutch translation studies.

Past grade distribution

Total number of evaluated students: 10

A	ABS	B	C	D	E	FX
30,0	0,0	10,0	30,0	20,0	10,0	0,0

Lecturers: Naomi Buijs

Last change: 12.09.2025

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-moGE-208/21	Course title: Dutch Language and Culture 2
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: The student takes tests throughout the semester aimed at assessing receptive competence based on the thematic units of the textbook, followed by a comprehensive written examination at the end of the semester. The student is required to achieve a minimum success rate of 60% in all components of the assessment. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The aim of this course is to introduce participants with no prior knowledge of Dutch to a method for acquiring receptive language competence that enables an acceptable level of text comprehension. The objective of the introductory course is to develop language competence at the A1 level of the Common European Framework of Reference for Languages, with a particular focus on receptive skills in Dutch, as well as translation and interpreting competence from Dutch as the source language into Slovak. The target audience consists of students—particularly those with knowledge of English and German and/or Scandinavian languages—who are interested and motivated to work with Dutch and Dutch-language sources, such as selected chapters from Dutch and Flemish press, academic publications, or archival materials from the Netherlands, as well as texts intended for translation and interpreting from Dutch.	
Class syllabus: Work with the textbook is supplemented by current texts and audiovisual materials. Real-life language communication situations are simulated. Basic translation and interpreting exercises are included.	
Recommended literature: The primary didactic method is Dutch for Reading Knowledge (C. Van Baalen et al., John Benjamins), which begins with texts on architecture and design, secularization and social security, migration, water management, postcolonialism in the Netherlands, the Dutch Golden Age, and related topics. Each chapter contains three core texts drawn from journals, newspapers, or online sources.	
Languages necessary to complete the course:	

To complete the course, a receptive knowledge of English at the B1 level and native-level proficiency in Slovak are required.

Notes:

Past grade distribution

Total number of evaluated students: 3

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

Lecturers: Naomi Buijs

Last change: 12.09.2025

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-muPE-594/24	Course title: Educational guidance
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 2 per level/semester: 14 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: report; test, oral exam Continuous assessment during the teaching part: report on a selected topic from the subject matter (30 points), during the exam period: oral or written exam (40 points). The student will be admitted to the exam only with min. by the number of 10 points from the interim assessment. Classification scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). Two absences with proven documents are allowed. The exact date and topics of the interim assessment will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the teaching session. Scale of assessment (preliminary/final): 40/60	
Learning outcomes: Students will learn basic counseling theories, innovative approaches and counseling techniques. They will get a theoretical overview of the ways and models of counseling with an emphasis on their application in school practice, in the implementation of pedagogical counseling. Students will gain knowledge on the implementation of counseling activities, the diagnosis of the pupil's personality and the implementation of effective intervention in order to solve the client's problem (pupil, family, school).	
Class syllabus: 1. Characteristics of consulting and consulting activities. 2. Counseling courses and schools with founding importance for the development of counseling 3. Concepts of development counseling, educational and educational-formative concepts. 4. Advisory process and communication in the advisory process. 5. Telephone consultation. Written consultation and advice in magazines and on the Internet. Personal consultation. 6. Diagnostic methods of working with the client. 7. Intervention methods of counseling work with the client. Individual consultation methods. Methods of group counseling. Methods of couple and family counseling. 8. System of professional guidance in education.	

9. Origin and development of educational and psychological counseling.
10. Educational counseling and prevention school facilities.
11. Content of the advisory activity of the educational advisor and social pedagogue within the activity of school support teams.
12. Practical exercises from pedagogical counseling, solving model counseling situations.

Recommended literature:

- Jarábek, K., & Koštrnová, D. (2014). Výchovní poradca [online]. Bratislava: Metodicko-pedagogické centrum. Dostupné na: https://archiv.mpc-edu.sk/sites/default/files/publikacie/jarabek_kostrnova_vychovny_poradca_web.pdf
- Knotová, D. a kol. (2014). Školní poradenství. Praha: Grada Publishing.
- Krnáčová, Z., & Križo, V. (2021). Multidisciplinárny prístup v školách: Školský podporný tím [online]. Národný projekt ŠTANDARDY, VÚDPaP. Dostupné na: <https://vudpap.sk/wp-content/uploads/2022/06/Multidisciplinarny-pristup-v-skolach-Skolsky-podporny-tim-v1.03.pdf>
- Kunčaková, S. (2021). Manuál začínajúceho sociálneho pedagóga v škole. Bratislava: VÚDPaP. Dostupné na: https://vudpap.sk/wp-content/uploads/2021/10/Manual-zacinajuceho-soc.ped_.v1.02.pdf
- Sejčová, L. (2018). Edukačné poradenstvo a perspektívy jeho rozvoja. Perspektívy rozvoja pedagogiky a andragogiky v Slovenskej republike a v krajinách strednej Európy [elektronický dokument]. Bratislava: Univerzita Komenského v Bratislave, 122-131.
- Sejčová, L. (2011). Pedagogicko-psychologické poradenstvo a poradenský proces. Bratislava: Vydav. UK.

Languages necessary to complete the course:

Slovak, English

Notes:

Past grade distribution

Total number of evaluated students: 14

A	B	C	D	E	FX
42,86	35,71	0,0	0,0	0,0	21,43

Lecturers: doc. PhDr. Ľuboslava Sejčová, CSc.

Last change: 01.07.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-065/24	Course title: Family and parenthood
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: During the course, students will: <ul style="list-style-type: none"> - Write an essay on a topic of their choice (max. 30 points). - Prepare solutions for educational situations (max. 30 points). - Complete a final knowledge test (max. 40 points). GRADING: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). To successfully pass the course, a minimum success threshold of 60% is required. The course instructor will accept max. 2 absences with proven documents. Violation of academic ethics will cause annulment of the points obtained in the evaluation item. The exact date and wording of the partial assignments will be announced in the MS Teams application when they are entered at the beginning of the semester. Assignments will be entered via "Assigned tasks" in the MS Teams application. The assignments submitted by the student will be included in the student's portfolio. Exam dates will be published via the AIS2 system in the last week at the latest teaching part of the semester. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: After successfully completing the course, students will be able to: <ul style="list-style-type: none"> - identify the role of the family in contemporary society, - define and explain the concept of parenthood in their own words, - gain an overview of current theoretical and empirical approaches to parenthood, - evaluate the consequences of different parenting styles and parental actions, - recognize factors that influence child-rearing in the family, - apply pedagogical principles to solve educational situations, - understand the relationship between family and school and explain the role of parents in relation to school. 	
Class syllabus:	

1. Family: Terminological framework of the family. Characteristics of the family. Functions of the family and its transformations. Negative phenomena that can disrupt the educational-socialization function of the family.
2. Parenthood: Terminological framework of parenting: parent, parenthood, parental practice, parental activity, parental behavior, parenting education, and family education. Parenthood as a status. Parenthood as an activity and its aspects: child care, child protection, child education, and parental self-development. Theories of parenthood.
3. Parents: Characteristics of a parent. Knowledge and emotions of parents. Typology of motherhood. Intensive motherhood. Fatherhood.
4. Parental self-efficacy: Defining the concept of parental self-efficacy, its relation to similar concepts, forms, sources, and theories of parental self-efficacy functioning. The influence of parental self-efficacy on parental actions. Ways to influence parental self-efficacy.
5. Obedience or free will: Educational styles of parent, analysis of parenting styles, the influence of parents' personalities and experiences on the formation of parenting styles, harmonization of partners' parenting styles.
6. Sibling disputes: Sibling relationships in the family. Causes of conflicts between siblings. The influence of birth order on the developing child's personality. Family constellations and their impact on education. Ways to prevent sibling conflicts.
7. Negative emotions in education: Emotions and their manifestations. Ways of dealing with negative emotions in education. Recognizing emotions in children. Techniques for managing the expression of negative emotions.
8. Punishment as an educational tool?: Defining punishment in education. Analysis of educational situations regarding the use of punishment. Alternative educational tools. Ways to prevent the use of punishment in education.
9. Logical consequences and boundaries in education: Defining logical and natural consequences in education. How do we set and maintain boundaries in education? Logical consequence vs. punishment. Practical training in using logical consequences.
10. Struggle for power or attention at any cost: The struggle for attention and power (causes and consequences). Negativism in children. Analysis of specific educational situations. Effective ways to resolve educational situations.
11. Rewarding and encouraging children: Rewards, praise, and encouragement – similarities and differences. Reward vs. punishment. Approaches to rewarding and encouraging. Suitable and unsuitable forms of rewards. Ways of encouraging children.
12. Family and school: Relationships between school and family. Partnership between family and school. Forms of cooperation between school and family. Parental involvement. Communication between family and school. Intergenerational learning.

Recommended literature:

- Dreikurs, R., & Soltzová, V. (2012). *Deti ako výzva*. Adlerovská psychoterapeutická spoločnosť.
- Gavora, P., Dvorská, D., & Medveďová, J. (2024). *Rodičovstvo s deťmi do 3 rokov: Teória a výskum*. Vydavateľstvo Univerzity Komenského v Bratislave.
- Helus, Z. (2004). *Dítě v osobnostním pojetí*. Portál.
- Leman, K. (2016). *Sourozenecké konstelace*. Portál.
- Matejček, Z. (2007). *Co, kdy a jak ve výchově dětí*. Portál.
- Perryová, P. (2020). *Toto mali čítať naši rodičia (a naše deti sa potešia, ak si to prečítame my)*. Tatran.
- Sobotková, I. (2012). *Psychologie rodiny*. Portál.
- Sokolová, L., Fiedlerová, E., Pauliniová, Z., & Popluhárová, H. (2010). *Ako rozumieť svojim deťom a sebe samému*. Metodická príručka kurzu pre rodičov. Únia materských centier SR.

Languages necessary to complete the course: Slovak					
Notes:					
Past grade distribution Total number of evaluated students: 13					
A	B	C	D	E	FX
46,15	30,77	7,69	0,0	0,0	15,38
Lecturers: Mgr. Monika Mikulcová, PhD.					
Last change: 15.09.2024					
Approved by:					

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-046/24	Course title: Foundations of school legislature
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: The student will receive an assessment for: a) continuous evaluation: active participation, continuous assignments, processing of the selected topic (50 points), b) final evaluation: presentation of the selected topic (50 points). Classification scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). A minimum of 60% is required for successful completion of the course. Absences are taken into account according to the Study Regulations of the Comenius University in Bratislava, Faculty of Arts (https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf). Violation of academic ethics may result in the cancellation of the points earned in the respective course assessment item. The exact date of the interim evaluation will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: After completing the course, the student has knowledge of the basic legislative documents governing education and training in Slovakia. The student is able to find a legal solution to a specific situation.	
Class syllabus: 1. Thematic definition of terms: law, amendment, decree. The process of creating laws, decrees and other documents creating a legislative framework for education and training - how to read the law. 2. Historical excursion into the most important historical legislative documents related to education (Ratio educationis, Hungarian Education Act 38/1868, Small Education Act 1922...) 3. The system of schools and the educational system from the point of view of school legislation 4. State educational program in the context of school legislation 5. The teacher from the point of view of school legislation 6. Professional development and career stages of the teacher 7. Law no. 245/2008 Coll. as amended	

8. Law no. 138/2019 Coll. on pedagogical employees and professional employees and on amendments and additions to certain laws
9. Law no. 596/2003 Coll. in the wording of later transcriptions
10. Law no. 131/2002 Coll. in the wording of later transcriptions
11. Act No. 184/2009 Coll. in the wording of later transcriptions. Decree of the Kindergarten of the Slovak Republic no. 445/2009 Coll.
12. SR Government Regulation 201/2019, which establishes the scope of direct teaching activity and direct educational activity of pedagogical employees.

Recommended literature:

Boberová, Z. (2017). Začínajúci učiteľ a školská legislatíva I. Košice: UPJŠ.
 Krajčír, Z., Mlsnová, J., & Surmajová, Ž. (2016). Zákon o výchove a vzdelávaní (Školský zákon) - komentár. Bratislava: Wolters Kluwer, s.r.o.
 Zákon č. 245/2008 Z. z. zákon o výchove a vzdelávaní (školský zákon)
 Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov
 Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov
 Zákon č. 61/2015 Z. z. o odbornom vzdelávaní a príprave a o zmene a doplnení niektorých zákonov
 Zákon č. 95/1948 Zb. o základní úpravě jednotného školství
 Štátny vzdelávací program pre základné vzdelávanie, 2023. Dostupné z: https://www.minedu.sk/data/files/11808_statny-vzdelavaci-program-pre-zakladne-vzdelavanie-cely.pdf
 * ďalšia literatúra bude doplnená na začiatku alebo v priebehu semestra

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 37

A	B	C	D	E	FX
37,84	10,81	16,22	16,22	18,92	0,0

Lecturers: Mgr. Janka Medved'ová, PhD.

Last change: 09.09.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/A-moGE-114/21	Course title: German Language and Culture in Slovakia
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in classes, detailed knowledge of the prescribed texts for each class, preparation of a report and its written elaboration in the form of a seminar paper of 8 to 10 pages. At least 60% of the total score is required for successful completion of the course. Scale of assessment (preliminary/final): iterim/final evaluation: 0/100	
Learning outcomes: The lecture focuses on the history of German language and culture in Slovakia from the Middle Ages to the present. It presents the settlement of Upper Hungary by German immigrants in three waves from the end of the 11th to the 18th century. The main focus is on their cultural and social activities in the towns (church, education, science, literature, art). Separate attention is paid to the characteristics of relict German dialects in Slovakia. in the areas of Bratislava, Hauerland and Spiš. Through audiovisual recordings, documentary films and memoirs, the course reflects on the position of the German language and culture in the different stages of the 20th century and reflects on the question of responsibility and the historical traumas of the German minority in Slovakia.	
Class syllabus: Who are the so-called Carpathian Germans? Settlement of Upper Hungary by German settlers From Hungarian patriotism to minority awareness Carpathian Germans and the 1st Czechoslovak Republic Carpathian Germans between 1939 and 1948 German cultural and literary life in Bratislava German cultural and literary life in Spiš German dialects and dialect literature German minority in Slovakia today	
Recommended literature: Soňa Gabrzdilová – Milan Olejník: Karpatskí Nemci na Slovensku od druhej svetovej vojny do roku 1953. Bratislava: SAV et al. 2004.	

Karl-Markus Gauß: Die versprengten Deutschen. Unterwegs in Litauen, durch die Zips und am Schwarzen Meer. Wien: Zsolnay 2005.

Viera Glosíková: Handbuch der deutschsprachigen Schriftsteller aus dem Gebiet der Slowakei -17 -20 Jahrhundert. Wien: Verlag der Österreichischen Akademie der Wissenschaften 1995.

Wynfrid Kriegleder - Andrea Seidler - Jozef Tancer (eds.) : Deutsche Sprache und Kultur im Raum Pressburg. Bremen: edition lumiére 2002.

Wynfrid Kriegleder - Andrea Seidler - Jozef Tancer (eds.): Deutsche Sprache und Kultur in der Zips. - Bremen: edition lumiére, 2007

Jozef Tancer – Elena Mannová: Od uhorského patriotizmu k menšinovému nacionalizmu. Zmeny povedomia Nemcov na Slovensku v 18. a 20. storočí. In: G. Kiliánová, E. Kowalská, E. Krekovičová (eds.): My a tí druhí v modernej spoločnosti : konštrukcie a transformácie kolektívnych identít. - Bratislava: Veda, 2009, s. 351-371.

Juraj Valiska: Die zipserdeutsche Mundart von Chmeľnica (Hopgarten). Bratislava: Slov. pedagog. nakl. 1967.

Juraj Valiska: Nemecké nárečie Dobšinej: príspevok k výskumu zanikania nárečí enkláv. Gemerská vlastivedná spoločnosť 1980.

Juraj Valiska: Nemecké nárečia Horného Spiša. Príspevok k výskumu reliktných nárečí v pokročilom štádiu ich vývoja. Stará Ľubovňa : Okresné vlastivedné múzeum 1982

Languages necessary to complete the course:

German

Notes:

Past grade distribution

Total number of evaluated students: 17

A	ABS	B	C	D	E	FX
76,47	0,0	17,65	0,0	0,0	0,0	5,88

Lecturers: doc. Mgr. Jozef Tancer, PhD.

Last change: 04.04.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mUNE-015/15	Course title: German Language and Literature
Number of credits: 3	
Educational level: II.	
<p>Course requirements:</p> <p>A student may take the state examination a) after obtaining at least the number of credits necessary for the proper completion of studies after obtaining credits for successful completion of state examinations, b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme, c) after fulfilling the student's obligations arising from Section 71, paragraph 3, letter b of the Higher Education Act, d) if there are no disciplinary proceedings against him/her. Successful completion of the subject of the state examination is one of the conditions for successful completion of the study programme. The subject of the state examination shall be evaluated by the State Examination Board with classification grades A to FX. The marking of the state examination or part thereof is decided by consensus by the examination board. If the Board of Examiners fails to reach a consensus, the marking of the State examination or part thereof shall be decided by vote. In accordance with the wording of the Faculty's study regulations (VP 5/2020, Art. 15), the framework dates for state examinations are set by the Dean and with the Faculty's study schedule. Departments are obliged to publish their state examination dates on the website at least 5 weeks before the examination. The student shall register for the state examination via the academic information system at least three weeks before the date of the examination. A student is entitled to one regular and two make-up examination dates. The regular examination date is the one for which the student first applied on the date set for the national examinations. If a student has been awarded a grade of FX in the regular state examination, the student may take the make-up state examination dates (a) on subsequent state examination dates in the relevant academic year, or (b) on state examination dates in any of the following academic years in accordance with section 65(2) of the Higher Education Act. If a student is unable, for serious reasons, to attend a state examination date for which he or she has registered, he or she shall be obliged to apologise in writing to the chair of the examination board in advance or, at the latest, within three working days after the date of the state examination or part thereof if there were serious obstacles preventing him or her from apologising in advance. If the student fails to appear for the state examination or part thereof on the specified date without an excuse, or if the chairman of the examination board does not accept the student's excuse, the student shall be marked with a grade of FX for that date of the state examination. The student must achieve a pass mark of at least 60% in all parts of the state examination.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	
<p>Learning outcomes:</p> <p>The student has an overview of selected works of modern German, Austrian and Swiss literature and is able to place them in the context of the overall work of the authors and the broader socio-cultural discourses of the period. Emphasis is placed on one's own reading experience and ability to interpret a given literary work. The student is proficient in the basic theoretical knowledge of German phraseology and can demonstrate active phraseological competence.</p>	

Class syllabus:

1. The student shall attend the registered date of the state examination according to the schedule set by the department.
2. The student presents knowledge of the history of modern German, Austrian, and Swiss literature and his/her own reading experience with selected works according to the list of works published on the department's website. This part of the state examination is carried out in the form of an oral examination.
3. The student is able to make a structural, semantic and pragmatic analysis of the selected phraseology on the basis of an authentic text and to describe it also in terms of lexicography and contrast; this part of the state examination is carried out in the form of an oral or written examination.

State exam syllabus:

The student presents his/her knowledge of the history of German Austrian and Swiss literature (authors and works according to a detailed list published on the department's website) in the form of an oral examination. The student presents knowledge of German phraseology in the form of an oral examination.

Recommended literature:

Primary and secondary literature according to courses taken.

Last change: 02.04.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mUNE-016/15	Course title: German Language and Literature Methodology
Number of credits: 3	
Educational level: II.	
Course requirements: The student must achieve a grade of at least 60% in each part of the state examination.	
Learning outcomes: The graduate is able to design a lesson on the basis of didactic principles in order to meet the didactic objectives. The student is able to work independently with different types of media (e.g. textual, visual, auditory) and use them effectively in the classroom. Can support and justify his/her practices with didactic theory.	
Class syllabus: Preparation of a lesson based on a didactic objective Didacticisation of authentic material (textual, visual, auditory media) Analysis of the proposed lesson, theoretical justification of the procedures Basic communication skills: reading, listening, writing, speaking Teaching pronunciation, vocabulary, grammar in the classroom Motivation, learning styles and strategies, learner autonomy Phases of the lesson, method of didactic analysis Media in foreign language teaching Theories and methods of foreign language acquisition	
State exam syllabus: In the form of an oral examination, the student presents knowledge from the field of didactics of German as a foreign language as well as from the development of didactic theories and methods with an emphasis on important components of communicative teaching.	
Recommended literature: Gemeinsamer europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen. 2001 Europarat, Strassburg.. Bimmel, P.; Kast, B; Neuner, G.: Deutschunterricht planen. Fernstudieneinheit 18. 2003 Goethe-Institut, München. Huneke, H.-W.; Steinig, W.: Deutsch als Fremdsprache. Eine Einführung. 2010 Berlin	
Last change: 02.04.2022	
Approved by:	

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mUNE-007/15	Course title: German Phraseology
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: a) during the teaching part (continuous): comprehensive presentation of the selected phraseology in class (report) and active work in class during the whole semester (30 %) b) in the examination period: final written test, consisting of practical and theoretical part (70 %), the student must achieve at least 60% success. A minimum of 60% in the continuous assessment is a condition for admission to the examination. Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item. The student must achieve at least a 60% pass rate in each part of the assessment. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Exam dates will be announced via AIS no later than the last week of the class period. Scale of assessment (preliminary/final): 30/70	
Learning outcomes: After successful completion of the course, the student has a basic knowledge of German phraseology, can distinguish phrases from other linguistic units and classify them according to their types. The student is able to analyse the use of phrases in authentic texts. At the same time, the student has developed basic phraseological competence in both the receptive and productive spheres.	
Class syllabus: Basic concepts of phraseological theory (idiomaticity, stability, polylexicality) Semantics, paradigmatic and syntagmatic relations in phraseology. Phraseologisms in different texts. Contrastive phraseology. Phraseography, phraseological dictionaries. Phraseodidactics, Phraseologisms in teaching. Paremiology, proverbs. Exercises and tasks to develop active phraseological competence	
Recommended literature:	

BURGER, Harald. Phraseologie. Eine Einführung am Beispiel des Deutschen. Berlin: Erich Schmidt verlag, 1998.

ĎURČO, Peter. Sprichwörter in der Gegenwartssprache. Trnava: Univerzita sv. Cyrila a Metoda, 2005.

FLEISCHER, Wolfgang: Phraseologie der deutschen Gegenwartssprache. Tübingen: Max Niemeyer Verlag, 1997.

GAJDOŠOVÁ, Silvia: Spiel und Spaß mit deutschen Phraseologismen, Bratislava: 2010.

Šajánková, Monika (2025): Phraseologismen in Theorie und Praxis. Bratislava: Comenius-Universität Bratislava. https://stella.uniba.sk/texty/FIF_MS_phraseologismen-theorie-praxis.pdf

Supplementary reading materials and the instructors' compendium will be presented at the beginning of and throughout the semester and will be available on Microsoft Teams. The instructor's presentations and supplementary materials will be made available on Microsoft Teams on an ongoing basis.

Languages necessary to complete the course:

German, level C1-C2

Notes:

Past grade distribution

Total number of evaluated students: 81

A	ABS	B	C	D	E	FX
29,63	0,0	29,63	22,22	8,64	4,94	4,94

Lecturers: Mgr. Monika Šajánková, PhD., doc. PhDr. Jaroslav Stahl, PhD.

Last change: 30.04.2026

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mUNE-001/15	Course title: German as a Foreign Language Methodology
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: a) during the teaching part (continuous): report on teaching forms or methods and active work in class throughout the semester (30 points) b) in the examination period: final written test (70 points) The student must achieve a minimum of 60% pass rate. A minimum of 10 points in the continuous assessment is a condition for admission to the examination. Violation of academic ethics will result in the nullification of the points earned in the respective assessment item. The student must achieve at least a 60% pass rate in each part of the assessment. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Exam dates will be announced via AIS no later than the last week of the class period. Scale of assessment (preliminary/final): 30/70	
Learning outcomes: After successful completion of the course, the student has basic knowledge in the field of didactics of German as a foreign language, is familiar with the development of didactic theories and methods with an emphasis on communicative teaching according to the Common European Framework of Reference for Languages. On the basis of theoretical knowledge, he is able to convey effectively, in particular, language and communication skills in the classroom. It is familiar with the patterns of correcting learners' linguistic expression and the different ways of motivating them depending on their learning types.	
Class syllabus: 1.Learners - age, motivation, personal characteristics, learning styles and strategies 2.Teaching forms: traditional teaching, teaching between the four eyes, TPR, immersion, suggestopedia 3.Basic communication skills: reading, listening, writing, speaking 4.Teaching pronunciation, vocabulary, grammar in the classroom 5.Development of teaching methods: grammar-translation method, audio-lingual and audiovisual method, communicative-pragmatic method, intercultural method 6.Theories of foreign language acquisition - behaviourism, contrastive analysis, language acquisition as a cognitive-modular process 7.Correction of learners' language expression	

Recommended literature:

HUNECKE, Hans-Werner, STEINIG, Wolfgang. Deutsch als Fremdsprache. Eine Einführung. Berlin: Erich Schmidt Verlag, 2013. STORCH, Günther. Deutsch als Fremdsprache. Eine Didaktik. Paderborn: Wilhelm Fink, 1999. Vzdelávacie materiály Deutsch Lehren Lernen. Band 1-10. Klett Sprachen: 2017. Spoločný európsky referenčný rámec pre jazyky. Učenie sa, vyučovanie, hodnotenie. Bratislava: Štátny pedagogický ústav, 2017.

Languages necessary to complete the course:

German, level C1-C2

Notes:**Past grade distribution**

Total number of evaluated students: 79

A	ABS	B	C	D	E	FX
45,57	0,0	27,85	12,66	6,33	3,8	3,8

Lecturers: Mgr. Monika Šajánková, PhD., doc. Mgr. Jozef Tancer, PhD.

Last change: 28.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-moGE-112/21	Course title: Germanic and Cultural Studies
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Active class participation, papers on assigned texts, final essay. The student must achieve a minimum of 60% success in all components of the assessment. The exact date and topics of the midterm evaluation will be announced at the beginning of the semester. Violation of academic ethics will result in the cancellation of the points earned in the respective assessment item. Grading scale: 100% – 91% - A, 90% – 81% - B, 80% – 73% - C, 72% – 66% - D, 65%– 60% - E, 59% and below - FX (student has not met the credit requirements) The lecturer will accept a maximum of 2 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence.	
Learning outcomes: The graduate will gain an interdisciplinary overview of the subject of German studies in the context of the so-called cultural sciences on the example of specific literary works.	
Class syllabus: Historical anthropology and history of mentalities, imagology and image theory, gender studies, interculturalism and postcolonial studies, theories of memory and collective identities, intertextuality and new philology.	
Recommended literature: FAUSER, Markus: Einführung in die Kulturwissenschaft, Darmstadt 2003; BENTHIEN, Claudia (ed.): Germanistik als Kulturwissenschaft. Eine Einführung in neue Theoriekonzepte, Reinbek 2002.	
Languages necessary to complete the course: Slovak	
Notes:	

Past grade distribution						
Total number of evaluated students: 1						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	100,0	0,0	0,0	0,0
Lecturers: doc. Mgr. Miloslav Szabó, PhD.						
Last change: 01.05.2026						
Approved by:						

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/mUNE-030/22	Course title: History of German language
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: The student takes 1 written test (50%) during the semester and 1 written test (50%) during the exam period. The pass rate is 60%. The instructor will accept 2 absences with documented evidence. Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item. Grading scale: A: 100 -91 % B: 90 -81% C: 80 - 73% D: 72 - 66% E: 65 -60% Scale of assessment (preliminary/final): The weight of the evaluation is: interim 50%/final 50%	
Learning outcomes: After completing the course, students have a theoretical knowledge of the history of the German language, can explain and describe linguistic peculiarities in the individual developmental stages and justify linguistic characteristics in the new Upper German. They are able to justify the historical and social factors that influenced the development of the German language. At a practical level, they can analyse texts from the Middle Upper German period and also have a basic knowledge of working with manuscripts from the Early Modern Upper German period.	
Class syllabus: 1. Temporal and territorial breakdown of German 2. Indo-European primordial language 3. Germanic and Germanic tribes, Gothic 4. Old Upper German period, origin of the word "deutsch", linguistic peculiarities 5. The period of Middle Upper German, the so-called "classical" German, important linguistic peculiarities 6. Analysis of texts from the Middle Upper German period 7. Characteristics of verb forms, nouns, adjectives, negation 8. The Early New Upper German period - linguistic changes	

9. Social and historical influences on the development of German in the Early Modern Upper German period, the emergence of town clerks and the personality of the scribe in the formation of a unified German language
10. M. Luther and the German language
11. Transcription of medieval manuscripts written in German
12. Linguistic analysis of medieval manuscripts written in German

Recommended literature:

ERNST, P. Deutsche Sprachgeschichte. Wien, 2012.
 SCHMIDT, W. Geschichte der deutschen Sprache. Ein Lehrbuch für das germanistische Studium. Stuttgart.: S. Hirzel, 2007.
 LEXER, M. Mittelhochdeutsches Handwörterbuch. Leipzig: S. Hirzel, 1872.
 HENNING, B. Kleines mittelhochdeutsches Wörterbuch. Tübingen: Niemeyer, 1995.
 von POLENZ, P. Geschichte der deutschen Sprache. Berlin/New York: Walter de Gruyter, 2009 .
 STEDJE, A. Deutsche Sprache gestern und heute. München: W. Fink Verlag, 1996.
 - copies of manuscripts and other supplementary literature will be presented during the semester

Languages necessary to complete the course:

german

Notes:

Past grade distribution

Total number of evaluated students: 65

A	ABS	B	C	D	E	FX
16,92	0,0	10,77	36,92	16,92	13,85	4,62

Lecturers: PhDr. Erika Mayerová, PhD.

Last change: 20.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/bGER-033-1/26	Course title: History of Periodicals Written in German
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KGNŠ/bGER-033-1/15	
Course requirements: Active participation in classes, completion of smaller homework assignments, and a seminar paper of 8 to 10 pages. Any violation of academic integrity will result in the annulment of the points earned in the relevant assessment component. Instructors accept a maximum of two absences supported by documented proof.	
Learning outcomes: The aim of the course is to familiarize students with the history of the German-language periodical press in Slovakia in the chosen periods ranging from the 18th century to the end of the Second World War. The focus is on both daily newspapers and literary journals, with attention given to significant journalistic figures (e.g. K. W. Windisch, K. G. Romy, J. Csaplovics, A. Neustadt, J. Batka, E. Grailich, K. Benyovszky, J. Engyeli, E. Holly, and others), period-specific themes (the Enlightenment, the bourgeoisie, nationalism, modernization, language policy, images of the self and the other, the construction of German identity), and the development of journalistic and literary genres (editorial, feuilleton, portrait, reportage, sketch, serialized novel, etc.). Students will also learn how to work with digital databases of periodical press and how to read texts printed in Fraktur.	
Class syllabus: The thematic areas may vary depending on the period under study, which will be determined at the beginning of the semester on the basis of the selected focus. Possible thematic areas include: German-language periodical press in the Kingdom of Hungary during the Enlightenment – historical and cultural context; founding figures of German-language journalism; the differentiation of scholarly, popular-science journalism and literary journals; the periodical press and the Revolution of 1848/49; the periodical press and nationalism; literary and humorous magazines around 1900; modern journalistic genres: reportage and feuilleton; the relationship between artistic prose and modern journalism; the German-language periodical press in the context of the First Czechoslovak Republic; the German-language periodical press in the context of the Slovak State (1939–1945); the German-language press as a forum of minority culture and politics; German-	

language periodical press in Spiš and Košice; the use of the German language in multilingual newspapers and magazines.

Recommended literature:

Michal Potemra: Bibliografia inorečových novín a časopisov na Slovensku do roku 1918. Martin: Matica Slovenská 1963.

Mária Kipsová, Elena Jakešová: Bibliografia slovenských a inorečových novín a časopisov z rokov 1919-1938. Martin: Matica Slovenská 1968.

Jozef Tancer: Im Schatten Wiens. Zur deutschsprachigen Presse und Literatur im Pressburg des 18. Jahrhunderts. Bremen: edition lumiére 2008.

Jozef Tancer: Das deutschsprachige Pressewesen in Pressburg bis 1918. Eine Einführung anhand von Fallbeispielen. Bratislava : Stimul 2013.

Jozef Tancer (ed.): Mediale Selbstreferenzen im Netzwerk der Presse der Habsburgermonarchie und ihrer Nachfolgestaaten. Viedeň: New academic press 2019.

https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/kgn/Pressburger_Akzente_02.pdf

Tancer, Jozef: Der schwarze Sabbat. Die Brandkatastrophe in Pressburg 1913 als Medienereignis. Bratislava: Univerzita Komenského 2012.

Péter Urbán: Wie das Blatt an der Baumkrone. Die deutschsprachige Presse in Bratislava (1919-1929). Bremen: edition lumiére 2018.

Supplementary literature will be presented at the beginning of the semester and throughout its duration, and will be available on Moodle/MS Teams.

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 8

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

Lecturers: doc. Mgr. Jozef Tancer, PhD., Mgr. Maxim Duleba, PhD.

Last change: 07.05.2026

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-muPE-597/24	Course title: Inquiry strategies in education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: To successfully complete the course, students will work on seminar tasks, create a student portfolio by completing partial assignments, and pass a colloquial exam (oral examination). The student portfolio includes: - Creation of methodology for teaching materials using inquiry-based strategies for children/pupils based on the instructor's assignment (40 points). - Creation of an educational comic for children/pupils to eliminate a specific misconception (30 points). Colloquial exam: (max. 30 points). Total: max. 100 points. To successfully pass the course, a minimum success threshold of 60% is required. Grading: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less) The course instructor will accept max. 2 absences with proven documents. Violation of academic ethics will cause annulment of the points obtained in the evaluation item. The exact date and wording of the partial assignments will be announced in the MS Teams application when they are entered at the beginning of the semester. Assignments will be entered via "Assigned tasks" in the MS Teams application. The assignments submitted by the student will be included in the student's portfolio. Exam dates will be published via the AIS2 system in the last week at the latest teaching part of the semester. Scale of assessment (preliminary/final): 70/30	
Learning outcomes: Upon successfully completing the course, the student will have knowledge of inquiry-based education strategies, inquiry-based learning, and research methods. They will understand children's misconceptions and how to use inquiry strategies with children/pupils in science education, both in school and extracurricular facilities.	
Class syllabus: 1. Contemporary generations of children and youth. Current education concept in Slovakia. 2. Holistic approach to the child's personality. 3. Albert Bandura's theory – the concept of agency.	

4. The child as an object and subject of the educational process. The child as an agent, the child is not an actor.
5. The concept of inquiry-based learning (IBL) and inquiry-based activities (IBA) with examples from science education. IBL/IBA from the teacher's and students' perspectives.
6. Limits and benefits of IBL/IBA in education.
7. Children's misconceptions and their significance in the educational process. The importance of personal experience in education.
8. The importance of understanding, curiosity, and thinking in children's perception of the world. Inquiry, active research, and inquire-based activities.
9. Strategies applicable in IBL/IBA. Science experiments in IBL/IBA. Using science comics in IBL/IBA. Experiential learning methods and creative drama methods in the context of IBL/IBA.
10. Active listening. Brainstorming, Mind Mapping. Using the EUR method. Supporting critical thinking. Working with curiosity-inducing questions – proper question formulation. Peer education.
11. Current research on IBL/IBA. Current trends in children's theories of world perception.
12. School, family, and the social environment influencing the choice of inquiry-based education strategies.

Recommended literature:

- Hejnová, E., & Hejna, D. (2016). Rozvoj vědeckého myšlení žáků prostřednictvím přírodovědného vzdělávání. *Scientia in educatione*, 7(2).
- Markström, A. M., & Halldén, G. (2009). Children's strategies for agency in preschool. *Children & society* 23(2),112-122.
- Sotáková, I., Ganajová, M., & Babincáková, M. (2020). Inquiry-Based Science Education as a Revision Strategy. *Journal of Baltic Science Education* 19(3), 499-513.
- Szimethová, M., Wiegerová, A., & Horká, H. (2012). Edukačné rámce prírodovedného poznávania v kurikule školy. Bratislava: OZ V4.
- Szimethová, M., Krajcarová, J., & Pacholík, V. Proč? Proč? Proč? Aneb odpovědi na otázky kolem nás: přírodní vědy pro střední školy. Zlín: UTB ve Zlíně.
- Trnová, E., Janko, T., Trna J., & Pešková, K. (2016) Typy vzdělávacích komiksu a analýza jejich edukačního potenciálu pro přírodovědnou výuku. *Scientia in education* 7(1), 49 – 64.

Languages necessary to complete the course:

slovak

Notes:

Past grade distribution

Total number of evaluated students: 3

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

Lecturers: Mgr. Monika Mikulcová, PhD.

Last change: 15.09.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/mPTNE-006/15	Course title: Literary Translation 1
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in seminars, presentation of partial translations (50% of the grade), students submit a translation of an agreed passage of a fiction text of 5 standard pages (50% of the grade) after the end of the semester. Grades 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A . The instructor will tolerate 2 absences upon submission of appropriate documentation. Grading 50/50. Violation of academic ethics will result in cancellation of points earned in the appropriate grade item. Scale of assessment (preliminary/final): 100% intermediate evaluation	
Learning outcomes: The graduate of the course has an overview of the procedures and strategies in translating literary texts from German into Slovak. The graduate is able to determine the strategy of the translation process), master specific translation skills when working with fiction texts.	
Class syllabus: Analysis and interpretation of prose and dramatic texts. Creolization of cultures in translation Presentation and defence of own method of translation. Intertextuality in fiction texts. The whole semester is devoted to the artistic translation from German into Slovak. In the seminar, students work together on independently prepared translations of a selected fiction text.	
Recommended literature: Popovič, A.: Teória umeleckého prekladu. Bratislava 1977. Albrecht, J.: Die literarische Übersetzung. Darmstadt 1998. Výber zadaných textov Vilikovský, J.: Preklad ako tvorba. Bratislava 1984. Eco, U.: Quasi das selbe mit anderen Worten. Über das Übersetzen. München, Wien 2006.	
Languages necessary to complete the course: German, Slovak	

Notes:						
Past grade distribution Total number of evaluated students: 50						
A	ABS	B	C	D	E	FX
80,0	0,0	18,0	2,0	0,0	0,0	0,0
Lecturers: doc. Mgr. Jozef Tancer, PhD.						
Last change: 21.06.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/bGER-036-1/15	Course title: Literature and Film
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Seminar paper. The student must achieve at least 60% in the assessment. Deadlines for submitting the seminar paper will be announced no later than the final week of the teaching period. Violation of academic ethics results in the annulment of points awarded for the respective assessment component. Grading scale: 100%–91% – A 90%–81% – B 80%–73% – C 72%–66% – D 65%–60% – E 59% and below – FX (the student has not fulfilled the requirements for obtaining credits) The instructor accepts a maximum of two absences supported by relevant documentation. In justified cases (serious health issues, representing the university abroad, or other unforeseen circumstances), it is necessary to arrange with the instructor for possible alternative assignments and subsequent recognition of the absence. Scale of assessment (preliminary/final): 0/100	
Learning outcomes: Students are able to distinguish between the specific language of film and literature and are familiar with the genre of film adaptations of literary works.	
Class syllabus: The seminar offers an introduction—using topics that change from semester to semester—to the analysis of film adaptations of literary works and their reception from the first half of the 20th century to the present. Possible topics include: the reception of the film <i>All Quiet on the Western Front</i> and its literary source <i>Im Westen nichts Neues</i> by E. M. Remarque in interwar Central Europe; the figure of the Golem in literature and film and its reception; the metropolis of Berlin in literature and film; Arthur Schnitzler’s <i>Traumnovelle</i> (the novella and Stanley Kubrick’s film <i>Eyes Wide Shut</i>); Jurek Becker’s <i>Jakob der Lügner</i> (the novel and the films by Frank Beyer and Peter	

Kassowitz, respectively); Günter Grass's Die Blechtrommel (the novel and Volker Schlöndorff's film); Anna Seghers's Der Transit (the novel and Christian Petzold's film), etc.						
Recommended literature: Joachim Paech: Literatur und Film. Zweite Auflage. Stuttgart, Weimar 1997; Anne Bohnenkamp (Hrsg.): Interpretationen: Literaturverfilmungen. Stuttgart 2005.						
Languages necessary to complete the course: German						
Notes:						
Past grade distribution Total number of evaluated students: 5						
A	ABS	B	C	D	E	FX
40,0	0,0	20,0	20,0	20,0	0,0	0,0
Lecturers: Dr. Jan Vaclav König, Mgr. Ivana Zolcerová, PhD.						
Last change: 15.05.2026						
Approved by:						

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-592/24	Course title: Master's Degree Thesis Seminar
Educational activities: Type of activities: seminar Number of hours: per week: 3 per level/semester: 42 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KPg/A-muPE-592/15	
Course requirements: The output of the graduated course is during the teaching part: a) Written elaboration of selected parts of the own diploma thesis that meet the formal and content requirements for diploma theses given by the internal quality system of Comenius University (20 points). The formal modification of the text and its content, the use of 5 bibliographic references in the list of bibliographic references to the final thesis and the design of the structure of the final thesis, the selection of the research method and the sketch of implementation are evaluated. b) Research project or PowerPoint presentation (20 points) containing: research topic, overview of relevant literature, research objectives, research questions, overall research strategy and procedure, methodological preference, description and methods of compiling the research sample, research methods, timetable for collecting research data in the field, methods of collecting and analyzing research data and procedures for creating research findings and conclusions. A minimum of 60% pass threshold is required to successfully complete the course. Grading scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59 or less %) . Teachers and teachers accept a maximum of 2 absences with proven evidence. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: After successfully completing the course, the student has acquired knowledge about the rules of writing a diploma thesis and adherence to the rules of academic ethics. Masters the correct citation and referencing of the sources used, understands the content and formal requirements for the creation of a diploma thesis depending on the internal quality system of CU. Has sufficient competences to process the final thesis, knows the principles of building a professional text, acquires the ability to work correctly with professional literature, formulate a research problem and hypotheses, collect empirical data and adequately process and interpret them.	
Class syllabus: 1. Basic requirements for a master's thesis in Vodboře Teaching and pedagogical sciences. 2. Creation of a presentation of one's own research.	

3. Acceptance of constructive criticism.
4. Discussion as a result of own research.
5. Research ethics.
6. Vodbore citation rules.
7. Mistakes in the creation of diploma theses.
8. How to present processed data.
9. Interpretation of data.
10. Course of defense.
11. How to read reviews.
12. How to prepare for the defense.

Recommended literature:

- Gavora, P. (2000). Úvod do pedagogického výzkumu. Brno: Paido.
- Hendl, J. (2006). Přehled statistických metod zpracování dat. Praha: Portál.
- Lichnerová, L. (2006). Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave Bratislava: Stimul
- Maňák, J., Švec, Š., & Švec, V. (eds.). (2005). Slovník pedagogické metodologie. Brno: Masarykova univerzita a Paido.
- Matulčíková, M., Wiegerová, A., & Molnár, A. (2023). Manuál tvorby záverečnej práce na KPED. Bratislava: FiF UK.
- Miovský, M. (2006). Kvalitativní přístup a metody v psychologickém výzkumu. Praha: Grada Publishing.
- Punch, K. F. (2008). Úspěšný návrh výzkumu. Praha: Portál.
- Spousta, V. et al. (2000). Vademekum autora odborné a vědecké práce. Brno: PF MU.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 8

A	B	C	D	E	FX
75,0	0,0	12,5	0,0	12,5	0,0

Lecturers: prof. PaedDr. Adriana Wiegerová, PhD.

Last change: 12.09.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mUNE-006/15	Course title: Media in Teaching German Language
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: a) during the teaching part (continuous): presentation of a lesson or teaching material prepared by the students using different media and active work in the classroom during the whole semester (50 points) b) in the exam period: seminar work, the content of which is the work with media in the classroom on the basis of theoretical knowledge. The student must achieve a minimum pass mark of 60%. A minimum of 30 points in the intermediate assessment is a condition for admission to the examination. Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item. The student must achieve at least a 60% pass rate in each part of the assessment. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation and the due date of the term paper will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 50/50	
Learning outcomes: Upon successful completion of the course, the student has a basic understanding of media in the classroom. The student is able to recognize the advantages of different media in teaching and is able to use them effectively for the preparation of teaching materials. In particular, the student acquires didactic competence to work with modern digital media such as teaching apps, podcasts, film and video, etc.	
Class syllabus: 1. Media roles and criteria for media selection in the classroom. 2. Familiarity with different types of media: - Visual, tactile and textual media - blackboard, worksheets, posters, cards, photos, illustrations, art images, concrete objects, different types of reading texts - Literary texts as a medium - Didactics of lyric - Auditory media - authentic tone documents, podcasts, songs - Audiovisual media - feature films, authentic television broadcasts - commercials, weather forecasts, talk shows, documentaries - Electronic media - computer in the classroom, teaching apps, interactive whiteboard	

3. Didactization of authentic materials using media, creation of own teaching materials

Recommended literature:

BRASH, Bärbel, PFEIL, Andrea. Unterrichten mit digitalen Medien. Deutsch Lehren Lernen. Band 9. Klett Sprachen: 2017.

FREDERKING, Volker, KROMMER, Axel, MAIWALD, Klaus. Mediendidaktik Deutsch. Eine Einführung.

Berlin: Erich Schmidt Verlag, 2012.

HUNECKE, Hans-Werner, STEINIG, Wolfgang. Deutsch als Fremdsprache. Eine Einführung. Berlin: Erich Schmidt Verlag, 2013.

SCHILLING T. & WILLMANN, K. Methoden der Filmarbeit. Bonn: Bundeszentrale für politische Bildung. Bonn: Bundeszentrale für politische Bildung, 2012.

Languages necessary to complete the course:

German, level C1-C2

Notes:**Past grade distribution**

Total number of evaluated students: 77

A	ABS	B	C	D	E	FX
45,45	0,0	29,87	15,58	3,9	2,6	2,6

Lecturers: Mgr. Monika Šajánková, PhD.

Last change: 28.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-muPE-593/24	Course title: Methodology of educational sciences
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 2 per level/semester: 14 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: - Completion of assignments (max. 30 p.) - Planning, implementation and evaluation of a small research (max. 40 points) - Final examination of knowledge and skills (max. 30 points) Grading A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). The course instructor will accept max. 2 absences with proven documents. Violation of academic ethics will cause annulment of the points obtained in the evaluation item. The exact date and wording of the partial assignments will be announced in the MS Teams application when they are entered at the beginning of the semester. Assignments will be entered via "Assigned tasks" in the MS Teams application. The assignments submitted by the student will be included in the student's portfolio. Exam dates will be published via the AIS2 system in the last week at the latest teaching part of the semester. Scale of assessment (preliminary/final): 70/30	
Learning outcomes: After successfully completing the course, students can explain basic methodology concepts, describe methods of collecting and evaluating research data. They can explain the principles and stages of quantitative and qualitative educational research. They can project, conduct and evaluate their own scientific or action research.	
Class syllabus: 1. Educational research - scientific theory, research, educational research, methodology. The relation of educational research to educational theory and practice. Research - action research - evaluation. 2. Planning, organization and implementation of a field study. Stages of research work. Information search for research. 3. Ethical principles in working with research subjects, in data collection and publication. 4. Thinking about a research problem. The difference between a topic and a research problem. Reasoning of a researcher. Preparation of a research project.	

5. Quantitative and qualitative research designs: Comparison of qualitative and quantitative research, their philosophical foundations, goals, focus and procedures for collecting and processing research data.
6. Qualitatively oriented educational research: Selected currents (branches) of qualitative research: Ethnography, Phenomenological analysis, Narrative and Dramaturgical approach.
7. Qualitative research process: Access. Research methods. Data analysis. Thematic analysis. Grounded theory. Quality standards of qualitative research.
8. Quantitatively oriented educational research: Formulation of a research problem. Variables and hypotheses. Hypothesis testing in scientific research. Measurement and quantification in educational research.
9. Quantitative research methods, research instruments.
10. Development of a research instrument, validity and reliability of a research instrument
11. Research data collection methods: Observation, questionnaire, rating scales, tests, experiment.
12. Processing of data: Analysis and interpretation of research data. Discussion of research findings. Recommendations for practice.

Recommended literature:

- Gavora, P. (2008). Úvod do pedagogického výskumu. (4. vyd.) Bratislava: Univerzita Komenského v Bratislave.
- Gavora, P. (2007). Sprievodca metodológiou kvalitatívneho výskumu. (2. vyd.) Bratislava: Univerzita Komenského v Bratislave.
- Chráška, M. (2007). Metódy pedagogického výskumu. Praha: Grada Publishing.
- Hendl, J. (2008). Kvalitatívni výskum. Základní teorie, metody a aplikace. Druhé aktualizované vydání. Praha: Portál.
- Hendl, J. (2017). Metody výskumu a evaluace. Praha : Portál.
- Masaryk, R. (2021). Ten druhý výskum. Úvod do kvalitatívnych metód v psychológii. Bratislava: Univerzita Komenského v Bratislave.
- Šeďová, K., & Švaříček, R. et al. (2007). Kvalitatívni výskum v pedagogických vědách. Praha: Portál.

Languages necessary to complete the course:

slovak, english

Notes:

Past grade distribution

Total number of evaluated students: 8

A	B	C	D	E	FX
75,0	12,5	12,5	0,0	0,0	0,0

Lecturers: prof. PhDr. Peter Gavora, CSc.

Last change: 15.09.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/m-NE-556/17	Course title: Modern Swiss Literature
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: This course will convey knowledge of German-language Swiss literature of the second half of the 20th and early 21st centuries through analysis and interpretation of selected key works. Attention will also focus on intercultural contexts. Emphasis is placed on critical analysis skills.	
Course requirements: Active class participation, papers on assigned texts, final essay. The student must achieve a minimum 60% pass rate in all components of the assessment. The exact date and topics of the midterm evaluation will be announced at the beginning of the semester. Violation of academic ethics will result in the cancellation of the points earned in the respective assessment item. Grading scale: 100% – 91% - A, 90% – 81% - B, 80% – 73% - C, 72% – 66% - D, 65%– 60% - E, 59% and below - FX (student has not met the credit requirements) The lecturer will accept a maximum of 2 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 40 / 60	
Learning outcomes: Upon successful completion of the course, students are able to critically analyse selected literary works of Swiss-German literature in the context of changing cultural, social and political life.	
Class syllabus: 1. Introduction to the cultural history of German-speaking Switzerland. 2. The post-war novel (Max Frisch: Stiller). 3. The post-war novel (Max Frisch: Homo Faber). 4. Post-war prose (Friedrich Dürrenmatt: Die Panne). 5. Post-war drama (Friedrich Dürrenmatt: Besuch der alten Dame). 6. Post-war drama (Max Frisch: Andorra).	

7. Literary reflection on the past (Adolf Muschg: Wenn Auschwitz in der Schweiz liegt).
8. Literary reflection on the past (Lukas Bärfus: Hundert Tage).
9. Women's Literature (Gertrud Leutenegger: Pomona).
10. Intercultural literature (Irena Brezna: Reportage).
11. Intercultural literature (Irena Brezhna: Essays).
12. Intercultural literature (Irena Brezhna: Die undankbare Fremde).

Recommended literature:

PETZOLD, Klaus et al. Geschichte der deutschsprachigen Schweizer Literatur im 20. Jahrhundert. Berlin: Volk und Wissen, 1991.
 RUSTERHOLZ, Peter et al. Schweizer Literaturgeschichte. Stuttgart: Metzler, 2007.

Languages necessary to complete the course:

German

Notes:

Past grade distribution

Total number of evaluated students: 72

A	ABS	B	C	D	E	FX
34,72	0,0	25,0	31,94	4,17	2,78	1,39

Lecturers: doc. Mgr. Miloslav Szabó, PhD.

Last change: 01.05.2026

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-moGE-121/21	Course title: Multilingualism
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: The prerequisites for successful completion of the course are active participation in seminars (15%), preparation of partial homework assignments (15%), presentation of own research assignment at the end of the seminar and its written completion in the form of a seminar paper (40%). During the seminar, students will keep a language journal (30%), which they will hand in at the end of the seminar together with the seminar paper. Grading scale: A: 100-91%, B: 90-81%, C: 80-73%, D: 72-66%, E: 65-60%, Fx: 59-0% Scale of assessment (preliminary/final): interim/final evaluation: 30/70	
Learning outcomes: The aim of the course is to introduce the theoretical concepts of multilingualism as well as the multilingual situation and its research in German-speaking countries. Students will acquire the basic skills necessary to prepare research and carry out their own research assignment, focusing on the use of the German language in Slovakia in the context of multilingual communication. At the same time, they will reflect on their own sources of multilingualism and their own linguistic repertoire in the context of biographically oriented multilingualism research practices.	
Class syllabus: Theoretical concepts of multilingualism Social multilingualism Individual multilingualism Biographical approaches to multilingualism Language biographies Language portrait Language diary Language ideologies Language Landscape	
Recommended literature: Peter Auer – Li Wei (eds.): Handbook of Multilingualism and Multilingual Communication. De Gruyter 2007.	

Brigitta Busch: Das sprachliche Repertoire oder Niemand ist einsprachig. Klagenfurt: Drava 2012.
 Brigitta Busch: Mehrsprachigkeit. Wien: Böhlau 2013
 Adam Jaworski, Crispin Thurlow (ed.): Semiotic Landscapes. Language, Image, Space. London: Continuum 2010.
 István Lanstyák – Gabriela Múcsková – Jozef Tancer (eds.): Jazyky a jazykové ideológie v kontexte viacjazyčnosti na Slovensku. Bratislava: Univerzita Komenského 2017.
 Jozef Tancer: Rozviazané jazyky. Ako sme hovorili v starej Bratislave. Bratislava: slovart 2016.

Languages necessary to complete the course:

Slovak, German, English - reading competence

Notes:

Past grade distribution

Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
92,86	0,0	0,0	0,0	0,0	0,0	7,14

Lecturers: doc. Mgr. Jozef Tancer, PhD.

Last change: 05.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/moGE-55/23	Course title: Norwegian contemporary film
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student will present two 15-minute papers on (non-discussed) Norwegian films of his/her choice (fiction, documentary, animation). At the end of the semester, each student will hand in a 2-3 standard page essay on a Norwegian film of the student's choice. The grading will be based on the above scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Violation of academic ethics will result in the cancellation of the points earned in the respective item of the evaluation. Instructor will accept a maximum of 2 absences with supporting documentation. Supplementary reading will be presented at the beginning and during the semester, available on MS Teams. Scale of assessment (preliminary/final): Continuous/final grade weighting: 100/0	
Learning outcomes: By completing the course, the student will gain a selective overview of the thematic and genre diversity of recent Norwegian film production. The aim of the course is to learn more about Norwegian society, its social and generational composition and its perspective on contemporary, historical, specific and universal themes through films. The aim is also to highlight, through discussions, the stimulating elements of film language in the peculiar and diverse poetics of Norwegian films.	
Class syllabus: 1. A generational account of contemporary Norwegian society 2. The theme of family relationships. 3. The cinematic representation of history 4. Fantastic, mythological, symbolic and supernatural themes 5. Norwegian action film 6. Norwegian comedies 7. Norwegian documentary 8. Norwegian animated films	

Recommended literature:

CIEL, Martin: Metódy a možnosti analýzy filmového obrazu. Bratislava: Vysoká škola múzických umení 2011.

Available at: <https://www.vsmu.sk/wp-content/uploads/2023/01/>

Metody_a_moznosti_analyzy_filmoveho_obrazu_Ciel_Martin.pdf

KOKEŠ, Radomír D.: Rozbor filmu. Brno: Filozofická fakulta Masarykovy univerzity 2015.

Available at: [https://www.academia.edu/39632126/Koke%C5%A1_Radom](https://www.academia.edu/39632126/Koke%C5%A1_Radom%C3%ADr_D_ROZBOR_FILMU_2015_cel%C3%A1_kniha_PDF_)

[%C3%ADr_D_ROZBOR_FILMU_2015_cel%C3%A1_kniha_PDF_](https://www.academia.edu/39632126/Koke%C5%A1_Radom%C3%ADr_D_ROZBOR_FILMU_2015_cel%C3%A1_kniha_PDF_)

Languages necessary to complete the course:

Slovak or English language, literature can be in Slovak, Czech or English

Notes:**Past grade distribution**

Total number of evaluated students: 32

A	ABS	B	C	D	E	FX
90,63	0,0	9,38	0,0	0,0	0,0	0,0

Lecturers: Mgr. Miroslav Zumrík, PhD.

Last change: 07.05.2026

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-muPE-599/24	Course title: Pedagogical prevention of addictions
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Report and written exam; Continuous assessment during the teaching part: paper on a selected topic from the subject matter (30 points), during the credit period: written exam (40 points). The student will be admitted to the written exam only with min. by the number of 10 points from the interim assessment. Classification scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). Two absences with proven documents are allowed. The exact date and topics of the interim assessment will be announced at the beginning of the semester. The dates of the written exam will be announced in the last week of the teaching session at the latest. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Students will gain knowledge about pedagogical solutions to students' problems in connection with alcoholic and non-alcoholic drugs and addictions to non-narcotic drugs. They will acquire the ability to implement a preventive program designed for children and youth.	
Class syllabus: 1. Drugs and drug addiction - drug use in history and in the present, classification of drug addictions. 2. Nicotinism and alcohol abuse - manifestations, consequences, treatment and prevention of nicotineism and alcoholism. 3. The most famous substance drugs - manifestations of their use (addiction to marijuana, cocaine, opiates, LSD and hallucinogens, ecstasy, volatile substances, sedatives and hypnotics, amphetamines, methamphetamine and others). 4. Consequences and causes of substance drug use – theories of addiction, personality factors. 5. Therapy and treatment of drug addictions. One-time help, counseling, outpatient and institutional treatment. System of treatment of patients with addiction in Slovakia. 6. Non-substance (non-chemical) addictions – classification of non-substance addictions. 7. Internet addiction - manifestations, causes, consequences, treatment and prevention. Addiction to television, telephone calls. 8. Gambling - pathological gambling - causes, treatment and prevention.	

9. Workaholism – addiction to work. Addiction to cults and sects - consequences and prevention.
10. Oniomania (pathological shopping) - causes, treatment and prevention.
11. Addiction to diets and starvation, addiction to food - treatment and prevention of eating disorders.
12. Prevention of substance and non-substance addictions in education. Creating a preventive school program.

Recommended literature:

Horská, P., & Sejčová, L. (2023). Riziko vzniku závislosti u detí a mládeže od počítača a internetu. *Mládež a spoločnosť*. 29(1), 20-42.

Hupková, I., Kuchárová, B., & Sejčová, L. (2020). *Prevenčia v praxi. Látkové a nelátkové závislosti*. Bratislava: Národné osvetové centrum. Dostupné na: <https://www.nocka.sk/wp-content/uploads/2021/07/NOCPrevenicia-v-praxi-A5-web.pdf>

Mackuľak, T., Bodík, I., & Bírošová, L. (2020). *Drogy a liečivá okolo nás*. Bratislava: Spektrum STU.

Nešpor, K. (2018). *Návykové chování a závislost*. Praha: Portál.

Reznická, A., & Sejčová, L. (2019). Rizikové používanie internetu a počítača u mladých ľudí vo veku 15 - 25 rokov. In: *Psychiatria. Psychoterapia. Psychosomatika*. 26(3), 22-33.

Dostupné na: [http://](http://www.psychiatriacasopis.sk/filespsychiatria2019-03ppp_2019_26_3_rizikove_pouzivanie_internetu_a_pocitaca)

www.psychiatriacasopis.sk/filespsychiatria2019-03ppp_2019_26_3_rizikove_pouzivanie_internetu_a_pocitaca

Sejčová, L. (2011). *Mladí v sieti závislostí*. Bratislava: Album.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 4

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

Lecturers: doc. PhDr. Ľuboslava Sejčová, CSc.

Last change: 01.07.2024

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-991/24	Course title: Pedagogy
Number of credits: 3	
Educational level: II.	
Antirequisites: FiF.KPg/A-muPE-991/15	
<p>Course requirements:</p> <p>A student can take the state exam a) after obtaining at least such a number of credits that, after obtaining the credits for successfully passing the state exams, he reaches the necessary number of credits for the proper completion of his studies, b) after successfully completing the mandatory subjects, mandatory optional subjects and optional subjects in the composition determined by the study program, c) after fulfilling the student's obligations arising from § 71, par. 3 letters b of the Act on Universities, d) if no disciplinary proceedings are being conducted against him.</p> <p>Successful completion of the subject of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the commission for state exams with classification grades A to FX. The examination board decides on the evaluation of the state exam or its part by consensus. If the examination committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting.</p> <p>Based on the wording of the study regulations of the faculty (VP 5/2020, Article 15), the framework dates of state exams are set by the dean in accordance with the faculty study schedule. The department is obliged to publish the dates of the state exams on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system at least three weeks before the exam date.</p> <p>The student is entitled to one regular and two correction dates of the state exam. The regular term is the one for which the student registered for the first time in the term set for the state exams. If the student was evaluated with an FX grade on the regular date of the state exam, the student can take the remedial dates of the state exam a) in the following dates for holding state exams in the relevant academic year or b) in the dates for holding state exams in any of the following academic years in accordance with § 65, par. 2 of the Act on Universities.</p> <p>If, for serious reasons, the student is unable to participate in the state exam date for which he has registered, he is obliged to apologize in writing to the chairman of the examination committee in advance or no later than three working days after the state exam date or part of it, if there were serious obstacles that prevented him from apologizing in advance. If a student does not appear for the state exam or part of it on the specified date without an excuse, or if the chairman of the examination committee does not accept his excuse, he is evaluated with an FX grade for the given date of the state exam.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	
<p>Learning outcomes:</p> <p>A student who passes the state exam comprehensively manages the issues of the state exam in the context of the set areas. He has theoretical and practical knowledge based on the current state of knowledge in the field of pedagogy, as well as the ability to apply and use them creatively. He masters the knowledge contained in the teaching of the subjects Methodology of Pedagogical</p>	

Sciences, Pedagogical Counseling and Didactics of Pedagogy. He can apply knowledge from pedagogy to intersubject relationships, he is able to think critically and argue scientifically.

Class syllabus:

1. The student will attend the registered date of the state exam according to the schedule set by the department.
 2. The student receives a question from the subject of the state exam, which is entered in writing and anonymously in the form of a random selection from printed questions or a generator.
 3. The examination board will give the student adequate time to prepare an oral answer to the given question.
 4. The student presents a prepared answer to the question in front of the examination committee and also answers additional questions.
 5. After the student's answer is finished, the examination board will decide on the results of the state exam, which will take place at a closed session of the examination board.
- The course of the state exam and the announcement of its results are public.

State exam syllabus:

Methodology of pedagogical sciences

1. Pedagogical research - scientific theory, research, pedagogical research, theory, practice, method, methodology. The relationship between pedagogical research and educational theory and practice. Research - action research - evaluation.
 2. Planning, organization and implementation of field pedagogical research. Stages of research work. Information preparation of research.
 3. Ethical principles of work with research subjects, data collection and publication.
 4. Thinking about the research problem: The difference between a topic and a research problem. Reasoning and reasoning of the researcher. Preparation of a research project.
 5. Quantitative and qualitative research design: Comparison of qualitative and quantitative research, their philosophical foundations, goals, focus and procedures for collecting and processing research data.
 6. Qualitatively oriented pedagogical research: Selected currents (branches) of qualitative research: Ethnography, Phenomenological analysis, Narrative and Dramaturgical approach.
 7. Procedures in qualitative research. Entering the terrain. Research methods used in qualitative research. Data analysis in qualitative research. Thematic analysis. Grounded theory. Quality standards of qualitative research.
 8. Quantitatively oriented pedagogical research: Determination of the research problem. Variables and hypotheses. Hypothesis testing in scientific research. Measurement and quantification in educational research.
 9. Research method, research tool.
 10. Creation of research instrument, validity and reliability of research instrument
 11. Methods of collecting research data: Observation, questionnaire, assessment scales, tests of knowledge and skills, pedagogical experiment.
 12. Processing of obtained research data: Analysis and interpretation of research data. Discussion of research findings. Creation of recommendations for practice.
- Pedagogical consulting
1. Pedagogical consulting. Characteristics of educational counseling and counseling activities. Explanation of the terms queuing, counselling, adviser, counseling. Forms and areas of counseling. The focus and objectives of the current consultancy.
 2. Historical cross-section of the development of counseling and counseling concepts. Counseling as guidance in choosing a profession, diagnostic and psychometric model, medical concept,

educational and educational-formative concepts, biographical educational and developing concept of counseling.

3. Advisory process. Conditions of the counseling process. Requirements for the consultation room and its equipment. Requirements for the consulting team.

4. Clients of the consulting process. Risk clients.

5. Personality and role of the advisor. Communication in the counseling process. Phases of the counseling process.

6. Diagnostic methods of working with the client. Pedagogical diagnostics. Phases of diagnosis in counseling. Anamnestic interview. Observation. Analysis of materials. Standardized diagnostics. Sociometry. Diagnostic techniques in the field of educational counseling.

7. Intervention methods of working with the client. Interventions according to duration, intensity, number of people, client's problem, degree of directiveness, according to individual phases of the counseling process. Individual consultation methods. Group interventions.

8. System of school and educational counseling in Slovakia. The emergence and development of educational and psychological counseling. Special educational facilities. Educational counseling and prevention school facilities.

9. Activities of an educational consultant, social pedagogue, school psychologist, special pedagogue and therapeutic pedagogue.

10. Educational advisor's toolkit. Basic documentation of the educational advisor. Educational consulting abroad (school teacher in Poland, Slovenia, Croatia, USA, educational consultant in the Czech Republic).

Didactics of pedagogy

1. Subject, goals and tasks of didactics of pedagogy and its position in the complex of pedagogical sciences. The relation of didactics of pedagogy to other sciences. The history of the development of the didactics of pedagogy and its teaching.

2. Pedagogy as a teaching subject in secondary schools, issues of the teaching process of pedagogy in different types of secondary schools - pedagogy as a professional subject, as a subject in general - educational, formative and informative goals.

3. The goal of teaching pedagogy in the analysis of basic documents - lesson plans, curricula. Concretization on different types of schools.

4. The issue of goals in teacher preparation for teaching, goals in relation to: content, teaching methods, goal-teacher, goal-student.

5. Bloom's taxonomy of goals and its concretization in the subject of pedagogy.

6. Didactic analysis of the curriculum as a basic activity of the teacher in preparation for teaching. Analysis of textbooks and other aids for the presentation of basic, expanding, supplementary curriculum.

7. Methods of teaching pedagogy. Categorization of teaching methods, the problem of their choice.

8. Social approaches in teaching. Role playing, cooperative learning.

9. Organizational forms of teaching pedagogy. Lesson, pedagogical practice, excursion, visiting, pedagogical observation, lecture, seminar, exercise, independent work.

10. Evaluation of teaching results in pedagogy, entrance exams, matriculation exams - practical - theoretical testing.

11. The personality of the pedagogy teacher, his position at the secondary school. Specifics of the activity of a pedagogy teacher. Extracurricular activity of a pedagogy teacher.

12. Material equipment of the pedagogy teacher at the school, didactic cabinet, library.

Recommended literature:

Literatúra k predmetu Metodológia pedagogických vied

Gavora, P. (2008). Úvod do pedagogického výskumu. (4. vyd.) Bratislava: Univerzita Komenského v Bratislave.

- Gavora, P. (2007). Sprievodca metodológiou kvalitatívneho výskumu. (2. vyd.) Bratislava: Univerzita Komenského v Bratislave.
- Chráška, M. (2007). Metódy pedagogického výskumu. Praha: Grada Publishing.
- Hendl, J. (2008). Kvalitatívni výzkum. Základní teorie, metody a aplikace. Druhé aktualizované vydání. Praha: Portál.
- Hendl, J. (2017). Metody výzkumu a#evaluace. Praha : Portál.
- Masaryk, R. (2021). Ten druhý výskum. Úvod do kvalitatívnych metód v#psychológii. Bratislava: Univerzita Komenského v#Bratislave.
- Strauss, A. & Corbinová, J. (1999). Základy kvalitatívneho výskumu. Postupy a techniky zakotvené teorie. Boskovice: Nakladatelství Albert.
- Šeďová, K., Švaříček, R. et al. (2007). Kvalitatívni výzkum v pedagogických vědách. Praha: Portál.
- Švec, Š. et al. (1998). Metodológia vied o#výchove. Bratislava: IRIS.
- Literatúra k predmetu Pedagogické poradenstvo
- Ďurdiak, L., Gatial, V. (2006). Psychologické aspekty výchovného a kariérového poradenstva. Nitra: Pedagogická fakulta UKF v Nitre.
- Hargašová, M. et al. (2009). Skupinové poradenství. Praha: Grada Publishing
- Jarábek, K., Koštrnová, D. (2014). Výchovný poradca [online]. Bratislava: Metodicko-pedagogické centrum. Dostupné na: https://archiv.mpcedu.sk/sites/default/files/publikacie/jarabek_kostrnova_vychovny_poradca_web.pdf
- Knotová, D. a kol. (2014). Školní poradenství. Praha: Grada Publishing.
- Krnáčová, Z., Križo, V. (2021). Multidisciplinárny prístup v školách: Školský podporný tím [online].
- Národný projekt ŠTANDARDY, VÚDPaP. Dostupné na: <https://vudpap.sk/wp-content/uploads/2022/06/Multidisciplinarny-pristup-v-skolach-Skolsky-podporny-tim-v1.03.pdf>
- Kunčaková, S. (2021). Manuál začínajúceho sociálneho pedagóga v škole. Bratislava: VÚDPaP. Dostupné na: https://vudpap.sk/wp-content/uploads/2021/10/Manual-zacinajuceho-soc.ped_.v1.02.pdf
- Lazarová, B. (2002). Základy pedagogicko-psychologického poradenství pro učitele. Brno: ÚPV FF Masarykovy univerzity v Brne.
- Mertin, V., Krejčová, L. et al. (2020). Výchovné poradenství. Praha: Wolters Kluwer, 2020.
- Sejčová, L. (2018). Edukačné poradenstvo a perspektívy jeho rozvoja. In: Perspektívy rozvoja pedagogiky a andragogiky v Slovenskej republike a v krajinách strednej Európy [elektronický dokument]. Bratislava: Univerzita Komenského v Bratislave, 2018. s.122-131 [CD-ROM]
- Sejčová, L. (2011). Pedagogicko-psychologické poradenstvo a poradenský proces. Bratislava: Vydav. UK.
- Šeďáková, M. (2007). Výchovný poradca. Iris : Bratislava.
- Literatúra k predmetu Didaktika pedagogiky
- Majerčíková, J. et al. (2015). Předškolní edukace a dítě. Zlín: FHS UTB.
- Vališová, A., & Kasíková, H. et. al. (2011). Pedagogika pro učitele. Praha: Grada.
- Wiegerová, A. et al. (2015). Profesionalizace učitele mateřské školy z#pohledu reformy kurikula. Zlín: FHS UTB.
- Wiegerová, A., & Gavora, P. (2014). Proč chci být učitelkou mateřské školy? pohled kvalitatívneho výskumu. Pedagogická orientace, 24(4), 510-534.
- Wiegerová, A., & Gavora, P. (2015). Conceptualisation of the child and childhood by future pre-school teachers. Pedagogika, 65(5), 502-515.
- Štátny vzdelávací program pre odborné vzdelávanie a prípravu . 75 Pedagogické vedy.

Languages necessary to complete the course:

Slovak

Last change: 15.09.2024
Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/A-moGE-136/21	Course title: Political realities of German-speaking countries
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation(continuous knowledge verification), short independent works and final exam. The student must achieve at least 60% in all parts of the assessment. The exact date and topics of the midterm evaluation will be announced at the beginning of the semester. Violation of academic ethics will result in the cancellation of the points earned in the respective assessment item. Grading scale: 100% – 91% - A, 90% – 81% - B, 80% – 73% - C, 72% – 66% - D, 65%– 60% - E, 59% and below - FX (student has not met the credit requirements) The lecturer will accept a maximum of 4 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 100/ 0	
Learning outcomes: The student knows the methods of text analysis and has the linguistic competences necessary to actively understand newspaper articles, professional texts and statistics of professional literature and to be able to extract relevant information from them. Using his/her knowledge of facts, he/she is able to engage in debate on current social issues in German-speaking countries and to place these in a political, historical, social and cultural context.	
Class syllabus: The course focuses on the political landscape of German-speaking countries, reflecting current political and media debates in Germany, Austria and Switzerland (the so-called D-A-CH countries). We analyze German-language media, discuss them, and acquire the relevant context necessary to properly assess and understand them (historical development, political system, specificities of the three countries, etc.). Main topics of the course: 1) Space and demography: internal and mutual heterogeneity of the D-A-CH countries, demographic trends, D-A-CH as an immigration destination in the 20th century, and current (Gastarbeiter, migration and labour market policies).	

- 2) Economy: economic developments and policies in the context of globalization, the most important industries and sectors in D-A-CH and their current direction
- 3) Society: historical antecedents and traumas, problematic issues (inequalities, unemployment, marginalisation) and the welfare state
- 4) State and nation: contrasting view of national consciousness and identity issues, defining tendencies versus emphasising commonalities, EU membership or non-membership
- 5) Politics: specificities of countries and their political systems, political environment, ideological background, issues of political culture, constitutions and foreign policy; federalism, specificities of countries, implications of federalism
- 6) Mass media: the press in D-A-CH, global developments and national specificities, the state and the media (affairs and debates in recent years in Germany and Austria), social media and democracy,
- 7) Church and state: religions in D-A-CH, state-church relationship, differences in Germany and Austria, current discourse and developments (teaching ethics, scandals and their reflection, influence of churches).
- 8) Colonial history of Germany and Austria: history, reflection, influences

Recommended literature:

- Koppensteiner, Jürgen: Österreich. Ein landeskundliches Lesebuch. (Niveaustufen B2 bis C2). 6., überarbeitete und aktualisierte Auflage. Wien: Praesens, 2018.
- Krumm, Thomas: Das politische System der Schweiz. Ein internationaler Vergleich. Berlin: de Gruyter, 2013.
- Recker, Marie-Luise: Geschichte der Bundesrepublik Deutschland. 3., überarbeitete und erweiterte Auflage. München: Beck 2009. (C.H. Beck Wissen)
- Reinhardt, Volker: Geschichte der Schweiz. 6., aktualisierte Auflage. München: Beck 2019. (C.H. Beck Wissen)
- Schmidt, Manfred G.: Das politische System Deutschlands. Institutionen, Willensbildung und Politikfelder. 4., aktualisierte Auflage. München: Beck, 2021.
- Vocolka, Karl: Österreichische Geschichte. 5., aktualisierte Auflage. München: Beck 2019. (C.H. Beck Wissen)

Languages necessary to complete the course:

German

Notes:

Past grade distribution

Total number of evaluated students: 28

A	ABS	B	C	D	E	FX
32,14	0,0	35,71	25,0	7,14	0,0	0,0

Lecturers: Dr. Jan Vaclav König, doc. Mgr. Miloslav Szabó, PhD.

Last change: 01.05.2026

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mUNE-004/15	Course title: Preparing and Analysing Lessons
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: a) during the teaching part (continuous): presentation to students of the prepared lesson or teaching material using own didacticisation of the authentic text, providing feedback on other presentations at the seminar, active work in class throughout the semester (50 points) (b) in the examination period: a seminar paper consisting of a comprehensive didactic description of an independently designed lesson based on theoretical knowledge (formulation of objectives, introduction of social forms and work with authentic materials and different media) The student must achieve a minimum 60% success rate. A minimum of 30 points in the continuous assessment is a condition for admission to the examination. Violation of academic ethics will result in the nullification of the points earned in the relevant assessment item. The student must achieve at least a 60% pass rate in each part of the assessment. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation and the due date of the term paper will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 50/50	
Learning outcomes: After successful completion of the course, the student is able to prepare a German lesson independently, knows the phases of the lesson, social forms and types of exercises and is able to take them into account in the design of the lesson. Can independently didacticise authentic materials in relation to the stated teaching objectives. The student has the ability to analyse his/her own didactic proposals and to give feedback on the proposals of others.	
Class syllabus: In the introductory part of the seminar: 1. Phases of the teaching process and lesson preparation. 2. Preparation of own teaching materials, didacticization of authentic texts 3. Analysis of the lesson, self-reflection and giving feedback. In the second part of the seminar: preparation and presentation of the lesson or teaching material prepared by the students using their own didacticisation of the authentic text, self-reflection and giving feedback on the other presentations at the seminar. According to	

the current possibilities, organization of a workshop for students from high schools led by the participants of the course.

Recommended literature:

BIMMEL, P.; KAST, B; NEUNER, G. Deutschunterricht planen. Fernstudieneinheit 18. München: Goethe-Institut, 2003.

HUNECKE, Hans-Werner, STEINIG, Wolfgang. Deutsch als Fremdsprache. Eine Einführung. Berlin: Erich Schmidt Verlag, 2013.

ENDE, K., GROTHJAHN, R., KLEPPIN, K., MOHR, I. DLL 06: Curriculare Vorgaben und Unterrichtsplanung. Fort- und Weiterbildung weltweit. Stuttgart: Klett Sprachen, 2013.

STORCH, Günther. Deutsch als Fremdsprache. Eine Didaktik. Paderborn: Wilhelm Fink, 1999.

ZIEBELL, B.: Unterrichtsbeobachtung und Lehrerverhalten. Fernstudieneinheit 32. München: Goethe-Institut, 2002.

Spoločný európsky referenčný rámec pre jazyky. Učenie sa, vyučovanie, hodnotenie. Bratislava: Štátny pedagogický ústav, 2017.

Languages necessary to complete the course:

German, level C1-C2

Notes:

Past grade distribution

Total number of evaluated students: 64

A	ABS	B	C	D	E	FX
87,5	0,0	9,38	3,13	0,0	0,0	0,0

Lecturers: Mgr. Monika Šajánková, PhD.

Last change: 13.01.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-moGE-110/21	Course title: Regional Project
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in the seminar, presentation of the paper and its subsequent written elaboration. The student must achieve at least 60% success rate. Scale of assessment (preliminary/final): interim/final evaluation: 30/70	
Learning outcomes: The seminar has the character of a research seminar, emphasizing the students' own research work. It deepens and applies the knowledge from the lecture German Language and Culture in Slovakia in the research work. Students will learn about the history of German language and culture in one of the selected dialect islands in Slovakia They will gain a deeper knowledge of the dialectal varieties of German in the region and get to know important local cultural personalities. They will learn how to work with historical written sources (transcribe and edit manuscripts) and prepare a scholarly text on a given topic for publication and prepare archival or field research. The final output of the seminar will be either a jointly prepared publication, subsequently published either in a professional periodical or on the department's website, or group field research (oral history, dialect recordings, etc.)	
Class syllabus: The seminar focuses on the activities of Germans in Spiš, Hauerland or Bratislava in the fields of education, literature, architecture, social life and politics in the context of Hungarian, Czechoslovak and Slovak history. It will focus on one selected epoch, which will be examined from the perspective of linguistics, literary history and cultural and social realities. Theoretically, the graduates of the course will learn about the processes of the formation of ethnic identity in the past and in the present, using the phenomenon of regional traditions and historical awareness as an example.	
Recommended literature:	
Languages necessary to complete the course: Slovak, 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: doc. Mgr. Miloslav Szabó, PhD., doc. Mgr. Jozef Tancer, PhD.						
Last change: 01.05.2026						
Approved by:						

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-moGE-135/21	Course title: Rhetoric for Students of Germanic Studies
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuously assessed seminar with regular preparation and the need for active participation in teaching. The student is obliged to attend the seminar, a maximum of 2 absences are allowed. Selected tasks will be assigned for home preparation and specially evaluated, the evaluation will take place continuously during the semester at 100%. The condition is participation in exercises, presentation of one's own opinion and critical thinking. Classification scale: 100-95%: A 94-86%: B 85-78%: C 77-69%: D 68-60%: E Violation of rules of academic ethics will result in nullification of acquired points of assessment. Scale of assessment (preliminary/final): 100% during the semester	
Learning outcomes: The student masters the basic theoretical knowledge in the field of rhetoric, is able to apply correct pronunciation, accent, intonation in the articulatory base of the German language with emphasis on proper logical-semantic processing and mediation of speech and contained message in connection with the preparation for the interpreting profession.	
Class syllabus: Basics of rhetoric, introduction to theoretical knowledge. Partial rhetorical exercises for articulation, accent, intonation, nonverbal expression (facial expressions, gestures). Confrontational exercises and comparison of speaking performance in German and Slovak as a working language of an interpreter. Rhetorical tasks during simple interpreting exercises, persuasive procedures. Psychology of rhetoric.	
Recommended literature: ADAMCOVÁ, L.: Praktische Phonetik des Deutschen. SAP, Bratislava, 1996. HOLIČ, Š.: Rétorika. Enigma, Nitra, 2004.	

Languages necessary to complete the course: German						
Notes:						
Past grade distribution Total number of evaluated students: 8						
A	ABS	B	C	D	E	FX
75,0	0,0	12,5	0,0	0,0	0,0	12,5
Lecturers: doc. PhDr. Jaroslav Stahl, PhD.						
Last change: 16.06.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/mNE-2111/17	Course title: Selected Aspects in Lexicology
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: a) during the teaching part (continuous): presentation of a selected lexical phenomenon on the basis of an authentic text/texts and conveying interesting linguistic units to expand the vocabulary, continuous preparation for seminars, study of literature, preparation of assigned homework, active work in class throughout the semester (30 %) b) in the examination period: final written test, consisting of a practical and a theoretical part (70 %), the student has to achieve a minimum of 60% success rate. A minimum of 60% in the continuous assessment is a condition for admission to the examination. Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item. The student must achieve at least a 60% pass rate in each part of the assessment. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Exam dates will be announced via AIS no later than the last week of the class period. Scale of assessment (preliminary/final): 30/70	
Learning outcomes: Upon successful completion of the course, the student has a comprehensive knowledge of German lexicology. The student is able to make a detailed analysis of various types of authentic texts from a lexical point of view, especially in the field of word formation and semantics. At the same time, the student will be able to describe the functions of individual linguistic units in a text. The student knows different ways of expanding his/her own vocabulary and can identify his/her own preferences in developing his/her lexical competence. The student deepens his/her knowledge in different areas of vocabulary.	
Class syllabus: Topics vary partially from semester to semester. For example, the following aspects of German lexicology may be covered: Okazionisms and neologisms, composites, contamination, abbreviations, Anglicisms, pluricentrism, multisyllabic words, polysemy and homonymy, collocations, specialized expressions, language play and others.	

Recommended literature:

Authentic materials of different text types, e.g. advertising, professional texts, colloquial texts.

SCHIPPAN, Thea, Lexikologie der deutschen Gegenwartssprache. Tübingen: 2002

FLEISCHER, Wolfgang, BARZ, Irmhild, Wortbildung der deutschen Gegenwartssprache. Berlin/
Boston: 2012

VAJIČKOVÁ, Mária: Lexikalisches Grundwissen in Sprachsystem und Sprachgebrauch.
Bratislava: 2009.

DOLNÍK, Juraj, Lexikológia. Bratislava: 2003.

Supplementary reading materials and the instructors' compendium will be presented at the beginning of and throughout the semester and will be available on Microsoft Teams. The instructor's presentations and supplementary materials will be made available on Microsoft Teams on an ongoing basis.

Languages necessary to complete the course:

German

Notes:**Past grade distribution**

Total number of evaluated students: 112

A	ABS	B	C	D	E	FX
32,14	0,0	24,11	21,43	16,07	5,36	0,89

Lecturers: Mgr. Monika Šajánková, PhD.

Last change: 30.04.2026

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-mNE-107/15	Course title: Selected Works from the Modern Austrian Literature 1
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in class, reading of the assigned text, completion of a written homework assignment or paper (30 points) and a final test (70 points). Students must achieve at least 60% of the total points to pass the course. Violations of academic ethics will result in an Fx grade and disciplinary action in accordance with the FFCU Code of Ethics. 100-91%: A 90-82%: B 81-74%: C 73-66%: D 65-60%: E 59-0%: FX The lecturer accepts a maximum of 2 absences. The exact dates and topics for the mid-term and final examinations will be announced at the beginning of the semester. Exam dates will be announced via AIS no later than the last week of classes. Scale of assessment (preliminary/final): Interim/final evaluation ratio: 30/70	
Learning outcomes: After completing the course, the student will be familiar with representative authors and works of Austrian literature of the first half of the 20th century. The student learns the basic literary terminology used to periodize and aesthetically characterize a work. Possesses developed skills in describing and interpreting selected literary works, and has a working knowledge of searching modern secondary literature in digital databases.	
Class syllabus: The course will cover works by the following authors: H. v. Hofmannsthal A. Schnitzler G. Trakl F. Kafka E. E. Kisch	

<p>S. Zweig R. Musil A list of specific works by the authors listed above will be given to the course participants at the first meeting.</p>						
<p>Recommended literature: JAHRAUS , O. et al. (eds.): Kafka-Handbuch. Leben - Werk - Wirkung. Göttingen: Vandenhoeck and Ruprecht, 2008. ISBN 978-3-525-20852-6 LARCATI, A. et al. (eds.) Stefan-Zweig-Handbuch. New York, Berlin: De Gruyter 2018. ISBN: 978-3110303889 ZEYRINGER, K.: Österreichische Literatur seit 1945 Überblicke, Einschnitte, Wegmarken. Innsbruck: Haymonn 2001, ISBN 3-85218-379-0</p>						
<p>Languages necessary to complete the course: German</p>						
<p>Notes:</p>						
<p>Past grade distribution Total number of evaluated students: 174</p>						
A	ABS	B	C	D	E	FX
29,89	0,0	23,56	20,69	12,64	9,77	3,45
<p>Lecturers: doc. Mgr. Jozef Tancer, PhD.</p>						
<p>Last change: 04.04.2022</p>						
<p>Approved by:</p>						

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-mNE-108/15	Course title: Selected Works from the Modern Austrian Literature 2
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in class, reading of the assigned text, completion of a written homework assignment or paper (30 points) and a final test (70 points). Students must achieve at least 60% of the total points to pass the course. Violations of academic ethics will result in an Fx grade and disciplinary action in accordance with the FFCU Code of Ethics. 100-91%: A 90-82%: B 81-74%: C 73-66%: D 65-60%: E 59-0%: FX The lecturer accepts a maximum of 2 absences. The exact dates and topics for the mid-term and final examinations will be announced at the beginning of the semester. Exam dates will be announced via AIS no later than the last week of classes. Scale of assessment (preliminary/final): interim/final evaluation ratio: 30/70	
Learning outcomes: After completing the course, the student will be familiar with representative authors and works of Austrian literature of the second half of the 20th century. The student learns the basic literary terminology used to periodize and aesthetically characterize a work. Has developed skills in describing and interpreting selected literary works, as well as practical skills in searching modern secondary literature in digital databases. Has experience of presentation techniques and the ability to moderate discussion.	
Class syllabus: The course will cover works by the following authors P. Celan I. Bachmann H v. Doderer Th. Bernhard	

<p>E. Jelinek K. M. Gauss M. Pollack A list of specific works by the authors listed above will be given to the course participants at the first meeting each time.</p>						
<p>Recommended literature: ALBRECHT, M. (ed.): Bachmann-Handbuch: Leben - Werk - Wirkung. Stuttgart: Metzler 2012, ISBN: 978-3476025135 MAY, M. et al. (ed.): Celan-Handbuch: Leben – Werk – Wirkung. Stuttgart: Metzler 2012, ISBN: 978-3476024411 ZEYRINGER, K.: Österreichische Literatur seit 1945 Überblicke, Einschnitte, Wegmarken. Innsbruck: Haymonn 2001, ISBN 3-85218-379-0</p>						
<p>Languages necessary to complete the course: German</p>						
<p>Notes:</p>						
<p>Past grade distribution Total number of evaluated students: 89</p>						
A	ABS	B	C	D	E	FX
57,3	0,0	17,98	15,73	5,62	3,37	0,0
<p>Lecturers: doc. Mgr. Jozef Tancer, PhD.</p>						
<p>Last change: 04.04.2022</p>						
<p>Approved by:</p>						

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-mNE-105/15	Course title: Selected Works from the Modern German Literature 1
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: The course deepens knowledge of German literature of the first half of the 20th century through analysis and interpretation of selected key works in the final years of the German Empire, Weimar Republic and the exile. Emphasis is placed on critical analysis skills.	
Course requirements: Active class participation, presentation on assigned texts, in the examination period written test. The student must achieve a minimum of 60% success in all components of the assessment. The exact date and topics of the midterm evaluation will be announced at the beginning of the semester. Violation of academic ethics will result in the cancellation of the points earned in the respective assessment item. Grading scale: 100% – 91% - A, 90% – 81% - B, 80% – 73% - C, 72% – 66% - D, 65%– 60% - E, 59% and below - FX (student has not met the credit requirements) The lecturer will accept a maximum of 2 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 40 / 60	
Learning outcomes: Upon successful completion of the course, students are able to critically analyse selected literary works of German literature in the context of changing cultural, social and political life of the first half of the 20th century.	
Class syllabus: 1. Literary decadence (Thomas Mann: Tonio Kröger). 2. Literary expressionism (Kurt Pinthus: Menschheitsdämmerung). 3. Literature and psychoanalysis (Hermann Hesse: Demian). 4. Anti-war literature (Erich Maria Remarque: Im Westen nichts Neues). 5. Anti-fascist literature (Thomas Mann: Mario und der Zauberer).	

- 6. Epic theatre (Bertolt Brecht: Die Maßnahme).
- 7. Literature of the so called New Objectivity (Alfred Döblin: Die zwie Freundinnen und ihr Giftmord).
- 8. The metropolitan novel (Irmgard Keun: Das kunstseidene Mädchen).
- 10. Big city lyrics (Bertolt Brecht: Lesebuch für Städtebewohner).
- 11. Exil lyrics (Bertolt Brecht: An die Nachgeborenen).
- 12. Exil prose (Anna Seghers: Ausflug der toten Mädchen).

Recommended literature:

LEISS, Ingo, STADLER, Herrmann. Deutsche Literaturgeschichte. Band 8. Wege in die Moderne 1890–1918. München: DTV, 1999.

BORRIES, Erika von et al. Deutsche Literaturgeschichte. Band 9. Die Weimarer Republik 1918–1933. München: DTV, 2003.

RIEGEL, Paul, Rinsum, Wofgang van. Deutsche Literaturgeschichte. Band 10. Drittes Reich und Exil 1933–1945. München: DTV, 2000.

Selected literary texts for seminars on individual lecture topics will be made available for copying and study in the departmental library.

Languages necessary to complete the course:

German

Notes:

Past grade distribution

Total number of evaluated students: 197

A	ABS	B	C	D	E	FX
23,86	0,51	41,62	21,83	7,11	3,55	1,52

Lecturers: doc. Mgr. Miloslav Szabó, PhD.

Last change: 01.05.2026

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/A-mNE-106/15	Course title: Selected Works from the Modern German Literature 2
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: The course deepens knowledge of German literature of the second half of the 20th century through analysis and interpretation of selected key works in the post-war, divided and reunified Germany. Emphasis is placed on critical analysis skills.	
Course requirements: Active class participation, papers on assigned texts, final essay. The student must achieve a minimum 60% pass rate in all components. The exact date and topics of the midterm evaluation will be announced at the beginning of the semester. Violation of academic ethics will result in the cancellation of the points earned in the respective assessment item. Grading scale: 100% – 91% - A, 90% – 81% - B, 80% – 73% - C, 72% – 66% - D, 65%– 60% - E, 59% and below - FX (student has not met the credit requirements) The lecturer will accept a maximum of 2 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 40 / 60	
Learning outcomes: Upon successful completion of the course, students are able to critically analyse selected literary works of German literature in the context of changing cultural, social and political life of the second half of the 20th century.	
Class syllabus: 1. Post-war prose (Heinrich Böll: Wo warst du, Adam?). 2. Post-war drama (Wolfgang Borchert: Draußen vor der Tür). 3. Post-war lyric (Johannes Bobrowski: Sarmatische Zeit). 4. Post-war novel (Günter Grass: Die Blechtrommel). 5. Literature of the 1960s in Germany (Heinrich Böll: Ansichten eines Clowns).	

6. Literature of the 1960s in the GDR (Christa Wolf: Der geteilte Himmel).
7. Literature of the 1970s in the GDR (Christa Wolf: Kein Ort, Nirgens).
8. Literature of the 1970s in the FRG (Heinrich Böll: Die verlorene Ehre der Katharina Blum).
9. Literature of the “Wende” (Ingo Schulze: Simple Storys).
10. Literature in United Germany (Theresia Mora: Der Fall Ophelia).
11. Literature in United Germany (Judith Hermann: Sommerhaus, später).
12. Contemporary literature (Daniel Kehlmann: Ruhm).

Recommended literature:

BEUTIN, Wolfgang et al. Deutsche Literaturgeschichte von den Anfängen bis zur Gegenwart. Stuttgart: Metzler, 2013.

FORSTER, Heinz. Deutsche Literaturgeschichte. Band 11. Die Nachkriegszeit 1945–1968. München: DTV, 1999.

FORSTER, Heinz, RIEGEL, Paul. Deutsche Literaturgeschichte. Band 12. Die Gegenwart 1968–1990. München: DTV, 2004.

Languages necessary to complete the course:

German

Notes:

Past grade distribution

Total number of evaluated students: 129

A	ABS	B	C	D	E	FX
26,36	0,0	31,78	24,81	7,75	5,43	3,88

Lecturers: doc. Mgr. Miloslav Szabó, PhD.

Last change: 01.05.2026

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mUNE-014/15	Course title: Selected Works from the Old German Literature
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: a) during the teaching part, a paper on the selected topic (30 points, i.e. 30%) b) in the examination period, a test (70 points, i.e. 70%) The student must obtain a total of at least 60% . Passing scale: A: 100 -91 % B: 90 -81% C: 80 - 73% D: 72 - 66% E: 65 -60% The teacher will accept a maximum of 2 absences with documented evidence. Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item. Scale of assessment (preliminary/final): The weight of the evaluation is intermediate 30%/final 70%.	
Learning outcomes: Students have knowledge of selected works of early German literature - Nibelungenlied (unknown author), Pazival (Wolfram von Eschenbach), Tristan (Gottfried von Straßburg), Erec, Iwein (Hartmann von Aue) and are able to critically analyse these works after reading them on the basis of the theoretical knowledge from the seminar. They have knowledge of the period in which the works were written and can explain the characteristic features of the work.	
Class syllabus: 1. Historical, social and cultural factors that influenced the emergence of Germanic (Germanic) literature 2. The beginnings of German literature 3. Icelandic sagas and the Gothic translation of the Bible (Codex argenteus) 4. Nibelungenlied- an explanation of the term Nibelungen 5. Controversy of authorship of the work, historical events in the work 6. Knight and court poetry	

6. W. v. Eschenbach. Parzival - author and work
7. Reading selected chapters from the work, analysis of characteristic features in the work
8. H. v. Aue: author and work
9. H. v. Aue -Erec
10. H. v. Aue - Iwein - comparison of works
11. G. v. Straßburg: author and work
12. Tristan - analysis, characteristics of the main characters

Recommended literature:

von AUE, Hartmann. Erec. Köln: Anaconda, 2006.
 von AUE, Hartmann. Iwein. Wiesbaden: Marix Verlag, 2006.
 Das Nibelungenlied. Stuttgart: Reclam, 2002.
 ESCHENBACH, Wolfram. Parzival I, II. Stuttgart. reclam, 1981.
 HEINZLE, J.: Geschichte der deutschen Literatur von den Anfängen bis zum Beginn der Neuzeit.
 1/1. Band. Frankfurt am Main, 1988.
 STRASSBURG, Gottfried. Tristan I, II. Stuttgart: Reclam, 1999.
 - supplementary literature will be presented at the beginning and during the semester

Languages necessary to complete the course:

german

Notes:

Past grade distribution

Total number of evaluated students: 59

A	ABS	B	C	D	E	FX
32,2	0,0	42,37	10,17	8,47	1,69	5,08

Lecturers: PhDr. Erika Mayerová, PhD.

Last change: 20.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-mpNE-004/00	Course title: Simultaneous Interpreting 1
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: The content of our seminar is to be a presentation of Simultaneous Interpreting from several perspectives. Interpreting testing and training. Discussion with a representative or representatives of professional interpreters.	
Course requirements: Assessment: The subject of the assessment will be cabin interpretation from a letter from German into Slovak and the creation of a glossary on a professional topic, which was either the subject of the lectured text or cabin interpretation from a sheet. In both cases, the student prepares a glossary in the range of at least 1NS / standard page / Assessment method: continuous The precise date a topic of continuous assessment will be announced at the beginning of the semester. Other conditions for obtaining evaluation resp. credits: Active participation in the discussion of social and political events at the beginning of each seminar. Everyone will prepare at least 1 paper. Papers will be in either German or Slovak. What is the contribution: Speech lasting 10-25 minutes on a professional topic or by agreement / in the virtual space "i-nest" approx. 10 minutes on a professional topic or by agreement. The speech must be delivered freely and not read with the knowledge that it will be reproduced by someone. Or cabin interpretation text from a sheet of at least 1.5 A4 pages. Attendance: two absences are tolerated by the others with apology. The language we will speak is SVK + DE. Any long-term absence of a student must be approved by the department management. Classification scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 100% continuous assessment	
Learning outcomes: Students will master the introduction to simultaneous interpreting techniques, interpreting simple texts, especially into Slovak, mastering the interpretation technique.	
Class syllabus:	

<p>Introduction to interpreting techniques. Theoretical introduction to simultaneous interpreting processes and activities. Training of preparatory techniques for simultaneous interpretation. Interpreting simple texts with social and undemanding political topics Interpretation of simple texts with economic topics.</p>						
<p>Recommended literature: NOVÁKOVÁ, Taida. Simultánne tlmočenie. Bratislava: Univerzita Komenského, 1993. ISBN 80-223-0650-9. BEST, Joanna, KALINA, Sylvia. Übersetzen und Dolmetschen eine Orientierungshilfe. Tübingen: Francke, 2002. ISBN 3-7720-2985-X JONES, Roderick. Conferecne interpreting explained. London: Routledge, 2014. ISBN 978-1-900650-57-1 ŠVEDA, Pavol. Vybrané kapitoly z didaktiky simultánneho tlmočenia. Bratislava: Univerzita Komenského, 2016. ISBN 978-80-223-4069-4 DJOVČOŠ, Martin, ŠVEDA Pavol. Didaktika prekladu a tlmočenia na Slovensku. Bratislava: Univerzita Komenského, 2018. ISBN 978-80-223-4469-2</p>						
<p>Languages necessary to complete the course: slovak, german C1</p>						
<p>Notes:</p>						
<p>Past grade distribution Total number of evaluated students: 203</p>						
A	ABS	B	C	D	E	FX
30,54	0,0	16,75	39,41	9,85	2,46	0,99
<p>Lecturers: doc. PhDr. Jaroslav Stahl, PhD.</p>						
<p>Last change: 06.05.2026</p>						
<p>Approved by:</p>						

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-mpNE-005/00	Course title: Simultaneous Interpreting 2
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: The content of the seminar will be the continuation of learning and consolidation of skills in Simultaneous Interpretation acquired during the winter semester at the seminar Simultaneous Interpreting 1. Testing and training of interpreting. Depending on the situation, a discussion with the representative or representatives of professional interpreters.	
Course requirements: Other conditions for obtaining evaluation resp. credits: The precise date a topic of continuous assessment will be announced at the beginning of the semester. Active participation in the discussion of social and political events at the beginning of each seminar is part of the evaluation. Everyone will prepare at least 1 paper. Papers will be in either German or Slovak. What is the post: Speech / presentation lasting 20-30 minutes / in the virtual space "i-nest" approx. 10 minutes on a professional topic or by agreement. The speech must be delivered, recorded as an audio file, not read freely, with the knowledge that it will be reproduced by someone. Or cabin interpretation text from a sheet of at least 1.5 A4 pages. Attendance: two absences are tolerated by the others with apology. The language we will speak is SVK + DE. Any long-term absence of a student must be approved by the department management. Classification scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 100% continuous assessment	
Learning outcomes: Students will master the techniques of simultaneous interpretation from German into Slovak and an introduction to interpretation from Slovak into German, with the thematic scope of politics, economics, European Union.	
Class syllabus: Deepening of simultaneous interpreting techniques from German into Slovak, using the possibility of text condensation and interpreting compression.	

Introduction to interpreting techniques from Slovak to German.
Extension of thematic scope, EU, economy, culture, etc.

Recommended literature:

NOVÁKOVÁ, Taida. Simultánne tmočenie. Bratislava: Univerzita Komenského, 1993. ISBN 80-223-0650-9.

BEST, Joanna, KALINA, Sylvia. Übersetzen und Dolmetschen eine Orientierungshilfe. Tübingen: Francke, 2002. ISBN 3-7720-2985-X

JONES, Roderick. Conference interpreting explained. London: Routledge, 2014. ISBN 978-1-900650-57-1

ŠVEDA, Pavol. Vybrané kapitoly z didaktiky simultánneho tmočenia. Bratislava: Univerzita Komenského, 2016. ISBN 978-80-223-4069-4

DJOVČOŠ, Martin, ŠVEDA Pavol. Didaktika prekladu a tmočenia na Slovensku. Bratislava: Univerzita Komenského, 2018. ISBN 978-80-223-4469-2

Languages necessary to complete the course:

slovak, german C1

Notes:

Past grade distribution

Total number of evaluated students: 155

A	ABS	B	C	D	E	FX
49,03	0,0	15,48	25,81	8,39	0,65	0,65

Lecturers: doc. PhDr. Jaroslav Stahl, PhD.

Last change: 06.05.2026

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-muPE-598/24	Course title: Some problems in youth socialisation
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: (a) Interim evaluation: individual preparation for each topic, activity in discussions on each topic (60% of the total evaluation) (b) final assessment: colloquium - students must demonstrate mastery of the subject matter and the prescribed literature in the form of an interactive discussion, as well as the ability to apply the knowledge acquired to school and professional practice (solving thematic tasks - case studies); sophisticated and coherent language, critical and creative thinking are expected (40 % of the total mark). A minimum of 10 points in the intermediate assessment is a prerequisite for the examination. Grading scale A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and below). A maximum of 2 absences will be accepted. The course has a practical-interactive character. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: Students are able to: <ul style="list-style-type: none"> - orient themselves in the socialization processes of childhood and adolescence, - identify and classify risk areas of socialization of children and adolescents in the process of identity formation, value frameworks and social limits, - apply knowledge and skills through examples of educational reality, - argue and lead a constructive discussion. 	
Class syllabus: <ol style="list-style-type: none"> 1. Objectives and content focus of the course, systematization of students' previous knowledge. 2. Formation of social identity in childhood and adolescence. 3. Values and value frameworks in education. 4. Social norms and educational models as instruments of social correction. 5. The influence of family environment on the formation of social identity. 6. Influence of school and classroom environment on social identity formation. 7. The role of peer groups in the process of social identity formation. 8. The role of media and online space in the process of social identity formation. 	

9. Pedagogy of the environment: community, parent and peer education.
10. Preventive and intervention tools to promote inclusive socialization.
11. The personality of the adolescent educator.
12. Presentation of projects: case studies.

Recommended literature:

Bakošová, Z. Dončevová, S. Galbavý, D. Šereš, I., & Zemančíková, V. (2011). Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty. Bratislava: Slovenská pedagogická spoločnosť SAV.

Gubicová, J. Martincová, R. Liberčanová, K., & Šuhajdová, I. (ed.). (2022). Peer príručka (nielen) pre sociálnych pedagógov. Trnava: Trnavská Univerzita.

Helus, Z. (2015). Sociální psychologie pro pedagogy. Praha: Grada.

Jedlička, R. (2017). Psychický vývoj dítěte a výchova. Praha: Grada.

Liberčanová, K. (2018). Metódy sociálnej pedagogiky. Trnava: Pedagogická fakulta TU.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 4

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

Lecturers: PhDr. Silvia Ťupeková Dončevová, PhD.

Last change: 12.09.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mNE-111/25	Course title: Time-Space, Subject, Text
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Final Essay Written in Class During the Credit Week. Grading Scale: A: 100% – 93%, B: 92% – 85%, C: 84% – 77%, D: 76% – 69%, E: 68% – 60%, FX: 59% – 0%. Weight of Continuous / Final Assessment: 50% (class participation) / 50% (final in-class essay). Participation: The student demonstrates understanding of the subject matter by actively engaging in class discussions, responding to questions, and formulating their own. Final In-Class Essay: During the credit week, the student will write an essay-style reflection in person, based on one of the thematic areas covered in the course. The minimum required length is one standard page (1 standard page = 1,800 characters). Scale of assessment (preliminary/final): 50% class participation) /50% final in-class essay	
Learning outcomes: Students will become acquainted, in an accessible manner, with metamodernism as a way of understanding the emotionality of the contemporary subject. This will enable them to engage with contemporary literature in a more layered and reflective way and to better understand the experience of the contemporary reader in its specific characteristics: in connection with their new affect, their striving for a new sincerity, and their search for a new depth (the value of being) through affective and self-affirming experience of the self within time, space, and corporeal being. At the same time, students will become familiar with autofiction as one of the most popular literary genres of the present—one that blurs the boundary between narrator and author and embodies new (metamodern) forms of experiencing time and space.	

Concurrently, they will acquire philologically relevant conceptual tools for thinking about time and space in the 20th and 21st centuries. This knowledge will enable them to reflect in a nuanced way on current metamodern tendencies, drawing from the dialogical philosophy of Mikhail M. Bakhtin, classical phenomenology, the hermeneutics of Hans-Georg Gadamer, postmodern philosophy, the spatial turn in the humanities, and Paul Virilio's phenomenology of speed.

In this way, students will gain a panoramic overview of how time and space are understood in modern and contemporary humanities, develop sensitivity to time and space as both existential and literary categories, and acquire an interpretive-methodological foundation for a mode of their reading that is both critical and meaning-oriented—that is, metamodern—in literary as well as non-literary contexts.

Class syllabus:

Metamodernism as a response to postmodernism and its value-depleted space; metamodernism as oscillation between ironic skepticism and sincerity; metamodernism as a reading of the structure of feeling of the contemporary subject; new affect as a desire to restore sincerity, emotionality, and existential engagement—while maintaining critical awareness of their historical mediation and problematic nature; relational subjectivity as an attempt at meaning-oriented self-experience in time, space, and embodied being; conceptions of time and space in the history of modern philosophy and literary theory; Mikhail Mikhailovich Bakhtin, the architectonics of the event, and the chronotope; phenomenology of time in classical phenomenological philosophy; temporality in Hans-Georg Gadamer's hermeneutics; the postmodern turn to space (Michel Foucault and Jean-François Lyotard); rhizomatic space (Gilles Deleuze & Félix Guattari); postmodern experience of space and capitalism (Fredric Jameson, David Harvey); Henri Lefebvre and his influence on the spatial turn in the humanities; spatiality in the thought of Doreen Massey; cultural critique and the phenomenology of speed in the work of Paul Virilio.

1. Introduction: Metamodernism as a reading of the contemporary subject and their structure of feeling
2. Metamodernism, relational subjectivity, and current modes of self-experience in time and space
3. Mikhail Mikhailovich Bakhtin and his architectonics of the event
4. Mikhail Mikhailovich Bakhtin and his chronotopic thought
5. Toward a phenomenology of time (Edmund Husserl, Maurice Merleau-Ponty)
6. Hans-Georg Gadamer's "empty" and "fulfilled" time
7. The postmodern turn to space I: Michel Foucault and Jean-François Lyotard
8. The postmodern turn to space II: The rhizomatic model (Gilles Deleuze & Félix Guattari)
9. Postmodern space as a symptom of capitalism (Fredric Jameson, David Harvey)
10. The spatial turn in the humanities I: Henri Lefebvre and the social production of space
11. The spatial turn in the humanities II: Doreen Massey and space as a dynamic network of relations
12. Paul Virilio and his phenomenology of speed
13. How to experience oneself in contemporary time and space? Analysis of contemporary autofiction
14. Final in-class essay

Recommended literature:

Akker, Robbin van der; Gibbons, Allison; Vermeulen, Timotheus (eds.): *Metamodernism: Historicity, Affect, and Depth after Postmodernism*. London: Rowman & Littlefield, 2017. (The relevant excerpts will be provided by the course teacher)

Tally Jr., Robert: *Spatiality*. London: Routledge, 2012. <https://ebookcentral.proquest.com/lib/uniba-ebooks/reader.action?docID=1075186&query=spatiality&ppg=7>

Callender, Craig: *The Oxford Handbook of Philosophy of Time*. New York: Oxford University Press, 2013. (available in University Library)

Languages necessary to complete the course: The course will be conducted in Slovak or English, depending on the needs of the students.						
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. Maxim Duleba, PhD.						
Last change: 07.06.2025						
Approved by:						

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/mNE-352/20	Course title: Training in Teaching German Language
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: a) during the teaching part (ongoing): the seminar is organised in cooperation with the Goethe Institute in the form of Blended Learning. During the semester, students submit assignments electronically, which take approximately 3-4 hours to complete, with a minimum of 75% of all assignments to be submitted. At the same time, three attendance meetings are held during the course of the session with compulsory attendance. At the end of the semester, a practicum project is to be developed and presented. Active work in class throughout the semester, working on assignments and preparing and presenting the project constitutes 100% of the grade. The student must achieve a minimum of 60% pass mark. b) In the examination period: 100% continuous assessment Violation of academic ethics will result in the cancellation of the points earned in the relevant item of assessment. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The instructor will accept absences from class meetings and failure to turn in assignments with documented evidence. Exact dates and topics for midterm grading will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The student has extended didactic competences in different areas depending on the current DLL module in a given semester, e.g. working with young people in the German classroom, typology of tasks and exercises, preparation of the lesson.	
Class syllabus: The topics presented vary depending on the current DLL module that is the focus of the seminar in a given semester. For example: 1. Working with young people in the German classroom. 2. Typology of tasks and exercises. 3. Lesson preparation. During the semester, students will submit assignments electronically, attend three attendance meetings, and develop and present a practicum project at the end of the semester.	
Recommended literature: ENDE, K., GROTHJAHN, R., KLEPPIN, K., MOHR, I. DLL 06: Curriculare Vorgaben und Unterrichtsplanung. Fort- und Weiterbildung weltweit. Stuttgart: Klett Sprachen, 2013.	

FUNK, Hermann, KUHN, Christina, SKIBA, Dirk, SPANIEL-WEISE, Dorothea, WICKE, Rainer. DLL 4: Aufgaben, Übungen, Interaktion. Stuttgart: Klett Sprachen, 2017
SALOMO, Dorothé, MOHR, Imke. DLL 10: DaF für Jugendliche. Stuttgart: Klett Sprachen, 2016

Participants of the seminar will receive study literature donated by the Goethe-Institut.

Languages necessary to complete the course:

German, level C1-C2

Notes:

Past grade distribution

Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
95,24	0,0	0,0	0,0	0,0	0,0	4,76

Lecturers: Mgr. Monika Šajánková, PhD.

Last change: 16.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2026/2027	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-MNE-001/23	Course title: Ľúbostná lyrika a rodová problematika
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Regular and active participation in discussions and completion of preparatory assignments, presentation of an interpretive paper/presentation (20–30 minutes). Examination period: oral exam lasting 20 minutes (30 percent). A prerequisite for admission to the exam is the successful completion of the continuous assessment (minimum grade E). Any violation of academic integrity results in the annulment of the points obtained in the respective assessment component. Grading scale: A: 100–91%, B: 90–81%, C: 80–73%, D: 72–66%, E: 65–60%, Fx: 59–0%. The instructor accepts a maximum of two absences supported by documented proof. Scale of assessment (preliminary/final): Weighting of midterm/final grades: 70/30	
Learning outcomes: Students are able to productively apply methods of text analysis and interpretation, formulate and justify their own interpretive proposals, and communicate intersubjectively about interpretations. They are familiar with selected moments of German love poetry from the Baroque period to the present and expand their knowledge of literary history. They are acquainted with selected canonical poems of German-language culture and relevant lyric poets. They gain an overview of literary-theoretical, sociological, and discourse-historical research approaches and are able to apply them in the interpretation of texts. They engage with existential themes of love, identity, and gender from a historical perspective and recognize both change and continuity. They develop their linguistic and interpretive competences.	
Class syllabus: The selected love poems are to be located within a triangle of literary history, love discourse and gender discourse, whose components range from the Baroque to the present. The focus is on a) Petrarchism, Anacreontics, Sturm und Drang, Romanticism, literary modernism, Expressionism, Neue Sachlichkeit, contemporary poetry, b) love in times of arranged marriages, the "invention" of romantic love around 1800, continued effects, problematisation and alternative concepts c) from the "one-sex-model" to the "two-sex-model" to gender as a social construct. Love poetry by men and women is dealt with and related to each other. Guiding questions are: Who speaks about love, when and to whom? What taboos are there and what transgressions? How is individual and social	

identity constructed through love? How is masculinity and femininity defined in love poems and how do they challenge gender stereotypes or the norm of heterosexuality?

Recommended literature:

BERS, A. (Hrsg.): Frauen. Lyrik. Gedichte in deutscher Sprache. Stuttgart: Reclam 2021. .
BLECKEN, G.: Deutsche Liebeslyrik vom Barock bis zur Gegenwart. Hollfeld: Bange 2010.
BRAUN, CH. VON, STEPHAN, I: Gender Studien. Eine Einführung. 2. Auflage. Stuttgart: Metzler 2006. BURDORF, D.: Einführung in die Gedichtanalyse. 2. Auflage. Stuttgart: Metzler 1997. FELSNER, K., HELBIG, H., MANZ, TH.: Arbeitsbuch Lyrik. 2. Auflage. Berlin: Akademie-Verlag 2012. GNÜG, H. (Hrsg.): Nichts ist versprochen. Liebesgedichte der Gegenwart. Stuttgart: Reclam 2000 LUHMANN, N: Liebe als Passion. Zur Codierung von Intimität. 15. Auflage. Frankfurt a. M.: Suhrkamp 2022. REINHARDT-BECKER, E. , BECKER, F.: Liebesgeschichte(n). Identität und Diversität vom 18. bis zum 21. Jahrhundert, Frankfurt am Main: Campus 2019.

Supplementary literature will be presented at the beginning of and throughout the semester and will be available on Moodle/MS Teams.

Languages necessary to complete the course:

German

Notes:

Past grade distribution

Total number of evaluated students: 7

A	ABS	B	C	D	E	FX
28,57	0,0	42,86	14,29	14,29	0,0	0,0

Lecturers: Mgr. Maxim Duleba, PhD.

Last change: 04.05.2026

Approved by: