

## Register

1. Academic Writing.....	4
2. Basic Belarusian.....	6
3. Basic Polish.....	8
4. British Society in Painting.....	9
5. Canadian Studies.....	11
6. Chapters in the 20th Century Translation and Translation Studies in Eastern Europe.....	14
7. Comparative Phraseology.....	17
8. Conference Interpreting.....	19
9. Contemporary Poland (A2 - B1).....	21
10. Contemporary Russia (A2 - B1).....	23
11. Continuous Practice.....	25
12. Continuous Teaching Practice EN 1.....	28
13. Continuous Teaching Practice EN 2.....	30
14. Continuous/Exit Practice (Russian Language) 1.....	32
15. Continuous/Exit Practice (Russian Language) 2.....	35
16. Continuous/Listen-in Practice (Russian Language).....	38
17. Critical Thinking in EFL Context.....	41
18. Cross-cutting themes in education.....	43
19. Cultural and social inclusion of foreign students 1.....	44
20. Cultural and social inclusion of foreign students 2.....	46
21. Digital empowerment and participation.....	48
22. Discourse Analysis.....	49
23. ELT to Different Age Groups.....	51
24. ESN MBU Volunteer 1.....	53
25. ESN MBU Volunteer 2.....	56
26. ESN MBU Volunteer 3.....	59
27. ESN MBU Volunteer 4.....	62
28. Editorial Practice.....	65
29. Educational and school psychology.....	67
30. Electoral Geography.....	68
31. English Language B2 for FF UMB students.....	69
32. English Language B2 for FF UMB students.....	71
33. English Teacher's Workshop.....	73
34. Erasmus student network 1.....	75
35. Field Course Abroad.....	76
36. Finance in practice.....	77
37. French Language 2.....	78
38. French language 1.....	80
39. General Foundations of Private Law.....	82
40. Geographical learning of Europe.....	84
41. Geopolitical development of the World.....	85
42. German Language 1.....	86
43. German Language 2.....	88
44. German Language 3.....	90
45. Innovation in Language Teaching.....	92
46. Innovative trends in ELT.....	94
47. Intensive Teaching Practice EN.....	96
48. International Certificate of German Language.....	98

49. Irish Language 1.....	100
50. Irish Language 1.....	103
51. Irish Language 2.....	106
52. Irish Language 3.....	109
53. Irish Studies 1.....	112
54. Irish Studies 1.....	115
55. Irish Studies 2.....	118
56. Irish Studies 3.....	120
57. Knowledge Implementation in Foreign Person Integration 1.....	123
58. Knowledge Implementation in Foreign Person Integration 2.....	125
59. Language Games.....	127
60. Limity intimity: o zodpovedných vzťahoch.....	129
61. Linguistic Landscape.....	130
62. Mediation and resolution of interpersonal conflicts.....	132
63. Methodology of Teaching English 1.....	133
64. Methodology of Teaching English 2.....	135
65. Methodology of Teaching English 3.....	137
66. Modern Rhetoric.....	139
67. Observation Teaching Practice EN.....	141
68. Philosophy of Translation.....	144
69. Phraseology.....	146
70. Physical Education 6.....	148
71. Physical Education 7.....	149
72. Physical Education 8.....	150
73. Polish Language A1 1.....	151
74. Polish Language A1 2.....	153
75. Polish Language A2 1.....	155
76. Polish Language A2 2.....	157
77. Positive psychology.....	159
78. Project management.....	160
79. Research methodology in education.....	161
80. Russia in Cinematography 1.....	162
81. Russia in Cinematography 2.....	164
82. Russia in the 20th and 21th Centuries.....	166
83. Russian Exile Literature of the 20th Century.....	169
84. Russian Language Didactics 1.....	171
85. Russian Language Didactics 2.....	174
86. Russian Language and for Beginners 1.....	177
87. Russian Language and for Beginners 2.....	179
88. Russian Literature in Slovak Translations.....	181
89. Russian-Slovak Cultural Relations.....	183
90. School pedagogy and school management.....	185
91. Selected Aspects of the Reception of American Literature in Slovakia.....	186
92. Selected Topics in American Literature and Culture.....	188
93. Selected Topics in English Literature and Culture.....	190
94. Selected Topics in the Methodology of Teaching English.....	192
95. Simultaneous Interpreting in Practice.....	194
96. Social pathology and prevention.....	196
97. Sociolinguistics.....	197

98. Spanish Language 2.....	199
99. Spanish language 1.....	201
100. State Exam Master's Thesis Defence.....	202
101. State Examination Diploma Thesis and Defence.....	205
102. Student Scientific Activity.....	207
103. Student Tutoring EN 1.....	208
104. Student Tutoring EN 2.....	211
105. Student Tutoring RL 1.....	214
106. Student Tutoring RL 2.....	216
107. Student counselling and engagement.....	218
108. Students' Scientific Activity.....	219
109. Teaching English to Adult Learners.....	220
110. Text Linguistics.....	222
111. The Great Works in World Literature II.....	224
112. Turkish Language 1.....	226
113. Turkish Language 2.....	228
114. Turkish Language 3.....	230
115. Univerzitný folklórny súbor 1.....	232
116. Univerzitný komorný orchester 1.....	233
117. Univerzitný spevácky zbor 1.....	234
118. Using Project Work in Teaching English.....	235
119. Volunteer management.....	237

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ap-55	<b>Course name:</b> Academic Writing
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 / 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> a) independence, b) active and creative participation in the practical parts of the course, c) mastering the final written output. <b>a) continuous assessment:</b> Test: 0 – 40 points. <b>b) final assessment:</b> Final Test: 0 – 60 points Maximum number of points covering continual and final assessment: 100. Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100.	
<b>Learning objectives:</b> Course aims Student 1. remembers differences between oral and written/print communication, 2. uses gained knowledge by creating written text, 3. is able to work on his own and conceive information, 4. applies theoretical knowledge by solving practical tasks, 5. evaluates and is able to justify chosen solution by reasoning, 6. creates complex written communication, which he is able to present to professional and lay recipient as well.	
<b>Brief outline of the course:</b> Modern scientific and professional communication sphere. Successful communication as a professional skill and a social advantage. Oral and written/printed communication in the academic environment - similarities and differences, complementarity, intercultural features. Formal and content page of professional text. Genre typology of professional texts. Ethical aspects of academic communication, copyright. Choice of thesis topic: strategy, title and structure. Information sources, sources and documents - types, selection, critical analysis, inclusion in a professional text with an argumentative mission. References, citations and citation standards. Academic writing through the viewfinder of the composition - the relationship between intention, genre and architecture (diploma thesis). Canonical components of the academic text. Coherence and continuity of the text. Neuralgic places in academic writing.	

**Recommended literature:**

1. ČMEJRKOVÁ, S. – DANĚŠ, F. – SVĚTLÁ, J.: Jak napsat odborný text. Praha : Leda, 1999.
2. GIBILISCO, S.: Statistika bez předchozích znalostí. Brno : Computer Press, 2009.
3. CHAJDIAK, J.: Štatistika jednoducho. Bratislava : Statis, 2003.
4. KAHN, N. B.: Jak efektivně studovat a pracovat s informacemi. Praha : Portál, 2001.
5. KATUŠČÁK, D. a kol.: Ako písať záverečné a kvalifikačné práce. Martin : Enigma, 2007.
6. MEŠKO, D. et al.: Akademická příručka. 2. uprav. a dopln. vyd. Martin : Osveta, 2005.
7. PATRÁŠ, V.: Pohotovité čítanie a myšlienkové spracovanie textu. Banská Bystrica : UMB, 2011.
8. PUNCH, K.: Úspěšný návrh výzkumu. Praha : Portál, 2008.
9. SPOUSTA, V.: Vademékum autora odborné a vědecké práce. Brno : Akademické nakladatelství CERM, s. r. o., 2009.
10. STAROŇOVÁ, K.: Vedecké písanie. Ako písať akademické a vedecké texty. Martin : Osveta, 2011.
11. ŠESTÁK, Z.: Jak psát a přednášet o vědě. 1. vyd. Praha : Academia, 2000.
12. ŠIROKÝ, J. a kol.: Tvoříme a publikujeme odborné texty. Brno : Computer Press, 2011.

**Language of instruction:**

Slovak, Czech

**Notes: student time load:**

90 hrs., of that:

Combined study (L, C): 26 hrs.

Self-study: 39 hrs.

Preparation for written exams: 25 hrs.

**Course assessment**

The final number of assessed students: 151

A	B	C	D	E	FX(0)	FX(1)	n
40.4	12.58	6.62	23.18	15.23	1.32	0.66	0.0

**Instructor:** prof. PaedDr. Vladimír Patráš, CSc.

**Last changed:** 07.09.2023

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-212	<b>Course name:</b> Basic Belarusian
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Practical <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student completes and submits homework and takes a written test. After completing the semester, the student takes the final oral and written exams. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to 1 final exam resit. The credits will be assigned to the student who acquires a minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). <b>a) continuous assessment:</b> Completing homework: 0–15 p. Test: 0–25 p. <b>b) final assessment:</b> Oral and final written exams: 0–60 p. (written part: 0–30 p.; oral part: 0–30 p.)	
<b>Learning objectives:</b> The student learns the basics of a closely related Slavic language. The student enhances their language skills and communication-pragmatic competences in another Eastern Slavic language and learns about the Belarusian national culture, linguistic realia, and texts. They learn about the history of the Belarusian language in the social context. They can compare their knowledge of the Belarusian language with their knowledge of the Russian and Slovak contexts. They understand the diachronous and synchronous relationships between Belarusian, Russian, and Slovak. The student learns about Belarusian orthoepy, alphabet, phonetics, vocabulary, and grammar in comparison to Slovak and Russian languages. They learn to read and write and discuss basic topics. They can apply the orthoepic, lexical, and grammar rules on the basic level. They understand oral and written texts and can perform reading and listening comprehension in Belarusian (basic level, selected topics). The student can produce oral and written texts in Belarusian (basic level, selected topics).	
<b>Brief outline of the course:</b> Belarusian – characteristics of this Eastern Slavic language. History of the Belarusian language. History of Belarus. The Belarusian alphabet and its evolution. Standard Belarusian language (basics) and the ethnolinguistic specificities of polite expressions. Belarusian cultural texts.	

<p>Conversation in Belarusian.  Family and country.  Weather and seasons.  Time and space.  Getting introduced.  Towns and cities.  Holidays.  Belarusian culture.</p>																
<p><b>Recommended literature:</b>  SIAMEŠKA, L. I. – LIASHUK, V. M. a kol.: Havorym pa-belarusku. Minsk : Bieloruská štátna univerzita 1999.  VAŽNIK, S. A. – SAVICKAJA, I. I. Kul'tura i historyja belarusav. Teksty i zadanni. Мінск : BDU 2003.  KRIVICKIJ, A. A. – MICHNEVIČ, A. Je. – PODLUŽNYJ, A. I.: Beloruskij jazyk. Dľa govoriaščich po-russki. Minsk : Vyšejšaja škola 2008. Dostupne na internete : <a href="https://b-ok.xyz/book/3518103/51f1cb?id=3518103&amp;secret=51f1cb">https://b-ok.xyz/book/3518103/51f1cb?id=3518103&amp;secret=51f1cb</a>  KRIVICKIJ, A. A. – PODLUŽNYJ, A. I.: Beloruskij jazyk dľa samoobrazovanija. Minsk : Vyšejšaja škola 1994. Dostupné na internete : <a href="https://fileskachat.com/file/51469_d4e158cee65ccd033266df07e7e1642e.html">https://fileskachat.com/file/51469_d4e158cee65ccd033266df07e7e1642e.html</a>  RAMANCEVIČ, V.K.: Pačatki rodnaje movy. Minsk : Navuka i technika 1994.  Vyučite beloruskij samostojatel'no : audiokurz. In Copyright 2012-2021 LingoHut. Dostupne na internete : <a href="https://www.lingohut.com/ru/1112/%D1%83%D1%87%D0%B8%D1%82%D1%8C-%D0%B1%D0%B5%D0%BB%D0%BE%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9">https://www.lingohut.com/ru/1112/%D1%83%D1%87%D0%B8%D1%82%D1%8C-%D0%B1%D0%B5%D0%BB%D0%BE%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9</a></p>																
<p><b>Language of instruction:</b>  Slovak, Russian B2, Belarusian A1</p>																
<p><b>Notes:student time load:</b>  150 h.  Combined study (S, C): 26 h.  Self-study: 26 h.  Completing homework: 28 h.  Creative work: 20 h.  Studying for test: 20 h.  Preparation for the final exam: 30 h.</p>																
<p><b>Course assessment</b>  The final number of assessed students: 7</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX(0)</th> <th>FX(1)</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>71.43</td> <td>28.57</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>	A	B	C	D	E	FX(0)	FX(1)	n	71.43	28.57	0.0	0.0	0.0	0.0	0.0	0.0
A	B	C	D	E	FX(0)	FX(1)	n									
71.43	28.57	0.0	0.0	0.0	0.0	0.0	0.0									
<p><b>Instructor:</b> doc. Viktoria Liashuk, CSc.</p>																
<p><b>Last changed:</b> 02.11.2022</p>																
<p><b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.</p>																

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica							
<b>Faculty:</b> Faculty of Arts							
<b>Code:</b> 2d-rus-211		<b>Course name:</b> Basic Polish					
<b>Type, extent and method of instruction:</b>							
<b>Form of instruction:</b> Practical							
<b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
<b>Recommended number of periods:</b> 26							
<b>Method of study:</b> combined							
<b>Number of credits:</b> 5							
<b>Recommended semester/trimester:</b> 2.							
<b>Level:</b> II.							
<b>Prerequisites:</b>							
<b>Course completion conditions:</b>							
<b>Learning objectives:</b>							
<b>Brief outline of the course:</b>							
<b>Recommended literature:</b>							
<b>Language of instruction:</b>							
<b>Notes:student time load:</b>							
<b>Course assessment</b>							
The final number of assessed students: 4							
A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> Mgr. Anita Račáková, PhD., doc. Mgr. Gabriela Olchowa, PhD.							
<b>Last changed:</b> 05.11.2021							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							



## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-aju-310	<b>Course name:</b> British Society in Painting
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2., 4.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> Course assessment combines continuous assessment (50%) with a written final exam (80%). The continuous assessment consists of two written essays: 25 + 25 points. The final exam takes the form of a written test: 50 points. The course assessment corresponds to the standard A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100. a) continuous assessment: essays: 50% b) final assessment: Final written test: 50% <b>a) continuous assessment:</b> Essays 50% <b>b) final assessment:</b> Final written test: 50%	
<b>Learning objectives:</b> After completing the course students will be able to: 1. Present in English the characteristics features as well as historical background to selected paintings from the 16th century up to the beginning of the 20th century, 2. Use the corresponding English vocabulary to discuss the most important periods in English paintings, 3. Appreciate the context of a historical period and its reflection in art (painting) 4. Think more critically and discuss, i.e. take a critical position on a topic related to art in a foreign language	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b> 1. DIXON, ANDREW G. A History of British Art. London: BBC Publishing 1996 2. LIČKO, Roman. From Holbein to Hockney. British Society in Painting for Students of English as a Foreign Language. Banská Bystrica: Belianum, 2015.	
<b>Language of instruction:</b> English	
<b>Notes: student time load:</b> student workload in hours per semester: 90	

<b>Course assessment</b>							
The final number of assessed students: 0							
A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> PhDr. Roman Ličko, PhD.							
<b>Last changed:</b> 31.05.2022							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajs-320	<b>Course name:</b> Canadian Studies
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> ssesment: Maximum course scoring is 100%, based on ECTS scale. Preparation for the seminar includes weekly readings, written explanation of the vocabulary and completion of seminar tasks. Students will take two progress tests during the term (test 1 = 50% of their final grade and test 2 = 50% of their final grade). Upon instructor´s approval, one of the test can be replaced by a project or presentation, presented as suggested by the teacher. Course completion conditions: a) continuous assessment: participation in seminars (0-5 bonus points), progress test 1 (0-50 points) b) final assessment: written test (0-50 points) Maximum number of points: 100. Course assessment corresponds to the standard A-FX grading scale. Credits are assigned to the student who acquires a minimum of 70 points out of a possible 100. a) continuous assessment: participation in seminars (0-5 bonus points), progress test 1 (0-50 points) b) final assessment: written test (0-50 points) Maximum number of points: 100. The course assessment corresponds to the standard A-FX grading scale. Credits are assigned to the student who acquires a minimum of 70 points out of a possible 100. a) continuous assessment: Course completion conditions: a) continuous assessment: participation in seminars (0-5 bonus points), progress test 1 (0-50 points) b) final assessment: b) final assessment: written test (0-50 points) <b>a) continuous assessment:</b> a) continuous assessment: Course completion conditions: a) continuous assessment: participation in seminars (0-5 bonus points), progress test 1 (0-50 points) <b>b) final assessment:</b> ) final assessment:	

b) final assessment: written test (0-50 points)

**Learning objectives:**

Knowledge gained in the course:

-fact-based information about geography, history, political system and institutions of North America and Canada

-interdisciplinary information about the development of literature and culture in North America and Canada

Page: 2

-terminology in English and Slovak languages for the analysed phenomena (such as political systems, institutions, etc.)

Skill gained in the course:

Students can:

-read academic texts, analyse them and present selected texts in broader cultural contexts,

-apply presentation and argumentation skills,

-analyse the most recent research and field-based information, apply analytical and critical thinking, enhance empathy and creativity,

-apply their foreign language skills and discuss selected cultural phenomena at B2 level,

-further develop their presentation and digital skills, conduct research in digital environment, use educational platform Moodle, design a project and present it.

Competences:

Students can:

-participate in a discussion, defend their arguments,

-read and think critically, present their opinions in academic manner,

-transmit the cultural message of the anglophone countries in educational or cross-cultural environment,

-use self-study strategies,

-read scholarly literature in foreign language,

-use their intercultural competences,

-use their competences to participate in a professional life.

**Brief outline of the course:**

Course Layout:

1 Course Logistics, Who Are The Canadians?

2 Shaping The Nation (History Of Immigration)

3 The Canadian Topography

4 The Canadian Identity

5 The Canadian Political System

6 Progress Test 1

7 The Canadian Legal System

8 The Canadian School System

9 The Canadian Literature 1

10 The Canadian Literature 2

11 The Canadian Experience In Arts & Pop Culture

12 Progress Test 2

13 Course evaluation

**Recommended literature:**

Povinná literatúra:

Bain, C. 1994. Canadian Society: A Changing Tapestry. Oxford : Oxford University Press, 158 s. ISBN 9780195409864. (selected texts and chapters)

Encyclopaedia Encarta. 1995. Microsoft corporation. (selected texts and chapters)

JAVORČÍKOVÁ, J. - ZELENKOVÁ, A. 2020. Voices from beyond: modern coursebook of cultural studies for philologists : with the focus on (e)migration as a political, ethic, linguistic Strana: 3  
and cultural phenomenon in the era of globalization / rec. Rodica Albu, Jaroslav Kušník, Ruslan Saduov, Vyacheslav Shevchenko. - Bratislava : Z-F Lingua, 2020.

JAVORČÍKOVÁ, J. - ZELENKOVÁ, A. 2014. The role, methodological basis and the subject of cultural studies in the globalized world = Úloha, metodologická základňa a predmet kultúrnych štúdií v globalizovanom svete / Jana Javorčíková.  
In European Journal of Social and Human Sciences. - Banská Bystrica : Matej Bel University, 2014. - ISSN 1339-6773. - Vol. 1, no. 1 (2014), pp. 28-33.

JAVORČÍKOVÁ, J. 2005. "Smiling Discrimination" in Canadian Society = Formy nepriamej diskriminácie v kanadskej spoločnosti / Jana Javorčíková. In Central European Journal of Canadian Studies. - Brno : Masaryk University, 2005. - ISSN 1213-7715. - Vol. 5 (2005), pp. 123-131.

JAVORČÍKOVÁ, J. 2011. Canadian Identity Through Literature: On the "Canadianness" of Margaret Atwood's Fiction = Kanadská identita v literatúre: o "kanadskosti" prózy Margaret Atwoodovej / Jana Javorčíková.  
In (Re)connecting Through Diversity: Canadian Perspectives = Les relations dans la diversité: perspectives Canadiennes / vedec. red. Jelena Novaković, Slobodan Pajović, Vladimir Gvozden ; rec. Nevenka Trifunović, Vladimir Gvozden. - Beograd : Megatrend University, 2011. - ISBN 978-86-7747-429-4. - S. 53-62.

Odporúčaná literatúra:

ADELMAN, Ch., SCHWARTZ, B. L., ed. 2013. Prairie directory of North America: The United States, Canada, and Mexico. 2nd ed. Oxford University Press.

BOEHMER, E. 2008. Nelson Mandela: A Very Short Introduction. Oxford: OUP.

FERGUSON, N. 2003. Empire. New York : Allen Lane.

MORGAN, K. 2012. Australia: A Very Short Introduction. Oxford: OUP.

SCHAPER, I., ed. 2004. Western civilization and the natives of South Africa: Studies in culture contact. Routledge. Routledge library editions.

SAYERS, A. 2001. Australian art. Oxford: OUP.

WHITELAW, Anne, Brian FOSS a Sandra PAIKOWSKY, eds. 2010. The visual arts in Canada: The twentieth century. Oxford: OUP.

WRIGHT, D. 2020. Canada: A Very Short Introduction. Oxford: OUP.

Uvedené zdroje sú dostupné v slovenských knižniciach a kníhkupectvách. (The aforementioned sources are available in Slovak libraries and bookstores.)

**Language of instruction:**

English B2

**Notes:student time load:**

**Course assessment**

The final number of assessed students: 8

A	B	C	D	E	FX(0)	FX(1)	n
75.0	0.0	0.0	0.0	12.5	12.5	0.0	0.0

**Instructor:** doc. PaedDr. Jana Javorčíková, PhD.

**Last changed:** 14.09.2023

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ua-001	<b>Course name:</b> Chapters in the 20th Century Translation and Translation Studies in Eastern Europe
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student takes a midterm test. After completing the semester, the student takes the final written exam. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to one resit. Credits are assigned if the student collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). <b>a) continuous assessment:</b> Completion of the tasks assigned during the semester: 20 p. Midterm test: 30 p. <b>b) final assessment:</b> Final test: 50 p.	
<b>Learning objectives:</b> Tasks: The objective of this course is to introduce students to the history of translation practice and theory in Eastern Europe, to the discipline methodology, its current state-of-the-art and prospects; to ensure mastering necessary terminology; to make students aware of the functions of translation in the world culture development and to become familiar with representative thinkers, or translators. It is hoped that by the end of the course, the student will have become familiar with: the stages in the development of translation practice and the stages in the development of translation theory in Eastern Europe, current state-of-the-art of translation history, its models and methods, the origin of the methods used by the translation studies student and the methods limitations; and will have been able: be able to: use the principles of the historical approach when evaluating translation phenomena, apply in practice the criteria for assessing the quality of translation and strategies for its implementation; use the basic terminology of translation theory..	
<b>Brief outline of the course:</b> 1. A brief history of translation in Eastern Europe in the nineteenth and early twentieth centuries: discussions about what literature should be translated for a peasant nation. 2. Censorship of translations in the Russian and Austro-Hungarian empires: how Ukrainian translators avoided the barriers of Russian censorship in the late nineteenth and early twentieth centuries.	

3. "Executed Renaissance" in Ukraine in the sphere of translation. Translation methods and the "campaigning against nationalist translators-wreckers". Opera libretti translation in Ukraine.
4. The formation of translation studies as a theoretical, historical and didactic discipline in the late 1920s and early 1930s. Syllabi of studying translation theory at the university level in Ukraine and Russia.
5. Translation in the Soviet Union during the late Stalinist period. Retranslations and relay translations. "Editorial" translations. Totalitarian translation: on the example of Ukraine, Estonia and Czechoslovakia.
6. The "Thaw" and Translation. Translation in Eastern Europe in the second half of the 1950s and the 1960s. Resistance to Russification.
7. Theories of translation of the 1950s and 1960s in Eastern Europe as immediate predecessors of the modern discipline of translation studies (Czechoslovakia, Russia, Ukraine, Bulgaria, Poland, Estonia).
8. Translation in the 1970s and 1980s. Ideology and translation. Russian-Ukrainian translation: bright and dark sides. Translation during the "normalization" period in Czechoslovakia. The role of paratexts in the promotion of translations.
9. The history of literary translation in independent Ukraine (from the declaration of independence to the present day).
10. Formation of Ukrainian specialized and audiovisual translation.
11. Development of translation studies in independent Ukraine.
12. Development of new types of translation and translation studies in independent Slovakia.

**Recommended literature:**

1. Стріха М. В. 2020. Український переклад і перекладачі: між літературою і націєтворенням. Київ : Дух і Літера. 520 с.
2. Шмігер Т. В. 2021. Історія українського перекладознавства = A History of Ukrainian translation studies : навч. посіб. Львів : ЛНУ імені Івана Франка. 180 с.
3. BEDNÁROVÁ, Katarína. Rukoväť dejín prekladu na Slovensku I. (18. – 19. storočie). Bratislava: Univerzita Komenského. 2015.
4. Bednárová, Katarína. Rukoväť dejín prekladu na Slovensku II. (Situácia slovenského umeleckého prekladu v 20. storočí). Bratislava: Univerzita Komenského. 2015.
5. Djovčoš, Martin, Ivana Hostová, Mária Kusá and Emilia Perez (eds). 2023. Translation Studies in Ukraine as an Integral Part of the European Context. Bratislava: VEDA.
6. Kalnychenko, Oleksandr. 2017. "History of Ukrainian thinking on translation (from the 1920s to the 1950s)". In *Going East: Discovering New and Alternative Traditions in Translation Studies/ Larisa Schippel and Cornelia Zwischenberger (eds.) (Transkulturalität – Translation – Transfer, Band 28)/ Berlin: Frank & Timme, 2017. P. 309 – 33.*
7. Kalnychenko O., Kolomyets L. 2022. "Translation in Ukraine during the Stalinism Period: Literary Translation Policies and Practices" In *Translation Under Communism/ Edited by Christopher Rundle, Anne Lange and Daniele Monticelli. Basingstoke: Palgrave Macmillan, P. 141 – 172.*
8. Kalnychenko, Oleksandr, and Natalia Kamovnikova. 2020. "Teaching Translation: Academic Courses in 'Translation Theory and Practice' of the early 1930s." In *Вісник Харківського національного університету імені В. Н. Каразіна Серія «Іноземна філологія. Методика викладання іноземних мов».* Харків: ХНУ імені В.Н. Каразіна. Вип. 91. С. 147-155.

**Language of instruction:**

slovak B2, ukrainian

**Notes:student time load:**

90 h.

Combined study (S, C): 26 h. Self-study: 10 h. Seminar preparation: 15 h. Studying for test: 15 h. Preparation for the final exam: 24 h.						
<b>Course assessment</b>						
The final number of assessed students: 0						
A	B	C	D	E	FX(0)	FX(1)
0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> Oleksander Kalnychenko, PhD.						
<b>Last changed:</b> 04.09.2023						
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.						



## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-218	<b>Course name:</b> Comparative Phraseology
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student completes and submits homework and takes a written test. After completing the semester, the student takes the final oral and written exams. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to one resit. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). <b>a) continuous assessment:</b> Completing homework: 0–15 p. Presentation: 0–20 p. Seminar paper preparation: 0–15 p. Test: 0–25 p. <b>b) final assessment:</b> Oral and written final exams: 0–40 p. (written part: 0–20 p.; oral part: 0–20 p.)	
<b>Learning objectives:</b> The student has systematic knowledge of Russian vs. Slovak phraseology. The subject matter is presented diachronously and in a broader social, cultural, and pragmatic context. The student can compare the Slovak vs. Russian approaches to phraseology. They understand the scholarly and phraseographic paradigms (Slovak vs. Russian scholars and dictionary authors). They understand the diachronous and synchronous relationships between the Russian and Slovak languages in terms of phraseology. They use this knowledge to further develop their linguistic, scholarly, and cultural literacy as the core of their future profession. The student applies this knowledge in practice. The student masters the Russian phraseological minimum, can identify translation equivalents, identify partial equivalence and appropriate solutions. They know how to transpose phraseologisms without direct equivalents. The student knows and uses phraseological and bilingual dictionaries. They expand their theoretical knowledge of contrastive phraseology and continue to develop practical habits related to idiom translation.	
<b>Brief outline of the course:</b> Slovak experts in phraseology dealing with Russian vs. Slovak. Confrontational research basics in Slovakia vs. Russia. Researching equivalence and approaches to phraseologism translation.	

<p>Types of equivalence in Slovak phraseology.          Absolute equivalence.          Partial equivalence.          Morphological, syntactic, lexical, and other differences.          Interlingual homonymy in phraseology.          Phraseologisms without equivalents.</p>							
<p><b>Recommended literature:</b>          BARANOV, A. – DOBROVOESKIJ, D.: Osnovy frazeologii. Moskva : FLINTA; Nauka 2016.          BASKO, N.: Russkije frazeologizmy v situacijach. Moskva : Russkij jazyk. Kursy 2015.          ALEFIRENKO, N. F. – SEMENENKO, N. N.: Frazeologija i paremiologija. Moskva : FLINTA; Nauka 2009.          SOTÁK, M.: Slovný fond slovenských a ruských frazém. Bratislava : SPN 1989.          DOROTJAKOVÁ, V. a kol.: Rusko-slovenský frazeologický slovník. Bratislava : SPN 1998.          MELIKJAN, V. Ju.: Sovremennyj russkij jazyk. Cintaksičeskaja frazeologija. Moskva : FLINTA; Nauka 2017.          MELIKJAN, V. Ju.: Slovar ekspressivnych ustojčivych fraz russkogo jazyka. Frazeoschemy i ustojčivyje modeli. Moskva : FLINTA; Nauka 2017.          TELIJA, V. N.: Russkaja frazeologija. Semantičeskij, pragmatičeskij i lingvokul'turologičeskij aspekty. Moskva : Jazyki russkoj kul'tury 1996.          MLACEK, J. a i.: Frazeologická terminológia. Bratislava : SAV 1995. Dostupné na internete : <a href="https://www.juls.savba.sk/ediela/frazeologicka_terminologia/">https://www.juls.savba.sk/ediela/frazeologicka_terminologia/</a></p>							
<p><b>Language of instruction:</b>          Slovak, Russian B2</p>							
<p><b>Notes:student time load:</b>          150 h.          Combined study (S, C): 26 h.          Self-study: 20 h.          completing homework: 20 h.          seminar paper preparation: 20 h.          preparation of the presentation: 12 h.          studying for test: 22 h.          preparation for the final exam: 30 h.</p>							
<p><b>Course assessment</b>          The final number of assessed students: 0</p>							
A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<p><b>Instructor:</b> doc. Viktoria Liashuk, CSc.</p>							
<p><b>Last changed:</b> 02.11.2022</p>							
<p><b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.</p>							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajp-305	<b>Course name:</b> Conference Interpreting
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The grading scale is A (100-94%), B (93-87%), C (86-80%), D (79-73%), E (72-65%). Credits will be awarded to students who have obtained at least 65 out of 100 points for the specified conditions. <b>a) continuous assessment:</b> preparation of the speech for interpreting in Slovak, including a glossary: 30 points preparation of a speech for interpreting in English, including a glossary: 30 points	
<b>Learning objectives:</b> The student <ol style="list-style-type: none"> <li>1. masters the basic conference terminology (English ↔ Slovak),</li> <li>2. can handle interpreting terminology and create multilingual glossaries,</li> <li>3. is familiar with the specifics of conference interpreting,</li> <li>4. has acquired the basic skills needed to manage conference interpreting (low consecutive, high consecutive, simultaneous interpretation),</li> <li>5. while performing a simulated conference can handle multiple tasks (moderator, speaker, interpreter),</li> <li>6. is able to apply acquired knowledge and experience in practice,</li> <li>7. masters the main principles of interpreting crisis management.</li> </ol>	
<b>Brief outline of the course:</b> Basic conference terminology. Creation of glossaries of terms. Organizational preparation of the conference, practicing different roles (moderator, speaker, interpreter). Simulated conference. Consecutive conferences - low consecutive, high consecutive. Simultaneous conferences. Crisis management.	
<b>Recommended literature:</b> 1. BOHUŠOVÁ, Z. 2004. Simulácie. Niekoľko poznámok k didaktike výučby tlmočenia. In: Odborná komunikácia v zjednotenej Európe II. Banská Bystrica/Praha : Univerzita Mateja Bela/ Jednota tlmočníkov a prekladateľov, 2004, s. 17-20. 2. DJOVČOŠ, M, MELICHERČÍKOVÁ, M., VILÍMEK, V. 2021. Učebnica tlmočenia: skúsenosti a dôkazy. Banská Bystrica: Belianum, 2021. 3. GILE, D. 2009. Basic Concepts and Models for Interpreter and Translator Training. Revised Edition. Amsterdam/Philadelphia: John Benjamins Publishing Company, 2009.	

4. MAKAROVÁ, V. 2004. Tlmočenie. Hraničná oblasť medzi vedou, skúsenosťou a umením možného. Bratislava: Stimul, 2004.
5. MELICHERČÍKOVÁ, M. 2013. Simulované konferencie vo výučbe tlmočenia. In: Teória a prax prípravy budúcich translatológov a učiteľov anglického jazyka : zborník z medzinárodnej elektronickej konferencie. Banská Bystrica : Vydavateľstvo Univerzity Mateja Bela - Belianum, Fakulta humanitných vied, 201, s. 15-22.
6. MÜGLOVÁ, D. 2009. Komunikácia, tlmočenie, preklad alebo Prečo spadla Babylonská veža? Bratislava: Enigma, 2009.
7. PÖCHHACKER, F. 2004. Introducing Interpreting Studies. London/New York: Routledge, 2004.
8. ŠAVELOVÁ, J., MELICHERČÍKOVÁ, M. 2013. Simultaneous Interpreting. Univerzita Mateja Bela: Banská Bystrica, 2013.
9. ŠVEDA, P. 2021. Tlmočenie v teórii a praxi. Bratislava: Stimul.

**Language of instruction:**

Slovak, English C1

**Notes: student time load:**

Student workload: 90 hours

Combined form (L, S, C): 13

preparation of speeches including glossaries: 50

preparation for the final oral examination: 27

**Course assessment**

The final number of assessed students: 10

A	B	C	D	E	FX(0)	FX(1)	n
70.0	30.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** PhDr. Miroslava Melicherčíková, PhD.

**Last changed:** 16.08.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-pol-205	<b>Course name:</b> Contemporary Poland (A2 - B1)
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student continuously submits their completed homework. In the last week of the semester, the student takes a written test. After completing the semester, they take a final oral exam. Credits will not be awarded to a student who scores fewer than 19.5 in the written test and/or fewer than 22.5 in the oral exam. The student has the right to one resit (For each part of the final exam respectively.) The grading scale: A (100 – 94 %), B (93 – 87 %), C (86 – 80 %), D (79 – 73 %), E (72 – 65 %). Credits are assigned to the student who collects the minimum of 65 points (%). <b>a) continuous assessment:</b> Completing homework: 0–30 p. Written test in week 13: 35 p. <b>b) final assessment:</b> Oral exam during the exam period: 35 p.	
<b>Learning objectives:</b> The student is able to analyse thematic maps. They can identify and analyse the components of a socio-geographic system and evaluate how they are linked to the physical-geographic sphere. The student follows the state and development of economy, transport, and services and has detailed knowledge of the Polish state administration, self-governments, and current political situation in Poland. They collect this information on their own and apply them in the translation process as well as in general and specialised communication in Polish.	
<b>Brief outline of the course:</b> The geographic position of Poland (Central Europe), its characteristics, and significance. Administrative division. Regions. Nature, soil types, plants, animals. National parks, protected monuments and areas. Demography. Population (development, distribution, major settlements – classification and structure). Ethnic minorities. Religion in Poland. Mineral resources. Diversification of gas and oil supply. Development and structure of economy. Importance and characteristics of agriculture. Basic factors in Polish industrial production. Main types of transport, its distribution, and tourism. Social and technical services. International trade (export, import). Selected topics in political geography – the Republic of Poland, the structure of state and self-government bodies, parliamentary democracy in Poland - legislative, executive and judicial powers. Polish political parties. Poland in international institutions. The geopolitical position of Poland.	

**Recommended literature:**

- 1 STARZOMSKI, J. 2011. Geografia. Warszawa : READ ME, 2011.
- 2 WSPÓŁCZESNE SPOŁECZEŃSTWO POLSKIE, 2020. Ed. A. Gizy, M. Sikorska. Warszawa : PWN, 2020.
3. ŚLESZYŃSKI, P. – CZAPIEWSKI, K. 2021. Atlas Wyszehradzki. Warszawa : GADGET, 2021.
3. WĘCŁAWOWICZ, G. 2018. Geografia społeczna Polski. Warszawa : PWN, 2018.
- 4 KRAWCZYK. SZ. 2013. Wiedza o społeczeństwie. Warszawa : Lango. 2013.
5. OSTASZEWSKA, K, RICHLING, A. 2005. Geografia fizyczna Polski. Warszawa : PWN. 2005.

**Language of instruction:**

Slovak, Polish

**Notes: student time load:**

90 h.  
Presence, combined studies (L, S, C): 26 h.  
Self-study: 14 h.  
Completing homework: 15 h.  
studying for the written test: 15 h.  
Studying for the oral exam: 20 h.

**Course assessment**

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** doc. Mgr. Gabriela Olchowa, PhD.

**Last changed:** 16.02.2023

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica							
<b>Faculty:</b> Faculty of Arts							
<b>Code:</b> 2d-rus-232		<b>Course name:</b> Contemporary Russia (A2 - B1)					
<b>Type, extent and method of instruction:</b>							
<b>Form of instruction:</b> Seminar							
<b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
<b>Recommended number of periods:</b> 26							
<b>Method of study:</b> combined							
<b>Number of credits:</b> 3							
<b>Recommended semester/trimester:</b> 2., 4.							
<b>Level:</b> II.							
<b>Prerequisites:</b>							
<b>Course completion conditions:</b>							
The student has the right to one resit. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).							
<b>a) continuous assessment:</b>							
Active participation in seminars: 50%							
<b>b) final assessment:</b>							
Discussion on the selected topic: 50%							
<b>Learning objectives:</b>							
The course aims to help the student develop their communication skills. The course focuses on the contemporary form of the Russian language and works with up-to-date resources, mainly mass media texts. The student expands their vocabulary and learns about the specificities of contemporary Russian in practice.							
<b>Brief outline of the course:</b>							
The course addresses a broad variety of current social, political, and cultural issues presented by mass media in Russia and abroad.							
<b>Recommended literature:</b>							
current Russian print, TV, radio, Internet							
<b>Language of instruction:</b>							
Slovak, Russian (B2)							
<b>Notes: student time load:</b>							
120 h.							
Active participation in seminars: 26 h.							
Text preparation: 94 h.							
<b>Course assessment</b>							
The final number of assessed students: 0							
A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

<b>Instructor:</b> Mgr. Martin Lizoň, PhD.
<b>Last changed:</b> 02.11.2022
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.



## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-210	<b>Course name:</b> Continuous Practice
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Prax <b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 30s <b>Method of study:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester:</b> 4.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The student can collect the total of 100 p. Overall assessment = continuous + final assessment. Final assessment: A – 100–94% (Excellent), B – 93–87% (Very Good), C – 86–80% (Good), D – 79–73% (Satisfactory), E – 72–65% (Passing). Fx – 64 and less (insufficient). <b>a) continuous assessment:</b> The student undergoes teaching practice and keeps records per instructions. <b>b) final assessment:</b> A portfolio of materials pertaining to the teaching practice, written records. Written records on didactic observation of the supervising teacher as well as the student’s classmates. Final assessment: written preparation for direct teaching, didactic analysis of the selected subject matter, own evaluation of the teaching/exit practice including proposals and recommendations), written evaluation of the lessons taught by the supervisor teacher (it is recommended to use the structured form), and final assessment of the student’s performance (min. 65 p. (max. 100 p.). Individual scores for the respective components depend upon the student’s specialisation. The portfolio may also include other documents requested by the experts in didactics.	
<b>Learning objectives:</b> Continuous teaching practice represents the final integrated form of practical university preparation for teaching. 1. The student uses the complex knowledge developed through their study and previous teaching practice in a new situation and enhances their knowledge base. 2. The goal is to understand how teachers work with students at different schools. 3. The student gets acquainted with the teaching profession in practice and learns how to address specific educational situations in and out of classes. 4. They learn by performing the actual teacher tasks including the extracurricular activities.	
<b>Brief outline of the course:</b> Based on the instructions provided by the supervising teacher, the student creates a lesson project and consults it with the university instructor. Subsequently, they proceed to teach a lesson on their own.	
<b>Recommended literature:</b>	

1. Čapek, R. (2015). Moderní didaktika. Grada Publishing.
2. Inovovaný štátny vzdelávací program pre ISCED 2, 3. (aktuálna verzia dostupná na internete)
3. Kalhoust, Z., & Obst, O. (2002). Školní didaktika. Portál.
4. Kožuchová, M., Obdržálek, Z., Porubská, E., & Káník, R. (2000). Didaktika pre učiteľov základnej a strednej školy. VEDA.
5. László, K., & Osvaldová, Z. (2014). Didaktika. Belianum.
6. Mertin, V. (2012). Metody a postupy poznávání žáka. Pedagogická diagnostika. Wolters Kluwer.
7. Obdržálek, Z. (2003). Didaktika pre študentov učiteľstva základnej školy. UK v Bratislave.
8. Petlák, E. (2012). Inovácie v didaktike. Dubnický technologický inštitút.
9. Petlák, E. (2000). Pedagogicko-didaktická práca učiteľa. IRIS.
10. Petty, G. (2013). Moderní vyučování. Portál.
11. Průcha, J. (2017). Moderní pedagogika. 6. vyd. Portál.
12. Rovňanová, L. (2015). Profesionálne kompetencie učiteľov. Belianum.
13. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
14. Siegllová, D. (2019). Konec školní nudy: didaktické metody pro 21. století. Grada Publishing.
15. Sitná, D. (2013). Metody aktivního vyučování. Portál.
16. Turek, I. (2014). Didaktika. 3. prepr. vyd. Wolters Kluwer.
17. Zormanová, L. (2012). Výukové metody v pedagogice. Grada Publishing.
18. Odborné časopisy a noviny, aj v e-podobe.
19. Odkazy na e-zdroje v LMS Moodle.
20. Internetový portál rezortu školstva a s ním súvisiace webstránky relevantných inštitúcií:
21. [www.minedu.sk](http://www.minedu.sk), [www.statpedu.sk](http://www.statpedu.sk), [www.nucem.sk](http://www.nucem.sk), [www.casopisdobraskola.sk](http://www.casopisdobraskola.sk)
22. BÁLINTOVÁ, Helena. 2003. Cudzie jazyky áno, ale ako? FHV UMB Banská Bystrica 2003. ISBN 80-8055-762-4.
23. CÍCHA, Václav. 1975. Metodika ruského jazyka: Příručka pro učitele ruského jazyka, Praha: Lidové nakladatelství, 1975.
24. CÍCHA, Václav. 1975. Metodika ruského jazyka I. a II. Praha: SPN, 1982.
25. FOGTA, Alfréd. 1979. Metodika vyučovania ruského jazyka pre dospelých. Bratislava: Obzor, 1979.
26. CHODĚRA, R. – REIS, L. 2000. Výuka cizích jazyku na prahu nového století II. Ostrava: Ostravská univerzita, 2000. ISBN 80-7042-157-6.
27. JELÍNEK, Stanislav a kol. 1976. Metodické problémy vyučování cizím jazykum. Praha: SPN, 1976.
28. JELÍNEK, Stanislav. 1977. Kapitoly z metodiky vyučování ruštině. Praha: SPN, 1977.
29. Ries L.-Kollárová,E.(eds.) Svet cudzích jazykov dnes. Bratislava : Didaktis. 2004, ISBN 80 89160 11 5
30. RIES, L.:Didaktika ruštiny 1,2. Vyučování jako komunikace, součinnost a hra. Ostrava.Pedagogická fakulta 1987
31. PASSOV, E.,I.:Osnovy metodiky obučeniija inostrannym jazykam. Moskva, Russkij jazyk 1977.
32. RUSSKIJ JAZYK V CENTRE JEVROPY

**Language of instruction:**

Russian C2, Slovak

**Notes:student time load:**

60 h.

Outputs (sit-in records, lesson analysis): 30 h. Portfolio creation: 20 h.  
Consulting: 14 h.

**Course assessment**

The final number of assessed students: 5

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anton Repoň, PhD.

**Last changed:** 02.11.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-aju-105	<b>Course name:</b> Continuous Teaching Practice EN 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Prax <b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26s <b>Method of study:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> Course completion conditions: During the semester the student actively participates in lesson observations; works on observation tasks, discusses teaching alternatives. Prepares and teaches own lessons. Reflects own teaching and gives constructive feedback to peers. Continuous assessment: Preparation of lesson plans and teaching materials: 0-20 points Teaching own lessons: 0-20 points Observation tasks: 0-10 points Total: 50 points; pass 32 points Scale: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %). <b>a) continuous assessment:</b> Continuous assessment consists of active participation in discussions with mentor teacher and peers, preparation of own lessons plans, teaching lessons and reflection. <b>b) final assessment:</b> The final evaluation consists of a portfolio of materials from pedagogical practice: written records of didactic lessons of lessons - lessons of a trainee teacher, lessons of his classmates. The final evaluation includes written preparations for direct teaching activities, including didactic analysis of the curriculum, self-evaluation of pedagogical practice / output (including suggestions and recommendations), written evaluation of individual lessons taught by the teacher (we recommend an evaluation sheet in which the practitioner The teacher expresses in structured items the individual items (min. 65 points, max. 100 points).	
<b>Learning objectives:</b> Student will be able to: <ol style="list-style-type: none"> <li>1. prepare a lesson plan with help of mentor teacher;</li> <li>2. state aims and objectives of the lesson;</li> <li>3. apply knowledge and skills form ELT methodology;</li> <li>4. choose and adapt teaching material</li> <li>5. evaluate own teaching;</li> <li>6. give feedback to lessons observed.</li> </ol>	
<b>Brief outline of the course:</b>	

Presentation and practice of language skills and language means. Motivation of different age groups. Designing lesson plans. Choosing appropriate materials aids and tasks. Assessment and self-assessment. Giving feedback to peers. Self assessment.

**Recommended literature:**

Recommended literature:

HOMOLOVÁ, E. Becoming an English Teacher. 2012. Banská Bystrica FHV UMB, 2012.

Common European Framework of Reference for languages. Council of Europe. 2002

English course books and teacher's books used in basic/secondary schools

ŠVP ISCED 2 <http://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/svp-druhy-stupen-zs/>

4. iŠVP ISCED <http://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/inovovany-svp-gymnazia-so-stvorrocny-m-patrocnym-vzdelavacim-programom/>

5. Čapek, R. (2015). Moderní didaktika. Grada Publishing.

6. Harmer, J. (2007) The Practice of English language teaching. OUP

7. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.

8. Siegllová, D. (2019). Konec školní nudy: didaktické metody pro 21. století. Grada Publishing.

9. Internetový portál rezortu školstva a s ním súvisiace webstránky relevantných inštitúcií:

[www.minedu.sk](http://www.minedu.sk), [www.statpedu.sk](http://www.statpedu.sk), [www.nucem.sk](http://www.nucem.sk), [www.casopisdobaskola.sk](http://www.casopisdobaskola.sk)

**Language of instruction:**

Slovak language C1, English language B2-C1

**Notes: student time load:**

60 hours:

observation, teaching, analysis: 26 hours

preparations of lesson plans and teaching materials: 20 hours

consultations: 14 hours

**Course assessment**

The final number of assessed students: 69

A	B	C	D	E	FX(0)	FX(1)	n
60.87	28.99	7.25	1.45	1.45	0.0	0.0	0.0

**Instructor:** doc. PhDr. Eva Homolová, PhD.

**Last changed:** 20.04.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-aju-106	<b>Course name:</b> Continuous Teaching Practice EN 2
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Prax <b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26s <b>Method of study:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester:</b> 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The course assessment corresponds to the standard A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). If the student gains 64% and less, he/she is given Fx (failed). Credits are assigned to the student who acquires a minimum of 65 points out of possible 100. <b>a) continuous assessment:</b> Participation in the preliminary pedagogical practice and making notes from observations (a teacher’s diary) <b>b) final assessment:</b> The final assessment consists of the final portfolio which consists of materials from ELT practice: written observations of peers during their teaching, analyses done with in-service teachers, creating a teacher’s diary. Lesson plans are also part of the final assessment together with analysis of the topic, self-evaluation of ELT practice (together with tips and recommendations), written evaluation of lessons taught by the pre-service teacher by in-service teacher (we recommend to use evaluation sheet with structured items related to different aspects of teaching (min. 65 points, max. 100 points). The number of points acquired are specified according to the subject studied in the given teacher training program. The ELT practice can be also realized through the method of service-learning conditioned by the student’s successful completion of SL subjects.	
<b>Learning objectives:</b> The student: <ol style="list-style-type: none"> <li>1. has practical experience with teaching the selected subject,</li> <li>2. is able to analyze individual parts of a lesson and evaluate the use of selected means of education, based on pedagogical, psychological and other subject related aspects, the student is also able to analyze his/her lesson together with the in-service teacher.</li> <li>3. is able to create a detailed plan for his/her own teaching as part of his/her pedagogical practice.</li> <li>4. is able to carry out his/her own lesson plan and is able to self-reflect upon it.</li> </ol>	
<b>Brief outline of the course:</b> The main aim of the pedagogical practice is to create a lesson plan/project which will be carried out among pupils at selected lower or higher secondary school, based on the recommendations provided by in-service teachers and counselling with university lecturers in charge of ELT practice.	
<b>Recommended literature:</b>	

1. Homolová, E. (2013, 2015). Methodology of Teaching English 1, 2. Belianum.
2. Homolová, E. (2012). Becoming an English Teacher. Banská Bystrica: FHV UMB.
3. Čapek, R. (2015). Moderní didaktika. Grada Publishing.
4. Inovovaný štátny vzdelávací program pre ISCED 2, 3. (aktuálna verzia dostupná na internete)
5. Kalhous, Z., & Obst, O. (2002). Školní didaktika. Portál.
6. Kožuchová, M., Obdržálek, Z., Porubská, E., & Káník, R. (2000). Didaktika pre učiteľov základnej a strednej školy. VEDA.
7. László, K., & Osvaldová, Z. (2014). Didaktika. Belianum.
8. Mertin, V. (2012). Metody a postupy poznávání žáka. Pedagogická diagnostika. Wolters Kluwer.
9. Obdržálek, Z. (2003). Didaktika pre študentov učiteľstva základnej školy. UK v Bratislave.
10. Petlák, E. (2012). Inovácie v didaktike. Dubnický technologický inštitút.
11. Petlák, E. (2000). Pedagogicko-didaktická práca učiteľa. IRIS.
12. Petty, G. (2013). Moderní vyučování. Portál.
13. Průcha, J. (2017). Moderní pedagogika. 6. vyd. Portál.
14. Rovňanová, L. (2015). Profesionálne kompetencie učiteľov. Belianum.
15. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
16. Siegllová, D. (2019). Konec školní nudy: didaktické metody pro 21. století. Grada Publishing.
17. Sitná, D. (2013). Metody aktivního vyučování. Portál.
18. Turek, I. (2014). Didaktika. 3. prepr. vyd. Wolters Kluwer.
19. Zormanová, L. (2012). Výukové metody v pedagogice. Grada Publishing.
20. Odborné časopisy a noviny, aj v e-podobe.
21. Odkazy na e-zdroje v LMS Moodle.
22. Internetový portál rezortu školstva a s ním súvisiace webstránky relevantných inštitúcií: [www.minedu.sk](http://www.minedu.sk), [www.statpedu.sk](http://www.statpedu.sk), [www.nucem.sk](http://www.nucem.sk), [www.casopisdobraskola.sk](http://www.casopisdobraskola.sk)

**Language of instruction:**

Slovak, English C1

**Notes: student time load:**

60 hours (total) divided into:

teaching, observations of peers during teaching, analyses of taught classes: 26

preparing a portfolio (+own lesson plans): 20

counselling: 14

**Course assessment**

The final number of assessed students: 69

A	B	C	D	E	FX(0)	FX(1)	n
85.51	11.59	2.9	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anna Slatinská, PhD.

**Last changed:** 06.03.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-208	<b>Course name:</b> Continuous/Exit Practice (Russian Language) 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Prax <b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26s <b>Method of study:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The student can collect the total of 100 p. Overall assessment = continuous + final assessment. Final assessment: A – 100–94% (Excellent), B – 93–87% (Very Good), C – 86–80% (Good), D – 79–73% (Satisfactory), E – 72–65% (Passing). Fx – 64 and less (insufficient). <b>a) continuous assessment:</b> The student undergoes teaching practice and keeps records per instructions. <b>b) final assessment:</b> A portfolio of materials pertaining to the teaching practice, written records. Written records on didactic observation of the supervising teacher as well as the student’s classmates. Final assessment: written preparation for direct teaching, didactic analysis of the selected subject matter, own evaluation of the teaching/exit practice including proposals and recommendations), written evaluation of the lessons taught by the supervisor teacher (it is recommended to use the structured form), and final assessment of the student’s performance (min. 65 p. (max. 100 p.)). Individual scores for the respective components depend upon the student’s specialisation. The portfolio may also include other documents requested by the experts in didactics.	
<b>Learning objectives:</b> 1. The student gains practical experience with teaching. 2. The student can synthesize the knowledge from their pedagogical, psychological, and specialised studies to analyse a lesson and evaluate whether the educational tools have been selected appropriately. They can perform a didactic analysis of the lesson in cooperation with the supervising teacher. 3. The student can make a detailed preparation for direct teaching practice. 4. The student can teach in practice and evaluate their own teaching performance.	
<b>Brief outline of the course:</b> Based on the instructions provided by the supervising teacher, the student creates a lesson project and consults it with the university instructor. Subsequently, they proceed to teach a lesson on their own.	
<b>Recommended literature:</b> 1. Čapek, R. (2015). Moderní didaktika. Grada Publishing. 2. Inovovaný štátny vzdelávací program pre ISCED 2, 3. (aktuálna verzia dostupná na internete)	



3. Kalhoust, Z., & Obst, O. (2002). Školní didaktika. Portál.
4. Kožuchová, M., Obdržálek, Z., Porubská, E., & Káník, R. (2000). Didaktika pre učiteľov základnej a strednej školy. VEDA.
5. László, K., & Osvaldová, Z. (2014). Didaktika. Belianum.
6. Mertin, V. (2012). Metody a postupy poznávaní žáka. Pedagogická diagnostika. Wolters Kluwer.
7. Obdržálek, Z. (2003). Didaktika pre študentov učiteľstva základnej školy. UK v Bratislave.
8. Petlák, E. (2012). Inovácie v didaktike. Dubnický technologický inštitút.
9. Petlák, E. (2000). Pedagogicko-didaktická práca učiteľa. IRIS.
10. Petty, G. (2013). Moderní vyučování. Portál.
11. Prúcha, J. (2017). Moderní pedagogika. 6. vyd. Portál.
12. Rovňanová, L. (2015). Profesionálne kompetencie učiteľov. Belianum.
13. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
14. Siegllová, D. (2019). Konec školní nudy: didaktické metody pro 21. století. Grada Publishing.
15. Sitná, D. (2013). Metody aktivního vyučování. Portál.
16. Turek, I. (2014). Didaktika. 3. prepr. vyd. Wolters Kluwer.
17. Zormanová, L. (2012). Výukové metody v pedagogice. Grada Publishing.
18. Odborné časopisy a noviny, aj v e-podobe.
19. Odkazy na e-zdroje v LMS Moodle.
20. Internetový portál rezortu školstva a s ním súvisiace webstránky relevantných inštitúcií:
21. [www.minedu.sk](http://www.minedu.sk), [www.statpedu.sk](http://www.statpedu.sk), [www.nucem.sk](http://www.nucem.sk), [www.casopisdobraskola.sk](http://www.casopisdobraskola.sk)
22. BÁLINTOVÁ, Helena. 2003. Cudzie jazyky áno, ale ako? FHV UMB Banská Bystrica 2003. ISBN 80-8055-762-4.
23. CÍCHA, Václav. 1975. Metodika ruského jazyka: Příručka pro učitele ruského jazyka, Praha: Lidové nakladatelství, 1975.
24. CÍCHA, Václav. 1975. Metodika ruského jazyka I. a II. Praha: SPN, 1982.
25. FOGTA, Alfréd. 1979. Metodika vyučovania ruského jazyka pre dospelých. Bratislava: Obzor, 1979.
26. CHODĚRA, R. – REIS, L. 2000. Výuka cizích jazyku na prahu nového století II. Ostrava: Ostravská univerzita, 2000. ISBN 80-7042-157-6.
27. JELÍNEK, Stanislav a kol. 1976. Metodické problémy vyučování cizím jazykum. Praha: SPN, 1976.
28. JELÍNEK, Stanislav. 1977. Kapitoly z metodiky vyučování ruštině. Praha: SPN, 1977.
29. Ries L.-Kollárová,E.(eds.) Svet cudzích jazykov dnes. Bratislava : Didaktis. 2004, ISBN 80 89160 11 5
30. RIES, L.:Didaktika ruštiny 1,2. Vyučování jako komunikace, součinnost a hra. Ostrava.Pedagogická fakulta 1987
31. PASSOV, E.,I.:Osnovy metodiky obučenija inostrannym jazykam. Moskva, Russkij jazyk 1977.
32. RUSSKIJ JAZYK V CENTRE JEVROPY

**Language of instruction:**

Russian C1, Slovak

**Notes:student time load:**

60 h.

Outputs (sit-in records, lesson analysis): 26 h. Portfolio creation and teaching preparations: 20 h.

Consulting: 14 h.

<b>Course assessment</b>							
The final number of assessed students: 7							
A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> Mgr. Anton Repoň, PhD.							
<b>Last changed:</b> 02.11.2022							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-209	<b>Course name:</b> Continuous/Exit Practice (Russian Language) 2
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Prax <b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26s <b>Method of study:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester:</b> 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The student can collect the total of 100 p. Overall assessment = continuous + final assessment. Final assessment: A – 100–94% (Excellent), B – 93–87% (Very Good), C – 86–80% (Good), D – 79–73% (Satisfactory), E – 72–65% (Passing). Fx – 64 and less (insufficient). <b>a) continuous assessment:</b> The student undergoes teaching practice and keeps records per instructions. <b>b) final assessment:</b> A portfolio of materials pertaining to the teaching practice, written records. Written records on didactic observation of the supervising teacher as well as the student’s classmates. Final assessment: written preparation for direct teaching, didactic analysis of the selected subject matter, own evaluation of the teaching/exit practice including proposals and recommendations), written evaluation of the lessons taught by the supervisor teacher (it is recommended to use the structured form), and final assessment of the student’s performance (min. 65 p. (max. 100 p.)). Individual scores for the respective components depend upon the student’s specialisation. The portfolio may also include other documents requested by the experts in didactics.	
<b>Learning objectives:</b> 1. The student gains practical experience with teaching. 2. The student can synthesize the knowledge from their pedagogical, psychological, and specialised studies to analyse a lesson and evaluate whether the educational tools have been selected appropriately. They can perform a didactic analysis of the lesson in cooperation with the supervising teacher. 3. The student can make a detailed preparation for direct teaching practice. 4. The student can teach in practice and evaluate their own teaching performance.	
<b>Brief outline of the course:</b> Based on the instructions provided by the supervising teacher, the student creates a lesson project and consults it with the university instructor. Subsequently, they proceed to teach a lesson on their own.	
<b>Recommended literature:</b> 1. Čapek, R. (2015). Moderní didaktika. Grada Publishing. 2. Inovovaný štátny vzdelávací program pre ISCED 2, 3. (aktuálna verzia dostupná na internete)	

3. Kalhoust, Z., & Obst, O. (2002). Školní didaktika. Portál.
4. Kožuchová, M., Obdržálek, Z., Porubská, E., & Káník, R. (2000). Didaktika pre učiteľov základnej a strednej školy. VEDA.
5. László, K., & Osvaldová, Z. (2014). Didaktika. Belianum.
6. Mertin, V. (2012). Metody a postupy poznávaní žaka. Pedagogická diagnostika. Wolters Kluwer.
7. Obdržálek, Z. (2003). Didaktika pre študentov učiteľstva základnej školy. UK v Bratislave.
8. Petlák, E. (2012). Inovácie v didaktike. Dubnický technologický inštitút.
9. Petlák, E. (2000). Pedagogicko-didaktická práca učiteľa. IRIS.
10. Petty, G. (2013). Moderní vyučování. Portál.
11. Prúcha, J. (2017). Moderní pedagogika. 6. vyd. Portál.
12. Rovňanová, L. (2015). Profesionálne kompetencie učiteľov. Belianum.
13. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
14. Siegllová, D. (2019). Konec školní nudy: didaktické metody pro 21. století. Grada Publishing.
15. Sitná, D. (2013). Metody aktivního vyučování. Portál.
16. Turek, I. (2014). Didaktika. 3. prepr. vyd. Wolters Kluwer.
17. Zormanová, L. (2012). Výukové metody v pedagogice. Grada Publishing.
18. Odborné časopisy a noviny, aj v e-podobe.
19. Odkazy na e-zdroje v LMS Moodle.
20. Internetový portál rezortu školstva a s ním súvisiace webstránky relevantných inštitúcií:
21. [www.minedu.sk](http://www.minedu.sk), [www.statpedu.sk](http://www.statpedu.sk), [www.nucem.sk](http://www.nucem.sk), [www.casopisdobraskola.sk](http://www.casopisdobraskola.sk)
22. BÁLINTOVÁ, Helena. 2003. Cudzíe jazyky áno, ale ako? FHV UMB Banská Bystrica 2003. ISBN 80-8055-762-4.
23. CÍCHA, Václav. 1975. Metodika ruského jazyka: Příručka pro učitele ruského jazyka, Praha: Lidové nakladatelství, 1975.
24. CÍCHA, Václav. 1975. Metodika ruského jazyka I. a II. Praha: SPN, 1982.
25. FOGTA, Alfréd. 1979. Metodika vyučovania ruského jazyka pre dospelých. Bratislava: Obzor, 1979.
26. CHODĚRA, R. – REIS, L. 2000. Výuka cizích jazyku na prahu nového století II. Ostrava: Ostravská univerzita, 2000. ISBN 80-7042-157-6.
27. JELÍNEK, Stanislav a kol. 1976. Metodické problémy vyučování cizím jazykum. Praha: SPN, 1976.
28. JELÍNEK, Stanislav. 1977. Kapitoly z metodiky vyučování ruštině. Praha: SPN, 1977.
29. Ries L.-Kollárová,E.(eds.) Svet cudzích jazykov dnes. Bratislava : Didaktis. 2004, ISBN 80 89160 11 5
30. RIES, L.:Didaktika ruštiny 1,2. Vyučování jako komunikace, součinnost a hra. Ostrava.Pedagogická fakulta 1987
31. PASSOV, E.,I.:Osnovy metodiky obučenija inostrannym jazykam. Moskva, Russkij jazyk 1977.
32. RUSSKIJ JAZYK V CENTRE JEVROPY

**Language of instruction:**

Russian C1, Slovak

**Notes:student time load:**

60 h.

Outputs (sit-in records, lesson analysis): 26 h. Portfolio creation and teaching preparations: 20 h.

Consulting: 14 h.

<b>Course assessment</b>							
The final number of assessed students: 7							
A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> Mgr. Anton Repoň, PhD.							
<b>Last changed:</b> 02.11.2022							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-207	<b>Course name:</b> Continuous/Listen-in Practice (Russian Language)
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Prax <b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26s <b>Method of study:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester:</b> 1.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> Overall assessment = continuous + final assessment. Final assessment: A – 100–94% (Excellent), B – 93–87% (Very Good), C – 86–80% (Good), D – 79–73% (Satisfactory), E – 72–65% (Passing). Fx – 64 and less (insufficient). <b>a) continuous assessment:</b> Continuous assessment: The student performs teaching observation and keeps records per instructions. <b>b) final assessment:</b> Final assessment: A portfolio of materials pertaining to the teaching practice. Written records (pedagogical characteristics of the school and form, characteristics of a selected pupil in terms of their individual needs, lesson observation records, written preparation for direct teaching, didactic analysis of the selected subject matter, own evaluation of the pedagogical practice, report including proposals and recommendations): min. 65 p. (max. 100 p.). Individual scores for the respective components depend upon the student’s specialisation. The portfolio may also include other documents requested by the experts in didactics. The student can collect the total of 100 p.	
<b>Learning objectives:</b> 1. The student gains practical experience with teaching. 2. The student can synthesize the knowledge from their pedagogical, psychological, and specialised studies to analyse a lesson and evaluate whether the educational tools have been selected appropriately. They can perform a didactic analysis of the lesson in cooperation with the supervising teacher.	
<b>Brief outline of the course:</b> During the teaching observation it is recommended for the student to focus on the following: 1. Preparation, classroom, pupils (classroom cleanliness, teacher’s arrival, teaching and technical tools – condition and use, etc.). 2. Are the students ready after the ring bells? How do they welcome the teacher? (teacher’s and pupils’ behaviour, attendance checking, etc.). 3. Homework checking (In which lesson phase is it assigned and how? Difficulty and length. Homework frequency. Forms and methods of checking. Homework focus on creative thinking. How is the theoretical knowledge applied in practice? Verbal assessment and grades, etc.).	

4. Verifying pupils' knowledge (method, contents, extent). Class activation during individual testing. Focus on creative thinking. Applying the theoretical knowledge in practice. Verbal assessment and grading.
5. Determining the lesson topic and goal (motivation for active learning, interdisciplinary and intradisciplinary links, etc.).
6. Exposition of the subject matter (forms and methods, teacher's and pupils' activity, formative aspects, topicality of the contents, forms, and working tools, etc.).
7. Fixation methods and their relation to the exposition methods, focus on the application of the new knowledge in practice, formulation of the check-up questions, using technology, feedback, etc.).
8. Homework (assignment method, motivation, individual/pair/group homework, etc.).
9. Teacher's personality (communication skills, objectiveness, demands, respect for pupils' requests and individual possibilities, gestures, mimics, appearance, movement in the classroom, responses to unexpected stimuli, temperament, voice projection, etc.).
10. Pedagogical communication, communication structures, contents and subject matter transformation, pupil activation, motivation, pupil participation, clarity of instructions, individualised teaching, movement within the classroom, activities focused on developing responsibility, social contact, self-realisation improvement, reflection, checking, assessment.

#### **Recommended literature:**

1. Čapek, R. (2015). Moderní didaktika. Grada Publishing.
2. Inovovaný štátny vzdelávací program pre ISCED 2, 3. (aktuálna verzia dostupná na internete)
3. Kalhousť, Z., & Obst, O. (2002). Školní didaktika. Portál.
4. Kožuřochová, M., Obdržálek, Z., Porubská, E., & Káňík, R. (2000). Didaktika pre učiteľov základnej a strednej školy. VEDA.
5. László, K., & Osvaldová, Z. (2014). Didaktika. Belianum.
6. Mertin, V. (2012). Metody a postupy poznávaní žáka. Pedagogická diagnostika. Wolters Kluwer.
7. Obdržálek, Z. (2003). Didaktika pre študentov učiteľstva základnej školy. UK v Bratislave.
8. Petlák, E. (2012). Inovácie v didaktike. Dubnický technologický inštitút.
9. Petlák, E. (2000). Pedagogicko-didaktická práca učiteľa. IRIS.
10. Petty, G. (2013). Moderní vyučování. Portál.
11. Průcha, J. (2017). Moderní pedagogika. 6. vyd. Portál.
12. Rovňanová, L. (2015). Profesionálne kompetencie učiteľov. Belianum.
13. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
14. Siegllová, D. (2019). Konec školní nudy: didaktické metody pro 21. století. Grada Publishing.
15. Sitná, D. (2013). Metody aktivního vyučování. Portál.
16. Turek, I. (2014). Didaktika. 3. prepr. vyd. Wolters Kluwer.
17. Zormanová, L. (2012). Výukové metody v pedagogice. Grada Publishing.
18. Odborné časopisy a noviny, aj v e-podobe.
19. Odkazy na e-zdroje v LMS Moodle.
20. Internetový portál rezortu školstva a s ním súvisiace webstránky relevantných inštitúcií:
21. [www.minedu.sk](http://www.minedu.sk), [www.statpedu.sk](http://www.statpedu.sk), [www.nucem.sk](http://www.nucem.sk), [www.casopisdobraskola.sk](http://www.casopisdobraskola.sk)
22. BÁLINTOVÁ, Helena. 2003. Cudzí jazyky áno, ale ako? FHV UMB Banská Bystrica 2003. ISBN 80-8055-762-4.
23. CÍCHA, Václav. 1975. Metodika ruského jazyka: Příručka pro učitele ruského jazyka, Praha: Lidové nakladatelství, 1975.
24. CÍCHA, Václav. 1975. Metodika ruského jazyka I. a II. Praha: SPN, 1982.
25. FOGTA, Alfréd. 1979. Metodika vyučování ruského jazyka pro dospělých. Bratislava: Obzor,

1979.

26. CHODĚRA, R. – REIS, L. 2000. Výuka cizích jazyků na prahu nového století II. Ostrava: Ostravská univerzita, 2000. ISBN 80-7042-157-6.

27. JELÍNEK, Stanislav a kol. 1976. Metodické problémy vyučování cizím jazykům. Praha: SPN, 1976.

28. JELÍNEK, Stanislav. 1977. Kapitoly z metodiky vyučování ruštině. Praha: SPN, 1977.

29. Ries L.-Kollárová,E.(eds.) Svet cudzích jazykov dnes. Bratislava : Didaktis. 2004, ISBN 80 89160 11 5

30. RIES, L.:Didaktika ruštiny 1,2. Vyučování jako komunikace, součinnost a hra. Ostrava.Pedagogická fakulta 1987

31. PASSOV, E.,I.:Osnovy metodiky obučeníja inostrannym jazykam. Moskva, Russkij jazyk 1977.

32. RUSSKIJ JAZYK V CENTRE JEVROPY

**Language of instruction:**

Russian C1, Slovak

**Notes:student time load:**

60 h. Combined study: 26 h. Portfolio creation: 20 h. Consulting: 14 h.

**Course assessment**

The final number of assessed students: 11

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anton Repoň, PhD.

**Last changed:** 02.11.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.



## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-aju-317	<b>Course name:</b> Critical Thinking in EFL Context
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The course will be evaluated on the basis of preliminary activities assigned during semester (simulations, portfolio). In the examination period after the end of semester there will be a final written project elaborate and presented aimed at application of critical thinking into teaching EL. Evaluation is based on the following assessment criteria: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %). Minimum number of acquired percents is 65. Final exam will be held during officially recognised examination period. <b>a) continuous assessment:</b> Preliminary tasks will be carried out during seminars. <b>b) final assessment:</b> Elaboration of the project and its presentation.	
<b>Learning objectives:</b> Learning objectives: Student <ol style="list-style-type: none"> <li>1. is able to use data about critical thinking,</li> <li>2. is be able to critically evaluate the position of a teacher in primary and secondary schools and will be able to apply didactic strategies and techniques taking into consideration critical thinkin,</li> <li>3. identifies specifics of ELT to the given age taking into account microculture of a classroom,</li> <li>4. applies theoretical knowledge in practical way during his/her classes,</li> <li>5. creates own project based on integrating critical thinking in EFL context.</li> </ol>	
<b>Brief outline of the course:</b> Critical Thinking Integrating Critical Thinking Skills in the Exploration of Culture in EFL context Identity Wheel Microculture of a classroom Techniques used to develop critical thinking in EFL context (active reading, active listening)	
<b>Recommended literature:</b> Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge University Press. Retrieved from <a href="https://rm.coe.int/1680459f97">https://rm.coe.int/1680459f97</a> . Chatfield, T. (2018) Critical Thinking. Sage. ISBN 978-1-4739-4714-6.	

Hales, A. (2018). The Local in History: Personal and Community History and Its Impact on Identity. *Education 3-13*, 46:6, 671-684. DOI: 10.1080/03004279.2018.1483802.

Kramsch, C. (1995). The Cultural Component of Language Teaching. *Language, Culture and Curriculum*, 8:2, 83-92. DOI: 10.1080/07908319509525192.

Neff, P., Rucynski, J. (2013). Tasks for Integrating Language and Culture Teaching. *English Teaching Forum*, 51:2, 12-23. Retrieved from <https://americanenglish.state.gov/resources/english-teaching-forum-2013-volume-51-number-2#child-1486>.

Ráčková, Z. (2013). *Využitie medzipredmetových vzťahov v projektovom vyučovaní na ZŠ*. Bratislava, SK: Metodicko-pedagogické centrum.

Schulz, B. (2008). The Importance of Soft Skills: Education Beyond Academic Knowledge. *Nawa Journal of Communication*, 2(1), 146-154. Retrieved from <http://ir.nust.na/jspui/handle/10628/39>.

Theodoulides, L. a kol. (2020) *Rozvoj kritického myslenia koučovacím prístupom vo vysokoškolskom prostredí*. Belianum.

**Language of instruction:**

English B2, Slovak

**Notes:student time load:**

In total: 120  
 seminars: 26  
 preparation of the project: 30  
 presentation of the project: 34  
 self-study: 30

**Course assessment**

The final number of assessed students: 4

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anna Slatinská, PhD.

**Last changed:** 18.05.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica							
<b>Faculty:</b> Faculty of Arts							
<b>Code:</b> 2d-PTE-102		<b>Course name:</b> Cross-cutting themes in education					
<b>Type, extent and method of instruction:</b>							
<b>Form of instruction:</b> Lecture / Practical							
<b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
<b>Recommended number of periods:</b> 13 / 13							
<b>Method of study:</b> combined							
<b>Number of credits:</b> 3							
<b>Recommended semester/trimester:</b> 3.							
<b>Level:</b> II.							
<b>Prerequisites:</b>							
<b>Course completion conditions:</b>							
<b>Learning objectives:</b>							
<b>Brief outline of the course:</b>							
<b>Recommended literature:</b>							
<b>Language of instruction:</b>							
<b>Notes:student time load:</b>							
<b>Course assessment</b>							
The final number of assessed students: 117							
A	B	C	D	E	FX(0)	FX(1)	n
91.45	4.27	2.56	0.0	0.0	0.0	1.71	0.0
<b>Instructor:</b> doc. PaedDr. Lenka Rovňanová, PhD., doc. Mgr. Lívia Nemcová, PhD.							
<b>Last changed:</b> 06.12.2021							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ksc-201	<b>Course name:</b> Cultural and social inclusion of foreign students 1
<b>Type, extent and method of instruction:</b>	
<b>Form of instruction:</b>	
<b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)	
<b>Recommended number of periods:</b>	
<b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b>	
<p>The student has to participate in at least 5 projects. Each project is worth 20 p. The student can score the total of 100 p.</p> <p>Grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%), FX (64%–0%).</p> <p>Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements.</p> <p>a) continuous assessment: Active participation in project organisation focused on foreign students enrolled in MBU programmes.</p> <p>b) final assessment: A portfolio of materials pertaining to the projects organised – a written report.</p>	
<b>Learning objectives:</b>	
<p>The student gains practical experience with organising activities for foreign students (persons with other than Slovak citizenship officially studying at MBU). The student knows and correctly uses the academic terminology. Volunteering provides the student with an opportunity to pursue their interests and learn how to manage their free time while feeling self-fulfilled and useful. The student feels that their work is meaningful. It allows them to improve their self-confidence and self-evaluation. They acquire new friends, knowledge, experience, and skills and improve their foreign language skills. They gain intercultural and international experience.</p>	
<b>Brief outline of the course:</b>	
<p>The student actively participates in educational, cultural, sports, and other interest-based activities for the community of foreign MBU students. The student helps organise educational activities, provides consulting to fresh students, organises free-time activities and competitions for the foreign MBU students. The student helps integrate their foreign peers into MBU student organisations and provides them with information on further educational possibilities offered by MBU.</p>	
<b>Recommended literature:</b>	
<p>BROZMANOVÁ GREGOROVÁ Alžbeta et. al. Service learning. Inovatívna stratégia učenia (sa). 2014. Banská Bystrica : UMB, 2014. 200 s. ISBN 978-80-557-0829-4.</p> <p>BROZMANOVÁ GREGOROVÁ, A., MATULAYOVÁ, T., MRAČKOVÁ, A., VAVRINČÍKOVÁ, L., VLAŠIČOVÁ, J.: Dobrovoľníctvo keď pomoc baví a zábava pomáha. Bratislava: ŠEVT, a.s. pre Úrad vlády SR, 2011. ISBN 978-80-8106-049-6.</p>	

BROZMANOVÁ GREGOROVÁ, A.: Dobrovoľníctvo ako prostriedok rozvoja mladého človeka. In: ZOOM - M Zaostrené na mladých, 2008, č. 4, s. 11-14.

BÚTORA, M. – FIALOVÁ, Z. 1995. Neziskový sektor a dobrovoľníctvo na Slovensku. Bratislava: SAIA-SCTS.

DLOUHÁ, Regina, e.al. Dobrovolnictví a dárcovství. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 40 s.

GREGOROVÁ, A.: Centrum dobrovoľníctva a jeho úloha pri rozvoji dobrovoľníctva. In: Dobrovoľníctvo v meste Banská Bystrica (zborník). Banská Bystrica: PF UMB, 2003. s. 22 - 24. ISBN 80-8055-750-0.

HAPALOVÁ, M. 2017. Dobrovoľnícke programy a podpora dobrovoľníctva. Bratislava : Implementačná agentúra MSVaR SR, 2017. 12 s. ISBN 978-80-89837-03-8. . [dostupné online 12. 6. 2019] [https://www.ia.gov.sk/npkiku//data/files/np\\_kiku/dokumenty/Dobrovolnicke%20programy%20brozura%20Jun2017%20blok.pdf](https://www.ia.gov.sk/npkiku//data/files/np_kiku/dokumenty/Dobrovolnicke%20programy%20brozura%20Jun2017%20blok.pdf)

KOLEKTIV, autorů, et al. Dobrovolníci v neziskových organizacích. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 24 s. ISBN 80-86423-05-0.

KRÁLIKOVÁ, N. (zost.) 2006. Ja nie som dobrovoľník! Ja to robím iba tak... Bratislava : IUVENTA, 2006. 28 s. ISBN 80-8072-0054-1

MYDLÍKOVÁ, E. a kol. 2002. Dobrovoľníctvo na Slovensku alebo čo si počať s dobrovoľníkom. Bratislava: ASSP, ISBN 80-968713-0-7.

NAZAREJOVÁ, V. – ROTH, P. (zost.). 2012. Dobrovoľníctvo a čo ty? Prešov : Domka – Združenie saleziánskej mládeže. 2012. 16 s. [dostupné online 12. 6. 2019] [http://dobrovolnictvo.sk/subory/publikacie/Dobrovolnictvo\\_a\\_co\\_TY\\_1.pdf](http://dobrovolnictvo.sk/subory/publikacie/Dobrovolnictvo_a_co_TY_1.pdf)

OCHMANOVÁ, M. – JORDAN, P. 1997. Dobrovoľníci – cenný zdroj pomoci: Institute for Policy Studies, ISBN 1-886333-29-7.

ONDRUŠEK, D. 2000. Čítanka pre pokročilé neziskové organizácie. Bratislava: Centrum prevencie a riešenia konfliktov, ISBN 80-968095-3-9.

TOŠNER, J. - SOZANSKÁ, O. (eds.) 2006. Dobrovoľníci a metodika práce s nimi v organizacích. Praha : Portál 2006. 149 s. ISBN 80-7367-178-6.

**Language of instruction:**

Slovak, English

**Notes:student time load:**

Student time load: 90 h.  
Project preparation and implementation: 75 h.  
Portfolio: 15 h.

**Course assessment**

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Lujza Urbancová, PhD.

**Last changed:** 27.10.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ksc-202	<b>Course name:</b> Cultural and social inclusion of foreign students 2
<b>Type, extent and method of instruction:</b>	
<b>Form of instruction:</b>	
<b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)	
<b>Recommended number of periods:</b>	
<b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2., 4.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b>	
<p>The student has to participate in at least 5 projects. Each project is worth 20 p. The student can score the total of 100 p.</p> <p>Grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%), FX (64%–0%).</p> <p>Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements.</p> <p>a) continuous assessment: Active participation in project organisation focused on foreign students enrolled in MBU programmes.</p> <p>b) final assessment: A portfolio of materials pertaining to the projects organised – a written report.</p>	
<b>Learning objectives:</b>	
<p>The student gains practical experience with organising activities for foreign students (persons with other than Slovak citizenship officially studying at MBU). The student knows and correctly uses the academic terminology. Volunteering provides the student with an opportunity to pursue their interests and learn how to manage their free time while feeling self-fulfilled and useful. The student feels that their work is meaningful. It allows them to improve their self-confidence and self-evaluation. They acquire new friends, knowledge, experience, and skills and improve their foreign language skills. They gain intercultural and international experience.</p>	
<b>Brief outline of the course:</b>	
<p>The student actively participates in educational, cultural, sports, and other interest-based activities for the community of foreign MBU students. The student helps organise educational activities, provides consulting to fresh students, organises free-time activities and competitions for the foreign MBU students. The student helps integrate their foreign peers into MBU student organisations and provides them with information on further educational possibilities offered by MBU.</p>	
<b>Recommended literature:</b>	
<p>BROZMANOVÁ GREGOROVÁ Alžbeta et. al. Service learning. Inovatívna stratégia učenia (sa). 2014. Banská Bystrica : UMB, 2014. 200 s. ISBN 978-80-557-0829-4.</p> <p>BROZMANOVÁ GREGOROVÁ, A., MATULAYOVÁ, T., MRAČKOVÁ, A., VAVRINČÍKOVÁ, L., VLAŠIČOVÁ, J.: Dobrovoľníctvo keď pomoc baví a zábava pomáha. Bratislava: ŠEVT, a.s. pre Úrad vlády SR, 2011. ISBN 978-80-8106-049-6.</p>	

BROZMANOVÁ GREGOROVÁ, A.: Dobrovoľníctvo ako prostriedok rozvoja mladého človeka. In: ZOOM - M Zaostrené na mladých, 2008, č. 4, s. 11-14.

BÚTORA, M. – FIALOVÁ, Z. 1995. Neziskový sektor a dobrovoľníctvo na Slovensku. Bratislava: SAIA-SCTS.

DLOUHÁ, Regina, e.al. Dobrovolnictví a dárcovství. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 40 s.

GREGOROVÁ, A.: Centrum dobrovoľníctva a jeho úloha pri rozvoji dobrovoľníctva. In: Dobrovoľníctvo v meste Banská Bystrica (zborník). Banská Bystrica: PF UMB, 2003. s. 22 - 24. ISBN 80-8055-750-0.

HAPALOVÁ, M. 2017. Dobrovoľnícke programy a podpora dobrovoľníctva. Bratislava : Implementačná agentúra MSVaR SR, 2017. 12 s. ISBN 978-80-89837-03-8. . [dostupné online 12. 6. 2019] [https://www.ia.gov.sk/npkiku//data/files/np\\_kiku/dokumenty/Dobrovolnicke%20programy%20brozura%20Jun2017%20blok.pdf](https://www.ia.gov.sk/npkiku//data/files/np_kiku/dokumenty/Dobrovolnicke%20programy%20brozura%20Jun2017%20blok.pdf)

KOLEKTIV, autorů, et al. Dobrovolníci v neziskových organizacích. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 24 s. ISBN 80-86423-05-0.

KRÁLIKOVÁ, N. (zost.) 2006. Ja nie som dobrovoľník! Ja to robím iba tak... Bratislava : IUVENTA, 2006. 28 s. ISBN 80-8072-0054-1

MYDLÍKOVÁ, E. a kol. 2002. Dobrovoľníctvo na Slovensku alebo čo si počať s dobrovoľníkom. Bratislava: ASSP, ISBN 80-968713-0-7.

NAZAREJOVÁ, V. – ROTH, P. (zost.). 2012. Dobrovoľníctvo a čo ty? Prešov : Domka – Združenie saleziánskej mládeže. 2012. 16 s. [dostupné online 12. 6. 2019] [http://dobrovolnictvo.sk/subory/publikacie/Dobrovolnictvo\\_a\\_co\\_TY\\_1.pdf](http://dobrovolnictvo.sk/subory/publikacie/Dobrovolnictvo_a_co_TY_1.pdf)

OCHMANOVÁ, M. – JORDAN, P. 1997. Dobrovoľníci – cenný zdroj pomoci: Institute for Policy Studies, ISBN 1-886333-29-7.

ONDRUŠEK, D. 2000. Čítanka pre pokročilé neziskové organizácie. Bratislava: Centrum prevencie a riešenia konfliktov, ISBN 80-968095-3-9.

TOŠNER, J. - SOZANSKÁ, O. (eds.) 2006. Dobrovoľníci a metodika práce s nimi v organizacích. Praha : Portál 2006. 149 s. ISBN 80-7367-178-6.

**Language of instruction:**

Slovak, English

**Notes:student time load:**

Total: 90 h.

Project preparation and implementation: 75 h.

Portfolio: 15 h.

**Course assessment**

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Lujza Urbancová, PhD.

**Last changed:** 27.10.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica			
<b>Faculty:</b> Faculty of Arts			
<b>Code:</b> 2d-DEP-513		<b>Course name:</b> Digital empowerment and participation	
<b>Type, extent and method of instruction:</b>			
<b>Form of instruction:</b> Practical			
<b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)			
<b>Recommended number of periods:</b> 26			
<b>Method of study:</b> combined			
<b>Number of credits:</b> 2			
<b>Recommended semester/trimester:</b>			
<b>Level:</b> II., III.			
<b>Prerequisites:</b>			
<b>Course completion conditions:</b>			
<b>Learning objectives:</b>			
<b>Brief outline of the course:</b>			
<b>Recommended literature:</b>			
<b>Language of instruction:</b>			
<b>Notes:student time load:</b>			
<b>Course assessment</b>			
The final number of assessed students: 0			
abs	n	p	v
0.0	0.0	0.0	0.0
<b>Instructor:</b> doc. PhDr. Alžbeta Brozmanová Gregorová, PhD., Mgr. Zuzana Heinzová, PhD.			
<b>Last changed:</b> 08.09.2023			
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.			



## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajs-305	<b>Course name:</b> Discourse Analysis
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> Requirements for a successful completion of the subject: During the semester, students write one written text and submit excerpts on cohesive devices taken from journalistic or artistic English texts. At the end of the semester the students write final test. Students will not get credits if they score less than 10 points for excerpting sources and less than 25 points for final written exam. Student can re-sit the exam once. This exam will cover study material from the whole semester. Final assessment is realised according to the standard criteria: A (100 – 94 %), B (93 – 87 %), C (86 – 80 %), D (79 – 73 %), E (72 – 65 %). The minimum number of points for obtaining credits is 65 points out of 100. <b>a) continuous assessment:</b> Written test: 0-30 points Excerpts: 0-30 points <b>b) final assessment:</b> Final written exam: 0-40 points	
<b>Learning objectives:</b> Student <ol style="list-style-type: none"> <li>1. understands the theory of discourse analysis and its practical relevance to language learning;</li> <li>2. will use obtained knowledge on cohesion and coherence in the process of identification and classification of the text,</li> <li>3. is able to categorise the text according to text typology,</li> <li>4. is able to identify cohesive devices in the text;</li> <li>5. applies obtained theoretical knowledge on cohesion and coherence in the process of creative writing;</li> <li>6. can apply theoretical knowledge on speech acts and conversational principle in everyday conversation in English;</li> <li>7. examines how stretches of language, considered in their social and psychological context become meaningful and unified for their users;</li> <li>8. is able to produce various text types in particular registers;</li> </ol>	
<b>Brief outline of the course:</b> Syllabus: Discourse Analysis as a linguistic discipline, its relation to other language levels. Text and context. Form and function. Cohesion and cohesive devices. Reference – anaphora, cataphora,	

exophora. Ellipsis and substitution. Lexical cohesion. Conjunction – additive, adversative, causal and temporal. Text coherence. Coherence and speech acts. Coherence and conversational principles.

**Recommended literature:**

1. ŠTULAJTEROVÁ, A. 2015. Selected Chapters from Discourse Analysis. Banská Bystrica: University of Matej Bel, 2015.
2. COOK, G. 1989. Discourse. Oxford : Oxford University Press, 1989.
3. McCARTHY, M. 1991. Discourse Analysis for Language Teachers. Cambridge : Cambridge University Press, 1991.
4. HALLIDAY, M.A.K – HASAN, R. 1976. Cohesion in English. London : Longman, 1976.

**Language of instruction:**

English, Slovak

**Notes: student time load:**

Student's working load:  
Time load: 90 hours  
combined study (S): 13  
self-study: 30  
preparation for the written test: 10  
excerpting sources: 15  
preparation for final written exam: 22

**Course assessment**

The final number of assessed students: 18

A	B	C	D	E	FX(0)	FX(1)	n
94.44	0.0	0.0	0.0	0.0	5.56	0.0	0.0

**Instructor:** PaedDr. Alena Štulajterová, PhD.

**Last changed:** 17.08.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-aju-211	<b>Course name:</b> ELT to Different Age Groups
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 2., 4.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The course will be evaluated on the basis of preliminary activities assigned during semester (simulations, portfolio). In the examination period after the end of semester there will be a final oral exam. In order to pass, the students have to acquire a minimum of 65 points. Evaluation is based on the following assessment criteria: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %). Minimum number of acquired percents is 65. Final oral exam will be held during officially recognised examination period. To summarize, the overall assessment consists of: a) continuous assessment: Continuous submitting of assignments related to elaboration of didactic activities aimed at ELT to primary school pupils: - creation of portfolio with the most effective activities and games applied for the given age group, simulation of individual classes aimed at primary school pupils: b) successful completion of the final oral exam. The minimum pass grade for simulation is 10 points and the minimal pass for portfolio is 15 points. <b>a) continuous assessment:</b> elaboration of preliminary tasks <b>b) final assessment:</b> final oral exam	
<b>Learning objectives:</b> Student 1. is able to use data about effective ways how to teach English to different age groups, 2. is able to critically evaluate the position of a teacher in primary schools and children's clubs, will be able to apply didactic strategies and techniques, 3. will be able to identify specifics of ELT to the given age, 4. will be able to apply theoretical knowledge in practical way during simulations, 5. creates own portfolio of activities.	
<b>Brief outline of the course:</b> Characteristics of age groups in ELT. CEFR. National Program of Education related to ELT. Specifics of ELT to different age groups. Methods, strategies and techniques used in teaching. Motivation. Lesson plans. Self-reflection. Creativity. Logical and critical thinking. Key pedagogical documents needed when teaching English to different age groups.	
<b>Recommended literature:</b>	

HOMOLOVÁ, E. (2010). Motivating Young Learners in Acquiring English through Songs, Poems, Drama and Stories. In Theories in Practice. Zlín: Tomas Bata University. pp. 232 – 238. ISBN 978-80-7318-823-8.

LINDAHL, K. (2015). ELT in Early Childhood: Circle Time. Available at: <http://blog.tesol.org/elt-in-early-childhood-circle-time/> (accessed February 14, 2020).

LOJOVÁ, G., STRAKOVÁ, Z., Teoretické východiská vyučovania angličtiny v primárnom vzdelávaní. 2012. Bratislava: Univerzita Komenského, ISBN 978-80-223-3315-3 STRAKOVÁ, Z. Teaching English at Primary Level: From Principles to Practice. 2011. Prešov: Prešovská univerzita, ISBN 978-80-555-0494-0, s.93

STRAKOVÁ, Z., CIMERMANOVÁ, I. (eds.). Učiteľ cudzieho jazyka v kontexte primárneho vzdelávania. Prešov: Prešovská univerzita, 2010, ISBN 978-80-555-0232-8, s. 168.

PODHRADSKÁ, M. (2009). Veselá angličtina pre deti 2, vydavateľstvo TONADA. R 162 0016-2-731.

PODHRADSKÁ, M. (2010). Veselá angličtina pre deti 3, vydavateľstvo TONADA. R 162 0017-2-731.

UR, P. (1996). A Course in Language Teaching: Practice and Theory, Cambridge: CUP. 389 p. ISBN 978-0521567985.

**Language of instruction:**

English C1

**Notes: student time load:**

total number of hours: 150

combined study (seminar): 26

elaboration of preliminary tasks: 34

self-study: 30

preparation for the final oral exam: 60

**Course assessment**

The final number of assessed students: 53

A	B	C	D	E	FX(0)	FX(1)	n
96.23	3.77	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anna Slatinská, PhD.

**Last changed:** 11.09.2023

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-esn-200	<b>Course name:</b> ESN MBU Volunteer 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The student participates in at least five projects. Each project is worth 20 p. The student can collect max. 100 p. Grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
<b>a) continuous assessment:</b> - Active participation in project organisation involving foreign MBU students as the target group. Preparation of a database, schedule, and budget for the activities. - Creating and evaluating an online survey before and after the semester focused on foreign students' needs and their satisfaction. - Providing tutoring to foreign students during the semester.	
<b>b) final assessment:</b> A portfolio of materials related to the projects organised: - report - photo documentation - list of the students involved.	
<b>Learning objectives:</b> Upon completion, the student has developed practical experience with organising activities focused on foreign students. They know and use correct university-related terminology in foreign languages. They have developed specific competences necessary to perform their job related to the promotion of civic engagement and public service. They can independently identify the default situation, activity goals, steps towards their achievement, schedule, problems; find partners; determine appropriate promotion methods; draft the budget; identify the needs of the participants; perform and evaluate activities. They have learned how to motivate other students to participate in volunteering and develop intercultural understanding.	
<b>Brief outline of the course:</b> In terms of volunteering, students actively participate in the MBU Erasmus Student Network. It is a non-profit student organisation that represents foreign students thus creating opportunities for the development of intercultural understanding and personal development. It is based on peer help. Volunteers help organise educational and	

leisure activities as well as competitions for the foreign students from MBU partner universities. They help the foreign students integrate into the community and other MBU student organisations.

**Recommended literature:**

- BROZMANOVÁ GREGOROVÁ Alžbeta et. al. Service learning. Inovatívna stratégia učenia (sa). 2014. Banská Bystrica : UMB, 2014. 200 s. ISBN 978-80-557-0829-4.
- BÚTORA, M. – FIALOVÁ, Z. 1995. Neziskový sektor a dobrovoľníctvo na Slovensku. Bratislava: SAIA-SCTS.
- DLOUHÁ, Regina, e.al. Dobrovoľníctví a dárcovství. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 40 s.
- FRIČ, Pavol. Dárcovství a dobrovoľníctví v České republice. Praha : AGNES a NROS, 2001. 115 s. ISBN 80-902633-7-2.
- Ja nie som dobrovoľník! Ja to robím len tak... KRÁLIKOVÁ, Nadežda (zost.) Bratislava : IUVENTA, 2006, ISBN 80-8072-054-1.
- KOLEKTIV, Autorů, et al. Dobrovoľníci v neziskových organizacích. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 24 s. ISBN 80-86423-05-0.
- MYDLÍKOVÁ, E. a kol. 2002. Dobrovoľníctvo na Slovensku alebo čo si počať s dobrovoľníkom. Bratislava: ASSP, ISBN 80-968713-0-7.
- OCHMANOVÁ, M. – JORDAN, P. 1997. Dobrovoľníci – cenný zdroj pomoci: Institute for Policy Studies, ISBN 1-886333-29-7.
- ONDRUŠEK, D. 2000. Čítanka pre pokročilé neziskové organizácie. Bratislava: Centrum prevencie a riešenia konfliktov, ISBN 80-968095-3-9.
- Příručka pro dobrovoľníky. Klikatá 90c, Praha 5 : Občanské združení ADRA, 1997. 35 s. vydáno s podporou MVČR
- TOŠNER, Jiří, SOZANSKÁ, Olga. Dobrovoľníci a metodika práce s nimi v organizacích. Dominik Dvořák; Michal Kaplánek, Th.D., SDB. 2. vyd. Praha : Portál, s. r. o., 2006. 149 s. ISBN 80-7367-178-6.
- Helcom.cz [online]. 2004 [cit. 2010-06-25]. Dobrovoľníci. Dostupné z WWW: <<http://www.helcom.cz/download/sborniky/dobrovoľnici.doc>>.
- Www.dobrovoľnik.cz [online]. 2006 [cit. 2010-03-16]. Dobrovoľník. Dostupné z WWW: <[http://www.dobrovoľnik.cz/d\\_druhy.shtml](http://www.dobrovoľnik.cz/d_druhy.shtml)>.
- Www.dcul.cz [online]. 2005 [cit. 2010-03-16]. Dostupné z WWW: <<http://www.dcul.cz/stranky/dobrovoľnik.htm>>.
- E-cvns.cz [online]. 2009 [cit. 2010-06-25]. Konference Pardubice. Dostupné z WWW: <[http://www.e-cvns.cz/soubory/Konference\\_Pardubice\\_Hladka.pdf](http://www.e-cvns.cz/soubory/Konference_Pardubice_Hladka.pdf)>.
- Dobrovoľn%C3%ADk In Wikipedia : the free encyclopedia [online]. St. Petersburg (Florida) : Wikipedia Foundation, , [cit. 2010-03-16]. Dostupné z WWW: <<http://cs.wikipedia.org/wiki/Dobrovoľn%C3%ADk>>.
- Portal [online]. 2005 [cit. 2010-03-18]. Dostupné z WWW:<<http://www.portal.cz/scripts/detail.php?id=2982>>

**Language of instruction:**

Slovak, English

**Notes:student time load:**

Total student time load: 90 h.  
Project preparation and management: 75 h.  
Portfolio preparation: 15 h.

<b>Course assessment</b>							
The final number of assessed students: 5							
A	B	C	D	E	FX(0)	FX(1)	n
80.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> Mgr. Lujza Urbancová, PhD.							
<b>Last changed:</b> 27.10.2022							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-esn-201	<b>Course name:</b> ESN MBU Volunteer 2
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The student participates in at least five projects. Each project is worth 20 p. The student can collect max. 100 p. Grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
<b>a) continuous assessment:</b> - Active participation in project organisation involving foreign MBU students as the target group. Preparation of a database, schedule, and budget for the activities. - Creating and evaluating an online survey before and after the semester focused on foreign students' needs and their satisfaction. - Providing tutoring to foreign students during the semester.	
<b>b) final assessment:</b> A portfolio of materials related to the projects organised: - report - photo documentation - list of the students involved.	
<b>Learning objectives:</b> Upon completion, the student has developed practical experience with organising activities focused on foreign students. They know and use correct university-related terminology in foreign languages. They have developed specific competences necessary to perform their job related to the promotion of civic engagement and public service. They can independently identify the default situation, activity goals, steps towards their achievement, schedule, problems; find partners; determine appropriate promotion methods; draft the budget; identify the needs of the participants; perform and evaluate activities. They have learned how to motivate other students to participate in volunteering and develop intercultural understanding.	
<b>Brief outline of the course:</b> Brief outline of the course: In terms of volunteering, students actively participate in the MBU Erasmus Student Network. It is a non-profit student organisation that represents foreign students thus creating opportunities for the development of intercultural understanding and personal development.	



It is based on peer help. Volunteers help organise educational and leisure activities as well as competitions for the foreign students from MBU partner universities. They help the foreign students integrate into the community and other MBU student organisations.

**Recommended literature:**

- BROZMANOVÁ GREGOROVÁ Alžbeta et. al. Service learning. Inovatívna stratégia učenia (sa). 2014. Banská Bystrica : UMB, 2014. 200 s. ISBN 978-80-557-0829-4.
- BÚTORA, M. – FIALOVÁ, Z. 1995. Neziskový sektor a dobrovoľníctvo na Slovensku. Bratislava: SAIA-SCTS.
- DLOUHÁ, Regina, e.al. Dobrovolníctví a dárcovství. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 40 s.
- FRIČ, Pavol. Dárcovství a dobrovolníctví v České republice. Praha : AGNES a NROS, 2001. 115 s. ISBN 80-902633-7-2.
- Ja nie som dobrovoľník! Ja to robím len tak... KRÁLIKOVÁ, Nadežda (zost.) Bratislava : IUVENTA, 2006, ISBN 80-8072-054-1.
- KOLEKTIV, Autorů, et al. Dobrovolníci v neziskových organizacích. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 24 s. ISBN 80-86423-05-0.
- MYDLÍKOVÁ, E. a kol. 2002. Dobrovoľníctvo na Slovensku alebo čo si počať s dobrovoľníkom. Bratislava: ASSP, ISBN 80-968713-0-7.
- OCHMANOVÁ, M. – JORDAN, P. 1997. Dobrovoľníci – cenný zdroj pomoci: Institute for Policy Studies, ISBN 1-886333-29-7.
- ONDRUŠEK, D. 2000. Čítanka pre pokročilé neziskové organizácie. Bratislava: Centrum prevencie a riešenia konfliktov, ISBN 80-968095-3-9.
- Průručka pro dobrovolníky. Klikatá 90c, Praha 5 : Občanské združení ADRA, 1997. 35 s. vydáno s podporou MVČR
- TOŠNER, Jiří, SOZANSKÁ, Olga. Dobrovolníci a metodika práce s nimi v organizacích. Dominik Dvořák; Michal Kaplánek, Th.D., SDB. 2. vyd. Praha : Portál, s. r. o., 2006. 149 s. ISBN 80-7367-178-6.
- Helcom.cz [online]. 2004 [cit. 2010-06-25]. Dobrovolníci. Dostupné z WWW: <<http://www.helcom.cz/download/sborniky/dobrovolnici.doc>>.
- Www.dobrovolnik.cz [online]. 2006 [cit. 2010-03-16]. Dobrovolník. Dostupné z WWW: <[http://www.dobrovolnik.cz/d\\_druhy.shtml](http://www.dobrovolnik.cz/d_druhy.shtml)>.
- Www.dcul.cz [online]. 2005 [cit. 2010-03-16]. Dostupné z WWW: <<http://www.dcul.cz/stranky/dobrovolnik.htm>>.
- E-cvns.cz [online]. 2009 [cit. 2010-06-25]. Konference Pardubice. Dostupné z WWW: <[http://www.e-cvns.cz/soubory/Konference\\_Pardubice\\_Hladka.pdf](http://www.e-cvns.cz/soubory/Konference_Pardubice_Hladka.pdf)>.
- Dobrovoln%C3%ADk In Wikipedia : the free encyclopedia [online]. St. Petersburg (Florida) : Wikipedia Foundation, , [cit. 2010-03-16]. Dostupné z WWW: <<http://cs.wikipedia.org/wiki/Dobrovoln%C3%ADk>>.
- Portal [online]. 2005 [cit. 2010-03-18]. Dostupné z WWW: <<http://www.portal.cz/scripts/detail.php?id=2982>>

**Language of instruction:**

Slovak, English

**Notes: student time load:**

Total student time load: 90 h.

Project preparation and management: 75 h.

Portfolio preparation: 15 h.

<b>Course assessment</b>							
The final number of assessed students: 5							
A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> Mgr. Lujza Urbancová, PhD.							
<b>Last changed:</b> 27.10.2022							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-esn-202	<b>Course name:</b> ESN MBU Volunteer 3
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The student participates in at least five projects. Each project is worth 20 p. The student can collect max. 100 p. Grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
<b>a) continuous assessment:</b> - Active participation in project organisation involving foreign MBU students as the target group. Preparation of a database, schedule, and budget for the activities. - Creating and evaluating an online survey before and after the semester focused on foreign students' needs and their satisfaction. - Providing tutoring to foreign students during the semester.	
<b>b) final assessment:</b> A portfolio of materials related to the projects organised: - report - photo documentation list of the students involved.	
<b>Learning objectives:</b> Upon completion, the student has developed practical experience with organising activities focused on foreign students. They know and use correct university-related terminology in foreign languages. They have developed specific competences necessary to perform their job related to the promotion of civic engagement and public service. They can independently identify the default situation, activity goals, steps towards their achievement, schedule, problems; find partners; determine appropriate promotion methods; draft the budget; identify the needs of the participants; perform and evaluate activities. They have learned how to motivate other students to participate in volunteering and develop intercultural understanding.	
<b>Brief outline of the course:</b> In terms of volunteering, students actively participate in the MBU Erasmus Student Network. It is a non-profit student organisation that represents foreign students thus creating opportunities for the development of intercultural understanding and personal development. It is based on peer help.	

Volunteers help organise educational and leisure activities as well as competitions for the foreign students from MBU partner universities. They help the foreign students integrate into the community and other MBU student organisations.

**Recommended literature:**

- BROZMANOVÁ GREGOROVÁ Alžbeta et. al. Service learning. Inovatívna stratégia učenia (sa). 2014. Banská Bystrica : UMB, 2014. 200 s. ISBN 978-80-557-0829-4.
- BÚTORA, M. – FIALOVÁ, Z. 1995. Neziskový sektor a dobrovoľníctvo na Slovensku. Bratislava: SAIA-SCTS.
- DLOUHÁ, Regina, e.al. Dobrovolníctví a dárcovství. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 40 s.
- FRIČ, Pavol. Dárcovství a dobrovolníctví v České republice. Praha : AGNES a NROS, 2001. 115 s. ISBN 80-902633-7-2.
- Ja nie som dobrovoľník! Ja to robím len tak... KRÁLIKOVÁ, Nadežda (zost.) Bratislava : IUVENTA, 2006, ISBN 80-8072-054-1.
- KOLEKTIV, Autorů, et al. Dobrovolníci v neziskových organizacích. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 24 s. ISBN 80-86423-05-0.
- MYDLÍKOVÁ, E. a kol. 2002. Dobrovoľníctvo na Slovensku alebo čo si počať s dobrovoľníkom. Bratislava: ASSP, ISBN 80-968713-0-7.
- OCHMANOVÁ, M. – JORDAN, P. 1997. Dobrovoľníci – cenný zdroj pomoci: Institute for Policy Studies, ISBN 1-886333-29-7.
- ONDRUŠEK, D. 2000. Čítanka pre pokročilé neziskové organizácie. Bratislava: Centrum prevencie a riešenia konfliktov, ISBN 80-968095-3-9.
- Průručka pro dobrovolníky. Klikatá 90c, Praha 5 : Občanské združení ADRA, 1997. 35 s. vydáno s podporou MVČR
- TOŠNER, Jiří, SOZANSKÁ, Olga. Dobrovolníci a metodika práce s nimi v organizacích. Dominik Dvořák; Michal Kaplánek, Th.D., SDB. 2. vyd. Praha : Portál, s. r. o., 2006. 149 s. ISBN 80-7367-178-6.
- Helcom.cz [online]. 2004 [cit. 2010-06-25]. Dobrovolníci. Dostupné z WWW: <<http://www.helcom.cz/download/sborniky/dobrovolnici.doc>>.
- Www.dobrovolnik.cz [online]. 2006 [cit. 2010-03-16]. Dobrovolník. Dostupné z WWW: <[http://www.dobrovolnik.cz/d\\_druhy.shtml](http://www.dobrovolnik.cz/d_druhy.shtml)>.
- Www.dcul.cz [online]. 2005 [cit. 2010-03-16]. Dostupné z WWW: <<http://www.dcul.cz/stranky/dobrovolnik.htm>>.
- E-cvns.cz [online]. 2009 [cit. 2010-06-25]. Konference Pardubice. Dostupné z WWW: <[http://www.e-cvns.cz/soubory/Konference\\_Pardubice\\_Hladka.pdf](http://www.e-cvns.cz/soubory/Konference_Pardubice_Hladka.pdf)>.
- Dobrovoln%C3%ADk In Wikipedia : the free encyclopedia [online]. St. Petersburg (Florida) : Wikipedia Foundation, , [cit. 2010-03-16]. Dostupné z WWW: <<http://cs.wikipedia.org/wiki/Dobrovoln%C3%ADk>>.
- Portal [online]. 2005 [cit. 2010-03-18]. Dostupné z WWW: <<http://www.portal.cz/scripts/detail.php?id=2982>>

**Language of instruction:**

Slovak, English

**Notes: student time load:**

Total student time load: 90 h.

Project preparation and management: 75 h.

Portfolio preparation: 15 h.

<b>Course assessment</b>							
The final number of assessed students: 3							
A	B	C	D	E	FX(0)	FX(1)	n
33.33	33.33	0.0	0.0	33.33	0.0	0.0	0.0
<b>Instructor:</b> Mgr. Lujza Urbancová, PhD.							
<b>Last changed:</b> 27.10.2022							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-esn-203	<b>Course name:</b> ESN MBU Volunteer 4
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 4.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The student participates in at least five projects. Each project is worth 20 p. The student can collect max. 100 p. Grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
<b>a) continuous assessment:</b> - Active participation in project organisation involving foreign MBU students as the target group. Preparation of a database, schedule, and budget for the activities. - Creating and evaluating an online survey before and after the semester focused on foreign students' needs and their satisfaction. - Providing tutoring to foreign students during the semester.	
<b>b) final assessment:</b> A portfolio of materials related to the projects organised: - report - photo documentation list of the students involved.	
<b>Learning objectives:</b> Upon completion, the student has developed practical experience with organising activities focused on foreign students. They know and use correct university-related terminology in foreign languages. They have developed specific competences necessary to perform their job related to the promotion of civic engagement and public service. They can independently identify the default situation, activity goals, steps towards their achievement, schedule, problems; find partners; determine appropriate promotion methods; draft the budget; identify the needs of the participants; perform and evaluate activities. They have learned how to motivate other students to participate in volunteering and develop intercultural understanding.	
<b>Brief outline of the course:</b> In terms of volunteering, students actively participate in the MBU Erasmus Student Network. It is a non-profit student organisation that represents foreign students thus creating opportunities for the development of intercultural understanding and personal development. It is based on peer help.	

Volunteers help organise educational and leisure activities as well as competitions for the foreign students from MBU partner universities. They help the foreign students integrate into the community and other MBU student organisations.

**Recommended literature:**

- BROZMANOVÁ GREGOROVÁ Alžbeta et. al. Service learning. Inovatívna stratégia učenia (sa). 2014. Banská Bystrica : UMB, 2014. 200 s. ISBN 978-80-557-0829-4.
- BÚTORA, M. – FIALOVÁ, Z. 1995. Neziskový sektor a dobrovoľníctvo na Slovensku. Bratislava: SAIA-SCTS.
- DLOUHÁ, Regina, e.al. Dobrovoľníctví a dárcovství. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 40 s.
- FRIČ, Pavol. Dárcovství a dobrovoľníctví v České republice. Praha : AGNES a NROS, 2001. 115 s. ISBN 80-902633-7-2.
- Ja nie som dobrovoľník! Ja to robím len tak... KRÁLIKOVÁ, Nadežda (zost.) Bratislava : IUVENTA, 2006, ISBN 80-8072-054-1.
- KOLEKTIV, Autorů, et al. Dobrovoľníci v neziskových organizáciach. Praha : Informační centrum neziskových organizací, o.p.s., 2001. 24 s. ISBN 80-86423-05-0.
- MYDLÍKOVÁ, E. a kol. 2002. Dobrovoľníctvo na Slovensku alebo čo si počať s dobrovoľníkom. Bratislava: ASSP, ISBN 80-968713-0-7.
- OCHMANOVÁ, M. – JORDAN, P. 1997. Dobrovoľníci – cenný zdroj pomoci: Institute for Policy Studies, ISBN 1-886333-29-7.
- ONDRUŠEK, D. 2000. Čítanka pre pokročilé neziskové organizácie. Bratislava: Centrum prevencie a riešenia konfliktov, ISBN 80-968095-3-9.
- Průručka pro dobrovoľníky. Klikatá 90c, Praha 5 : Občanské združení ADRA, 1997. 35 s. vydáno s podporou MVČR
- TOŠNER, Jiří, SOZANSKÁ, Olga. Dobrovoľníci a metodika práce s nimi v organizáciach. Dominik Dvořák; Michal Kaplánek, Th.D., SDB. 2. vyd. Praha : Portál, s. r. o., 2006. 149 s. ISBN 80-7367-178-6.
- Helcom.cz [online]. 2004 [cit. 2010-06-25]. Dobrovoľníci. Dostupné z WWW: <<http://www.helcom.cz/download/sborniky/dobrovoľnici.doc>>.
- Www.dobrovoľnik.cz [online]. 2006 [cit. 2010-03-16]. Dobrovoľník. Dostupné z WWW: <[http://www.dobrovoľnik.cz/d\\_druhy.shtml](http://www.dobrovoľnik.cz/d_druhy.shtml)>.
- Www.dcul.cz [online]. 2005 [cit. 2010-03-16]. Dostupné z WWW: <<http://www.dcul.cz/stranky/dobrovoľnik.htm>>.
- E-cvns.cz [online]. 2009 [cit. 2010-06-25]. Konference Pardubice. Dostupné z WWW: <[http://www.e-cvns.cz/soubory/Konference\\_Pardubice\\_Hladka.pdf](http://www.e-cvns.cz/soubory/Konference_Pardubice_Hladka.pdf)>.
- Dobrovoľn%C3%ADk In Wikipedia : the free encyclopedia [online]. St. Petersburg (Florida) : Wikipedia Foundation, , [cit. 2010-03-16]. Dostupné z WWW: <<http://cs.wikipedia.org/wiki/Dobrovoľn%C3%ADk>>.
- Portal [online]. 2005 [cit. 2010-03-18]. Dostupné z WWW: <<http://www.portal.cz/scripts/detail.php?id=2982>>

**Language of instruction:**

Slovak, English

**Notes: student time load:**

Total student time load: 90 h.

Project preparation and management: 75 h.

Portfolio preparation: 15 h.

<b>Course assessment</b>							
The final number of assessed students: 2							
A	B	C	D	E	FX(0)	FX(1)	n
50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> Mgr. Lujza Urbancová, PhD.							
<b>Last changed:</b> 27.10.2022							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							



## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajp-303	<b>Course name:</b> Editorial Practice
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> Course completion conditions: a.) Continuous Assessment: Text editing 0-50 points. b.) Final Assessment: Final text editing 0-50 points. The total number of points obtained from the continuous and final assessment is 100. The number of points obtained corresponds to the grading assessment scale. Credits will be given to students who obtain for fulfilling certain requirements at least 65 out of 100 points. <b>a) continuous assessment:</b> a.) Continuous Assessment: Text editing 0-50 points. <b>b) final assessment:</b> b.) Final Assessment: Final text editing 0-50 points.	
<b>Learning objectives:</b> Students: 1. will acquire basic information and skills on editing in publishing houses and translation agencies, 2. will be able to edit the text taking into account the translator's strategy and being able not to interfere with appropriate translator's solutions.	
<b>Brief outline of the course:</b> Text editing. Translator's strategy. Basic rules of the Slovak school of translation.	
<b>Recommended literature:</b>	
<b>Language of instruction:</b> Slovak and English	
<b>Notes:student time load:</b> combined studies: 13 hrs. self-study: 20 hrs. text editing: 57 hrs.	

<b>Course assessment</b>							
The final number of assessed students: 45							
A	B	C	D	E	FX(0)	FX(1)	n
55.56	24.44	13.33	4.44	2.22	0.0	0.0	0.0
<b>Instructor:</b> doc. PhDr. Martin Djovčoš, PhD.							
<b>Last changed:</b> 29.04.2022							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica							
<b>Faculty:</b> Faculty of Arts							
<b>Code:</b> 2d-PGS-401		<b>Course name:</b> Educational and school psychology					
<b>Type, extent and method of instruction:</b>							
<b>Form of instruction:</b> Lecture / Seminar							
<b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
<b>Recommended number of periods:</b> 26 / 13							
<b>Method of study:</b> combined							
<b>Number of credits:</b> 3							
<b>Recommended semester/trimester:</b> 1.							
<b>Level:</b> II.							
<b>Prerequisites:</b>							
<b>Course completion conditions:</b>							
<b>Learning objectives:</b>							
<b>Brief outline of the course:</b>							
<b>Recommended literature:</b>							
<b>Language of instruction:</b>							
<b>Notes:student time load:</b>							
<b>Course assessment</b>							
The final number of assessed students: 404							
A	B	C	D	E	FX(0)	FX(1)	n
23.27	23.76	25.0	18.56	9.16	0.0	0.25	0.0
<b>Instructor:</b> doc. PaedDr. Lada Kaliská, PhD.							
<b>Last changed:</b> 19.04.2023							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica			
<b>Faculty:</b> Faculty of Arts			
<b>Code:</b> 2d-fpv-307		<b>Course name:</b> Electoral Geography	
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined			
<b>Number of credits:</b> 3			
<b>Recommended semester/trimester:</b> 2., 4.			
<b>Level:</b> II.			
<b>Prerequisites:</b>			
<b>Course completion conditions:</b>			
<b>Learning objectives:</b>			
<b>Brief outline of the course:</b>			
<b>Recommended literature:</b>			
<b>Language of instruction:</b>			
<b>Notes:student time load:</b>			
<b>Course assessment</b> The final number of assessed students: 186			
abs	n	p	v
97.85	2.15	0.0	0.0
<b>Instructor:</b>			
<b>Last changed:</b> 24.07.2015			
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.			

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajmL-316	<b>Course name:</b> English Language B2 for FF UMB students
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2., 4.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> This elective course is intended for students of sports education, sports science and other humanities and philology studies at the Faculty of Arts, UMB in Banská Bystrica, except for study programmes English Language and Culture, English for Translation in Economic Practice and Teaching English Language and Literature. Students will take three written continuous assessment tests during the semester. Upon completion of the course students will take a written final test. Credits will not be awarded to a student who scores less than 65% on the continuous assessment tests and the final test. The student is entitled to one re-sit exam. The assessment is in compliance with the following grading scale: A (100-94%), B (93-87%), B (93-87%), B (93-87%), C (86-80%), D (79-73%), E (72-65%). <b>a) continuous assessment:</b> Three continuous written tests: 30% Active participation in seminars: 10% <b>b) final assessment:</b> Written final test: 60%	
<b>Learning objectives:</b> The student: <ol style="list-style-type: none"> <li>1. understands not only essential but also specific information in broader English texts and can communicate in more challenging communicative situations in the professional and private spheres;</li> <li>2. masters upper-intermediate language activities and strategies in English (listening comprehension, speaking, writing, reading comprehension)</li> <li>3. is able to identify elements of narrative style in written discourse at B2 level;</li> <li>4. is able to translate from/into English texts at B2 level;</li> <li>6. is able to use summarising techniques to summarise relevant data.</li> </ol>	
<b>Brief outline of the course:</b> Selected topics include: <ol style="list-style-type: none"> <li>1. Passions and fashions</li> <li>2. No fear!</li> <li>3. It depends how you look at it</li> <li>4. All things high tech</li> <li>5. Seeing is believing</li> </ol>	

6. Telling it how it is							
<b>Recommended literature:</b> SOARS, Liz - SOARS, John. New Headway Intermediate. 4th Edition. Students Book. Oxford : OUP, 2010. SOARS, Liz - SOARS, John. New Headway Intermediate. 4th Edition. Work Book. Oxford : OUP, 2010.							
<b>Language of instruction:</b> English							
<b>Notes:student time load:</b> Total: 90 hours Seminars: 13 Preparation for continuous written tests: 15 Preparation for the final written test: 30 Self-study: 32							
<b>Course assessment</b> The final number of assessed students: 8							
A	B	C	D	E	FX(0)	FX(1)	n
75.0	0.0	0.0	25.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> PaedDr. Alena Štulajterová, PhD., M.A. James Ó Connell							
<b>Last changed:</b> 11.09.2023							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajmZ-317	<b>Course name:</b> English Language B2 for FF UMB students
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> This elective course is intended for students of sports education, sports science and other humanities and philology studies at the Faculty of Arts, UMB in Banská Bystrica, except for study programmes English Language and Culture, English for Translation in Economic Practice and Teaching English Language and Literature. Students will take three written continuous assessment tests during the semester. Upon completion of the course students will take a written final test. Credits will not be awarded to a student who scores less than 65% on the continuous assessment tests and the final test. The student is entitled to one re-sit exam. The assessment is in compliance with the following grading scale: A (100-94%), B (93-87%), B (93-87%), B (93-87%), C (86-80%), D (79-73%), E (72-65%). <b>a) continuous assessment:</b> Three continuous written tests: 30% Active participation in seminars: 10% <b>b) final assessment:</b> Written final test: 60%	
<b>Learning objectives:</b> The student: <ol style="list-style-type: none"> <li>1. understands not only essential but also specific information in broader English texts and can communicate in more challenging communicative situations in the professional and private spheres;</li> <li>2. masters upper-intermediate language activities and strategies in English (listening comprehension, speaking, writing, reading comprehension)</li> <li>3. is able to identify elements of narrative style in written discourse at B2 level;</li> <li>4. is able to translate from/into English texts at B2 level;</li> <li>6. is able to use summarising techniques to summarise relevant data.</li> </ol>	
<b>Brief outline of the course:</b> Selected topics include: <ol style="list-style-type: none"> <li>1. Passions and fashions</li> <li>2. No fear!</li> <li>3. It depends how you look at it</li> <li>4. All things high tech</li> <li>5. Seeing is believing</li> </ol>	

6. Telling it how it is							
<b>Recommended literature:</b> SOARS, Liz - SOARS, John. New Headway Intermediate. 4th Edition. Students Book. Oxford : OUP, 2010. SOARS, Liz - SOARS, John. New Headway Intermediate. 4th Edition. Work Book. Oxford : OUP, 2010.							
<b>Language of instruction:</b> English, Slovak							
<b>Notes:student time load:</b> Total: 90 hours Seminars: 13 Preparation for continuous written tests: 15 Preparation for the final written test: 30 Self-study: 32							
<b>Course assessment</b> The final number of assessed students: 10							
A	B	C	D	E	FX(0)	FX(1)	n
60.0	10.0	10.0	10.0	0.0	0.0	10.0	0.0
<b>Instructor:</b> PaedDr. Alena Štulajterová, PhD., M.A. James Ó Connell, Mgr. Richard Gramanich Štromajer							
<b>Last changed:</b> 17.05.2023							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							



## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-aju-212	<b>Course name:</b> English Teacher's Workshop
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The total course assessment corresponds to the A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits will be awarded to students who earn a minimum of 65 percentage points out of a possible 100. <b>a) continuous assessment:</b> a) active participation: 0–10% b) planning and teaching an EFL lesson at the C1 level: 0–90%	
<b>Learning objectives:</b> Students will: 1. show that they are capable of planning and teaching an effective interactive lesson of English as a foreign language, 2. be able to effectively offer, elicit, receive and process feedback.	
<b>Brief outline of the course:</b> Demo lessons followed by discussion Giving instructions Students' lessons	
<b>Recommended literature:</b> ANDERSON, N. – MCCUTCHEON, N. 2019. Activities for Task-Based Learning: Integrating a fluency first approach into the ELT classroom. Delta Publishing: 2019. ISBN: 978-3125017016. HARMER, J. 2015. The Practice of English Language Teaching. 5th Edition. Pearson, 2015. ISBN: 978-1447980254. WILLIS, D. – WILLIS, J. 2007. Doing Task-based Teaching. Oxford University Press: 2007. ISBN: 978-0194422109.	
<b>Language of instruction:</b> English C1	
<b>Notes: student time load:</b> 150 hrs., including: Combined study (lectures/seminars/consultations): 26 Self-study: 124	

**Course assessment**

The final number of assessed students: 7

A	B	C	D	E	FX(0)	FX(1)	n
71.43	28.57	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Michael Eliot Dove, doc. PhDr. Eva Homolová, PhD.**Last changed:** 10.12.2021**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica			
<b>Faculty:</b> Faculty of Arts			
<b>Code:</b> ESN1	<b>Course name:</b> Erasmus student network 1		
<b>Type, extent and method of instruction:</b>			
<b>Form of instruction:</b>			
<b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)			
<b>Recommended number of periods:</b>			
<b>Method of study:</b> combined			
<b>Number of credits:</b> 3			
<b>Recommended semester/trimester:</b> 1., 3.			
<b>Level:</b> I., II.			
<b>Prerequisites:</b>			
<b>Course completion conditions:</b>			
<b>Learning objectives:</b>			
<b>Brief outline of the course:</b>			
<b>Recommended literature:</b>			
<b>Language of instruction:</b>			
<b>Notes:student time load:</b>			
<b>Course assessment</b>			
The final number of assessed students: 11			
abs	n	p	v
100.0	0.0	0.0	0.0
<b>Instructor:</b> doc. Mgr. et Mgr. Ing. Miroslava Knapková, PhD.			
<b>Last changed:</b>			
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.			

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica			
<b>Faculty:</b> Faculty of Arts			
<b>Code:</b> 2d-fpv-205		<b>Course name:</b> Field Course Abroad	
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Practical <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 1560 <b>Method of study:</b> combined			
<b>Number of credits:</b> 6			
<b>Recommended semester/trimester:</b> 2., 4.			
<b>Level:</b> II.			
<b>Prerequisites:</b>			
<b>Course completion conditions:</b>			
<b>Learning objectives:</b>			
<b>Brief outline of the course:</b>			
<b>Recommended literature:</b>			
<b>Language of instruction:</b>			
<b>Notes:student time load:</b>			
<b>Course assessment</b> The final number of assessed students: 30			
abs	n	p	v
93.33	6.67	0.0	0.0
<b>Instructor:</b> doc. RNDr. Alfonz Gajdoš, PhD.			
<b>Last changed:</b> 03.02.2017			
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.			

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica			
<b>Faculty:</b> Faculty of Arts			
<b>Code:</b> 2d-fpv-124		<b>Course name:</b> Finance in practice	
<b>Type, extent and method of instruction:</b>			
<b>Form of instruction:</b> Seminar			
<b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)			
<b>Recommended number of periods:</b> 26			
<b>Method of study:</b> combined			
<b>Number of credits:</b> 3			
<b>Recommended semester/trimester:</b> 1., 3.			
<b>Level:</b> II.			
<b>Prerequisites:</b>			
<b>Course completion conditions:</b>			
<b>Learning objectives:</b>			
<b>Brief outline of the course:</b>			
<b>Recommended literature:</b>			
<b>Language of instruction:</b>			
<b>Notes:student time load:</b>			
<b>Course assessment</b>			
The final number of assessed students: 16			
abs	n	p	v
100.0	0.0	0.0	0.0
<b>Instructor:</b> Ing. Janka Crmanová			
<b>Last changed:</b> 28.03.2023			
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.			

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica							
<b>Faculty:</b> Faculty of Arts							
<b>Code:</b> 2d-fj-001		<b>Course name:</b> French Language 2					
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined							
<b>Number of credits:</b> 3							
<b>Recommended semester/trimester:</b> 2., 4.							
<b>Level:</b> II.							
<b>Prerequisites:</b>							
<b>Course completion conditions:</b> The maximum total number of points obtained for the interim and final assessment is 100. Credits will be awarded to a student who has earned at least 65 out of 100 points for fulfilling the specified requirements. <b>a) continuous assessment:</b> participation and activities in classes (0-20 points) <b>b) final assessment:</b> final exam (0-80 points)							
<b>Learning objectives:</b> The student 1. uses basic language skills in French, 2. is able to talk about his interests and his plans for the future. 3. can write an e-mail asking for something. 4. can talk about events that took place in the past.							
<b>Brief outline of the course:</b> 1. Understand interests and preferences based on recordings and then be able to talk about yours. 2. Weekend plans. 3. Description of the house/apartment and its equipment. 4. Gastronomy in France and Slovakia. 5. Tense of irregular verbs. 6. Free time.							
<b>Recommended literature:</b> LOISEAU, Y. - MERIEUX, R. 2009. Latitudes 1. Paris: Didier Pecníková, J. - Ráčková, L. Základy francúzštiny, Belianum, 2023							
<b>Language of instruction:</b> French A1							
<b>Notes:student time load:</b> 120 hours, of which: full-time study: 26 hours Exam preparation + written exam: 94 hours							
<b>Course assessment</b> The final number of assessed students: 0							
A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> PhDr. Jana Pecníková, PhD., Gautier Quentin Crept							

**Last changed:** 14.09.2023

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-fj-002	<b>Course name:</b> French language 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 / 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student participates in oral activities (10%). He passes a written French language test (questions based on audio document, written questions) (30%). After at the end of the semester, he passes a written final test in French language (questions based on audio document, written questions) and from the basics of French culture in Slovak language (60%). The student has the right to one remedial written final test. Maximum total number points obtained for the continuous and final assessment is 100. The assessment is carried out according to classification scale: A (100-94%), B (93-87%), C (86-80%), D (79-73%), E (72-65 %). Credits will be awarded to the student who has obtained at least 65 of the specified conditions 100 points. a) continuous assessment: participation in oral activities (10%) written test of the French language (30%) b) final assessment: written final test on the French language and on French realities (60%) <b>a) continuous assessment:</b> continuous assessment: participation in oral activities (10%) written test of the French language (30%) <b>b) final assessment:</b> final assessment: written final test on the French language and on French realities (60%)	
<b>Learning objectives:</b> The student 1. is able to tell basic information about himself and his immediate surroundings 2. is able to react in basic situations (greeting, thanking, introducing yourself, expressing yourself taste) 3. understands audio and written basic information (announcements, basic conversation) 4. has basic knowledge of French culture	
<b>Brief outline of the course:</b> 1. Acquaintance with the French language, with greetings, the alphabet and polite words. 2. Introducing yourself and family members. 3. Names of states and nationalities. 4. Numbers. 5. Activities in free time 6. Main geographical data about France 7. Customs and celebrations in France during the year 8. The most important personalities from the history and culture of France	
<b>Recommended literature:</b> 1. Mérieux, R. ; Loiseau, Y. 2008. Latitudes A1-A2. Paris : Didier	
<b>Language of instruction:</b>	



slovak or another language (except french)							
<b>Notes:student time load:</b>							
<b>Course assessment</b>							
The final number of assessed students: 2							
A	B	C	D	E	FX(0)	FX(1)	n
50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> PhDr. Jana Pecníková, PhD.							
<b>Last changed:</b> 21.09.2023							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-uVZSP	<b>Course name:</b> General Foundations of Private Law
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2., 4.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The prerequisite for passing the course is attendance at a minimum of 90% of the teaching and active participation of students in class. The evaluation is in accordance with the classification scale according to the Study Regulations of Matej Bel University. <b>a) continuous assessment:</b> Continuous evaluation is not performed. <b>b) final assessment:</b> The basis for the award of the final grade is the demonstration of mastery of the knowledge of the lecture material, which is demonstrated in an active dialogue with the teacher in the teaching of the subject.	
<b>Learning objectives:</b> The graduate will be able to distinguish private law from public law, will be oriented in the basic principles of private law, which in the European continental legal system traditionally includes civil law, commercial law, family law and international private law. The graduate will have knowledge of the basic institutions of private law (both substantive and procedural), their current legal regulation and use in practice.	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b> VOJČÍK, P. a kol.: Občianske právo hmotné 1. a 2., Plzeň: Aleš Čenek, 2018. 764 s. ISBN 978-80-73807-19-1. CIRÁK, J. - GANDŽALOVÁ, D.: Základy rodinného práva, Úvodná časť - Manželské práva - Osvojenie, Banská Bystrica: UMB Belianum, 2019. ISBN 978-80-557-1548-3. MURÁNSKA, J. - GANDŽALOVÁ, D. - TAKÁČ, J.: Základy rodinného práva, Rodičia a deti - Výživné, Banská Bystrica: UMB Belianum, 2019. ISBN 978-80-557-1622-0. KUBÍČEK, P. – ŠKRINÁR, A. – NEVOLNÁ, Z. – KOLKUSOVÁ, R. – ĎURICA, M.: Obchodné právo. 3. vydanie. Plzeň: Aleš Čeněk, 2021, 420 s. ISBN 978-80-7380-847-1. Act No. 40/1964 Coll. Civil Code as amended. Act No. 36/2005 Coll. on the Family, as amended. Act No. 160/2015 Coll. on the Civil Procedure Code, as amended. Act No. 161/2015 Coll. on the Civil Procedure Code, as amended.	

Act No. 513/1990 Coll., Commercial Code, as amended.			
<b>Language of instruction:</b> Slovak language			
<b>Notes:student time load:</b> 90 hours combined study (L, C): 26 hours self-study: 64 hours			
<b>Course assessment</b> The final number of assessed students: 0			
abs	n	p	v
0.0	0.0	0.0	0.0
<b>Instructor:</b> prof. JUDr. Daniela Gandžalová, PhD., doc. JUDr. Marián Ďurana, PhD., doc. JUDr. Juraj Takáč, PhD., doc. JUDr. Katarína Zajác Ševcová, PhD., JUDr. Monika Némethová, PhD., Mgr. Miroslava Dolíhalová, PhD., Mgr. Jakub Dzimko, PhD., JUDr. Eva Cvengová, JUDr. Dominik Čipka, JUDr. Drahomíra Dibdiaková, JUDr. Ing. Miroslav Paller			
<b>Last changed:</b> 30.03.2023			
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.			

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica			
<b>Faculty:</b> Faculty of Arts			
<b>Code:</b> 2d-fpv-323		<b>Course name:</b> Geographical learning of Europe	
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined			
<b>Number of credits:</b> 3			
<b>Recommended semester/trimester:</b> 1., 3.			
<b>Level:</b> II.			
<b>Prerequisites:</b>			
<b>Course completion conditions:</b>			
<b>Learning objectives:</b>			
<b>Brief outline of the course:</b>			
<b>Recommended literature:</b>			
<b>Language of instruction:</b>			
<b>Notes:student time load:</b>			
<b>Course assessment</b> The final number of assessed students: 411			
abs	n	p	v
96.35	3.65	0.0	0.0
<b>Instructor:</b>			
<b>Last changed:</b> 19.09.2018			
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.			

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica							
<b>Faculty:</b> Faculty of Arts							
<b>Code:</b> 2d-fpv-114		<b>Course name:</b> Geopolitical development of the World					
<b>Type, extent and method of instruction:</b>							
<b>Form of instruction:</b> Seminar							
<b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
<b>Recommended number of periods:</b> 26							
<b>Method of study:</b> combined							
<b>Number of credits:</b> 4							
<b>Recommended semester/trimester:</b> 1., 3.							
<b>Level:</b> II.							
<b>Prerequisites:</b>							
<b>Course completion conditions:</b>							
<b>Learning objectives:</b>							
<b>Brief outline of the course:</b>							
<b>Recommended literature:</b>							
<b>Language of instruction:</b>							
<b>Notes:student time load:</b>							
<b>Course assessment</b>							
The final number of assessed students: 71							
A	B	C	D	E	FX(0)	FX(1)	n
53.52	12.68	15.49	5.63	4.23	7.04	1.41	0.0
<b>Instructor:</b>							
<b>Last changed:</b> 03.02.2017							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-nj-001	<b>Course name:</b> German Language 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> Continuous assessment. Active participation in seminars: 0–40 p. Completion of assignments and exercises: 0–20 p. Final assessment. Written exam: 0–40 p. The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
<b>Learning objectives:</b> The student learns the basic rules of German pronunciation, orthography, grammar, and vocabulary used in the basic common communication situations (A1 level).	
<b>Brief outline of the course:</b> The seminar focuses on learning basic orthoepic, orthographic, grammatical rules, and vocabulary on the A1 level. German language course book texts are used along with authentic texts, and grammatical and lexical exercises (printed and electronic). 1. Grammar – conjugation of auxiliary, weak, and strong verbs; modal verbs, declination of the determiners and nouns in 1st and 4th cases; personal pronouns, the negative, syntax in indicative, interrogative, and exclamatory sentences. 2. Topics: German in basic communication situations: introduction, travelling, family, housing, etc. 3. Training receptive and productive language skills – A1 level.	
<b>Recommended literature:</b> 1. ALBRECHT, U. – DANE, D. – FANDRYCH, CH.: Passwort Deutsch neu 1 – Kurs/Übungsbuch + CD. Stuttgart : Klett Verlag, 2014. ISBN 9783126764100 2. WITZLINGER, H: Deutsch. Aber Hallo! Grundstufe I A1. Online: <a href="http://www.deutschkursepassau.de">www.deutschkursepassau.de</a> . 3. KRENN, W. – PUCHTA, H.: Ideen 1. Deutsch ales Fremdsprache. Kursbuch. München : Hueber-Verlag, 2008. ISBN 978-3-19-001823-9 4. KRENN, W. – PUCHTA, H.: Ideen 1. Deutsch ales Fremdsprache. Arbeitsbuch. München : Hueber-Verlag, 2008. ISBN 9783190118236 <a href="http://www.mein-deutschbuch.de">www.mein-deutschbuch.de</a> <a href="http://www.lingolia.de">www.lingolia.de</a> <a href="http://www.schubert-verlag.de/aufgaben/uebungen_a1/a1_uebungen_index_z.htm">www.schubert-verlag.de/aufgaben/uebungen_a1/a1_uebungen_index_z.htm</a> (on-line cvičenia na	

slovnú zásobu a gramatiku, úrovne A1 – A2)							
<b>Language of instruction:</b> Slovak language							
<b>Notes:student time load:</b>							
<b>Course assessment</b> The final number of assessed students: 52							
A	B	C	D	E	FX(0)	FX(1)	n
55.77	32.69	3.85	3.85	0.0	3.85	0.0	0.0
<b>Instructor:</b> Mgr. Jana Štefaňáková, PhD.							
<b>Last changed:</b> 25.03.2023							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-nj-002	<b>Course name:</b> German Language 2
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2., 4.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> Continuous assessment. Active participation in seminars: Completion of assignments and exercises: 0–40 p. 0–20 p. Final assessment. Written exam: 0–40 p. The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
<b>Learning objectives:</b> Upon successful completion of this course, the student: <ol style="list-style-type: none"> <li>1. masters grammar on the A1–A2 level</li> <li>2. has the vocabulary to communicate in the A1–A2 level communication situations</li> <li>3. can read, listen to, and write texts on the selected topics on the A1–A2 level</li> <li>4. can speak on the A1–A2 level</li> </ol>	
<b>Brief outline of the course:</b> The seminar is focused on learning and training German grammar and vocabulary on the A1–A2 level. <ol style="list-style-type: none"> <li>1. Grammar: possessive pronouns, prepositions for the 3rd and 4th cases, adjectives, coordinating conjunctions, reflective verbs, verb „werden“; weak verbs – future tense, preterite, and perfectum.</li> <li>2. Topics: daily regime, social relationships, clothes, housing, navigation in a city, hobbies</li> <li>3. Development of the receptive and productive language skills through completing assignments and working with texts on the A1–A2 level.</li> </ol>	
<b>Recommended literature:</b> <ol style="list-style-type: none"> <li>1. ALBRECHT, U. – DANE, D. – FANDRYCH, CH.: Passwort Deutsch neu 1 – Kurs/Übungsbuch + CD. Stuttgart : Klett Verlag, 2014. ISBN 9783126764100</li> <li>2. WITZLINGER, H: Deutsch. Aber Hallo! A2. Online: <a href="http://www.deutschkurse-passau.de">www.deutschkurse-passau.de</a>.</li> <li>3. KRENN, W. – PUCHTA, H.: Ideen 1. Deutsch ales Fremdsprache. Kursbuch. München : Hueber-Verlag, 2008. ISBN 978-3-19-001823-9</li> <li>4. KRENN, W. – PUCHTA, H.: Ideen 1. Deutsch ales Fremdsprache. Arbeitsbuch. München : Hueber-Verlag, 2008. ISBN 9783190118236</li> </ol> <p><a href="http://www.mein-deutschbuch.de">www.mein-deutschbuch.de</a>  <a href="http://www.lingolia.de">www.lingolia.de</a></p>	



[www.schubert-verlag.de/aufgaben/uebungen\\_a1/a1\\_uebungen\\_index\\_z.htm](http://www.schubert-verlag.de/aufgaben/uebungen_a1/a1_uebungen_index_z.htm) (on-line cvičenia na slovnú zásobu a gramatiku, úrovne A1 – A2)

**Language of instruction:**

German A1, Slovak

**Notes: student time load:**

**Course assessment**

The final number of assessed students: 9

A	B	C	D	E	FX(0)	FX(1)	n
88.89	11.11	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Jana Štefaňáková, PhD.

**Last changed:** 25.03.2023

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-nj-003	<b>Course name:</b> German Language 3
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> <b>a) continuous assessment:</b> completion of exercises and short texts: 40 p <b>b) final assessment:</b> Written exam: 60 p. The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
<b>Learning objectives:</b> The student learns the rules of the German grammatical system and vocabulary for the selected topics on the A2–B1 level. They can apply these rules in common communication situations and engage in written and spoken communication.	
<b>Brief outline of the course:</b> The seminar is focused on enhancing the knowledge of German grammar and its oral and written application to improve the student's communication competence in the selected topics. It employs a system of grammatical and communication exercises enhancing the associations between language forms and their meaning.	
<b>Recommended literature:</b> H. Funk a kol. STUDIO d A2. Plzeň: Fraus, 2006. ISBN 80-7238-580-1 L.M. Brand. Die Schöne ist angekommen..München:Klett, 1999. ISBN 3-12-675318-3 <a href="http://www.schubert-verlag.de/aufgaben/uebungen_a1/a1_uebungen_index_z.htm">http://www.schubert-verlag.de/aufgaben/uebungen_a1/a1_uebungen_index_z.htm</a> (on-line cvičenia na slovnú zásobu a gramatiku)	
<b>Language of instruction:</b> German A2–B1, Slovak	
<b>Notes:student time load:</b>	

<b>Course assessment</b>							
The final number of assessed students: 3							
A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> M.A. Jörn Nuber							
<b>Last changed:</b> 21.11.2022							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-iej-01	<b>Course name:</b> Innovation in Language Teaching
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 / 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> a) continuous assessment: seminar paper preparation (0–50 p.) b) final assessment: written test (0–50 p.) The maximum number of points consisting of continuous and final assessment is 100. To collect the credits, the student has to score at least 32 p. for the seminar paper and min. 33 p. in the written test. The student has the right to one resit. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements.	
<b>Learning objectives:</b> The student is familiar with the system of the traditional teaching methods as well as with the innovative (mother and foreign) language teaching methods. They can compare these methods and explain their pros and cons. The student knows their specificities and can evaluate their appropriateness in terms of the goals and contents of language teaching. They can apply the innovative approaches to specific subject matter.	
<b>Brief outline of the course:</b> Up-to-date and innovative methods of language teaching. Cooperative methods, activation methods, cognitive methods, communication methods, composition methods. Online teaching and e-learning, blended learning. Online technology in education: blog, e-book, e-portfolio, online interactive whiteboard (e.g. Miro), educational applications, podcast, screencast, video streaming, webinar, Wikipedia. E-learning didactics. Creating multimedia educational content.	
<b>Recommended literature:</b> ČAPEK, Robert: Moderní didaktika. Lexikon výukových a hodnotících metod. Praha : Grada Publishing, 2015. ČAPEK, Robert: Líný učitel – Jak učit dobře a efektivně. Praha : Raabe CZ, 2018. ČAPEK, Robert: Líný učitel – Cesta pedagogického hrdiny. Praha : Raabe CZ, 2019. ČAPEK, Robert: Líný učitel – Kompas moderního učitele. Praha : Raabe CZ, 2020. CHODĚRA, Radomír: Didaktika cizích jazyků. Úvod do vědního oboru. Praha : Academia, 2013. HLADÍK, Petr: Tipy a triky pro výuku cizích jazyků. Inspirace pro všechny jazykáře. Praha : Grada Publishing, 2021.	

JANÍKOVÁ, Věra: Výuka cizích jazyků. Praha : Grada Publishing, 2011.  
 KASÍKOVÁ, Hana: Kooperativní učení, kooperativní škola. Praha : Portál, 1997.  
 KUPKA, Ivan: Jak úspěšně studovat cizí jazyky. Praha : Grada Publishing, 2012.  
 MAŇÁK, Josef – ŠVEC, Vlastimil: Výukové metody. Brno : Paido, 2003.  
 PETLÁK, Erich: Inovácie v edukácii. Bratislava : Wolters Kluwer, 2020.  
 SIEGLOVÁ, Dagmar: Konec školní nudy. Didaktické metody pro 21. století. Praha : Grada, 2019.  
 SIEGLOVÁ, Dagmar: Cesta k cizím jazykům. 100 + 10 metod, strategií a rad pro učitele a samostudium. Praha : Grada, 2020.  
 SITNÁ, Dagmar: Metody aktivního vyučování. Spolupráce žáků ve skupinách. Praha : Portál, 2013.  
 ZOUNEK, Jiří: E-learning. Učení (se) s digitálními technologiemi. Praha : Wolters Kluwer, 2016.

**Language of instruction:**

Slovak

**Notes:student time load:**

150 h.

Combined study (lectures/seminars/consultations): 26 h.

Self-study: 34 h.

Collecting up-to-date information, study of the legislation – preparing forms and filling them in.

Other: Working with specialised literature and sources: 20 h.

Seminar paper preparation for presentation: 30 h.

Studying for the final test: 40 h.

**Course assessment**

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anna Gálisová, PhD.

**Last changed:** 27.10.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-aju-213	<b>Course name:</b> Innovative trends in ELT
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, students will read one article from ELT Forum or other ELT Methodology related journals and will create a summary of the text (0-10 points). Later the student will simulate a class using innovative methods (0-20 points) based on preparing the lesson plan (0-20 points). After the end of semester, the students will sit in the written final exam (0-50 points). The course assessment corresponds to the standard A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquires a minimum of 65 points out of possible 100. <b>a) continuous assessment:</b> Creating a lesson plan, simulation of a lesson <b>b) final assessment:</b> written exam	
<b>Learning objectives:</b> The student: -is capable of using key ELT terminology referring to innovative trends in ELF context, -understands cardinal principles of different methods and their use in language classroom, -is able to create a lesson plan and integrate innovative trends as part of it, -knows how to motivate learners of different age groups, -is capable of self-reflection -applies appropriate didactic approach when dealing with different sources, -is able to reflect on different types of activities which are used to develop global skills of learners.	
<b>Brief outline of the course:</b> EFL teaching in the context of new trends. Selection of teaching methods and styles in the context of the 21st century. Games in the context of the 21st century and their importance in the EFL context. Modern technologies and apps in EFL context. Development of global skills (critical thinking, collaboration, creativity, digital skills) of future teachers and pupils of English. Teaching the language through culture and cultural heritage. Macmillan and OUP and their role in developing intercultural competence of pupils. Teacher as a source of innovations. Development of emotional intelligence of learners through innovative trends in teaching the language.	
<b>Recommended literature:</b>	

1. HOMOLOVÁ, E. 2013. Methodology of Teaching English 1. Banská Bystrica: Belianum, 2013  
 2. HOMOLOVÁ, E. - ŠTULRAJTEROVÁ, M. 2013. Didaktika angličtiny v otázkach a odpovediach. Banská Bystrica: Belianum, 2013  
 3. HUTCHINSON, T. - WATERS, A. English for Specific Purposes. OUP, 2010  
 4. Odborné časopisy: Forum, Modern English Teacher, Humanising Language Teaching Magazine Lingua Viva  
 5. HOMOLOVÁ, E. 2016. Teaching English. Banská Bystrica: Belianum, 2016  
 6. Kramsch, C. (1995). The Cultural Component of Language Teaching. Language, Culture and Curriculum, 8:2, 83-92. DOI: 10.1080/07908319509525192.  
 7. Neff, P., Rucynski, J. (2013). Tasks for Integrating Language and Culture Teaching. English Teaching Forum, 51:2, 12-23. Retrieved from <https://americanenglish.state.gov/resources/english-teaching-forum-2013-volume-51-number-2#child-1486>.

Internetové zdroje:

<https://www.macmillanenglish.com/us/training-events/webinar-archive>

<https://elt.oup.com/?cc=sk&selLanguage=sk>

<https://www.teachingenglish.org.uk/>

**Language of instruction:**

English C1

**Notes: student time load:**

Combined study: 26

Lesson plan elaboration and simulation of lesson: 24

Creating a summary of the article: 20

Self-study: 30

Preparation for the final written exam: 50

**Course assessment**

The final number of assessed students: 15

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anna Slatinská, PhD.

**Last changed:** 11.09.2023

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-aju-107	<b>Course name:</b> Intensive Teaching Practice EN
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Prax <b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 30s <b>Method of study:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester:</b> 4.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The course assessment corresponds to the standard A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). If the student gains 64% and less, he/she is given Fx (failed). Credits are assigned to the student who acquires a minimum of 65 points out of possible 100. <b>a) continuous assessment:</b> Preliminary assessment is based on active participation in continuous practice and creating a teacher’s diary (taking notes from practice). <b>b) final assessment:</b> The final assessment consists of the final portfolio which consists of materials from ELT practice: written observations of peers during their teaching, analyses done with in-service teachers, creating a teacher’s diary. Lesson plans are also part of the final assessment together with analysis of the topic, self-evaluation of ELT practice (together with tips and recommendations), written evaluation of lessons taught by the pre-service teacher by in-service teacher (we recommend to use evaluation sheet with structured items related to different aspects of teaching (min. 65 points, max. 100 points). The number of points acquired are specified according to the subject studied in the given teacher training program. The ELT practice can be also realized through the method of service-learning conditioned by the student’s successful completion of SL subjects.	
<b>Learning objectives:</b> Continuous pedagogical practice is considered to be the the most complex and the most important part for future teachers studying at the Faculty of Arts and Faculty of Pedagogy. 1. the student is able to integrate a range of practical experience which he gained during his ELT practice, 2. the student has got a chance to see the peculiarities of the in-service teacher’s work at different lower and higher secondary schools, 3. the students views the work of the teacher in a complex way, he learns how to deal with different issues which may arise during class, and beyond, 4. the student acquires techniques and strategies used in real teaching occupation, including extracurricular activities.	
<b>Brief outline of the course:</b>	



The main aim of the pedagogical practice is to create a lesson plan/project which will be carried out among pupils at selected lower or higher secondary school, based on the recommendations provided by in-service teachers and counselling with university lecturers in charge of ELT practice.

**Recommended literature:**

1. Homolová, E. (2013, 2015). Methodology of Teaching English 1, 2. Belianum.
2. Homolová, E. (2012). Becoming an English Teacher. Banská Bystrica: FHV UMB.
3. Čapek, R. (2015). Moderní didaktika. Grada Publishing.
4. Inovovaný štátny vzdelávací program pre ISCED 2, 3. (aktuálna verzia dostupná na internete)
5. Kalhoust, Z., & Obst, O. (2002). Školní didaktika. Portál.
6. Kožuchová, M., Obdržálek, Z., Porubská, E., & Kánik, R. (2000). Didaktika pre učiteľov základnej a strednej školy. VEDA.
7. László, K., & Osvaldová, Z. (2014). Didaktika. Belianum.
8. Mertin, V. (2012). Metody a postupy poznávání žáka. Pedagogická diagnostika. Wolters Kluwer.
9. Obdržálek, Z. (2003). Didaktika pre študentov učiteľstva základnej školy. UK v Bratislave.
10. Petlák, E. (2012). Inovácie v didaktike. Dubnický technologický inštitút.
11. Petlák, E. (2000). Pedagogicko-didaktická práca učiteľa. IRIS.
12. Petty, G. (2013). Moderní vyučování. Portál.
13. Prúcha, J. (2017). Moderní pedagogika. 6. vyd. Portál.
14. Rovňanová, L. (2015). Profesionálne kompetencie učiteľov. Belianum.
15. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
16. Siegllová, D. (2019). Konec školní nudy: didaktické metody pro 21. století. Grada Publishing.
17. Sitná, D. (2013). Metody aktivního vyučování. Portál.
18. Turek, I. (2014). Didaktika. 3. prepr. vyd. Wolters Kluwer.
19. Zormanová, L. (2012). Výukové metody v pedagogice. Grada Publishing.
20. Odborné časopisy a noviny, aj v e-podobe.
21. Odkazy na e-zdroje v LMS Moodle.
22. Internetový portál rezortu školstva a s ním súvisiace webstránky relevantných inštitúcií: [www.minedu.sk](http://www.minedu.sk), [www.statpedu.sk](http://www.statpedu.sk), [www.nucem.sk](http://www.nucem.sk), [www.casopisdobraskola.sk](http://www.casopisdobraskola.sk)

**Language of instruction:**

Slovak, English C1

**Notes: student time load:**

60 hours (total) divided into:  
 teaching, observations, analysis of lessons taught: 30  
 preparing a portfolio: 20  
 counselling: 10

**Course assessment**

The final number of assessed students: 37

A	B	C	D	E	FX(0)	FX(1)	n
97.3	0.0	2.7	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anna Slatinská, PhD.

**Last changed:** 06.03.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-kom-138	<b>Course name:</b> International Certificate of German Language
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> a) continuous assessment: active participation in seminars: 0–30 p. Written test: 0–30 p. b) final assessment: Written and oral test: 0–40 p. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
<b>Learning objectives:</b> The student can read and listen with comprehension, speak fluently, write, and actively participate in a conversation about general topics on the respective CEFR level (A1–C2).	
<b>Brief outline of the course:</b> The seminar focuses on improving language skills in the four basic areas (reading and listening comprehension, writing, speaking). The goal is to prepare the student for an international language certificate exam proving their German language skills on the respective CEFR level (A1–C2).	
<b>Recommended literature:</b> HELBIG, G. - BUSCHA, J. Übungsgrammatik Deutsch. Langenscheidt, 1992. ISBN 3-324-00379-2 HILPERT, S. - SCHÜMANN, A. - GOTTSTEIN-SCHRAMM, B. - KALENDER, S. – ROBERT, A. -SPECHT, F. 2008. Schritte international 1, 2, 3. München : Hueber-Verlag. KANISOVÁ, Z. – RICHTER, M. Sprache im Alltag. Ein Konversationsbuch für Fortgeschrittene. Nové prepracované vydanie, Bratislava, Remedium, 2005 WITZLINGER, H: Deutsch. Aber Hallo! A2, B1, B2. Online: <a href="http://www.deutschkurse-passau.de">www.deutschkurse-passau.de</a> . <a href="http://www.mein-deutschbuch.de">www.mein-deutschbuch.de</a> <a href="http://www.lingolia.dehttp://www.schubert-verlag.de/aufgaben/uebungen_a1/a1_uebungen_index_z.htm">www.lingolia.dehttp://www.schubert-verlag.de/aufgaben/uebungen_a1/a1_uebungen_index_z.htm</a> 1.	
<b>Language of instruction:</b> German A1 - C2	
<b>Notes:student time load:</b>	

<b>Course assessment</b>							
The final number of assessed students: 6							
A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> Mgr. Jana Štefaňáková, PhD.							
<b>Last changed:</b> 25.03.2023							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajs-304	<b>Course name:</b> Irish Language 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The students will take part in a preliminary assessment (a test). After the semester students will take part in the final written exam. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the preliminary test during semester or gaining less than 10 points, being a part of preliminary assessment. The student has the right to resit the preliminary test and one resit of the final written exam. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%)	
<b>Learning objectives:</b> Irish Language will explore basic conversational Irish phrases, common vocabulary, as well as basic grammar and phonology so as to enable students to form and correctly pronounce grammatical sentences with independently-learned vocabulary. Irish Language 1 aims to give students; <ul style="list-style-type: none"> <li>- an ability to read and pronounce Irish as pronounced by native Irish-speakers</li> <li>- a knowledge of the International Phonetic Alphabet as applied to Irish</li> <li>- a knowledge of basic Irish vocabulary</li> <li>- a knowlede of basic Irish grammar and grammatical terminology</li> <li>- an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.)</li> </ul>	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b> Irish dictionaries; <ul style="list-style-type: none"> <li>- <a href="https://www.teanglann.ie/en/fgb/">https://www.teanglann.ie/en/fgb/</a></li> <li>- <a href="https://en.wiktionary.org/wiki/Category:Irish_lemmas">https://en.wiktionary.org/wiki/Category:Irish_lemmas</a></li> <li>- Dineen's Dictionary (pre-standardised spelling) - <a href="http://www.scriobh.ie/page.aspx?id=26&amp;l=2">http://www.scriobh.ie/page.aspx?id=26&amp;l=2</a></li> </ul> General Irish-language resources; <ul style="list-style-type: none"> <li>- <a href="http://nualeargais.ie/foghlaim/">http://nualeargais.ie/foghlaim/</a></li> <li>- Bibliography of Irish Linguistics and Literature; <a href="https://bill.celt.dias.ie/vol4/index2.html">https://bill.celt.dias.ie/vol4/index2.html</a></li> </ul> Irish grammar;	

- <http://nualeargais.ie/gnag/gram.htm>
- Graiméar na Gaedhilge (1906) - [https://en.wikisource.org/wiki/Graim%C3%A9ar\\_na\\_Gaedhilge](https://en.wikisource.org/wiki/Graim%C3%A9ar_na_Gaedhilge)
- Resources for Munster Irish;
- Myles Dillon & Donncha Ó Cróinín; 1961, Teach Yourself Irish (<https://ia801608.us.archive.org/34/items/TeachYourselfIrish/TYI1961.pdf>) (in French)
- Marie-Louise Sjoestedt-Jonval; 1931, Phonétique d'un parler irlandais de Kerry [https://fr.wikisource.org/wiki/Phon%C3%A9tique\\_d%E2%80%99un\\_parler\\_irlandais\\_de\\_Kerry](https://fr.wikisource.org/wiki/Phon%C3%A9tique_d%E2%80%99un_parler_irlandais_de_Kerry)
- Marie-Louise Sjoestedt-Jonval; 1938, Description de un parler irlandais de Kerry [https://fr.wikisource.org/wiki/Description\\_d%E2%80%99un\\_parler\\_irlandais\\_de\\_Kerry](https://fr.wikisource.org/wiki/Description_d%E2%80%99un_parler_irlandais_de_Kerry)
- Irish-language History;
- Doyle, Aidan; 2015, A History of the Irish Language: From the Norman Invasion to Independence. Oxford.
- The Story of English (effect on Irish language) – Episode 8 “The Loaded Weapon” (in 7 parts) <https://www.youtube.com/watch?v=hsOduU-20qk&list=PL1DAC7C41112A9B3E>
- Authors of Munster Irish; “The Basket-Island Writers”; Tomás Ó Criomhthain, Muiris Ó Súilleabháin, Peig Sayers <https://www.youtube.com/watch?v=DM166JoI-Us> - Oileán Eile (“Another Island”)
- Tomás Ó Criomhthain; [https://wikisource.org/wiki/Author:Tom%C3%A1s\\_%C3%93\\_Criomhthain](https://wikisource.org/wiki/Author:Tom%C3%A1s_%C3%93_Criomhthain)
- An t-Oileánach (“The Islandman”)
- Muiris Ó Súilleabháin;
- Fiche Bliá[dha]n ag Fás (“Twenty Years a-Growing”)
- Peig Sayers;
- Peig – A Scéal Féin (Peg – Her Own Story)
- Machtnamh Seanamhná (The Reflections of an Old Woman)
- Peadar Ua Laoghaire; [https://wikisource.org/wiki/Author:Peadar\\_Ua\\_Laoghaire](https://wikisource.org/wiki/Author:Peadar_Ua_Laoghaire)
- Mo Sgéal Féin (“My Own Story”); [https://wikisource.org/wiki/Mo\\_Sg%C3%A9al\\_F%C3%A9in](https://wikisource.org/wiki/Mo_Sg%C3%A9al_F%C3%A9in) (with audio of native speaker)
- Irish-Language Media;
- Raidió na Gaeltachta, <https://www.rte.ie/rnag/>
- TG4, <https://www.tg4.ie/ga/>
- BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: Studia russico-slovaca 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02.
- BILOVESKÝ, V. 2013. Does Integrating Europe Need Polylingualism and Multiculturalism? In: European Researcher. Vol. 42, no. 2-3, s. 455-461.
- DE PAOR. 1988. The People of Ireland. In: The People of Ireland. 1988. Dublin : The Appletree Press. ISBN 0-86281-198-8.
- MHIC MHATHÚNA, M. 2008. Supporting children’s participation in second-language stories in an Irish-language preschool. In: Early Years: An International Research Journal. 2008. vol, 28, no. 3. s. 299-309. ISSN 0957-5146.
- MORIARTY, M. 2009. Normalising language through television: the case of the Irish language television channel, TG4. In: Journal of Multicultural Discourses. 2009. vol. 4, no. 2, s. 137-149. ISSN 1744-7143.
- Ó HIFEARNÁIN, T. 2008. Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.

Ó LAOIRE, M. 2012. Language policy and minority language education in Ireland: re-exploring the issues. In: Language, Culture and Curriculum. 2012. vol 25, no. 1, s. 17-25. ISSN 0790-8318.

Ó RIAIN, S. 2010. Irish and Scottish Gaelic. A European Perspective. In: Naukovij visnik Volinskogo nacional'nogo universitetu imeni Lesi Ukrainki. 2010. s. 262-267.

Ó TUATHAIGH, G. 1988. The Celts II. In: BBC, The People of Ireland. Dublin: The Appletree Press, 1988. pp. 40-54. ISBN 0-86281-198-8.

Ó TOOLE, C, FLETCHER, P. 2010. Validity of a Parent Report Instrument for Irish-Speaking Toddlers. In: First Language. 2010. s. 199-217.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

**Language of instruction:**

English Language B2

**Notes:student time load:**

**Course assessment**

The final number of assessed students: 6

A	B	C	D	E	FX(0)	FX(1)	n
50.0	0.0	33.33	0.0	0.0	16.67	0.0	0.0

**Instructor:** Mgr. Anna Slatinská, PhD., M.A. James Ó Connell

**Last changed:** 29.04.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajs-314	<b>Course name:</b> Irish Language 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The students will take part in a preliminary assessment (a test). After the semester students will take part in the final written exam. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the preliminary test during semester or gaining less than 10 points, being a part of preliminary assessment. The student has the right to resit the preliminary test and one resit of the final written exam. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%)	
<b>Learning objectives:</b> Irish Language will explore basic conversational Irish phrases, common vocabulary, as well as basic grammar and phonology so as to enable students to form and correctly pronounce grammatical sentences with independently-learned vocabulary. Irish Language 1 aims to give students; <ul style="list-style-type: none"> <li>- an ability to read and pronounce Irish as pronounced by native Irish-speakers</li> <li>- a knowledge of the International Phonetic Alphabet as applied to Irish</li> <li>- a knowledge of basic Irish vocabulary</li> <li>- a knowlede of basic Irish grammar and grammatical terminology</li> <li>- an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.)</li> </ul>	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b> Irish dictionaries; <ul style="list-style-type: none"> <li>- <a href="https://www.teanglann.ie/en/fgb/">https://www.teanglann.ie/en/fgb/</a></li> <li>- <a href="https://en.wiktionary.org/wiki/Category:Irish_lemmas">https://en.wiktionary.org/wiki/Category:Irish_lemmas</a></li> <li>- Dineen's Dictionary (pre-standardised spelling) - <a href="http://www.scriobh.ie/page.aspx?id=26&amp;l=2">http://www.scriobh.ie/page.aspx?id=26&amp;l=2</a></li> </ul> General Irish-language resources; <ul style="list-style-type: none"> <li>- <a href="http://nualeargais.ie/foghlaim/">http://nualeargais.ie/foghlaim/</a></li> <li>- Bibliography of Irish Linguistics and Literature; <a href="https://bill.celt.dias.ie/vol4/index2.html">https://bill.celt.dias.ie/vol4/index2.html</a></li> </ul> Irish grammar;	

- <http://nualeargais.ie/gnag/gram.htm>
- Graiméar na Gaedhilge (1906) - [https://en.wikisource.org/wiki/Graim%C3%A9ar\\_na\\_Gaedhilge](https://en.wikisource.org/wiki/Graim%C3%A9ar_na_Gaedhilge)
- Resources for Munster Irish;
- Myles Dillon & Donncha Ó Cróinín; 1961, Teach Yourself Irish (<https://ia801608.us.archive.org/34/items/TeachYourselfIrish/TYI1961.pdf>) (in French)
- Marie-Louise Sjoestedt-Jonval; 1931, Phonétique d'un parler irlandais de Kerry [https://fr.wikisource.org/wiki/Phon%C3%A9tique\\_d%E2%80%99un\\_parler\\_irlandais\\_de\\_Kerry](https://fr.wikisource.org/wiki/Phon%C3%A9tique_d%E2%80%99un_parler_irlandais_de_Kerry)
- Marie-Louise Sjoestedt-Jonval; 1938, Description de un parler irlandais de Kerry [https://fr.wikisource.org/wiki/Description\\_d%E2%80%99un\\_parler\\_irlandais\\_de\\_Kerry](https://fr.wikisource.org/wiki/Description_d%E2%80%99un_parler_irlandais_de_Kerry)
- Irish-language History;
- Doyle, Aidan; 2015, A History of the Irish Language: From the Norman Invasion to Independence. Oxford.
- The Story of English (effect on Irish language) – Episode 8 “The Loaded Weapon” (in 7 parts) <https://www.youtube.com/watch?v=hsOduU-20qk&list=PL1DAC7C41112A9B3E>
- Authors of Munster Irish; “The Basket-Island Writers”; Tomás Ó Criomhthain, Muiris Ó Súilleabháin, Peig Sayers <https://www.youtube.com/watch?v=DM166JoI-Us> - Oileán Eile (“Another Island”)
- Tomás Ó Criomhthain; [https://wikisource.org/wiki/Author:Tom%C3%A1s\\_%C3%93\\_Criomhthain](https://wikisource.org/wiki/Author:Tom%C3%A1s_%C3%93_Criomhthain)
- An t-Oileánach (“The Islandman”)
- Muiris Ó Súilleabháin;
- Fiche Bliá[dha]n ag Fás (“Twenty Years a-Growing”)
- Peig Sayers;
- Peig – A Scéal Féin (Peg – Her Own Story)
- Machtnamh Seanamhná (The Reflections of an Old Woman)
- Peadar Ua Laoghaire; [https://wikisource.org/wiki/Author:Peadar\\_Ua\\_Laoghaire](https://wikisource.org/wiki/Author:Peadar_Ua_Laoghaire)
- Mo Sgéal Féin (“My Own Story”); [https://wikisource.org/wiki/Mo\\_Sg%C3%A9al\\_F%C3%A9in](https://wikisource.org/wiki/Mo_Sg%C3%A9al_F%C3%A9in) (with audio of native speaker)
- Irish-Language Media;
- Raidió na Gaeltachta, <https://www.rte.ie/rnag/>
- TG4, <https://www.tg4.ie/ga/>
- BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: Studia russico-slovaca 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02.
- BILOVESKÝ, V. 2013. Does Integrating Europe Need Polylingualism and Multiculturalism? In: European Researcher. Vol. 42, no. 2-3, s. 455-461.
- DE PAOR. 1988. The People of Ireland. In: The People of Ireland. 1988. Dublin : The Appletree Press. ISBN 0-86281-198-8.
- MHIC MHATHÚNA, M. 2008. Supporting children’s participation in second-language stories in an Irish-language preschool. In: Early Years: An International Research Journal. 2008. vol, 28, no. 3. s. 299-309. ISSN 0957-5146.
- MORIARTY, M. 2009. Normalising language through television: the case of the Irish language television channel, TG4. In: Journal of Multicultural Discourses. 2009. vol. 4, no. 2, s. 137-149. ISSN 1744-7143.
- Ó HIFEARNÁIN, T. 2008. Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.



Ó LAOIRE, M. 2012. Language policy and minority language education in Ireland: re-exploring the issues. In: Language, Culture and Curriculum. 2012. vol 25, no. 1, s. 17-25. ISSN 0790-8318.

Ó RIAIN, S. 2010. Irish and Scottish Gaelic. A European Perspective. In: Naukovij visnik Volinskogo nacional'nogo universitetu imeni Lesi Ukrainki. 2010. s. 262-267.

Ó TUATHAIGH, G. 1988. The Celts II. In: BBC, The People of Ireland. Dublin: The Appletree Press, 1988. pp. 40-54. ISBN 0-86281-198-8.

Ó TOOLE, C, FLETCHER, P. 2010. Validity of a Parent Report Instrument for Irish-Speaking Toddlers. In: First Language. 2010. s. 199-217.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

**Language of instruction:**

English Language B2

**Notes:student time load:**

**Course assessment**

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anna Slatinská, PhD., M.A. James Ó Connell

**Last changed:** 14.09.2023

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajs-308	<b>Course name:</b> Irish Language 2
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The students will take part in a preliminary assessment (a test). After the semester students will take part in the final written exam. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the preliminary test during semester or gaining less than 10 points, being a part of preliminary assessment. The student has the right to resit the preliminary test and one resit of the final written exam. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%)	
<b>Learning objectives:</b> Irish Language Irish Language will explore basic conversational Irish phrases, common vocabulary, as well as basic grammar and phonology so as to enable students to form and correctly pronounce grammatical sentences with independently-learned vocabulary. Irish Language 1 aims to give students; <ul style="list-style-type: none"> <li>- an ability to read and pronounce Irish as pronounced by native Irish-speakers</li> <li>- a knowledge of the International Phonetic Alphabet as applied to Irish</li> <li>- a knowledge of basic Irish vocabulary</li> <li>- a knowlede of basic Irish grammar and grammatical terminology</li> <li>- an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.)</li> <li>-is able to make simple dialogues and communicate on basic topics such as family, food, travelling.</li> </ul>	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b> General Irish-language resources; <ul style="list-style-type: none"> <li>- <a href="http://nualeargais.ie/foghlaim/">http://nualeargais.ie/foghlaim/</a></li> <li>- Bibliography of Irish Linguistics and Literature; <a href="https://bill.celt.dias.ie/vol4/index2.html">https://bill.celt.dias.ie/vol4/index2.html</a></li> </ul> Irish grammar; <ul style="list-style-type: none"> <li>- <a href="http://nualeargais.ie/gnag/gram.htm">http://nualeargais.ie/gnag/gram.htm</a></li> </ul>	

- Graiméar na Gaedhilge (1906) - [https://en.wikisource.org/wiki/Graim%C3%A9ar\\_na\\_Gaedhilge](https://en.wikisource.org/wiki/Graim%C3%A9ar_na_Gaedhilge)  
Resources for Munster Irish;
- Myles Dillon & Donncha Ó Cróinín; 1961, Teach Yourself Irish (<https://ia801608.us.archive.org/34/items/TeachYourselfIrish/TYI1961.pdf>)  
(in French)
- Marie-Louise Sjoestedt-Jonval; 1931, Phonétique d'un parler irlandais de Kerry  
[https://fr.wikisource.org/wiki/Phon%C3%A9tique\\_d%E2%80%99un\\_parler\\_irlandais\\_de\\_Kerry](https://fr.wikisource.org/wiki/Phon%C3%A9tique_d%E2%80%99un_parler_irlandais_de_Kerry)
- Marie-Louise Sjoestedt-Jonval; 1938, Description de un parler irlandais de Kerry  
[https://fr.wikisource.org/wiki/Description\\_d%E2%80%99un\\_parler\\_irlandais\\_de\\_Kerry](https://fr.wikisource.org/wiki/Description_d%E2%80%99un_parler_irlandais_de_Kerry)
- Irish-language History;
- Doyle, Aidan; 2015, A History of the Irish Language: From the Norman Invasion to Independence. Oxford.
- The Story of English (effect on Irish language) – Episode 8 “The Loaded Weapon” (in 7 parts)  
<https://www.youtube.com/watch?v=hsOduU-20qk&list=PL1DAC7C41112A9B3E>
- Authors of Munster Irish;  
“The Blasket-Island Writers”; Tomás Ó Criomhthain, Muiris Ó Súilleabháin, Peig Sayers  
<https://www.youtube.com/watch?v=DM166JoI-U> - Oileán Eile (“Another Island”)
- Tomás Ó Criomhthain; [https://wikisource.org/wiki/Author:Tom%C3%A1s\\_%C3%93\\_Criomhthain](https://wikisource.org/wiki/Author:Tom%C3%A1s_%C3%93_Criomhthain)  
An t-Oileánach (“The Islandman”)
- Muiris Ó Súilleabháin;  
Fiche Bliadhain ag Fás (“Twenty Years a-Growing”)
- Peig Sayers;  
Peig – A Scéal Féin (Peg – Her Own Story)  
Machtnamh Seanamhána (The Reflections of an Old Woman)
- Peadar Ua Laoghaire; [https://wikisource.org/wiki/Author:Peadar\\_Ua\\_Laoghaire](https://wikisource.org/wiki/Author:Peadar_Ua_Laoghaire)  
Mo Sgéal Féin (“My Own Story”);  
[https://wikisource.org/wiki/Mo\\_Sg%C3%A9al\\_F%C3%A9in](https://wikisource.org/wiki/Mo_Sg%C3%A9al_F%C3%A9in) (with audio of native speaker)
- Irish-Language Media;
- Raidió na Gaeltachta, <https://www.rte.ie/rnag/>
- TG4, <https://www.tg4.ie/ga/>
- BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: *Studia russico-slovaca* 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02.
- BILOVESKÝ, V. 2013. Does Integrating Europe Need Polylingualism and Multiculturalism? In: *European Researcher*. Vol. 42, no. 2-3, s. 455-461.
- DE PAOR. 1988. The People of Ireland. In: *The People of Ireland*. 1988. Dublin : The Appletree Press. ISBN 0-86281-198-8.
- MHIC MHATHÚNA, M. 2008. Supporting children’s participation in second-language stories in an Irish-language preschool. In: *Early Years: An International Research Journal*. 2008. vol, 28, no. 3. s. 299-309. ISSN 0957-5146.
- MORIARTY, M. 2009. Normalising language through television: the case of the Irish language television channel, TG4. In: *Journal of Multicultural Discourses*. 2009. vol. 4, no. 2, s. 137-149. ISSN 1744-7143.
- Ó HIFEARNÁIN, T. 2008. Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: *International Journal of Bilingual Education and Bilingualism*. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.
- Ó LAOIRE, M. 2012. Language policy and minority language education in Ireland: re-exploring the issues. In: *Language, Culture and Curriculum*. 2012. vol 25, no. 1, s. 17-25. ISSN 0790-8318.

Ó RIAIN, S. 2010. Irish and Scottish Gaelic. A European Perspective. In: Naukovij visnik Volinskogo nacional'nogo universitetu imeni Lesi Ukrainki. 2010. s. 262-267.

Ó TUATHAIGH, G. 1988. The Celts II. In: BBC, The People of Ireland. Dublin: The Appletree Press, 1988. pp. 40-54. ISBN 0-86281-198-8.

Ó TOOLE, C, FLETCHER, P. 2010. Validity of a Parent Report Instrument for Irish-Speaking Toddlers. In: First Language. 2010. s. 199-217.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

**Language of instruction:**

English Language B2

**Notes:student time load:**

Student workload: 90 hrs  
 seminar course (S): 13 hrs  
 preliminary test preparation: 37 hrs  
 study for the final written test: 40 hrs

**Course assessment**

The final number of assessed students: 1

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anna Slatinská, PhD., M.A. James Ó Connell

**Last changed:** 29.04.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajs-306	<b>Course name:</b> Irish Language 3
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> <p>The students will take part in a preliminary assessment (a test). After the semester students will take part in the final written exam. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the preliminary test during semester or gaining less than 10 points, being a part of preliminary assessment. The student has the right to resit the preliminary test and one resit of the final written exam. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%)</p>	
<b>Learning objectives:</b> Irish Language 1 aims to give students; <ul style="list-style-type: none"> <li>- an ability to read and pronounce Irish as pronounced by native Irish-speakers</li> <li>- a knowledge of the International Phonetic Alphabet as applied to Irish</li> <li>- a knowledge of basic Irish vocabulary</li> <li>- a knowlede of basic Irish grammar and grammatical terminology</li> <li>- an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.)</li> <li>-is able to make simple dialogues and communicate on basic topics such as family, food, travelling.</li> <li>-enhances listening and reading skills on pre-intermediate level</li> </ul>	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b> Irish dictionaries; <ul style="list-style-type: none"> <li>- <a href="https://www.teanglann.ie/en/fgb/">https://www.teanglann.ie/en/fgb/</a></li> <li>- <a href="https://en.wiktionary.org/wiki/Category:Irish_lemmas">https://en.wiktionary.org/wiki/Category:Irish_lemmas</a></li> <li>- Dineen's Dictionary (pre-standardised spelling) - <a href="http://www.scriobh.ie/page.aspx?id=26&amp;l=2">http://www.scriobh.ie/page.aspx?id=26&amp;l=2</a></li> </ul> General Irish-language resources; <ul style="list-style-type: none"> <li>- <a href="http://nualeargais.ie/foghlaim/">http://nualeargais.ie/foghlaim/</a></li> <li>- Bibliography of Irish Linguistics and Literature; <a href="https://bill.celt.dias.ie/vol4/index2.html">https://bill.celt.dias.ie/vol4/index2.html</a></li> </ul> Irish grammar; <ul style="list-style-type: none"> <li>- <a href="http://nualeargais.ie/gnag/gram.htm">http://nualeargais.ie/gnag/gram.htm</a></li> </ul>	

- Graiméar na Gaedhilge (1906) - [https://en.wikisource.org/wiki/Graim%C3%A9ar\\_na\\_Gaedhilge](https://en.wikisource.org/wiki/Graim%C3%A9ar_na_Gaedhilge)  
Resources for Munster Irish;
- Myles Dillon & Donncha Ó Cróinín; 1961, Teach Yourself Irish (<https://ia801608.us.archive.org/34/items/TeachYourselfIrish/TYI1961.pdf>)  
(in French)
- Marie-Louise Sjoestedt-Jonval; 1931, Phonétique d'un parler irlandais de Kerry  
[https://fr.wikisource.org/wiki/Phon%C3%A9tique\\_d%E2%80%99un\\_parler\\_irlandais\\_de\\_Kerry](https://fr.wikisource.org/wiki/Phon%C3%A9tique_d%E2%80%99un_parler_irlandais_de_Kerry)
- Marie-Louise Sjoestedt-Jonval; 1938, Description de un parler irlandais de Kerry  
[https://fr.wikisource.org/wiki/Description\\_d%E2%80%99un\\_parler\\_irlandais\\_de\\_Kerry](https://fr.wikisource.org/wiki/Description_d%E2%80%99un_parler_irlandais_de_Kerry)  
Irish-language History;
- Doyle, Aidan; 2015, A History of the Irish Language: From the Norman Invasion to Independence. Oxford.
- The Story of English (effect on Irish language) – Episode 8 “The Loaded Weapon” (in 7 parts)  
<https://www.youtube.com/watch?v=hsOduU-20qk&list=PL1DAC7C41112A9B3E>  
Authors of Munster Irish;  
“The Blasket-Island Writers”; Tomás Ó Criomhthain, Muiris Ó Súilleabháin, Peig Sayers  
<https://www.youtube.com/watch?v=DM166JoI-U> - Oileán Eile (“Another Island”)
- Tomás Ó Criomhthain; [https://wikisource.org/wiki/Author:Tom%C3%A1s\\_%C3%93\\_Criomhthain](https://wikisource.org/wiki/Author:Tom%C3%A1s_%C3%93_Criomhthain)  
An t-Oileánach (“The Islandman”)
- Muiris Ó Súilleabháin;  
Fiche Bliadhain ag Fás (“Twenty Years a-Growing”)
- Peig Sayers;  
Peig – A Scéal Féin (Peg – Her Own Story)  
Machtnamh Seanamhána (The Reflections of an Old Woman)
- Peadar Ua Laoghaire; [https://wikisource.org/wiki/Author:Peadar\\_Ua\\_Laoghaire](https://wikisource.org/wiki/Author:Peadar_Ua_Laoghaire)  
Mo Sgéal Féin (“My Own Story”);  
[https://wikisource.org/wiki/Mo\\_Sg%C3%A9al\\_F%C3%A9in](https://wikisource.org/wiki/Mo_Sg%C3%A9al_F%C3%A9in) (with audio of native speaker)  
Irish-Language Media;
- Raidió na Gaeltachta, <https://www.rte.ie/rnag/>
- TG4, <https://www.tg4.ie/ga/>
- BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: *Studia russico-slovaca* 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02.
- BILOVESKÝ, V. 2013. Does Integrating Europe Need Polylingualism and Multiculturalism? In: *European Researcher*. Vol. 42, no. 2-3, s. 455-461.
- DE PAOR. 1988. The People of Ireland. In: *The People of Ireland*. 1988. Dublin : The Appletree Press. ISBN 0-86281-198-8.
- MHIC MHATHÚNA, M. 2008. Supporting children’s participation in second-language stories in an Irish-language preschool. In: *Early Years: An International Research Journal*. 2008. vol, 28, no. 3. s. 299-309. ISSN 0957-5146.
- MORIARTY, M. 2009. Normalising language through television: the case of the Irish language television channel, TG4. In: *Journal of Multicultural Discourses*. 2009. vol. 4, no. 2, s. 137-149. ISSN 1744-7143.
- Ó HIFEARNÁIN, T. 2008. Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: *International Journal of Bilingual Education and Bilingualism*. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.
- Ó LAOIRE, M. 2012. Language policy and minority language education in Ireland: re-exploring the issues. In: *Language, Culture and Curriculum*. 2012. vol 25, no. 1, s. 17-25. ISSN 0790-8318.

Ó RIAIN, S. 2010. Irish and Scottish Gaelic. A European Perspective. In: Naukovij visnik Volinskogo nacional'nogo universitetu imeni Lesi Ukrainki. 2010. s. 262-267.

Ó TUATHAIGH, G. 1988. The Celts II. In: BBC, The People of Ireland. Dublin: The Appletree Press, 1988. pp. 40-54. ISBN 0-86281-198-8.

Ó TOOLE, C, FLETCHER, P. 2010. Validity of a Parent Report Instrument for Irish-Speaking Toddlers. In: First Language. 2010. s. 199-217.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

**Language of instruction:**

English Language B2

**Notes:student time load:**

Student workload: 90 hrs  
 seminar course (S): 13 hrs  
 preliminary test preparation: 37 hrs  
 study for the final written test: 40 hrs

**Course assessment**

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anna Slatinská, PhD., M.A. James Ó Connell

**Last changed:** 29.04.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajs-307	<b>Course name:</b> Irish Studies 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The students will elaborate a seminar work on the given topic (10 pages). After the semester students will take part in the final written exam. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than 10 points, being a part of preliminary assessment. The student has the right to modify the seminar work if it is considered inadequate and one resit of the final written exam. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%)	
<b>Learning objectives:</b> The student will be able: <ol style="list-style-type: none"> <li>1: To use the required facts and basic concepts studied in the subject (cultural, social, political and economic aspects of Irish identity, linguistic, cultural and social diversity of Irish Republic).</li> <li>2. To define and describe required facts about Irish language, national and cultural identity, Irish culture as a part of identity, education system, language policy, revitalization, language normalization, multiculturalism, diversity.</li> <li>3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).</li> <li>4. To evaluate studied facts and data on the given topics (language death, vitality of the Irish language, challenges of Irish language acquisition in the context of 21st century, future of the Irish language, European context - challenges and perspectives for the Irish language).</li> <li>5. To critically analyse thoughts, statements, documents and other materials inevitable for the successful completion of the subject (following the recommended literature - books, articles, documents, etc.).</li> <li>6. To elaborate a seminar work on the selected topic on the basis of acquired knowledge in the given subject</li> </ol>	
<b>Brief outline of the course:</b>	



Irish Studies 1 explores topics such as the pre-Indo-European history of Ireland, the arrival of the Celts, Ancient Brehon/Irish Law, The Vikings in Ireland (795-1014), The Battle of Clontarf (1014), The Anglo-Norman Invasion (1169), the Lordship of Ireland (1177-1542), the Statutes of Kilkenny (1366), the Tudor Conquest of Ireland, the Battle of Kinsale (1601), the Ulster Plantations, and Oliver Cromwell's Invasion of Ireland (1649-1653), etc.

**Recommended literature:**

BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: Studia russico-slovaca 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02.

BILOVESKÝ, V. 2013. Does Integrating Europe Need Polylingualism and Multiculturalism? In: European Researcher. Vol. 42, no. 2-3, s. 455-461.

DE PAOR. 1988. The People of Ireland. In: The People of Ireland. 1988. Dublin : The Appletree Press. ISBN 0-86281-198-8.

MHIC MHATHÚNA, M. 2008. Supporting children's participation in second-language stories in an Irish-language preschool. In: Early Years: An International Research Journal. 2008. vol, 28, no. 3. s. 299-309. ISSN 0957-5146.

MORIARTY, M. 2009. Normalising language through television: the case of the Irish language television channel, TG4. In: Journal of Multicultural Discourses. 2009. vol. 4, no. 2, s. 137-149. ISSN 1744-7143.

Ó HIFEARNÁIN, T. 2008. Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.

Ó LAOIRE, M. 2012. Language policy and minority language education in Ireland: re-exploring the issues. In: Language, Culture and Curriculum. 2012. vol 25, no. 1, s. 17-25. ISSN 0790-8318.

Ó RIAIN, S. 2010. Irish and Scottish Gaelic. A European Perspective. In: Naukovij visnik Volinskogo nacional'nogo universitetu imeni Lesi Ukrainki. 2010. s. 262-267.

Ó TUATHAIGH, G. 1988. The Celts II. In: BBC, The People of Ireland. Dublin: The Appletree Press, 1988. pp. 40-54. ISBN 0-86281-198-8.

Ó TOOLE, C, FLETCHER, P. 2010. Validity of a Parent Report Instrument for Irish-Speaking Toddlers. In: First Language. 2010. s. 199-217.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

**Language of instruction:**

English Language B2

**Notes:student time load:**

Student workload: 90 hrs  
 seminar course (S): 13 hrs  
 elaboration of seminar work: 37 hrs  
 study for the final written test: 40 hrs

**Course assessment**

The final number of assessed students: 12

A	B	C	D	E	FX(0)	FX(1)	n
33.33	66.67	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anna Slatinská, PhD., M.A. James Ó Connell

**Last changed:** 29.04.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajs-317	<b>Course name:</b> Irish Studies 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The students will elaborate a seminar work on the given topic (10 pages). After the semester students will take part in the final written exam. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than 10 points, being a part of preliminary assessment. The student has the right to modify the seminar work if it is considered inadequate and one resit of the final written exam. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%)	
<b>Learning objectives:</b> The student will be able: <ol style="list-style-type: none"> <li>1: To use the required facts and basic concepts studied in the subject (cultural, social, political and economic aspects of Irish identity, linguistic, cultural and social diversity of Irish Republic).</li> <li>2. To define and describe required facts about Irish language, national and cultural identity, Irish culture as a part of identity, education system, language policy, revitalization, language normalization, multiculturalism, diversity.</li> <li>3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).</li> <li>4. To evaluate studied facts and data on the given topics (language death, vitality of the Irish language, challenges of Irish language acquisition in the context of 21st century, future of the Irish language, European context - challenges and perspectives for the Irish language).</li> <li>5. To critically analyse thoughts, statements, documents and other materials inevitable for the successful completion of the subject (following the recommended literature - books, articles, documents, etc.).</li> <li>6. To elaborate a seminar work on the selected topic on the basis of acquired knowledge in the given subject</li> </ol>	
<b>Brief outline of the course:</b>	

Irish Studies 1 explores topics such as the pre-Indo-European history of Ireland, the arrival of the Celts, Ancient Brehon/Irish Law, The Vikings in Ireland (795-1014), The Battle of Clontarf (1014), The Anglo-Norman Invasion (1169), the Lordship of Ireland (1177-1542), the Statutes of Kilkenny (1366), the Tudor Conquest of Ireland, the Battle of Kinsale (1601), the Ulster Plantations, and Oliver Cromwell's Invasion of Ireland (1649-1653), etc.

**Recommended literature:**

BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: Studia russico-slovaca 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02.

BILOVESKÝ, V. 2013. Does Integrating Europe Need Polylingualism and Multiculturalism? In: European Researcher. Vol. 42, no. 2-3, s. 455-461.

DE PAOR. 1988. The People of Ireland. In: The People of Ireland. 1988. Dublin : The Appletree Press. ISBN 0-86281-198-8.

MHIC MHATHÚNA, M. 2008. Supporting children's participation in second-language stories in an Irish-language preschool. In: Early Years: An International Research Journal. 2008. vol, 28, no. 3. s. 299-309. ISSN 0957-5146.

MORIARTY, M. 2009. Normalising language through television: the case of the Irish language television channel, TG4. In: Journal of Multicultural Discourses. 2009. vol. 4, no. 2, s. 137-149. ISSN 1744-7143.

Ó HIFEARNÁIN, T. 2008. Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.

Ó LAOIRE, M. 2012. Language policy and minority language education in Ireland: re-exploring the issues. In: Language, Culture and Curriculum. 2012. vol 25, no. 1, s. 17-25. ISSN 0790-8318.

Ó RIAIN, S. 2010. Irish and Scottish Gaelic. A European Perspective. In: Naukovij visnik Volinskogo nacional'nogo universitetu imeni Lesi Ukrainki. 2010. s. 262-267.

Ó TUATHAIGH, G. 1988. The Celts II. In: BBC, The People of Ireland. Dublin: The Appletree Press, 1988. pp. 40-54. ISBN 0-86281-198-8.

Ó TOOLE, C, FLETCHER, P. 2010. Validity of a Parent Report Instrument for Irish-Speaking Toddlers. In: First Language. 2010. s. 199-217.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

**Language of instruction:**

English Language B2

**Notes: student time load:**

Student workload: 90 hrs  
 seminar course (S): 13 hrs  
 elaboration of seminar work: 37 hrs  
 study for the final written test: 40 hrs

**Course assessment**

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anna Slatinská, PhD., M.A. James Ó Connell

**Last changed:** 14.09.2023

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajs-309	<b>Course name:</b> Irish Studies 2
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2., 4.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The students will elaborate a seminar work on the given topic (10 pages). After the semester students will take part in the final written exam. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than 10 points, being a part of preliminary assessment. The student has the right to modify the seminar work if it is considered inadequate and one resit of the final written exam. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%)	
<b>Learning objectives:</b> The student will be able: <ol style="list-style-type: none"> <li>1: To use the required facts and basic concepts studied in the subject (cultural, social, political and economic aspects of Irish identity, linguistic, cultural and social diversity of Irish Republic).</li> <li>2. To define and describe required facts about Irish language, national and cultural identity, Irish culture as a part of identity, education system, language policy, revitalization, language normalization, multiculturalism, diversity.</li> <li>3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).</li> <li>4. To evaluate studied facts and data on the given topics (language death, vitality of the Irish language, challenges of Irish language acquisition in the context of 21st century, future of the Irish language, European context - challenges and perspectives for the Irish language).</li> <li>5. To critically analyse thoughts, statements, documents and other materials inevitable for the successful completion of the subject (following the recommended literature - books, articles, documents, etc.).</li> <li>6. To elaborate a seminar work on the selected topic on the basis of acquired knowledge in the given subject</li> </ol>	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b>	

BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: Studia russico-slovaca 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02.

BILOVESKÝ, V. 2013. Does Integrating Europe Need Polylingualism and Multiculturalism? In: European Researcher. Vol. 42, no. 2-3, s. 455-461.

DE PAOR. 1988. The People of Ireland. In: The People of Ireland. 1988. Dublin : The Appletree Press. ISBN 0-86281-198-8.

MHIC MHATHÚNA, M. 2008. Supporting children's participation in second-language stories in an Irish-language preschool. In: Early Years: An International Research Journal. 2008. vol, 28, no. 3. s. 299-309. ISSN 0957-5146.

MORIARTY, M. 2009. Normalising language through television: the case of the Irish language television channel, TG4. In: Journal of Multicultural Discourses. 2009. vol. 4, no. 2, s. 137-149. ISSN 1744-7143.

Ó HIFEARNÁIN, T. 2008. Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.

Ó LAOIRE, M. 2012. Language policy and minority language education in Ireland: re-exploring the issues. In: Language, Culture and Curriculum. 2012. vol 25, no. 1, s. 17-25. ISSN 0790-8318.

Ó RIAIN, S. 2010. Irish and Scottish Gaelic. A European Perspective. In: Naukovij visnik Volinskogo nacional'nogo universitetu imeni Lesi Ukrainki. 2010. s. 262-267.

Ó TUATHAIGH, G. 1988. The Celts II. In: BBC, The People of Ireland. Dublin: The Appletree Press, 1988. pp. 40-54. ISBN 0-86281-198-8.

Ó TOOLE, C, FLETCHER, P. 2010. Validity of a Parent Report Instrument for Irish-Speaking Toddlers. In: First Language. 2010. s. 199-217.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

**Language of instruction:**  
English Language B2

**Notes: student time load:**

**Course assessment**

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anna Slatinská, PhD., M.A. James Ó Connell

**Last changed:** 29.04.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajs-311	<b>Course name:</b> Irish Studies 3
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The students will elaborate a seminar work on the given topic (10 pages). After the semester students will take part in the final written exam. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than 10 points, being a part of preliminary assessment. The student has the right to modify the seminar work if it is considered inadequate and one resit of the final written exam. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%)	
<b>Learning objectives:</b> The student will be able: <ol style="list-style-type: none"> <li>1: To use the required facts and basic concepts studied in the subject (cultural, social, political and economic aspects of Irish identity, linguistic, cultural and social diversity of Irish Republic).</li> <li>2. To define and describe required facts about Irish language, national and cultural identity, Irish culture as a part of identity, education system, language policy, revitalization, language normalization, multiculturalism, diversity.</li> <li>3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).</li> <li>4. To evaluate studied facts and data on the given topics (language death, vitality of the Irish language, challenges of Irish language acquisition in the context of 21st century, future of the Irish language, European context - challenges and perspectives for the Irish language).</li> <li>5. To critically analyse thoughts, statements, documents and other materials inevitable for the successful completion of the subject (following the recommended literature - books, articles, documents, etc.).</li> <li>6. To elaborate a seminar work on the selected topic on the basis of acquired knowledge in the given subject</li> </ol>	
<b>Brief outline of the course:</b>	



Irish Studies 3 explores the most important events in the history of Ireland, along with discussing aspects of Irish culture such as the Irish language, music, poetry and literature, storytelling, mythology and religion, St. Patrick, the geography of Ireland, etc.

### **Recommended literature:**

Resources;

Database of cultural and historical documents - <http://www.askaboutireland.ie/reading-room/>

Links to databases of Irish history and culture <https://www.ria.ie/irish-history-online/external-resources>

Logainm (Database of Placenames in Ireland) - <https://www.logainm.ie/en/>

History of Ireland - [https://en.wikipedia.org/wiki/History\\_of\\_Ireland](https://en.wikipedia.org/wiki/History_of_Ireland)

Cromwell in Ireland - [http://www.olivercromwell.org/wordpress/?page\\_id=1837](http://www.olivercromwell.org/wordpress/?page_id=1837)

The Irish Story - <https://www.theirishstory.com/category/history/irish-history/#.X8X1OMj7TIU>

Bibliography of Irish Linguistics and Literature; <https://bill.celt.dias.ie/vol4/index2.html>

Video Resources;

- "The Origins of the Irish"; <https://www.youtube.com/watch?v=ZdLUcBbYZqU>

- "Study Ireland: History" (in 8 episodes) - [https://www.youtube.com/watch?v=QuO4C9\\_nn9g&list=PLmDLV-EiXI\\_ul7kamgxdLQuVX5hPEtxET](https://www.youtube.com/watch?v=QuO4C9_nn9g&list=PLmDLV-EiXI_ul7kamgxdLQuVX5hPEtxET)

- "The Story of Ireland" (in 5 episodes); [https://www.youtube.com/watch?v=Jb11KxSGQpk&list=PL9ePwrw\\_5Jy0F2AHTbIcHjXTQ0g3VqftY](https://www.youtube.com/watch?v=Jb11KxSGQpk&list=PL9ePwrw_5Jy0F2AHTbIcHjXTQ0g3VqftY)

- "DNA Caillte" ("Lost DNA") - The Battle of Kinsale (in Irish with English subtitles); <https://www.tg4.ie/ga/player/seinn/?pid=6190954173001&title=In%20Aimsir%20Chogaidh&series=DNA%20Caillte&genre=Faisneis&pcode=095984>

- Cromwell in Ireland, "God's Executioner" - <https://www.youtube.com/watch?v=lWkBieHmV3s>

BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: *Studia russico-slovaca* 1.

Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02.

BILOVESKÝ, V. 2013. Does Integrating Europe Need Polylingualism and Multiculturalism? In: *European Researcher*. Vol. 42, no. 2-3, s. 455-461.

DE PAOR. 1988. The People of Ireland. In: *The People of Ireland*. 1988. Dublin : The Appletree Press. ISBN 0-86281-198-8.

MHIC MHATHÚNA, M. 2008. Supporting children's participation in second-language stories in an Irish-language preschool. In: *Early Years: An International Research Journal*. 2008. vol. 28, no. 3. s. 299-309. ISSN 0957-5146.

MORIARTY, M. 2009. Normalising language through television: the case of the Irish language television channel, TG4. In: *Journal of Multicultural Discourses*. 2009. vol. 4, no. 2, s. 137-149. ISSN 1744-7143.

Ó HIFEARNÁIN, T. 2008. Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: *International Journal of Bilingual Education and Bilingualism*. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.

Ó LAOIRE, M. 2012. Language policy and minority language education in Ireland: re-exploring the issues. In: *Language, Culture and Curriculum*. 2012. vol 25, no. 1, s. 17-25. ISSN 0790-8318.

Ó RIAIN, S. 2010. Irish and Scottish Gaelic. A European Perspective. In: *Naukovij visnik Volinskogo nacional'nogo universitetu imeni Lesi Ukrainki*. 2010. s. 262-267.

Ó TUATHAIGH, G. 1988. The Celts II. In: *BBC, The People of Ireland*. Dublin: The Appletree Press, 1988. pp. 40-54. ISBN 0-86281-198-8.

Ó TOOLE, C, FLETCHER, P. 2010. Validity of a Parent Report Instrument for Irish-Speaking Toddlers. In: *First Language*. 2010. s. 199-217.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish.

In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

**Language of instruction:**

English Language B2

**Notes:student time load:**

Student workload: 90 hrs

seminar course (S): 13 hrs

elaboaration of seminar work: 37 hrs

study for the final written test: 40 hrs

**Course assessment**

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anna Slatinská, PhD., M.A. James Ó Connell

**Last changed:** 29.04.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-izi-01	<b>Course name:</b> Knowledge Implementation in Foreign Person Integration 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The student creates a project addressing the topic of caring for a person from a target group. The project covers min. 5 activities (20 p.). The maximum score is 100 p. Grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%), FX (64%–0%).	
<b>Learning objectives:</b> The student: <ul style="list-style-type: none"> <li>- can identify the default situation, activity goals, how to achieve them, schedule, problems, partners, appropriate promotion, perform and evaluate activities.</li> <li>- applies the knowledge and competences developed through their study programme in practice.</li> </ul>	
<b>Brief outline of the course:</b> Addressing the target group to identify its needs. Project draft. Assistance provided to foreign persons – interpreting, establishing social contacts, communication with authorities, integration into majority society. Evaluation.	
<b>Recommended literature:</b> BROZMANOVÁ GREGOROVÁ, Alžbeta et. al. Service learning. Inovatívna stratégia učenia (sa). 2014. Banská Bystrica : UMB, 2014. 200 s. ISBN 978-80-557-0829-4. BROZMANOVÁ-GREGOROVÁ, Alžbeta - FRIMMEROVÁ, Alžbeta - ŠOLCOVÁ, Jana. Dobrovoľníctvo v zariadeniach sociálnych služieb: Sprievodca tvorbou dobrovoľníckeho programu. 1. vyd. Stupava: Platforma dobrovoľníckych centier a organizácií, 2019. 92 s. ISBN 978-80-973034-2-6 BROZMANOVÁ-GREGOROVÁ, Alžbeta - ŠAVRNOCHOVÁ, Michaela - ŠOLCOVÁ, Jana. Objav sa v dobrovoľníctve. 1. vyd. Bratislava : Bratislavské dobrovoľnícke centrum, 2016. 102 s. ISBN 978-80-972255-2-0 BROZMANOVÁ-GREGOROVÁ, Alžbeta - MRAČKOVÁ, Alžbeta. D-zručnosti pre zamestnanie: manuál pre dobrovoľníkov a dobrovoľníčky, dobrovoľnícke organizácie a dobrovoľnícke centrá. Rec. Peter Jusko, Ladislav Vaska. 1. vyd. Banská Bystrica : Univerzita Mateja Bela, 2014. 50 s. ISBN 978-80-557-0728-0	
<b>Language of instruction:</b> Slovak, Ukrainian, Russian, English	

**Notes:student time load:**

60 h.

Project and report preparation: 13 h.

Project implementation: 47 h.

**Course assessment**

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Lujza Urbancová, PhD.**Last changed:** 27.10.2022**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-izc-02	<b>Course name:</b> Knowledge Implementation in Foreign Person Integration 2
<b>Type, extent and method of instruction:</b>	
<b>Form of instruction:</b>	
<b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)	
<b>Recommended number of periods:</b>	
<b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2., 4.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b>	
The student creates a project addressing the topic of caring for a person from a target group. The project covers min. 5 activities (20 p.). The maximum score is 100 p. A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%), FX (64%–0%).	
<b>Learning objectives:</b>	
The student:	
- can identify the default situation, activity goals, how to achieve them, schedule, problems, partners, appropriate promotion, perform and evaluate activities.	
- applies the knowledge and competences developed through their study programme in practice.	
<b>Brief outline of the course:</b>	
Addressing the target group to identify its needs. Project draft. Assistance provided to foreign persons – interpreting, establishing social contacts, communication with authorities, integration into majority society. Evaluation.	
<b>Recommended literature:</b>	
BROZMANOVÁ GREGOROVÁ, Alžbeta et. al. Service learning. Inovatívna stratégia učenia (sa). 2014. Banská Bystrica : UMB, 2014. 200 s. ISBN 978-80-557-0829-4.	
BROZMANOVÁ-GREGOROVÁ, Alžbeta - FRIMMEROVÁ, Alžbeta - ŠOLCOVÁ, Jana. Dobrovoľníctvo v zariadeniach sociálnych služieb: Sprievodca tvorbou dobrovoľníckeho programu. 1. vyd. Stupava: Platforma dobrovoľníckych centier a organizácií, 2019. 92 s. ISBN 978-80-973034-2-6	
BROZMANOVÁ-GREGOROVÁ, Alžbeta - ŠAVRNOCHOVÁ, Michaela - ŠOLCOVÁ, Jana. Objav sa v dobrovoľníctve. 1. vyd. Bratislava : Bratislavské dobrovoľnícke centrum, 2016. 102 s. ISBN 978-80-972255-2-0	
BROZMANOVÁ-GREGOROVÁ, Alžbeta - MRAČKOVÁ, Alžbeta. D-zručnosti pre zamestnanie: manuál pre dobrovoľníkov a dobrovoľníčky, dobrovoľnícke organizácie a dobrovoľnícke centrá. Rec. Peter Jusko, Ladislav Vaska. 1. vyd. Banská Bystrica : Univerzita Mateja Bela, 2014. 50 s. ISBN 978-80-557-0728-0	
<b>Language of instruction:</b>	
Slovak, Russian, Ukrainian, English	

**Notes:student time load:**

60 h.

Project and report preparation: 13 h.

Project implementation: 47 h.

**Course assessment**

The final number of assessed students: 1

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Lujza Urbancová, PhD.**Last changed:** 27.10.2022**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-jzh-01	<b>Course name:</b> Language Games
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 / 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> a) Continuous assessment: regular practical exercises (0–10 p.), evaluation of specialised discussions (0–10 p.). b) Final assessment: project of an original game or playful exercises + presentation (0–80 p.). The maximum number of points consisting of continuous and final assessment is 100. Credits will not be awarded to a student who scores less than 52 points. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements.	
<b>Learning objectives:</b> The student: 1. understands the basic concepts in language games 2. understands how rules are created in accordance with the didactic principles 3. can effectively use language games in language teaching in primary and secondary education 4. can evaluate how language competences can be improved through games as an experiential form of learning 5. designs and original game (playful exercises) and presents it.	
<b>Brief outline of the course:</b> History of games. Game theory. Serious games and gamification. Games and playful exercises. Game classification. Language games in language teaching (including Slovak as a foreign language). Language games in teaching Slovak (primary and secondary education). Serious language game in the educational process – the didactic principles of its preparation and application. Games and cooperative learning. Phonetic and phonemic games. Games focused on reception, production, interaction, and mediation. Games focused on grammatical phenomena. Games focused on vocabulary development. Narrative games. Story dramatisation. Using games in language education.	
<b>Recommended literature:</b> BEERMANN, Susane – SCHUBACH, Monika – TORNOW, Ortrud E.: Hry na semináře a workshopy. 124 kreativních her. Praha : Grada Publishing, 2015. BUTNER, Amy: 100 aktivit, her a učebních strategií ve výuce cizích jazyků. Praktické návody, jak zpříjemnit výuku studentům i sobě. Brno: Edika, 2013.	

GÁLISOVÁ, Anna – BARIAKOVÁ, Zuzana – VANČÍKOVÁ, Katarína: Jazykové a literárne hry pre 1. a 2. stupeň základnej školy. Krakov : Spolok Slovákov v Poľsku, 2013.

GÁLISOVÁ, Anna: Cvičenia pre žiakov s neslovenským materinským jazykom. Metodický sprievodca. Banská Bystrica : PF UMB, 2006.

HLADÍK, Petr: 111 her pro atraktivní výuku angličtiny. Praha : Grada Publishing, 2013.

HLADÍK, Petr: 111 nových her pro atraktivní výuku jazyků. Praha : Grada Publishing, 2016.

HOUSER, Pavel: Hry se slovy a jazykem. Praha : Portál, 2002.

KESSELOVÁ, Jana: Rozviazané jazýčky. Prešov : Náuka, 1999.

KLEIN, Zamyat M.: 100 kreativních metod a her na semináře a workshopy. Praha : Grada Publishing, 2012.

KLUSÁK, Miroslav – KUČERA, Miloš: Dětské hry – Games. Praha : Univerzita Karlova v Praze, 2010.

PALENČÁROVÁ, Jana – BAJZÍKOVÁ, Vladimíra: Rozcevičme si jazýčky. Bratislava : Združenie Orava, 2006.

PIŠLOVÁ, Simona: Jazykové hry. Praha : FORTUNA, 2011.

SEVILLE, Adrian: Historie deskových her. Brno : CPress, 2020.

SCHNEIDEROVÁ, Eva: Jazykové hry a hříčky. Praha : Portál, 2010.

**Language of instruction:**

Slovak

**Notes:student time load:**

150 h.

Combined study (L, S, C): 26 h. Self-study: 44 h.

Collecting up-to-date information, study of the legislation – form preparation and filling in-

Other: Working with specialised literature and sources: 30 h.

Seminar paper preparation for presentation: 50 h.

**Course assessment**

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anna Gálisová, PhD.

**Last changed:** 27.10.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.



## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica			
<b>Faculty:</b> Faculty of Arts			
<b>Code:</b> 2d-LMT-123		<b>Course name:</b> Limity intimity: o zodpovedných vzťahoch	
<b>Type, extent and method of instruction:</b>			
<b>Form of instruction:</b> Practical / Seminar			
<b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)			
<b>Recommended number of periods:</b> 13 / 13			
<b>Method of study:</b> combined			
<b>Number of credits:</b> 3			
<b>Recommended semester/trimester:</b> 2., 4.			
<b>Level:</b> II.			
<b>Prerequisites:</b>			
<b>Course completion conditions:</b>			
<b>Learning objectives:</b>			
<b>Brief outline of the course:</b>			
<b>Recommended literature:</b>			
<b>Language of instruction:</b>			
<b>Notes:student time load:</b>			
<b>Course assessment</b>			
The final number of assessed students: 0			
abs	n	p	v
0.0	0.0	0.0	0.0
<b>Instructor:</b> doc. Mgr. Lívia Nemcová, PhD., doc. PaedDr. Lenka Rovňanová, PhD.			
<b>Last changed:</b> 22.03.2023			
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.			

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajs-313	<b>Course name:</b> Linguistic Landscape
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> Assessment in the classroom: active participation in the classroom: 0 – 20 points homework: 0 – 20 points presentation: 0 – 60 points Final assessment: Students can gain 100 points in total for all aforementioned activities. Passmark for getting credits is 65 points out of 100. NB: Students can miss 3 seminars out of 13. However, over 3 absences (i.e. 4 and more) automatically mean evaluation Fx for students. <b>a) continuous assessment:</b> active participation in the classroom: 0 – 20 points homework: 0 – 20 points presentation: 0 – 60 points <b>b) final assessment:</b> Students can gain 100 points in total for all aforementioned activities. Passmark for getting credits is 65 points out of 100.	
<b>Learning objectives:</b> Students <ol style="list-style-type: none"> <li>1. will be able to use learned knowledge in their professional career,</li> <li>2. will be autonomously able to work in a creative way and make conclusions,</li> <li>3. will be able to use newly acquired research skills in practise,</li> <li>4. will be able to identify, collect, classify, analyze, explain, and interpret research material,</li> <li>5. will be able to autonomously present their attitudes and opinions.</li> </ol>	
<b>Brief outline of the course:</b> Linguistic Landscape of a chosen area. Essentials of a research in practice (collecting data). Processing the collected data - methods and techniques. Creating the database. Linguistic Landscape with the accent on English phrases and texts. Linguistic Landscape (LL) with the accent on representation of fe/males in public spaces. Emphasis is placed on acquainting students with the latest trends in the dynamics of LL research and the involvement of students in these research activities.	
<b>Recommended literature:</b> CRYSTAL, David.2010. English as a Global Language. Second Edition	

ČERNÝ, Miroslav. 2016. Role angličtiny v jazykovej krajine Srí Lanky. DOI:10.18355/XL.2016.09.03.51-57

ČERNÝ, J. - HOLEŠ, J. 2004. Sémiotika.

FERENČÍK, Milan. 2014. Jazyk v meste. Angličtina vo vizuálnej semiotike mestskej jazykovej krajiny

GORTER, D. (Ed.). 2006. Linguistic Landscape. A New Approach to Multilingualism.

JESENSKÁ, Petra. 2019. English Vocabulary Stratification. Link: <https://www.ff.umb.sk/pjesenska/publikacna-cinnost.html>

JESENSKÁ, Petra. 2021. Jazyková krajina v pedagogickej. In Teória a prax prípravy budúcich translatólogov a učiteľov anglického jazyka 3.: zborník recenzovaných príspevkov z Medzinárodnej online konferencie konanej v dňoch 8. - 9. septembra 2021 (ed. Anna Slatinská) pp. 111-115

JESENSKÁ, Petra. 2018. Jazyková politika a jazyková situácia v EÚ s ohľadom na angličtinu ako jazyk lingua franca

JESENSKÁ, Petra. 2009. Prezentovanie rodových rol a stereotypov vo vybraných učebniciach anglického jazyka

JESENSKÁ, Petra. 2021. Skúmanie základnej jednotky jazykovej. In Od textu k prekladu 15 (eds. Alena Ďuricová, Jana Lauková). 2. časť. pp. 45-51

JESENSKÁ, Petra. 2020. Úvodné poznámky na margo výskumu jazykovej krajiny Národnej ulice v Banskej Bystrici. In Od textu k prekladu 14 (ed. Alena Ďuricová) pp. 24-28

KLINCKOVÁ, Jana. 2014. Jazyk bilbordov. In: Polarity, paralely a prieniky jazykovej komunikácie (ed. V. Patráš), pp. 88 - 102

LAUNDRY, Rodrigue – BOURHIS, Richard. 1997. Linguistic Landscape and Ethnolinguistic Vitality An Empirical Study. In: Journal of Language and Social Psychology 16(1):23-49. March 1997. DOI: 10.1177/0261927X970161002

SATINSKÁ, Lucia. 2014. Jazyková krajina Bratislavy: Dunajská ulica. In: Polarity, paralely a prieniky jazykovej komunikácie (ed. V. Patráš), pp. 157 – 167

**Language of instruction:**

English (B2 – C1 levels), Slovak and occasionally Czech

**Notes:student time load:**

90 hours in total (13 classes + 26 hours/homework + 51 hours/self-study)

**Course assessment**

The final number of assessed students: 1

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** doc. PaedDr. Petra Jesenská, PhD.

**Last changed:** 12.05.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica							
<b>Faculty:</b> Faculty of Arts							
<b>Code:</b> 2d-MRK-402		<b>Course name:</b> Mediation and resolution of interpersonal conflicts					
<b>Type, extent and method of instruction:</b>							
<b>Form of instruction:</b> Lecture / Seminar							
<b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
<b>Recommended number of periods:</b> 13 / 13							
<b>Method of study:</b> combined							
<b>Number of credits:</b> 3							
<b>Recommended semester/trimester:</b> 1.							
<b>Level:</b> II.							
<b>Prerequisites:</b>							
<b>Course completion conditions:</b>							
<b>Learning objectives:</b>							
<b>Brief outline of the course:</b>							
<b>Recommended literature:</b>							
<b>Language of instruction:</b>							
<b>Notes:student time load:</b>							
<b>Course assessment</b>							
The final number of assessed students: 58							
A	B	C	D	E	FX(0)	FX(1)	n
48.28	27.59	13.79	6.9	1.72	1.72	0.0	0.0
<b>Instructor:</b> Mgr. Zuzana Heinzová, PhD., doc. Mgr. Lenka Ďuricová, PhD.							
<b>Last changed:</b> 03.02.2022							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-aju-101	<b>Course name:</b> Methodology of Teaching English 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 / 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester:</b> 1.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> 2 language games 0- 5 points each 1 article review: 0-5 points Written test: (pass 65%) Overall assessment: pass: 65% out of points: language games + Article review+ written test Scale: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %). <b>a) continuous assessment:</b> 2 language games 0- 10 points each 1 article review: 0-5 points Written test: 0- 35 points (pass 65%) <b>b) final assessment:</b> Overall assessment: written test (pass 65% out of maximum points) language games + article review + written test Scale: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %).	
<b>Learning objectives:</b> Student will be able to: 1. apply effective methods and approaches in teaching vocabulary and grammar 2. work with texts for developing receptive skills Reading and listening comprehension) 3. evaluate suitable text-related tasks 4. adapt authentic texts for classroom use 5. create situations for language acquisition	
<b>Brief outline of the course:</b> Presentation and practice of vocabulary, grammar structures and functions. Developing reading comprehension. Using visuals in the lessons. Developing listening comprehension. Pre, while, post text tasks. Creative tasks. Developing autonomous learning .Functions and types of questions. Learning styles. Using authentic materials in the lesson.	
<b>Recommended literature:</b> 1. HARMER, J. The Practice of English Language Teaching, Harlow: Longman 2007 2. HOMOLOVÁ, E. Teaching English. Banská Bystrica: Belianum, 2016 3. HOMOLOVÁ, E. Methodology of Teaching English. Banská Bystrica: Belianum, 2013	

4. BETÁKOVÁ, L. - HOMOLOVÁ, E. – ŠTULRAJTEROVÁ, M. Moderní didaktika anglického jazyka v otázkách a odpovědích . Praha: Wolters Kluwer, 2017.
5. OXFORD, L.R. Language Learning Strategies. Boston : Heinle, 1990
6. LOJOVÁ, G. - VLČKOVÁ K. Styly a strategie učení ve výuce cizích jazyků. Praha: Portál, 2011
7. STRAKOVÁ, Z. Teaching English as a Foreign Language. Prešov, PU: 2014
8. DOFF, A. Teach English CUP, 1992
9. Inovovaný štátny vzdelávací program
10. Spoločný európsky referenčný rámec pre jazyky.

**Language of instruction:**

English C1

**Notes: student time load:**

Student time load: 120 hours

Combined study: 26

Self study: 20

Article review: 20

Preparation of language games: 14

Study for the written test: 40

**Course assessment**

The final number of assessed students: 101

A	B	C	D	E	FX(0)	FX(1)	n
21.78	19.8	32.67	18.81	5.94	0.0	0.99	0.0

**Instructor:** doc. PhDr. Eva Homolová, PhD.

**Last changed:** 11.09.2023

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-aju-102	<b>Course name:</b> Methodology of Teaching English 2
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 / 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> In the course of the semester the students prepare in writing a summary of a specialised text in English (article, study, chapter, etc.), expressing their own opinion about it (0-10 points). In the seminars, the students will also teach – simulate a lesson (0-20 points), following a prepared lesson plan and with the use of material and technical teaching aids (0-20 points). After the end of the semester students will take a final written exam (0-50 points). Students have one chance to retake the final written test composed of the entire term curriculum. The course assessment corresponds to the standard A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100. <b>a) continuous assessment:</b> Processing the scientific article, preparation of a lesson plan <b>b) final assessment:</b> final written exam	
<b>Learning objectives:</b> Students will be able: 1. To use adequate sources, materials and technical means for preparing the lesson plan 2. To choose and evaluate an adequate textbook for a given language level and curriculum 3. To encourage the pupils to speak using adequate stimulating activities 4. To evaluate and mark the written and oral expression in English correctly 5. To apply acquired knowledge when simulating an English lesson 6. To compare traditional type of ELT practice at middle and high schools.	
<b>Brief outline of the course:</b> The importance of productive skills. The importance of writing. Differences between writing and speaking. Writing as a means and writing as an aim. The process of writing. Pre-writing activities. Types of tasks for developing writing (controlled tasks, structure-based tasks, authentic writing tasks), overall written production according to CEFR. Teaching speaking. Importance of speaking. Speaking as a productive skill. Aspects of the speaking skill. Accuracy and fluency. Appropriacy. Developing speaking in the classroom. Types of classroom speaking activities. Accuracy-based practice (different types of drills: substitution drills, transformation drills, functional-situational drills, etc). Fluency-based practice (discussion, role play,debate). Communicative method of teaching. Communicative speaking activities. Format of a speaking lesson (before, during, after and	

transfer stage). Pre-speaking activities. Motivation. Triggering interest of learners in both writing and speaking activities. CEFR and development of speaking skills.

**Recommended literature:**

1. COUNCIL OF EUROPE 2001. The Common European Framework of References for Languages: Learning, Teaching, Assessment. Dostupné na: [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf) 2. GOWER, R. a kol. 1995. Teaching Practice Handbook. Oxford : Heinemann, 1995. 3. HARMER, J. 2009. How to teach English. Harlow : Longman, 2009. 4. HOMOLOVÁ, E. 2013. Methodology of Teaching English. Banská Bystrica : Belianum, 2013. 5. HOMOLOVÁ, E.- ŠTULRAJREROVÁ, M. 2013. Didaktika angličtiny v otázkach a odpovediach. Banská Bystrica : Belianum, 2013. 6. CHODĚRA, R. 2013. Didaktika cizích jazyku. Praha : Academia, 2013. 7. LARSEN-FREEMAN, D. 2000. Techniques and Principles in Language Teaching. Oxford : OUP, 2000. 8. POKRIVČÁKOVÁ, S. 2013. Teaching Techniques for Modern Teachers of English. Nitra : ASPA, 2013. 9. Spoločný európsky referenčný rámec pre jazyky. Prvé vydanie, 2006 ŠPÚ, Bratislava. ISBN 80-85756-93-5. 10. STRAKOVÁ, Z. 2003. Vedenie žiakov k samostatnosti. Prešov : MPC, 2003. 11. ŠTÁTNY VZDELÁVACÍ PROGRAM. Dostupné na: <http://www.statpedu.sk/sk/Statny-vzdelavaciprogram>. 12. VAJDIČKOVÁ, R. 2013. Štandard a kompetenčný profil učiteľa. In Determinanty pregraduálnej prípravy učiteľov anglického jazyka 2: monografia Katedry anglistiky a amerikanistiky. 1. vyd. - Banská Bystrica : Univerzita Mateja Bela, Fakulta humanitných vied, 2013, s. 48-73. ISBN 978-80-557-0484-5. 13. VAJDIČKOVÁ, R. 2013. Tradičné a súčasné trendy rozvoja jazykových zručností vo výučbe anglického jazyka. In Vzájomná informovanosť - cesta k efektívnemu rozvoju vedeckopedagogickej činnosti. Zborník z medzinárodnej konferencie doktorandov, Nitra 2013. Nitra : Univerzita Konštantína Filozofa v Nitre, 2013. s. 178-185. ISBN 978-80-558-0467-5.

**Language of instruction:**

English C1

**Notes: student time load:**

total: 120 hours

Combined form of study (seminars): 26

Scientific article elaboration: 20

Preparation of the lesson plan and simulation of lesson: 20

Self-study: 24

Study for the final exam: 30

**Course assessment**

The final number of assessed students: 69

A	B	C	D	E	FX(0)	FX(1)	n
81.16	11.59	4.35	2.9	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anna Slatinská, PhD.

**Last changed:** 07.02.2024

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.



## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-aju-103	<b>Course name:</b> Methodology of Teaching English 3
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 / 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> In the course of semester students will teach – simulate a lesson in a seminar (0-20 points) according to a prepared lesson plan and with the use of material and technical teaching tools (0-20 points). After the end of the semester students have to take a final written exam (0-60 points). Students have one chance to retake the final written exam. The course assessment corresponds to the standard A-FX grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquires a minimum of 65 points out of possible 100. <b>a) continuous assessment:</b> written preparation for the lesson: 20 points presentation – lesson simulation: 20 points Total: 40 points <b>b) final assessment:</b> Final written exam: 60 points	
<b>Learning objectives:</b> Students will be able: <ol style="list-style-type: none"> <li>1. To prepare a lesson plan based on the principles of the educational process</li> <li>2. To choose specialised texts published in English suitable for English language teaching</li> <li>3. To use adequate types of teaching tasks when practicing language means and skills</li> <li>4. To identify and use European documents as a source for foreign language teaching</li> <li>5. To be well informed about the State and the School Education Programme</li> <li>6. To review the differences in curricula and lesson plans between various types of schools.</li> <li>7. To implement basics of Service Learning activities during ELT practice.</li> </ol>	
<b>Brief outline of the course:</b> Planning the English language lesson. Contemporary trends in curricula and teaching materials. Common European Framework of Reference for Languages. Education programme – curriculum. National Education Programme. School Education Programme. Service Learning Potential for future teachers.	
<b>Recommended literature:</b>	

1. COUNCIL OF EUROPE 2001. The Common European Framework of References for Languages: Learning, Teaching, Assessment. Dostupné na: [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)
2. GOWER, R. a kol. 1995 .Teaching Practice Handbook.Oxford : Heinemann,1995.
3. HARMER, J. 2009. How to teach English. Harlow : Longman, 2009.
4. HOMOLOVÁ, E. 2013. Methodology of Teaching English. Banská Bystrica : Belianum, 2013.
5. HOMOLOVÁ, E.-ŠTULRAJREROVÁ, M. 2013. Didaktika angličtiny v otázkach a odpovediach. Banská Bystrica : Belianum, 2013.
6. CHODĚRA, R. 2013. Didaktika cizích jazyku. Praha : Academia, 2013.
7. LARSEN-FREEMAN, D. 2000. Techniques and Principles in Language Teaching. Oxford : OUP, 2000.
8. POKRIVČÁKOVÁ, S. 2013. Teaching Techniques for Modern Teachers of English. Nitra : ASPA, 2013.
9. SPOLOČNÝ EURÓPSKY REFERENČNÝ RÁMEC PRE JAZYKY. Prvé vydanie, 2006 ŠPÚ, Bratislava. ISBN 80-85756-93-5.
10. STRAKOVÁ, Z. 2003. Vedenie žiakov k samostatnosti. Prešov : MPC, 2003.
11. ŠTÁTNY VZDELÁVACÍ PROGRAM. Dostupný na: <http://www.statpedu.sk/sk/Statny-vzdelavaciprogram>
12. VAJDIČKOVÁ, R. 2013. Štandard a kompetenčný profil učiteľa. In: Determinanty pregraduálnej prípravy učiteľov anglického jazyka 2: monografia Katedry anglistiky a amerikanistiky. 1. vyd. - Banská Bystrica : Univerzita Mateja Bela, Fakulta humanitných vied, 2013, s. 48-73. ISBN 978-80-557-0484-5.

**Language of instruction:**

English B2

**Notes:student time load:**

Total amount of hours: 150, consisting of:

combined studies (L, S, C): 26 hrs.

written preparation – lesson plan for the lesson simulation: 10 hrs.

preparation for presentation – lesson simulation: 20 hrs.

selfstudy 50 hrs.

preparation for final exam 44 hrs.

**Course assessment**

The final number of assessed students: 69

A	B	C	D	E	FX(0)	FX(1)	n
98.55	0.0	1.45	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anna Slatinská, PhD.

**Last changed:** 11.09.2023

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-mr-54	<b>Course name:</b> Modern Rhetoric
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 / 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> <b>a) continuous assessment:</b> discussible approaches to the introduced case studies (0 – 25 points) suggestions for the synchronization of the parts in the rhetoric speech (0 – 25 points) <b>b) final assessment:</b> presentation of the chosen motif in the public performance with the speech analysis (0 – 50 points) Maximum number of points obtained is 100. Credits are assigned to the student who acquires minimum 65 points for fulfilling certain conditions.	
<b>Learning objectives:</b> The student will be able 1. To know the purpose and be aware of the meaning of the public communication, 2. To understand the interdisciplinary definition, relations and connections in the speech communication, 3. To identify the conceptual-compositional essence of the speech text, 4. To master the content-motivic peculiarities and expressional possibilities of the rhetoric communicate, 5. To respect the principles of preparation and rules of successful rhetoric, 6. To purposefully apply the acquired knowledge in a way to make the speech interesting, impressive, argumentative persuasive, understandable and cultivated.	
<b>Brief outline of the course:</b> Profile and purpose of the subject, literature and sources. (Self)image, stage fright. Communication means of the speaker - verbal and nonverbal part. Verbal part of the rhetoric communication - selective excurses. Accuracy and comprehensibility: the topic and its structure. Genres of speech. Nonverbal components of rhetoric communication - essence and meaning. Arguing, wrong arguments and communication risks. Detailed preparation of public speaking.	
<b>Recommended literature:</b> a) basic: ARISTOTELES: Rétorika. Martin : Thetis, 2009. DAŇKOVÁ, M.: Prokoukněte komunikační styly druhých. Praha : Grada Publishing, 2018. FEXEUS, H.: Nejlepší přesvědčovací techniky. Praha : Grada Publishing, 2017.	

GALLO, J.: Rétorika v teórii a praxi. Prešov : Dominanta, 2004.  
 HIERHOLD, E.: Rétorika a prezentace. Praha : Grada, 2005.  
 KRÁĽ, Á.: Pravidlá slovenskej výslovnosti. Martin : Matica slovenská, 2005.  
 MISTRÍK, J.: Rétorika. 3. vyd. Bratislava : SPN, 1987.  
 PATRÁŠ, V.: Pohotovosť čítania a myšlienkové spracovanie textu. Banská Bystrica : UMB, 2011.  
 ŠKVARENINOVÁ, O.: Rečová komunikácia. 3., rozšír. vyd. Trnava : UCM, 2014.  
 ŠPAČKOVÁ, A.: Moderní rétorika na univerzitě. Praha : UK, 2017.  
 b) secondary:  
 BECK/ová, G.: Zakázaná rétorika. 30 manipulatívnych technik. Praha : Grada, 2007.  
 BRUNO/vá, T. – ADAMCZYK, G.: Řeč těla. Praha : Grada, 2005.  
 BUČEK, J.: Rola moderátora v masmediálnom dialógu. Zlín : VeRBuM, 2012.  
 EKMAN, P. – FRIESEN, W.: Emoce pod maskou. Praha : Biz Books, 2015.  
 KRAUS, J. a kol.: Člověk mluvící. Voznice : Leda, 2011.  
 MARKOŠ, J.: Sila rozumu v bláznivej dobe. Bratislava : NPress, 2019.  
 MYSLOVIČOVÁ, S. – VANČOVÁ, I. (eds.): Spytovali ste sa. Bratislava : JÚLŠ SAV, 2017.  
 SLEZÁK, M.: Achillova pata a jiné patálie: dobrodružný výklad živých slov, rčení, úsloví a často používaných frází od A do Ž. Praha : Euromedia Group, 2019.  
 STEHLÍKOVÁ, M.: Tajomstvo reči tela. Bratislava : BodyTalks, 2018.  
 STANČEK, L. – ŠURÁB, M.: Rétorika dnes. Ružomberok : Rektorát KU, 2006.  
 TERMANN, S.: Umění přesvědčit a vyjednat. Praha : Grada, 2009.  
 URBANOVÁ, M. a kol.: Rétorika pro právníky. Plzeň : Aleš Čeněk, 2009.  
 VYBÍRAL, Z.: Psychologie komunikace. Praha : Portál, 2005.

**Language of instruction:**

**Notes:student time load:**

90 hrs.  
 Sit-in-class study (L,S,C): 26 hrs.  
 Work with the technical literature and sources: 20 hrs.  
 E-learning, case studies: 10 hrs.  
 Preparation for the final assessment: 24 hrs.  
 Preparation for the public performance in front of the audience: 10 hrs.

**Course assessment**

The final number of assessed students: 75

A	B	C	D	E	FX(0)	FX(1)	n
50.67	18.67	16.0	5.33	4.0	5.33	0.0	0.0

**Instructor:** prof. PaedDr. Vladimír Patráš, CSc.

**Last changed:** 31.01.2024

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-aju-104	<b>Course name:</b> Observation Teaching Practice EN
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Prax <b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26s <b>Method of study:</b> combined	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester:</b> 1.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester the student participates in observing English lessons, works on observation tasks and actively participates in follow up discussions and feedback sessions. Continuous assessment: essay: 0-10 points observation tasks: 0-20 points feedback session : 0-10 points Total: 40 points; pass 25 points Scale: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %). <b>a) continuous assessment:</b> Continuous assessment consists of active observations and completion of portfolio tasks. <b>b) final assessment:</b> with a trainee teacher, written preparations for direct teaching activities, including didactic analysis of the curriculum for freely selected contents, own evaluation of pedagogical practice - report from practice including suggestions and recommendations (min. 65 points, max. 100 points). The scoring for individual components is determined by the approbation subjects. Other records determined by AP didactics may also be part of the portfolio. Together, students have the opportunity to earn 100 points for the entire course.	
<b>Learning objectives:</b> Course aims: Student will be able to: 1. state the overall aim of the lesson observed; 2. analyze parts of the lesson; 3. discuss learning value of tasks and activities used in the lesson; 4. participate in follow up discussion and suggest alternative tasks and approaches.	
<b>Brief outline of the course:</b> During the students' study, it is recommended to follow the determined aspects of the educational process according to the tasks in the scripts: 1. Class readiness and preparation of students for teaching 2. Pupils ready after the bell, teacher welcome. 3. Homework check (at which stage of the lesson and how it was carried out)	

4. Verification of students' knowledge (method, content and scope), activation of the classroom society in individual examination, teacher's orientation to students' creative thinking, method of applying theoretical knowledge to practical activities, verbal evaluation and classification of students' performance, etc.
5. Defining the topic and goal of the lesson (method of motivation for active acquisition of new curriculum, application of interdisciplinary and interdisciplinary relationships, etc.).
6. Exposure of the curriculum (applied forms and means of work, activity of teacher and students, representation of the formative component in teaching, modernization of content, forms and means of work, etc.).
7. Fixation of new curriculum (organization of consolidation of curriculum, types of fixation methods, their relation to exposure methods, orientation of students' attention to the possibilities of practical application of new knowledge in practice, formulation and method of entering control questions, use of technical means for fixing curriculum, stage feedback fixing the curriculum, etc.)
8. Homework (way of assigning it, motivation for homework, individualized, individual, pair, group, etc.).
9. Teacher's personality (teacher's communicativeness, objectivity, difficulty, respect for students' requirements and personal possibilities, gestures and facial expressions, his order, the teacher's movement around the class, the teacher's reactions to unforeseen stimuli from the class, his temperament, speech volume, etc.).
10. It is also recommended to monitor: pedagogical communication, communication structures, content and curriculum transformation, student induction, motivational aspects, student involvement in activities, clarity and comprehensibility of instructions for tasks, implementation of individualized teaching, teacher-by-class movement, inclusion of accountability activities, social contact, increasing self-perception, reflexive activities, control and evaluation.

**Recommended literature:**

Homolová, E. Becoming an English Teacher. Banská Bystrica: FHV UMB, 2012  
 2. Spoločný európsky referenčný rámec pre jazyky. Bratislava: Štátny pedagogický ústav, 2006.  
 3. ŠVP ISCED 2 <http://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/svp-druhy-stupen-zs/>  
 4. iŠVP ISCED <http://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/inovovany-svp-gymnazia-so-stvorrocnym-patrocnym-vzdelavacim-programom/>  
 5. Čapek, R. (2015). Moderní didaktika. Grada Publishing.  
 6. Harmer, J. (2007) The practice of English language teaching. OUP  
 7. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.  
 8. Siegllová, D. (2019). Konec školní nudy: didaktické metody pro 21. století. Grada Publishing.  
 9. Internetový portál rezortu školstva a s ním súvisiace webstránky relevantných inštitúcií: [www.minedu.sk](http://www.minedu.sk), [www.statpedu.sk](http://www.statpedu.sk), [www.nucem.sk](http://www.nucem.sk), [www.casopisdobraskola.sk](http://www.casopisdobraskola.sk)

**Language of instruction:**

Slovak language C1 English language B2-C1

**Notes: student time load:**

60 hours:  
 combined study: 26  
 portfolio: 20  
 consultations: 14

<b>Course assessment</b>							
The final number of assessed students: 100							
A	B	C	D	E	FX(0)	FX(1)	n
99.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> doc. PhDr. Eva Homolová, PhD.							
<b>Last changed:</b> 20.04.2022							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajp-304	<b>Course name:</b> Philosophy of Translation
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> Course completion conditions: a) continuous assessment: active participation in class 0-50 points b) final assessment: analytical essay 0-50 points Maximum number of points covering the continual and final assessment is 100. It corresponds to the standard A-FX grading scale. Credits are assigned to the student who acquired a minimum of 65 points out of a possible 100. <b>a) continuous assessment:</b> a) continuous assessment: active participation in class 0-50 points <b>b) final assessment:</b> b) final assessment: analytical essay 0-50 points	
<b>Learning objectives:</b> Students: 1. will be able to critically evaluate various TS paradigms, 2. will assess validity or invalidity of theoretical concepts, 3. will consider ideological influences on translation (censorship, self-censorship etc.) 4. will acquire an insight into national and international TS.	
<b>Brief outline of the course:</b> Translation. Translability. Ideology in translation. Patronage. Culture in translation.	
<b>Recommended literature:</b> LEFEVERE, André (1992). Translation/History/Culture. London – New York: Routledge, 199 p. ISBN 0-203-41760-7. TYMOCZKO, Maria (2007). Enlarging Translation, Empowering Translators. Manchester: St. Jerome Publishing, 360 p. ISBN 1-900650-66-5.	
<b>Language of instruction:</b> Slovak and English	
<b>Notes: student time load:</b> combined studies: 13 hrs. self-study: 40 hrs. preparing of topic and presentation: 37 hrs.	



<b>Course assessment</b>							
The final number of assessed students: 14							
A	B	C	D	E	FX(0)	FX(1)	n
57.14	14.29	14.29	0.0	7.14	0.0	7.14	0.0
<b>Instructor:</b> Leonid Chernovatyi, PhD.							
<b>Last changed:</b> 29.04.2022							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-217	<b>Course name:</b> Phraseology
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 / 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student completes and submits homework and takes a written test. After completing the semester, the student takes the final oral and written exams. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to one resit. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). <b>a) continuous assessment:</b> Completing homework: 0–15 p. Test: 0–25 p. <b>b) final assessment:</b> Oral and final written exams: 0–60 p. (written part: 0–30 p.; oral part: 0–30 p.)	
<b>Learning objectives:</b> The student has systematic knowledge of Russian phraseology. They can expand their theoretical knowledge individually and develop practical skills related to using Russian phrasemes in oral and written communication as well as in translation. Upon completion of the course, the student masters the Russian phraseological minimum, knows and uses commonly used phrasemes in appropriate contexts and different styles. The student follows the language standards and can identify the stylistic aspects of phraseologisms. They can also classify them based on grammar, etymology, and motivation. They can identify a phraseologism in a text and find an appropriate Slovak equivalent. The student knows and uses phraseological and bilingual dictionaries. They are actively and continuously expanding their active and passive vocabulary by new phraseologisms. The student can evaluate the paradigmatic and syntagmatic relationships among phraseologisms, knows and uses synonymic and antonymic phraseologisms.	
<b>Brief outline of the course:</b> Phraseology as a scholarly field and an academic subject. Phraseme – definition and functions. Semantic, pragmatic, and cultural-linguistic aspects of phraseology. Characteristics of phraseologisms. Phraseological units (PU), phraseologisms, phrasemes and their variants. Phraseme components and classification parameters.	

Semantic classification of phrasemes.  
 Classification of phrasemes based on their origin.  
 Stylistic classification of phrasemes.  
 Word-class based classification of phrasemes.  
 Classification of phrasemes based on their equivalence.  
 The interlingual asymmetry between Russian and Slovak.  
 The phraseo-semantic paradigm, systemic relationships in phraseology: polysemous words/phraseologisms, homonyms, synonyms, paronyms, antonyms, phraseo-semantic groups/fields.  
 Phraseography.

**Recommended literature:**

BARANOV, A. – DOBROVOLESKIJ, D. : Osnovy frazeologii. Moskva : FLINTA; Nauka 2016.  
 BASKO, N.: Russkije frazeologizmy v situacijach. Moskva : Russkij jazyk. Kursy 2015.  
 SOTÁK, M.: Slovní fond slovenských a ruských frazém. Bratislava : SPN 1989.  
 TELIJA, V. N.: Russkaja frazeologija. Semantičeskij, pragmatičeskij i lingvokul'turologičeskij aspekty. Moskva : Jazyki ruskoj kul'tury 1996.  
 MLACEK, J. a i.: Frazeologická terminológia. Bratislava : SAV 1995. Dostupne na internete : [https://www.juls.savba.sk/ediela/frazeologicka\\_terminologia/](https://www.juls.savba.sk/ediela/frazeologicka_terminologia/)

**Language of instruction:**

Slovak, Russian C1

**Notes:student time load:**

150 hours,  
 Combined study (lectures/seminars/consultations): 39 h.  
 Self-study: 36 hours  
 completing homework: 20 h.  
 studying for test: 20 h.  
 preparation for the final exam: 35 h.

**Course assessment**

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** doc. Viktoria Liashuk, CSc.

**Last changed:** 02.11.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica			
<b>Faculty:</b> Faculty of Arts			
<b>Code:</b> 2d-vstv-106		<b>Course name:</b> Physical Education 6	
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined			
<b>Number of credits:</b> 3			
<b>Recommended semester/trimester:</b> 1., 3.			
<b>Level:</b> II.			
<b>Prerequisites:</b>			
<b>Course completion conditions:</b>			
<b>Learning objectives:</b>			
<b>Brief outline of the course:</b>			
<b>Recommended literature:</b>			
<b>Language of instruction:</b>			
<b>Notes:student time load:</b>			
<b>Course assessment</b> The final number of assessed students: 73			
abs	n	p	v
94.52	5.48	0.0	0.0
<b>Instructor:</b> Mgr. Jaroslav Popelka, PhD., PaedDr. Jaroslav Kompán, PhD., Mgr. Andrea Izáková, PhD., doc. PaedDr. Jiří Michal, PhD., PaedDr. Mgr. Lukáš Opáth, PhD., doc. PaedDr. Pavol Pivovarniček, PhD., Mgr. Kristián Bako, Mgr. Michal Hlávek, Mgr. Marián Škorik			
<b>Last changed:</b> 27.03.2023			
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.			

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica			
<b>Faculty:</b> Faculty of Arts			
<b>Code:</b> 2d-vstv-107		<b>Course name:</b> Physical Education 7	
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined			
<b>Number of credits:</b> 3			
<b>Recommended semester/trimester:</b> 2., 4.			
<b>Level:</b> II.			
<b>Prerequisites:</b>			
<b>Course completion conditions:</b>			
<b>Learning objectives:</b>			
<b>Brief outline of the course:</b>			
<b>Recommended literature:</b>			
<b>Language of instruction:</b>			
<b>Notes:student time load:</b>			
<b>Course assessment</b> The final number of assessed students: 0			
abs	n	p	v
0.0	0.0	0.0	0.0
<b>Instructor:</b> Mgr. Jaroslav Popelka, PhD., PaedDr. Jaroslav Kompán, PhD., Mgr. Andrea Izáková, PhD., doc. PaedDr. Jiří Michal, PhD., PaedDr. Mgr. Lukáš Opáth, PhD., doc. PaedDr. Pavol Pivovarniček, PhD., Mgr. Martin Bako, Mgr. Marián Škorik, Mgr. Michal Hlávek			
<b>Last changed:</b> 27.03.2023			
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.			

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica			
<b>Faculty:</b> Faculty of Arts			
<b>Code:</b> 2d-vstv-108		<b>Course name:</b> Physical Education 8	
<b>Type, extent and method of instruction:</b>			
<b>Form of instruction:</b> Seminar			
<b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)			
<b>Recommended number of periods:</b> 26			
<b>Method of study:</b> combined			
<b>Number of credits:</b> 3			
<b>Recommended semester/trimester:</b> 1., 3.			
<b>Level:</b> II.			
<b>Prerequisites:</b>			
<b>Course completion conditions:</b>			
<b>Learning objectives:</b>			
<b>Brief outline of the course:</b>			
<b>Recommended literature:</b>			
<b>Language of instruction:</b>			
<b>Notes:student time load:</b>			
<b>Course assessment</b>			
The final number of assessed students: 54			
abs	n	p	v
92.59	7.41	0.0	0.0
<b>Instructor:</b> PaedDr. Boris Beťák, PhD., Mgr. Jaroslav Popelka, PhD., PaedDr. Jaroslav Kompán, PhD., Mgr. Andrea Izáková, PhD., doc. PaedDr. Jiří Michal, PhD., PaedDr. Mgr. Lukáš Opáth, PhD., doc. PaedDr. Pavol Pivovarniček, PhD., Mgr. Michal Hlávek, Mgr. Kristián Bako, Mgr. Marián Škorik			
<b>Last changed:</b> 27.03.2023			
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.			

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-pol-201	<b>Course name:</b> Polish Language A1 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student continuously submits their completed homework. In the last week of the semester, the student takes a written test. After completing the semester, they take a final oral exam. Credits will not be awarded to a student who scores fewer than 19.5 in the written test and/or fewer than 22.5 in the oral exam. The student has the right to one resit (For each part of the final exam respectively.) The grading scale: A (100 – 94 %), B (93 – 87 %), C (86 – 80 %), D (79 – 73 %), E (72 – 65 %). Credits are assigned to the student who collects the minimum of 65 points (%). <b>a) continuous assessment:</b> Completing homework: 0–30 p. Written test in week 13: 35 p. <b>b) final assessment:</b> Oral exam during the exam period: 35 p.	
<b>Learning objectives:</b> The student understands the most important content and intent of written and oral texts addressing everyday life. They can use the Polish language fluently and spontaneously. Their communication competence allows them to speak to Polish native speakers in most everyday situations.	
<b>Brief outline of the course:</b> Polish alphabet. Pronunciation of vowels and consonants. Informal and formal greetings. Introduction. Basic courtesies. Polish names and surnames. Personal information. Countries and nationalities. Colours. In the classroom. Self-presentation. Description of a person – appearance and attributes. Hobbies. Sports. Occupations. Expressing possessiveness. Numerals 0–100. Fruit and vegetables. Shopping in a stall, supermarket, market, mall. Foodstuff. Meals. Café & restaurant. Expressing preferences. Family and relatives. Family tree. Parts of day and seasons. Months and week days. Life and institutions in Poland.	
<b>Recommended literature:</b> 1. STEMPEK, I. – STELMACH, A. i in. 2011. Polski. Krok po kroku A1. Podręcznik. Kraków : Glosa, 2011. 2. STEMPEK, I. – STELMACH, A. i in. 2011. Polski. Krok po kroku A1. Zeszyt ćwiczeń. Kraków : Glosa, 2011.	

3. MAŁOLEPSZA, M., SZYMKIEWICZ, A. 2020. Hurra. Po polsku. Część 1. Podręcznik studenta. Kraków : Prolog, 2020.
- 4 MAŁOLEPSZA, M., SZYMKIEWICZ, A. 2020. Hurra. Po polsku 1. Zeszyt ćwiczeń. Kraków : Prolog, 2020.
5. MADELSKA, L., WARCHOŁ-SCHLOTTMANN, M. 2013. Hurra! Odkrywamy język polski. Gramatyka dla uczących (się) języka polskiego jako obcego. Kraków : Prolog, 2013.
6. MACHOWSKA, J. 2022. Gramatyka? Dlaczego nie?!. Ćwiczenia gramatyczne dla poziomu A!. Kraków : Universitas, 2022.
7. GARNCAREK, P. 2022. Czas na czasownik. Kraków : Universitas, 2022.
8. LIPIŃSKA, E. 2022. Nie ma róży bez kolców. Ćwiczenia ortograficzne dla cudzoziemców. Kraków : Universitas, 2022.

**Language of instruction:**

Slovak, Polish

**Notes:student time load:**

90 h.

Presence, combined studies (L, S, C): 26 h.

Self-study: 14 h.

Completing homework: 15 h.

studying for the written test: 15 h.

Studying for the oral exam: 20 h.

**Course assessment**

The final number of assessed students: 32

A	B	C	D	E	FX(0)	FX(1)	n
46.88	15.63	25.0	9.38	0.0	0.0	3.13	0.0

**Instructor:** doc. Mgr. Gabriela Olchowa, PhD.

**Last changed:** 16.02.2023

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.



## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-pol-202	<b>Course name:</b> Polish Language A1 2
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student continuously submits their completed homework. In the last week of the semester, the student takes a written test. After completing the semester, they take a final oral exam. Credits will not be awarded to a student who scores fewer than 19.5 in the written test and/or fewer than 22.5 in the oral exam. The student has the right to one resit (For each part of the final exam respectively.) The grading scale: A (100 – 94 %), B (93 – 87 %), C (86 – 80 %), D (79 – 73 %), E (72 – 65 %). Credits are assigned to the student who collects the minimum of 65 points (%). <b>a) continuous assessment:</b> Completing homework: 0–30 p. Written test in week 13: 35 p. <b>b) final assessment:</b> Oral exam during the exam period: 35 p.	
<b>Learning objectives:</b> The student understands the most important content and intent of written and oral texts addressing everyday life. They can use the Polish language fluently and spontaneously. Their communication competence allows them to speak to Polish native speakers in most everyday situations.	
<b>Brief outline of the course:</b> Free time. Expressing temporal relations. Communication tools. Collecting information: station, airport, hotel, travel agency. Travelling. Meetings. Invitation. Positive and negative response to proposals. Shopping. Size, measure, weight, clothing. Requests, feelings, compliments, opinions. Future plans. Weather forecast. Furniture and home appliances. Rooms. Rental. Expressing spatial relationships. Writing advertisements. Polish physical geography and demography. Tourist attractions. Weekend and holiday plans. Family celebrations. Congratulations. Language etiquette. Savoir-vivre. Famous Polish figures – biography. Body parts, disease symptoms. Visiting doctors and dentists.	

Providing advice, expressing dis/satisfaction. Writing complaints.  
Police chronicles – car accident, theft, loss of personal items, fire.

**Recommended literature:**

1. STEMPEK, I. – STELMACH, A. i in. 2011. Polski. Krok po kroku A1. Podręcznik. Kraków : Glosa, 2011.
2. STEMPEK, I. – STELMACH, A. i in. 2011. Polski. Krok po kroku A1. Zeszyt ćwiczeń. Kraków : Glosa, 2011.
3. MAŁOLEPSZA, M., SZYMKIEWICZ, A. 2020. Hurra. Po polsku. Część 1. Podręcznik studenta. Kraków : Prolog, 2020.
4. MAŁOLEPSZA, M., SZYMKIEWICZ, A. 2020. Hurra. Po polsku 1. Zeszyt ćwiczeń. Kraków : Prolog, 2020.
5. MADELSKA, L., WARCHOŁ-SCHLOTTMANN, M. 2013. Hurra! Odkrywamy język polski. Gramatyka dla uczących (się) języka polskiego jako obcego. Kraków : Prolog, 2013.
6. SZELC-MAYS, M. 2022. Coś Wam powiem... Ćwiczenia komunikacyjne. Kraków : Universitas, 2022.
7. GARNCAREK, P. 2022. Czas na czasownik. Kraków : Universitas, 2022.
8. LIPÍŃSKA, E. 2022. Z polskim na Ty. Kraków : Universitas, 2022.
9. PYZIK, J. 2022. Przygoda z gramatyką. Kraków : Universitas, 2022.

**Language of instruction:**

Slovak, Polish

**Notes: student time load:**

90 h.  
Combined study (S, C): 26 h.  
Self-study: 14 h.  
Completing homework: 10 h.  
studying for the written test: 20 h.  
Studying for the oral exam: 20 h.

**Course assessment**

The final number of assessed students: 2

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** doc. Mgr. Gabriela Olchowa, PhD.

**Last changed:** 16.02.2023

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-pol-203	<b>Course name:</b> Polish Language A2 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student continuously submits their completed homework and presents a selected topic. After completing the semester, the student takes the final oral and written exams. The student will not be assigned the credits if they score fewer than 19.5 for the homework and presentation submitted; and/or fewer than 22.5 for the final written and oral exams respectively. The student has the right to one resit. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
<b>a) continuous assessment:</b> Completing homework: 0–15 p. Presentation: 0–15 p.	
<b>b) final assessment:</b> written final exam (test): 0–35 p. final oral exam: 0–35 p. Final exam in total: 0–70 p. 0–70 p.	
<b>Learning objectives:</b> The student understands the most important content and intent of written and oral texts addressing general, specific, and abstract topics. They can use the Polish language fluently and spontaneously. The level of communication competence allows the student to easily communicate with Polish native speakers. They are able to express their opinion on the topic they find interesting as well as past events, and participate in a (formal) discussion.	
<b>Brief outline of the course:</b> Reporting events – disasters. Summarisation. Favourite film – a comparison. Requests, proposals, commands. Expressing opinions. Adjectives describing people. Structure of definition. Computer and the Internet – people’s friends. Discussing education. Classroom meeting. Job and occupation. Job interview. Types of companies. Discussing work-related problems. Writing e-mails. CV and cover letter. Roots – discussion. Orders, bans, recommendations. Travel, packing, airport. Holiday in Poland – tourist attractions. Letters, e-mails, text messages. Weekend in mountains – verbs of movement.	
<b>Recommended literature:</b>	

- 1 STEMPEK, I. – STELMACH, A. i in. 2020. Polski. Krok po kroku A2. Kraków : Glossa, 2020.
- 2 BURKAT, A. – JASIŃSKA, A. 2020. Hurra! Po polsku cz.2. Kraków : Prolog, 2020.
3. SZELC-MAYS, M. 2022. Coś Wam powiem... Ćwiczenia komunikacyjne. Kraków : Uniwersiadas, 2022.
- 4 BURKAT, A. – JASIŃSKA, A. 2020. Hurra! Po polsku cz.2. Zeszyt ćwiczeń. Kraków : Prolog, 2020.
5. STEMPEK, I. – STELMACH, A. i in. 2011. Polski. Krok po kroku A2. Zeszyt ćwiczeń. Kraków : Glossa, 2014.

**Language of instruction:**

Slovak, Polish A1

**Notes:student time load:**

90 h.

Presence, combined studies (L, S, C): 26 h.

Self-study: 14 h.

Completing of homework and preparation of presentations: 20 h.

Studying for the written test: 15 h.

Studying for the oral exam: 15 h.

**Course assessment**

The final number of assessed students: 2

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** doc. Mgr. Gabriela Olchowa, PhD.

**Last changed:** 16.02.2023

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-pol-204	<b>Course name:</b> Polish Language A2 2
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 4.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student continuously submits their completed homework and presents a selected topic. After completing the semester, the student takes the final oral and written exams. The student will not be assigned the credits if they score fewer than 19.5 for the homework and presentation submitted; and/or fewer than 22.5 for the final written and oral exams respectively. The student has the right to one resit. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.	
<b>a) continuous assessment:</b> Completing homework: 0–15 p. Presentation: 0–15 p.	
<b>b) final assessment:</b> written final exam (test ): 0–35 p. final oral exam: 0–35 p. Final exam in total: 0–70 p. 0–70 p.	
<b>Learning objectives:</b> The student understands the most important content and intent of written and oral texts addressing general, specific, and abstract topics. They can use the Polish language fluently and spontaneously. The level of communication competence allows the student to easily communicate with Polish native speakers. They are able to express their opinion on the topic they find interesting as well as past events, and participate in a (formal) discussion.	
<b>Brief outline of the course:</b> Traffic rules. Discussing life problems: unemployment, alcoholism, violence, discrimination, depression. Key life situations, interpersonal relationships. Foundations, volunteering. Expressing dissatisfaction and resentment. Recent Polish history – describing events, discussing historical facts. Polish holidays. Easter and traditions. Describing situations. Expressing temporal contexts. Discussing the past – important dates, Solidarity, martial law. Poland and Polish society. Politics. Power in Poland. Polish parliament, political parties, elections. Animals. Ecology and environmental protection. Polish consumer. Exchanging opinions. Comparison. Discussing films	

and theatre. Expressing emotions. Discussions – arguments for and against. Museum, exhibitions – discussing art. Expressing appreciation, respect, and critical attitudes.

**Recommended literature:**

- 1 STEMPEK, I. – STELMACH, A. i in. 2020. Polski. Krok po kroku A2. Kraków : Glossa, 2020.
- 2 BURKAT, A. – JASIŃSKA, A. 2020. Hurra! Po polsku cz.2. Kraków : Prolog, 2020.
3. SZELC-MAYS, M. 2022. Coś Wam powiem... Ćwiczenia komunikacyjne. Kraków : Universiadas, 2022.
- 4 BURKAT, A. – JASIŃSKA, A. 2020. Hurra! Po polsku cz.2. Zeszyt ćwiczeń. Kraków : Prolog, 2020.
5. STEMPEK, I. – STELMACH, A. i in. 2011. Polski. Krok po kroku A2. Zeszyt ćwiczeń. Kraków : Glossa, 2014.

**Language of instruction:**

Slovak, Polish A1

**Notes:student time load:**

90 h.

Combined study (S, C): 26 h.

Self-study: 14 h.

Completing of homework and preparation of presentations: 20 h.

Studying for the written test: 15 h.

Studying for the oral exam: 15 h.

**Course assessment**

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** doc. Mgr. Gabriela Olchowa, PhD.

**Last changed:** 16.02.2023

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica							
<b>Faculty:</b> Faculty of Arts							
<b>Code:</b> 2d-POZ-402		<b>Course name:</b> Positive psychology					
<b>Type, extent and method of instruction:</b>							
<b>Form of instruction:</b> Lecture							
<b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
<b>Recommended number of periods:</b> 26							
<b>Method of study:</b> combined							
<b>Number of credits:</b> 3							
<b>Recommended semester/trimester:</b> 2.							
<b>Level:</b> II.							
<b>Prerequisites:</b>							
<b>Course completion conditions:</b>							
<b>Learning objectives:</b>							
<b>Brief outline of the course:</b>							
<b>Recommended literature:</b>							
<b>Language of instruction:</b>							
<b>Notes:student time load:</b>							
<b>Course assessment</b>							
The final number of assessed students: 105							
A	B	C	D	E	FX(0)	FX(1)	n
27.62	27.62	22.86	10.48	6.67	2.86	1.9	0.0
<b>Instructor:</b> Mgr. Zuzana Heinzová, PhD.							
<b>Last changed:</b> 19.04.2023							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica							
<b>Faculty:</b> Faculty of Arts							
<b>Code:</b> 2d-PMG-513		<b>Course name:</b> Project management					
<b>Type, extent and method of instruction:</b>							
<b>Form of instruction:</b> Seminar							
<b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
<b>Recommended number of periods:</b> 26							
<b>Method of study:</b> combined							
<b>Number of credits:</b> 3							
<b>Recommended semester/trimester:</b>							
<b>Level:</b> II.							
<b>Prerequisites:</b>							
<b>Course completion conditions:</b>							
<b>Learning objectives:</b>							
<b>Brief outline of the course:</b>							
<b>Recommended literature:</b>							
<b>Language of instruction:</b>							
<b>Notes:student time load:</b>							
<b>Course assessment</b>							
The final number of assessed students: 0							
A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> doc. PhDr. Alžbeta Brozmanová Gregorová, PhD.							
<b>Last changed:</b> 08.09.2023							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							



## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica							
<b>Faculty:</b> Faculty of Arts							
<b>Code:</b> 2d-MVE-221		<b>Course name:</b> Research methodology in education					
<b>Type, extent and method of instruction:</b>							
<b>Form of instruction:</b> Lecture							
<b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
<b>Recommended number of periods:</b> 26							
<b>Method of study:</b> combined							
<b>Number of credits:</b> 3							
<b>Recommended semester/trimester:</b> 2.							
<b>Level:</b> II.							
<b>Prerequisites:</b>							
<b>Course completion conditions:</b>							
<b>Learning objectives:</b>							
<b>Brief outline of the course:</b>							
<b>Recommended literature:</b>							
<b>Language of instruction:</b>							
<b>Notes:student time load:</b>							
<b>Course assessment</b>							
The final number of assessed students: 275							
A	B	C	D	E	FX(0)	FX(1)	n
34.91	27.27	20.36	10.91	5.82	0.73	0.0	0.0
<b>Instructor:</b> prof. PhDr. Miriam Niklová, PhD., prof. PhDr. Bronislava Kasáčová, CSc.							
<b>Last changed:</b> 02.12.2021							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-215	<b>Course name:</b> Russia in Cinematography 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student presents a selected film. After completing the semester, the student submits a seminar paper. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to one resit. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). <b>a) continuous assessment:</b> Film presentation – 30 p. <b>b) final assessment:</b> Seminar paper preparation – 70 p.	
<b>Learning objectives:</b> The student gets acquainted with the precedent works of Russian cinematography. Via Russian cinematography, the student learns about the social, political, cultural, and historical events in Russia, and can apply the knowledge to interpret the selected artworks. The student also learns to perceive cinematography as a distinctive form of artistic expression and gets acquainted with its history and broader cultural context. They also learn about the semiotics and stylistics of films, enhances their intercultural competences, language skills, and vocabulary.	
<b>Brief outline of the course:</b> The course presents an overview of Russian cinematography from its origins until the 1950s. The cultural, historical, social, and political contexts affecting the development of Russian cinematography are accentuated. The student gets acquainted with major Russian directors, screenwriters, camerapeople, and actors. <ul style="list-style-type: none"> <li>• Russian film – first years, first seances, first authors and works.</li> <li>• Major black and white silent films.</li> <li>• Sergei Eisenstein, Vsevolod Pudovkin, Aleksandr Dovzhenko – selected works.</li> <li>• Dziga Vertov – documentary film.</li> <li>• Socialist Realism classics – collectivisation, industrialisation, cultural revolution in film.</li> <li>• The Great Patriotic War in cinematography.</li> <li>• Post-war cinematography – topics, images of war and their transformations.</li> <li>• Historical and biographic films (1940s–1950s).</li> <li>• New film personalities of the 1950s – Grigory Chukhrai, Marlen Khutsiev, Eldar Ryazanov.</li> </ul>	

**Recommended literature:**

1. LIZOŇ, M.: Istorija Rossii v chudožestvennykh obrazakh : metodičeskije ukazaniya, zadaniya i kommentarii k rabote s chudožestvennymi fil'mami, posviaščennymi stranicam russkoj istorii i kul'tury. Dĺja studentov-rusistov slovackich universitetov. Banská Bystrica: Vydavateľstvo Univerzity Mateja Bela - Belianum, 2015.
2. PAŠTĚKA, J.: Estetické paralely umenia. Štúdie o divadle, dramatiky a filme. Bratislava: SAV, 1976.
3. STRUSKOVÁ, E.: Mezi literaturou a filmem. Jevgenij Gabrilovič, Čingiz Ajtmatov, Vasilij Šukšin, Nikita Michalkov. Praha: Československý filmový ústav, 1988.
4. THOMPSON, K. – BORDWELL, D.: Dějiny filmu. Praha: Nakladatelství Lidové noviny, 2007.
5. ЕЛИСЕЕВА, Е.: Художественное пространство в отечественных игровых фильмах XX века. Москва: Старклайт, 2012.
6. МУССКИЙ, И. А.: 100 великих отечественных кинофильмов. Москва: Вече, 2005.
7. ЮРЕНЕВ, Р.: Книга фильмов. Статьи и рецензии разных лет. Москва: Искусство, 1981.
8. Сеанс – журнал о кино. [online]. Dostupné na: <https://seance.ru/magazine/>
9. Искусство кино. [online]. Dostupné na: <https://kinoart.ru/>

**Language of instruction:**

Slovak, Russian C1

**Notes:student time load:**

150 hours,  
Combined study (S, C): 26 h.  
Self-study: 50 h.  
preparation of the presentation: 24 h.  
seminar paper preparation: 50 h.

**Course assessment**

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Martin Lizoň, PhD.

**Last changed:** 02.11.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-216	<b>Course name:</b> Russia in Cinematography 2
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student presents a selected film. After completing the semester, the student submits a seminar paper. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to one resit. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). <b>a) continuous assessment:</b> Film presentation – 30 p. <b>b) final assessment:</b> Seminar paper preparation – 70 p.	
<b>Learning objectives:</b> The student gets acquainted with the precedent works of Russian cinematography. Via Russian cinematography, the student learns about the social, political, cultural, and historical events in Russia, and can apply the knowledge to interpret the selected artworks. The student also learns to perceive cinematography as a distinctive form of artistic expression and gets acquainted with its history and broader cultural context. They also learn about the semiotics and stylistics of films, enhances their intercultural competences, language skills, and vocabulary.	
<b>Brief outline of the course:</b> The course presents an overview of Russian cinematography from the 1960s until present. The cultural, historical, social, and political contexts affecting the development of Russian cinematography are accentuated. The student gets acquainted with major Russian directors, screenwriters, camerapeople, and actors. <ul style="list-style-type: none"> <li>• Khrushchev’s Thaw – cult films by Georgiy Daneliya, Marlen Khutsiev, Kira Muratova.</li> <li>• New personalities in cinematography – Sergey Mikhalkov.</li> <li>• Andrei Tarkovsky – past, present, and visions of the future.</li> <li>• Nikita Mikhalkov – Russian history in film.</li> <li>• The 1980s – Karen Shakhnazarov, Vadim Abdrashitov, Sergei Solovyov, etc.</li> <li>• The 1990s – Eldar Ryazanov, Alexei Uchitel, Sergei Bodrov, Alexei Balabanov, etc.</li> <li>• History in films by Aleksandr Sokurov, Pavel Lungin, Vladimir Bortko, Kirill Serebrennikov, etc.</li> <li>• Contemporary Russia in Yuri Bykov’s films.</li> <li>• Andrey Zvyagintsev.</li> </ul>	

**Recommended literature:**

1. LIZOŇ, M.: Istorija Rossii v chudožestvennykh obrazach : metodičeskije ukazanija, zadanija i kommentarii k rabote s chudožestvennymi fil'mami, posviaščennymi stranicam russkoj istorii i kul'tury. Dĺja studentov-rusistov slovackich universitetov. Banská Bystrica: Vydavateľstvo Univerzity Mateja Bela - Belianum, 2015.
2. PAŠTĚKA, J.: Estetické paralely umenia. Štúdie o divadle, dramatiky a filme. Bratislava: SAV, 1976.
3. STRUSKOVÁ, E.: Mezi literaturou a filmem. Jevgenij Gabrilovič, Čingiz Ajtmatov, Vasilij Šukšin, Nikita Michalkov. Praha: Československý filmový ústav, 1988.
4. THOMPSON, K. – BORDWELL, D.: Dějiny filmu. Praha: Nakladatelství Lidové noviny, 2007.
5. ЕЛИСЕЕВА, Е.: Художественное пространство в отечественных игровых фильмах XX века. Москва: Старклайт, 2012.
6. МУССКИЙ, И. А.: 100 великих отечественных кинофильмов. Москва: Вече, 2005.
7. ЮРЕНЕВ, Р.: Книга фильмов. Статьи и рецензии разных лет. Москва: Искусство, 1981.
8. Сеанс – журнал о кино. [online]. Dostupné na: <https://seance.ru/magazine/>
9. Искусство кино. [online]. Dostupné na: <https://kinoart.ru/>

**Language of instruction:**

Slovak, Russian C1

**Notes:student time load:**

150 hours,  
Combined study (S, C): 26 h.  
self-study: 40 h.  
preparation of the presentation: 24 h.  
seminar paper preparation: 60 h.

**Course assessment**

The final number of assessed students: 4

A	B	C	D	E	FX(0)	FX(1)	n
75.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Martin Lizoň, PhD.

**Last changed:** 02.11.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-214	<b>Course name:</b> Russia in the 20th and 21th Centuries
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 / 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student submits a seminar paper addressing the selected topic. After completing the semester, they take the final oral exam. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to 1 final exam resit. The credits will be assigned to the student who acquires a minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). <b>a) continuous assessment:</b> Completion of the seminar paper and its presentation – 50 p. <b>b) final assessment:</b> Oral exam – 50 p.	
<b>Learning objectives:</b> The student is familiar with Russian history from the beginning of the 20th century until present with the focus on the major social, political, and cultural events. They know the major historical events and their achievements. The student enhances and expands their knowledge base. They apply their knowledge to analyse and interpret the selected texts as well as within other courses addressing related topics. They can perceive the historical events in a broader context, find and justify their causes and consequences.	
<b>Brief outline of the course:</b> Russia at the turn of the 20th and 21st centuries – Russian capitalism, migration. The revolution of 1905 – economic and political reforms in the pre-revolutionary Russia. Russian in WWI. The February and October Revolutions of 1917. The end of monarchy. Soviet Russia (civil war, collectivisation, industrialisation, Stalinist repressions). The Great Patriotic War – prehistory and history of the conflict, events, results, figures. The end of J. Stalin’s rule – post war restoration, new political trials, international relations in USSR, Cold War. 20th Communist Party Convention and the Thaw – causes and consequences of the political direction change, cult of personality, international relations (Hungary, Caribbean Crisis, cosmic programme, sports). N. S. Khrushchev’s removal, normalisation, stagnation, Prague Spring of 1968. USSR in the 1970s and 1980s – gerontocracy, economic crisis, Afghanistan war.	

Mikhail Gorbachev, Chernobyl, "uskoreniye" (acceleration) policy, economic, social, and cultural reforms – glasnost and perestroika.  
The fall of USSR and the Socialist camp, end of the Cold War – causes and consequences.  
Boris Yeltsin – new Russia, market economy, privatisation of the strategic enterprises, oligarchy.  
1st and 2nd Chechnya wars – causes, course, consequences.  
Vladimir Putin – stabilisation, economic restoration, Russia in the international structures, Russian democracy (Anna Politkovskaya, etc.).

**Recommended literature:**

1. SUGAY, L. A.: Istorija Rossii v chudožestvennykh obrazakh : učebnoe posobie dl'a studentov slovackich universitetov. Kniga 1, IX-XVIII vv. Banská Bystrica: Vydavateľstvo Univerzity Mateja Bela - Belianum, 2015.
2. BORISENKOVÁ, A. – KOVÁČOVÁ, M. – LIZOŇ, M. – REPOŇ, A. – SUGAY, L.: Istorija Rossii v chudožestvennykh obrazakh : učebnoe posobie dl'a studentov slovackich universitetov. Kniga 2, 19-20 vv. Banská Bystrica: Vydavateľstvo Univerzity Mateja Bela - Belianum, 2015.
3. FIGES, O.: Natašin tanec. Kultúrne dejiny Ruska. Premedia, 2020.
4. MALIA, M.: Sovětská tragedie. Dějiny socialismu v Rusku v letech 1917 – 1991. Praha: Argo, 2004.
5. ŠVANKAMAJER a kol.: Dějiny Ruska. Praha: 1995.
6. VIAZEMSKIJ, J. a kol.: Istorija Rossii s drevnejšich vremion do našich dnei. Moskva: 2005.
7. ZUBOV, A.: Dějiny Ruska 20. století (Díl II.) 1894 – 1939. Argo, 2014.
8. ZUBOV, A.: Dějiny Ruska 20. století (Díl I.). 1939 – 2007. Argo, 2015.
9. САХАРОВ, А. Н.: История России с древнейших времён до начала XXI века. Москва: «Астрель», 2005.
10. Encyklopédia svetových dejín. Bratislava: 1983.
11. GASSOWSKI, J.: Dejiny a kultúra starších Slovanov. Bratislava: 1989.
12. VOLKOGONOV, D.: Istorija Rossii: prošloe i sovremennost'. Moskva: 1990.
13. БЕРЕЗОВАЯ, Л. Г. – БЕРЛЯКОВА Н. П.: История русской культуры том 1. Москва: ВЛАДОС, 2002.
14. БЕРЕЗОВАЯ Л. Г. – БЕРЛЯКОВА Н. П.: История русской культуры том 2. Москва: ВЛАДОС, 2002.
15. ГЕНИС, А. – ВАЙЛЬ П.: 60-е. Мир советского человека. Москва: Новое литературное обозрение, 1998.
16. ЖУКОВСКИЙ, С. Т. – ЖУКОВСКАЯ И. Г.: Россия в истории мировой цивилизации X – XX вв. Москва: Школьная пресса, 2000.
17. КОСТОМАРОВ, Н. И.: Русская история в жизнеописаниях ее главнейших деятелей. Москва: ЭКСМО, 2006.
18. ПАШУТО, В. Т. – ИТЕНБЕРГ, Б. С. – ТАРНОВСКИЙ, К. Н. и др.: Иллюстрированная история СССР. Москва: 1987.

**Language of instruction:**

Slovak, Russian B2

**Notes: student time load:**

150 hours.  
Combined study (lectures/seminars/consultations): 39 h.  
self-study: 61 h.  
Seminar paper and presentation: 50 h.

<b>Course assessment</b>							
The final number of assessed students: 4							
A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> Mgr. Martin Lizoň, PhD.							
<b>Last changed:</b> 02.11.2022							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							



## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-213	<b>Course name:</b> Russian Exile Literature of the 20th Century
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 / 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 1.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student submits a seminar paper addressing the selected topic. In week 12, they take a written test. After completing the semester, they take the final oral exam. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to 1 final exam resit. The credits will be assigned to the student who acquires a minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). <b>a) continuous assessment:</b> Written exam in the 12th week: 0–30 p. Seminar paper: 0–20 p. <b>b) final assessment:</b> Oral exam: 0–50 p.	
<b>Learning objectives:</b> The student knows how Russian literature developed in the 20th century (emigration, Nobel Prize winners). They are ready to self-study literary and specialised texts. They understand how literary styles overlap with different kinds of culture. The student knows the major Russian literary figures and their works as well as period literary criticism, which enhances their knowledge of Russian history and culture. They understand the period context. The student can analyse the selected literary works. They know the developmental stages of the Russian emigration literature (3 waves, literary and extraliterary influences and phenomena, other types of material and spiritual culture). The student knows the authors and literary phenomena that were marginalised during the Soviet period.	
<b>Brief outline of the course:</b> 1. Russian emigration literature. Three waves of Russian emigration – basic characteristics, major figures, genres, topics – 1st wave. 2. Nikolai Berdyaev – Russian religious philosopher and existentialist. 3. Arkady Averchenko. Nadezhda Teffi – life and work, humorous and satirical journals. 4. Marina Tsvetayeva – Prague period, main collections. 5. Ivan Bunin – Nobel Prize winner, emigration. 6. Vladimir Nabokov – life, major novels. 7. The 1970s. 8. Sergej Dovlatov – life and work.	

9. Vasily Aksyonov – life and work, short stories.
10. Aleksandr Solzhenitsyn: One Day in the Life of Ivan Denisovich. Cancer Ward. The Red Wheel. The Gulag Archipelago. Matryona's Hut, etc.
11. Joseph Brodsky – poetry.
12. Contemporary Russian literature in emigration

**Recommended literature:**

1. ČERVENĀK, A.: Ruská literatúra v súčasnom svete. Bratislava – Nitra: 2005.
2. AGENOSOV, V. V.: Literatura ruskogo zarubežia (1918 – 1996). Moskva: Terra, 1998.
3. MINEJEVA, I. N.: Literatura ruskogo zarubežia (XX – načalo XXI v.). Petrozavodsk: 2012.
4. ČUDAKOVA, M.: Poetika Zoščenko. Moskva: 1974.
5. GOLUBKOV, M. M.: Russkaja literatura XX veka. Moskva: 2003.
6. JERŠOV, M. I.: Russkaja literatura XX veka. Moskva: 1995.
7. LEJDERMAN, N. J. – LIPOVECKIJ, M. N.: Soveremennaja russkaja literatura 1950 – 1990-e gody. Tom 2. Moskva: 2003.
8. SAENIKOVA, I. G.: Russkaja proza XX veka. Moskva: 2003.

**Language of instruction:**

Slovak, Russian B2

**Notes: student time load:**

150 h.  
 Combined study (lectures/seminars/consultations): 26 h.  
 self-study: 30 h.  
 reading literary texts: 24 h.  
 seminar paper preparation: 20 h.  
 studying for the written exam: 20 h.  
 studying for the oral exam: 30 h.

**Course assessment**

The final number of assessed students: 5

A	B	C	D	E	FX(0)	FX(1)	n
60.0	20.0	20.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anton Repoň, PhD.

**Last changed:** 02.11.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-205	<b>Course name:</b> Russian Language Didactics 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 / 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester:</b> 1.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, student performs an analysis of didactic methods and prepares a practical lesson demonstration. A written test takes place in the 12th week. After completing the semester, they take the final oral exam. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to one resit. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). <b>a) continuous assessment:</b> - Didactic method analysis: 10 p. - Lesson demonstration: 20 p. - Written test in week 12: 30 p. <b>b) final assessment:</b> Oral exam during the exam period: 40 p.	
<b>Learning objectives:</b> The student understands the intent and extent of spoken language including specialised terminology, idioms, vernacular speech, and dialects. Conditions: natural, individual tempo, different communication environments. The student can maintain a common conversation and participate in a discussion with a native speaker. The student <ul style="list-style-type: none"> <li>- uses their knowledge to design a lesson demonstration</li> <li>- can evaluate the appropriateness of the subject matter and didactic materials</li> <li>- applies their knowledge in a variety of communication situations, can identify the interdisciplinary relationships, and can teach a dialogical bilingual lesson</li> <li>- can evaluate their own skills based on the generally known criteria. Course topics:</li> <li>- The history of teaching methods (foreign language education from Ancient Greece and Rome to the comprehensive concept of language literature in the 17th and 18th centuries).</li> <li>- Foreign languages in the 18th and 19th centuries – the bloom of foreign language education in Russia.</li> <li>- Teaching methods – concepts and contents, diachronous and synchronous classification.</li> <li>- Foreign language teacher and their roles. The principles of humanisation in teaching. Correct learning principles. Time and space in teaching.</li> </ul>	

- Didactic tools as a compulsory part of the teacher's preparation (printed, audio, visual, AV, digital). Russian language course books – an up-to-date overview. Course book selection criteria. Course books used at Slovak schools (primary and secondary).
- ICT in foreign language teaching (FLT) (computer aided teaching),
- e-learning.
- Basic didactic categories. Goals and needs in FLT.
- Lesson types. Lesson organisation and phases. Lesson preparation.
- Common European Framework of Reference for Languages (CEFR). Practical relevance for FLT. European language portfolio.
- The language policy in Slovakia. The current situation in Russian language teaching at Slovak primary and secondary schools.

**Brief outline of the course:**

Didactics as a general scholarly discipline, Russian language didactics as part of intercultural didactics. Didactics in the context of pedagogy, psychology, sociology, geography, and cultural linguistics.

The three areas of FLT:

cognitive (knowledge and skill acquisition, building habits), affective (emotions and values), and psychomotor (the ability to apply a technique). FLT principles – communication and respect for the mother language.

**Recommended literature:**

1. BÁLINTOVÁ, H.: Cudzie jazyky áno, ale ako? Banská Bystrica: Univerzita Mateja Bela, 2003. 88 s. ISBN 80-8055-762-4. 2.
2. РЕПОНЬ, А., БРЕУСОВА, Е.: Методика преподавания русского языка как иностранного. Belianum.Vydavateľstvo Univerzity Mateja Bela v Banskej Bystrici. 2019. 150 s. ISBN 978-80-557-1602-2
3. BARIAKOVÁ, Z.- GÁLISOVÁ, A. – VANČÍKOVÁ, K.: Jazykové a literátne hry pre 1. a 2. Stupeň základnej školy, Krakov, 2013, s. 126, ISBN 978-83-7490-576-3.
4. GÁLIKOVÁ-TOLNÁIOVÁ, S.: 2007. Problém výchovy na prahu 21. Storočia alebo o „obrate k psychagógii“ v súčasnej filozofii výchovy. Bratislava: IRIS, 2007.
5. PALOUŠ, R.: 2008. Heretická škola. Praha: Oikumenon, 2008.
6. PETLÁK, E.: 2014, Aktuálne otázky edukácie v otázkach a odpovediach, vydavateľstvo: PhDr. Milan Štefanko - IRIS Iris, s. 84 ISBN: 978-80-8153-021-0
7. PETLÁK, E.: Všeobecná didaktika. Bratislava: Iris, 1997. 270 s. ISBN 80-88778-49-2.
8. ŠVEC, Š. Didaktika I., učebný text FFUK, Bratislava, 1988.
9. ВАСИЛЕНКО, Е.И. Методические задачи по русскому языку (для иностранцев). # СПб., 2003.
10. ЗАЛЬСКОВА, Н.Д. Теория обучения иностранному языку. Лингвистика и методика. # М., 2006. Капитонова Т.И. Московкин Л.В. Щукин А.Н. Методы и технологии обучения русскому языку как иностранному. – М.: Русский язык. Курсы, 2009.
11. ЛАВРОВА, О.В. Пособие по развитию навыков письменной речи для иностранных учащихся РГГМУ. # СПб., 2001. Щукин А.Н. Методика преподавания русского языка как иностранного. # М., 2003.
12. ЩУКИН, А.Н. Методы и технологии обучения иностранным языкам: учебное пособие для преподавателей и стунетов языковых вузов. – М.: Издательство ИКАР, 2017.
13. ЩУКИН, А.Н. Практическая методика обучения русскому языку как иностранному: учебное пособие. М.: ФЛИНТА, 2018

**Language of instruction:**

Russian C1, Slovak

**Notes:student time load:**

120 h. Presence study: 26 h.

Self-study: 44 h. Case study: 20 h.

Lesson demonstration: 10 h. Studying for the written test: 20 h.

**Course assessment**

The final number of assessed students: 11

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anton Repoň, PhD.**Last changed:** 02.11.2022**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-206	<b>Course name:</b> Russian Language Didactics 2
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 / 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student prepares a practical lesson demonstration and creates a seminar paper. After completing the semester, they take the final oral exam. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to one resit. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). <b>a) continuous assessment:</b> Language preparation: 0–10 p. Lesson demonstration: 0–30 p. Seminar paper: 0–20 p. <b>b) final assessment:</b> Oral exam during the exam period: 40 p.	
<b>Learning objectives:</b> Learning outcomes: The student <ul style="list-style-type: none"> <li>- can apply the main teaching approaches: humanistic, communicative, individual in practice</li> <li>- knows the teaching strategy classification and can explain it</li> <li>- can select and use suitable teaching methods and pedagogical strategies, and teach traditional as well as untraditional lessons</li> <li>- can apply bilingual teaching methods in practice in a creative way</li> <li>- can summarise their own activity in an objective way based on self-assessment and self-reflection</li> <li>- can correctly assess pupils and students based on their performance. Course topics:               <ul style="list-style-type: none"> <li>- Lesson organisation and phases. Lesson preparation.</li> <li>- Active and passive vocabulary. The place of vocabulary in the language and teaching process. Russian vs. Slovak vocabulary – a comparison. The selection of lexical minimum. Training phases. Vocabulary systematisation. Lexical exercise types. Estimation. Vocabulary presentation in course books. Working with a dictionary.</li> <li>- Grammar and its function in the language. Grammar in foreign language teaching and learning. Presentation of grammar in course books, teaching grammar, grammar in practice. Phases and rules of learning.</li> <li>- Graphic and orthography. Training writing. Training orthography.</li> </ul> </li> </ul>	

- Phonetics – training and correction of segmental and suprasegmental elements. Presentation in course books. Training and correctional exercises and activities.
- Listening comprehension with and without visual support. The importance of listening. Methodological principles and procedures. Exercises (preparatory, language, communication, speech).
- Reading comprehension – characteristics. Text types. Reading comprehension exercises. Activities verifying reading comprehension. Final activities. Types of reading.
- Oral expression. Productive and interactive activities – characteristics- Methodological procedures and types of exercises.
- Written expression. Methodological rules. Error correction.
- Checking and testing, assessment and grading – FLT principles. Tests: basic characteristics, types (multiple-choice, fill-in, true/false, Q&A, open/closed).
- Test completion principles. Standardised and non-standardised tests. Secondary school leaving exam – the new model.

**Brief outline of the course:**

This course builds on Russian Language Didactics 1 and focuses on the intercultural communication paradigm in teaching. The student learns how to use intercultural competences in practice and develops them in three areas (linguistic, sociolinguistic, pragmatic). The student learns about the psychological specificities, possibilities, forms, and methods in FLT.

**Recommended literature:**

1. BÁLINTOVÁ, H.: Cudzie jazyky áno, ale ako? Banská Bystrica: Univerzita Mateja Bela, 2003. 88 s. ISBN 80-8055-762-4. 2.
2. РЕПОНЬ, А., БРЕУСОВА, Е.: Методика преподавания русского языка как иностранного. Belianum.Vydavateľstvo Univerzity Mateja Bela v Banskej Bystrici. 2019. 150 s. ISBN 978-80-557-1602-2
3. BARIAKOVÁ, Z.- GÁLISOVÁ, A. – VANČÍKOVÁ, K.: Jazykové a literátne hry pre 1. a 2. Stupeň základnej školy, Krakov, 2013, s. 126, ISBN 978-83-7490-576-3.
4. GÁLIKOVÁ-TOLNÁIOVÁ, S.: 2007. Problém výchovy na prahu 21. Storočia alebo o „obrate k psychagógii“ v súčasnej filozofii výchovy. Bratislava: IRIS, 2007.
5. PALOUŠ, R.: 2008. Heretická škola. Praha: Oikumenon, 2008.
6. PETLÁK, E.: 2014, Aktuálne otázky edukácie v otázkach a odpovediach, vydavateľstvo: PhDr. Milan Štefanko - IRIS Iris, s. 84 ISBN: 978-80-8153-021-0
7. PETLÁK, E.: Všeobecná didaktika. Bratislava: Iris, 1997. 270 s. ISBN 80-88778-49-2.
8. ŠVEC, Š. Didaktika I., učebný text FFUK, Bratislava, 1988.
9. ВАСИЛЕНКО, Е.И. Методические задачи по русскому языку (для иностранцев). # СПб., 2003.
10. ЗАЛЬСКОВА, Н.Д. Теория обучения иностранному языку. Лингвистика и методика. # М., 2006. Капитонова Т.И. Московкин Л.В. Щукин А.Н. Методы и технологии обучения русскому языку как иностранному. – М.: Русский язык. Курсы, 2009.
11. ЛАВРОВА, О.В. Пособие по развитию навыков письменной речи для иностранных учащихся РГГМУ. # СПб., 2001. Щукин А.Н. Методика преподавания русского языка как иностранного. # М., 2003.
12. ЩУКИН, А.Н. Методы и технологии обучения иностранным языкам: учебное пособие для преподавателей и стунетов языковых вузов. – М.: Издательство ИКАР, 2017.
13. ЩУКИН, А.Н. Практическая методика обучения русскому языку как иностранному: учебное пособие. М.: ФЛИНТА, 2018

**Language of instruction:**

Russian C1, Slovak

**Notes:student time load:**

120 h.

Presence study: 26 h. self-study: 44 h.

Lesson demonstration (seminar paper): 20 h. Studying for the oral test: 30 h.

**Course assessment**

The final number of assessed students: 7

A	B	C	D	E	FX(0)	FX(1)	n
85.71	14.29	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Anton Repoň, PhD.**Last changed:** 02.11.2022**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.



## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-230	<b>Course name:</b> Russian Language and for Beginners 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The student has the right to one resit. Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). <b>a) continuous assessment:</b> 1. Test: 25 p. 2. Test: 25 p.	
<b>Learning objectives:</b> The student can speak in Russian on the level A1–A2. They can answer the questions: Who is it? What is it? What is its name? What is your name? Where is it? (place adverbial) They can form negative sentences, decline, and conjugate. They can apply this knowledge to create their own professional CV. They can use the lexical units in accordance with the speech etiquette.	
<b>Brief outline of the course:</b> The course focuses on developing basic language skills on the A1–A2 level. Simple communication situations, reading and listening comprehension are trained. Specific attention is paid to speech etiquette, addressing, and greeting (Russian vs. Slovak).	
<b>Recommended literature:</b> 1. ARKADIEVA, E. V., GORBANEVSKAJA, G. V., KIRSANOVA, N. D. MARČUK, I. B. <i>Kogda ne pomagajut slovari... časť 1.</i> Moskva: Flinta, 2011, ISBN 978-5-89349-804-2 2. ARKADIEVA, E. V., GORBANEVSKAJA, G. V., KIRSANOVA, N. D. MARČUK, I. B. <i>Kogda ne pomagajut slovari... časť 2.</i> Moskva: Flinta, Nauka, 2011, ISBN 978-5-89349-938-4 3. BITECHINA, G. A. a kol.: <i>26 urokov po razvitiu reči.</i> Moskva: Russkij jazyk, 1975 4. DEKANOVA, E., ONDREJČEKOVÁ, E.: <i>Да! Ruština, Učebnica a cvičebnica.</i> ENIGMA, 2008, ISBN 80-89132-30-8 5. KAPITANOVA, T. I. a kol.: <i>Testy, testy, testy...</i> Sankt-Peterburg: Zlatoust, 2010, ISBN 978-5-86547-406-7 6. KOVÁČIKOVÁ, T.: <i>Ruština pre samoukov.</i> Bratislava: Slovenské pedagogické nakladateľstvo, 2009, ISBN 978-80-10-01588 7. LIZOŇ, M.: <i>Jazykové cvičenia pre 1. a 2.ročník,</i> FF UMB, Banská Bystrica 8. NEKOLOVÁ, V., CAMUTALIOVÁ, I., VASILJEVOVÁ, A.: <i>Ruština nejen pro samouky.</i>	

Praha: Leda, 2006, ISBN 8085927969

**Language of instruction:**

Russian A1, Slovak C2

**Notes:student time load:**

150 h. Combined study (S, C): 26 h. self-study: 50 h. studying for continuous test 1: 20 h. studying for continuous test 2: 25 h. studying for the final test: 25 h.

**Course assessment**

The final number of assessed students: 8

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Nataliia Kalnychenko, PhD.

**Last changed:** 21.09.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-231	<b>Course name:</b> Russian Language and for Beginners 2
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2., 4.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The student has the right to one resit. Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). <b>a) continuous assessment:</b> 1. Test: 25 p. 2. Test: 25 p. <b>b) final assessment:</b> Written exam: 50 p.	
<b>Learning objectives:</b> The student can speak in Russian on the A2 level. They can navigate the following topics: nationalities, states, languages, professions, housing. They understand and can retell and interpret simple texts. They know and use the correct grammatical categories and can identify stylistic differences among texts. They can translate simple texts on the selected topics.	
<b>Brief outline of the course:</b> The subject is aimed at mastering basic language skills at the A1-A2 level. Attention focuses on simple communication situations, understanding read and spoken text. He devotes a special place to the issue of speech etiquette, forms of address, greeting and farewell in Russian language in comparison with Slovak.	
<b>Recommended literature:</b> 1. ARKADIEVA, E. V., GORBANEVSKAJA, G. V., KIRSANOVA, N. D. MARČUK, I. B. Kogda ne pomagajut slovari... časť 1. Moskva: Flinta, 2011, ISBN 978-5-89349-804-2 2. ARKADIEVA, E. V., GORBANEVSKAJA, G. V., KIRSANOVA, N. D. MARČUK, I. B. Kogda ne pomagajut slovari... časť 2. Moskva: Flinta, Nauka, 2011, ISBN 978-5-89349-938-4 3. BITECHINA, G. A. a kol.: 26 urokov po razvitiu reči. Moskva: Russkij jazyk, 1975 4. DEKANOVA, E., ONDREJČEKOVÁ, E.: Да! Ruština, Učebnica a cvičebnica. ENIGMA, 2008, ISBN 80-89132-30-8 5. KAPITANOVA, T. I. a kol.: Testy, testy, testy... Sankt-Peterburg: Zlatoust, 2010, ISBN 978-5-86547-406-7 6. KOVÁČIKOVÁ, T.: Ruština pre samoukov. Bratislava: Slovenské pedagogické nakladateľstvo, 2009, ISBN 978-80-10-01588	

7. LIZOŇ, M.: Jazykové cvičenia pre 1. a 2.ročník, FF UMB, Banská Bystrica  
8. NEKOLOVÁ, V., CAMUTALIOVÁ, I., VASILJEVOVÁ, A.: Ruština nejen pro samouky.  
Praha: Leda, 2006, ISBN 8085927969

**Language of instruction:**

Russian A2, Slovak C2

**Notes:student time load:**

150 h. Combined study (S, C): 26 h. self-study: 50 h. studying for continuous test 1: 20 h.  
studying for continuous test 2: 25 h. studying for the final test: 25 h.

**Course assessment**

The final number of assessed students: 5

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Nataliia Kalnychenko, PhD.

**Last changed:** 21.09.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-226	<b>Course name:</b> Russian Literature in Slovak Translations
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 / 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student submits a linguistic and translation analysis of a selected text and presents it. Upon completion of the semester, the student takes a written exam. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to one resit. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). <b>a) continuous assessment:</b> Linguistic and translation analysis of a selected text: 25 p. Presentation: 25 p. <b>b) final assessment:</b> Written test: 50 p.	
<b>Learning objectives:</b> The student is acquainted with the situation in translation from 1918 until present. They are familiar with the translations of major Slovak translators (poetry and prose) and can evaluate them in terms of quality. The student can apply their critical-analytical skills and knowledge in teaching.	
<b>Brief outline of the course:</b> The cultural and political situation at the beginning of the 20th century – The emancipation of translation and its cultural impact. The formation of educational, research, and cultural institutions in the territory of Slovakia. The history and activity of Slovak publishing houses that published Russian literary translations. Literary translations in the Slovak cultural environment – major figures and their works, 19th century Russian literature.	
<b>Recommended literature:</b> 1. KOVAČIČOVÁ, O. – KUSÁ, M.: Slovník slovenských prekladateľov umeleckej literatúry 20. storočia. A # K. Bratislava: Veda 2015. 2. KOVAČIČOVÁ, O. – KUSÁ, M.: Slovník slovenských prekladateľov umeleckej literatúry 20. storočia. L # Ž. Bratislava: Veda 2017. 3. Preklady vybraných diel ruských autorov 19. a 20. storočia do slovenčiny.	
<b>Language of instruction:</b>	

Slovak, Russian C1							
<b>Notes:student time load:</b> 150 hours, Combined study (lectures/seminars/consultations): 26 h. Self-study: 50 h. Linguistic and translation analysis of a selected text: 40 h. preparation of the presentation: 34 h.							
<b>Course assessment</b> The final number of assessed students: 0							
A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> Mgr. Anita Račáková, PhD.							
<b>Last changed:</b> 02.11.2022							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-225	<b>Course name:</b> Russian-Slovak Cultural Relations
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 / 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 1.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student submits a seminar paper addressing the selected topic. After completing the semester, they take the final oral exam. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to one resit. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). <b>a) continuous assessment:</b> Seminar paper preparation and presentation: 35 p. <b>b) final assessment:</b> Oral exam – 65 p.	
<b>Learning objectives:</b> The student is familiar with the history of Slovak-Russian relationships from the national revival on. They are acquainted with the period of Classicism and Romanticism (Russian vs. Slovak). The student enhances their knowledge of Russian Realism and its reception in Slovakia. They have complex knowledge of Slovak-Russian literary contacts in the inter-war and post-war periods and can evaluate the artistic value of the works translated from Russian into Slovak. The student how the Russian studies developed after 1989. They know the major Russian studies scholars and can explain the pros and cons of the contemporary Slovak-Russian literary relations. The student can apply their knowledge in teaching.	
<b>Brief outline of the course:</b> The origins of the Slovak-Russian relationships and the national revival. Slovak people and Russia as perceived by Štúr and his followers. The transition from Classicism to Romanticism in Slovak poetry. The reception of Russian Romanticism in Slovakia. The transition from Romanticism to Realism. Slovak literary translators. The major figures influencing the reception of Russian literature in Slovakia at the beginning of the 20th century. Major Russian literary figures in Slovak poetry and prose. The reception of Soviet literature for youth and children. The Soviet literary reflection and reception of Soviet literature in the inter-war and post-war periods.	

Russian studies in Slovakia – major figures, focus after 1989.

**Recommended literature:**

1. ČERVENÁK, A.: Náš Puškin. Наш Пушкин. Nitra: Filozofická fakulta UKF 1999.
2. PANOVOVÁ, E.: Stopäťdesiat rokov slovensko-ruských literárnych vzťahov. Bratislava: Veda 1994.
3. PANOVOVÁ, E.: Vzťahy a konfrontácie. Bratislava: Veda 1977.
4. PANOVOVÁ, E.: Puškin v slovenskej poézii do roku 1918. Bratislava: Slovenská akadémia vied.
5. PAŠTEKOVÁ, S.: Proces, kánon, recepcia : historiografické, translatické a interpretačné aspekty skúmania ruskej literatúry. Bratislava: Ústav svetovej literatúry SAV, Veda 2013.
6. POSPÍŠIL, I. – ZELENKA, M. – ZELENKOVÁ, A.: Česká a slovenská slavistika na počátku 21. století. Brno: Ústav slavistiky Filozofické fakulty Masarykovy univerzity 2005.
7. Slovensko-ruské jazykové, literárne a kultúrne vzťahy a súvislosti. Bratislava – Nitra 2002.
8. Девин. Альманах Общества Людовита Штура в Москве. Москва: 2017.
9. Najnovšie štúdie z oblasti slovensko-ruských literárnych vzťahov.

**Language of instruction:**

Slovak, Russian B2

**Notes: student time load:**

150 hours,

Combined study (lectures/seminars/consultations): 26 h.

Self-study: 50 h.

seminar paper preparation: 44 h.

Seminar paper addressing the Slovak-Russian literary relations: 30 h.

**Course assessment**

The final number of assessed students: 0

A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Igor Cintula, PhD.

**Last changed:** 02.11.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.



## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica							
<b>Faculty:</b> Faculty of Arts							
<b>Code:</b> 2d-SPM-101		<b>Course name:</b> School pedagogy and school management					
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Practical <b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 / 26 <b>Method of study:</b> combined							
<b>Number of credits:</b> 4							
<b>Recommended semester/trimester:</b> 2.							
<b>Level:</b> II.							
<b>Prerequisites:</b>							
<b>Course completion conditions:</b>							
<b>Learning objectives:</b>							
<b>Brief outline of the course:</b>							
<b>Recommended literature:</b>							
<b>Language of instruction:</b>							
<b>Notes:student time load:</b>							
<b>Course assessment</b> The final number of assessed students: 273							
A	B	C	D	E	FX(0)	FX(1)	n
19.05	36.63	29.67	10.62	2.56	1.1	0.37	0.0
<b>Instructor:</b> Mgr. Petra Fridrichová, PhD., doc. PaedDr. Lenka Rovňanová, PhD., Mgr. Karina Zošáková, PhD., prof. PaedDr. Dana Hanesová, PhD.							
<b>Last changed:</b> 08.02.2022							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajs-303	<b>Course name:</b> Selected Aspects of the Reception of American Literature in Slovakia
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> Final test from the theory of reception and from acquired knowledge about development and specific features of reception of American literature in Slovakia. Elaboration of a semester project (mapping of assigned historical period/literary genre from the perspective of its reception in Slovak cultural space). Maximum number of points: 100. The course assessment corresponds to the standard A-FX grading scale. Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100 for completing the given requirements. <b>a) continuous assessment:</b> 60 % semester project on an assigned topic <b>b) final assessment:</b> 40% final test	
<b>Learning objectives:</b> After completing the course the student should be able to reflect ideological, historical and pragmatic influences determining the reception of (not only) American literature in Slovakia. He should also be acquainted with translators who contributed significantly to the establishment of American literature in Slovak cultural scope.	
<b>Brief outline of the course:</b> Introduction to theory of reception. Translation as a part of history of cultural space. Specific features of reception of Anglophone literatures in Slovakia. Ideological relativity of translation. Reception of American literature in Slovakia between 1945-1968, 1969-1989, after 1989. The most significant translators from American literature in the past and today.	
<b>Recommended literature:</b> literary magazines (Revue svetovej literatúry, Romboid, Slovenské pohľady, RAK, Knižná revue, literary sections of daily newspapers SME, Pravda, DenníkN a i.) Kusá, Mária: Preklad ako súčasť dejín kultúrneho priestoru. Bratislava. Ústav dejín svetovej literatúry, 2005. Biloveský, V. - Djovčoš, M.: Vybrané kapitoly z translológie I (druhé vydanie). Banská Bystrica: Fakulta humanitných vied UMB, 2011.	

Biloveský, V. - Djovčoš, M.: Vybrané kapitoly z translológie 2. Banská Bystrica: Fakulta humanitných vied, 2013. ISBN 978-80-557-0542-2.

Brenkusová, Ľubica: Niekoľko poznámok k mysleniu o recepcii. In: Preklad a tlmočenie 8 : preklad a tlmočenie v interdisciplinárnej reflexii : zborník príspevkov z medzinárodnej konferencie dňa 15. mája 2008 v Banskej Bystrici, 8. S. 23-27. - Banská Bystrica : Fakulta humanitných vied Univerzity Mateja Bela.

Brenkusová, Ľubica: The Reception of American Literature in Slovakia in the Post-World War II Period. In: Amerikanistika : literaturnyje vzaimovliania meždyscyplinaryje issledovania : materialy sekcii amerikanistiky XXXIX. meždunarodnoj filologičeskoj konferencii, Sankt Peterburg, 15. - 20. marta 2010. S. 46-51. - Sankt Peterburg : Izdatel'stvo Nestor – Istor

Djovčoš, Martin – Pliešovská, Ľubica: Power and shifting paradigm in translation. In: Mutatis Mutandis : Revista Latinoamericana de Traducción : Latin American Translation Journal. S. 77-88. - Colombia : Universidad de Antioquia, 2011.

**Language of instruction:**

Slovak, English

**Notes:student time load:**

Total workload: 90 hours  
 13 hours teaching/lectures  
 50 hours preparation of semester project  
 27 preparation for final test

**Course assessment**

The final number of assessed students: 8

A	B	C	D	E	FX(0)	FX(1)	n
50.0	37.5	0.0	0.0	0.0	12.5	0.0	0.0

**Instructor:** PhDr. Ľubica Pliešovská, PhD.

**Last changed:** 29.04.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajs-214	<b>Course name:</b> Selected Topics in American Literature and Culture
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 / 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> Over the course of the semester, students will read a total of ten shorter texts (essays, short stories) assigned to each week of the semester, one play, and one novel. They must actively participate in seminar discussions and write an essay on the assigned novel. At the end of the semester, each student will take a written test. Students are entitled to one make-up examination. The grade is based on the following grading scale: A (100-94%), B (93-87%), C (86-80%), D (79-73%), E (72-65%). Credits will be awarded to a student who earns a minimum of 65 out of 100 points for meeting the requirements.	
<b>a) continuous assessment:</b> Continuous assessment: active participation in seminars: 0-30 points	
<b>b) final assessment:</b> Final assessment: Essay: 0-30 points Written test: 0-40 points	
<b>Learning objectives:</b> The student will: <ol style="list-style-type: none"> <li>1) Gain a broader understanding of the major stages in the development of American literature and its dominant genres from the founding of the earliest colonies in the U.S. to the present.</li> <li>2) Understand the overlaps of U.S. political, social, and cultural developments into literature.</li> <li>3) Capitalize on the knowledge gained through the study of essayistic and fictional texts in the elaboration of an essay reflecting on a current societal issue against the backdrop of a selected novel from American literature.</li> </ol>	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b> 1. PITLOR, Heidi (ed). Best American Short Stories Series. 2. MULLER, Gilbert, H., Harvey S. Wiener. Short Prose Reader. 5th edition. New York : McGraw-Hill Publishing Company, 1989. 3. LAUTER, Paul (gen.editor). The Heath Anthology, Volume II., Lexington, Mass. Toronto : Heath and Company, 1990. 4. GEYH, Paula, Fred G. Leebron, Andrew Levy. Postmodern American Fiction. A Norton Anthology, New York and London : 1998.	
<b>Language of instruction:</b>	

English language, level C1 (according to CEFR)							
<b>Notes:student time load:</b> 150 hours, of which: Combined study (P, S): 26 Lecturing of primary texts: 44 Preparation of an essay: 40 Preparation for final exam: 40							
<b>Course assessment</b> The final number of assessed students: 46							
A	B	C	D	E	FX(0)	FX(1)	n
58.7	30.43	6.52	2.17	2.17	0.0	0.0	0.0
<b>Instructor:</b> doc. PhDr. Eva Homolová, PhD., PhDr. Ľubica Pliešovská, PhD.							
<b>Last changed:</b> 31.03.2022							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajs-215	<b>Course name:</b> Selected Topics in English Literature and Culture
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 / 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> Course completion conditions: a) continuous assessment: seminar activities (0-20 points) b) final assessment: essay: (0-80 pints) The total number of points possible to acquire for the assessment is 100. Credits will be assigned to the student who gets minimally 65 out of 100 points for fulfilling the given conditions. a) continuous assessment: a) continuous assessment in seminars: 0-20 % b) final assessment: b) final assessment: essay: 0-80 points The total number of points possible to acquire for the assessment is 100. It corresponds to the ECTS grading scale. Credits will be assigned to the student who gets minimally 65 out of 100 points for fulfilling the given conditions. a) continuous assessment: a) continuous assessment in seminars: 0-20 % b) final assessment: b) final assessment: an essay: 0-80 points The total number of points possible to acquire for the assessment is 100. It corresponds to the ECTS grading scale. Credits will be assigned to the student who gets minimally 65 out of 100 points for fulfilling the given conditions.	
<b>Learning objectives:</b> The student will: <ol style="list-style-type: none"> <li>1. According to the acquired knowledge be able to search, elaborate and analyze a primary literary text in a foreign language as well as a secondary literary text;</li> <li>2. Acquire and use adequate and relevant vocabulary focusing on literary studies as well as related social areas;</li> <li>3. Understand the context and correlations among various literary texts;</li> <li>4. Apply methods of scientific research (data collection, formulation of hypothesis, analysis, synthesis, proving or disproving of a hypothesis) in the area of literary studies;</li> <li>5. Apply critical analysis in the evaluation of chosen social and political phenomena, presented in particular literary works;</li> <li>6. Acquire the ability of argumentation in a foreign language.</li> </ol>	

**Brief outline of the course:**

Brief outline of the course: Chosen literary problems (questions of literary terms, genres, literary criticism). Methodological and literary themes (modernism and postmodernism). Problems of literary genealogy in drama: from Shakespeare to Stoppard (difference between Shakespearean and modern drama).

Problems of literary genealogy in prose: from Chaucer to Lodge (genesis of narrative techniques).

The list of topics is as follows:

1. Amleth and Hamlet
2. William Wallace
3. Jerusalem: From William Blake to ELP
4. The Dream of Gerontius
5. George Orwell -- 1984
6. Beatlemania
7. The British Museum is Falling Down
8. Kazuo Ishiguro -- The Remains of the Day
9. (the) Darkside (of the Moon)
10. 10 The Wall
11. Bohemian Rhapsody
12. From Mary Shelley (through Joseph Conrad) to Highlander

**Recommended literature:**

Odporúčaná literatúra: BAŠTÍN, Š., OLEXA, J., STUDENÁ, Z. 1993. Dejiny anglickej literatúry. Bratislava : Obzor, 1993.

GREENBLATT, S., ABRAMS, M. H. et al., 2006. The Norton Anthology of English Literature, Volume 1, New York: W. W. Norton and Company, 2904 s. ISBN 978-0-393-92531-9.

GREENBLATT, S., ABRAMS, M. H. et al., 2006. The Norton Anthology of English Literature, Volume 2, New York: W. W. Norton and Company, 2877 s. ISBN 978-0-393-92532-6.

JAVORČIKOVÁ, J. 2018. WORLD LITERATURE. Bratislava: Z-F Lingua.

NUNNING, A. (ed.) 2006. Lexikon teorie literatury a kultury. Brno : Host, 2006.

STŘÍBRNÝ, Z. 1987. Dějiny anglické literatury I. Praha : Academia Praha, 1987.

STŘÍBRNÝ, Z. 1987. Dějiny anglické literatury I. Praha : Academia Praha, 1987.

**Language of instruction:**

English C1

**Notes:student time load:**

150 hrs., including:

combined study (lectures/seminars/consultations): 30

self-study: 120

**Course assessment**

The final number of assessed students: 47

A	B	C	D	E	FX(0)	FX(1)	n
65.96	21.28	4.26	2.13	4.26	2.13	0.0	0.0

**Instructor:** doc. PaedDr. Jana Javorčíková, PhD., PhDr. Martin Kubaš, PhD.

**Last changed:** 30.11.2021

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-aju-210	<b>Course name:</b> Selected Topics in the Methodology of Teaching English
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 1.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student prepares a presentation of two grammar games and two written responses to professional articles on pre-given topics. At the end of the semester he passes a written final test. Credits will not be awarded to a student who obtains less than 65% points for the test. The student has the right to one corrective term of the written test. The evaluation is performed according to the classification scale: A (100-94%), B (93-87%), C (86-80%), D (79-73%), E (72-65%). Credits will be awarded to a student who has obtained at least 65% of the total points for the continuous assessment and written test. Continuous assessment: two grammar games and their presentation: 0-20 points (10 + 10), two written reactions to professional articles: 0-10 points (5 + 5), <b>a) continuous assessment:</b> Two grammar games and their presentation: 0-20 points (10+10), two written comments on scholarly articles: 0-10 points (5+5). <b>b) final assessment:</b> Credits will be awarded to a student who has earned at least 65% of the total number of points for the continuous assessment and the written test.	
<b>Learning objectives:</b> The student will be able 1. use model activities to prepare one's own learning tasks in different phases of the lesson 2. assess the suitability of authentic material for the development of students' communication competence and prepare it for the lesson in accordance with the aim of the lesson. 3. apply knowledge from didactics to the preparation of own segments of lessons and present them in the form of micro-teaching 4. to evaluate the correctness of the didactic procedure with regard to the age and level of the pupils and the aim of the lesson 5. create and present grammar games and understand their meaning in the motivational phase 6. Critically assess their performance and the performance of other colleagues in micro-learning	
<b>Brief outline of the course:</b> Organization and initial motivation in the first English language classes, possibilities of using non-traditional dictation to develop language competence, the use of song for students with different learning styles, direct/indirect teaching strategies and their importance, techniques and principles	



of teaching receptive communication activities, presentation and practice of grammatical structures and functions, the use of authentic texts and their preparation for the class, the potentiality of grammatical games.

**Recommended literature:**

1. HOMOLOVÁ, E. Methodology of Teaching English. Banská Bystrica: Belianum, 2013 2. BETÁKOVÁ, L.- HOMOLOVÁ, E.– ŠTULRATEROVÁ, M. Moderní didaktika anglického jazyka v otázkách a odpovědích . Praha: Wolters Kluwer, 2017. 3. THORNBURY, S. How to teach English. Longman, 2003 4. HOMOLOVÁ, E. Využívání autentického materiálu na hodině anglického jazyka. Banská Bystrica : FHV UMB, 2003 5. OXFORD, L .R. Language Learning Strategies. Boston : Heinle, 1990 6. LOJOVÁ, G.- VLČKOVÁ, K. Styly a strategie učení ve výuce cizích jazyků. Praha: Portál, 2011 7. HOMOLOVÁ, E. Teaching English. Banská Bystrica: Belianum, 2016

**Language of instruction:**

English language C1

**Notes: student time load:**

150 hrs, including  
combined study: 26  
self-study: 10  
preparation and study of handouts: 14  
preparation of grammar games  
article reviews: 30  
preparation for final test: 40

**Course assessment**

The final number of assessed students: 78

A	B	C	D	E	FX(0)	FX(1)	n
35.9	16.67	30.77	7.69	8.97	0.0	0.0	0.0

**Instructor:** doc. PhDr. Eva Homolová, PhD.

**Last changed:** 24.09.2023

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajp-308	<b>Course name:</b> Simultaneous Interpreting in Practice
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The total amount of points for the continuous and final assessment is 100. The assessment is carried out according to the ECTS grading scale. Credits will be assigned to those students who gain by fulfilling stated conditions at least 65 out of a total of 100 points. <b>a) continuous assessment:</b> handing in three analyses of one's own interpreting recordings: 0 – 30 points interpreting performance: 0 – 30 points <b>b) final assessment:</b> final interpreting exam and written exam: 0 – 40 points.	
<b>Learning objectives:</b> The student will be able: 1. To interpret difficult conference speeches from both English and Slovak language based on acquired knowledge 2. To distinguish the speech specifics of non-native speakers and flexibly adapt to them 3. To interpret without preparation on the basis of a hypothetical meaning created on the spot 4. To act in the role of a pilot in relay interpreting and be aware of his/her responsibility for his/her own performance 5. To adjust his/her interpreting performance depending on the expectations of different user groups 6. To react to the changes of input variables (accent, speed, terminological density, etc.).	
<b>Brief outline of the course:</b> Simultaneous interpreting. Hypothetical meaning. Interpreting without preparation. Simulated conference. Relay interpreting. Reflective analysis of one's own interpreting. Interpreting speeches of non-native speakers. Input variables and their influence on the interpreter's performance. Simulated conference. Split concentration. Interpreting strategies.	
<b>Recommended literature:</b> 1. BARIK, H. C. (1971). A Description of Various Types of Omissions, Additions and Errors of Translation Encountered in Simultaneous Interpretation. <i>Meta : journal des traducteurs / Meta: Translators' Journal</i> , vol. 16, n° 4, 1971, p. 199-210. dostupné na: <a href="http://www.erudit.org/revue/meta/1971/v16/n4/001972ar.pdf">http://www.erudit.org/revue/meta/1971/v16/n4/001972ar.pdf</a> Strana: 180 2. ČEŇKOVÁ, I. (2008). Úvod do teorie tlumočení. Praha: Česká komora tlumočnicků znakového	

jazyka.

3. DJOVČOŠ, M. (2008). Pragmatické kontexty a didaktika tlmočenia v obchodnom prostredí. In: *Lingua rossica et communicatio ... 2007 = Memorial volume from conference (XIV. International scientific conference)*: sborník prací z konference (XIV. mezinárodní vědecké konference. Ostrava : Ostravská univerzita, Filozofická fakulta.
4. GILE, D. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. Revised Edition. Amsterdam/Philadelphia: John Benjamins Publishing Company.
5. KURZ, I. (1993/2002). *Conference Interpretation: Expectations of different user groups*. In F. Pöchhacker & M. Shlesinger (eds), *The Interpreting Studies Reader*. London/New York: Routledge, 313-324.
6. PÖCHHACKER, F. (2004). *Introducing Interpreting Studies*, London/New York: Routledge.
7. ŠRAMKOVÁ, M. (2009). *Stručný prehľad odchýlok a chýb pri tlmočení*. In: *Slovak Studies in English : the proceedings of the second triennial conference on British, American and Canadian Studies, dedicated to Jan Vilikovský on the occasion of his 70th birthday / editor in chief Alojz Keníž ; ed. Adela Böhmerová, Mária Huttová*.
8. <http://www.multilingualspeeches.eu/scic/portal/index.html>
9. <http://www.europarl.europa.eu>

**Language of instruction:**

Slovak, English C1

**Notes:student time load:**

Total amount of 90 hrs., consisting of:  
combined studies (L, S, C): 13 hrs.  
self-study: 17 hrs.  
preparation for the simulated conference: 20 hrs.  
recording analysis: 40 hrs.

**Course assessment**

The final number of assessed students: 9

A	B	C	D	E	FX(0)	FX(1)	n
77.78	0.0	22.22	0.0	0.0	0.0	0.0	0.0

**Instructor:** doc. PhDr. Martin Djojčoš, PhD.

**Last changed:** 30.05.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica							
<b>Faculty:</b> Faculty of Arts							
<b>Code:</b> 2d-SPP-102		<b>Course name:</b> Social pathology and prevention					
<b>Type, extent and method of instruction:</b>							
<b>Form of instruction:</b> Lecture / Seminar							
<b>Course type:</b> B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
<b>Recommended number of periods:</b> 26 / 13							
<b>Method of study:</b> combined							
<b>Number of credits:</b> 3							
<b>Recommended semester/trimester:</b> 1.							
<b>Level:</b> II.							
<b>Prerequisites:</b>							
<b>Course completion conditions:</b>							
<b>Learning objectives:</b>							
<b>Brief outline of the course:</b>							
<b>Recommended literature:</b>							
<b>Language of instruction:</b>							
<b>Notes:student time load:</b>							
<b>Course assessment</b>							
The final number of assessed students: 264							
A	B	C	D	E	FX(0)	FX(1)	n
37.12	27.27	14.77	9.47	7.95	1.89	1.52	0.0
<b>Instructor:</b> doc. PhDr. Mário Dulovics, PhD., prof. PhDr. Miriam Niklová, PhD.							
<b>Last changed:</b> 06.12.2021							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajs-312	<b>Course name:</b> Sociolinguistics
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The maximum total number of points obtained for the interim and final evaluation is 100. Credits will be awarded to a student who has obtained at least 65 out of 100 points for meeting the specified conditions. The student has the right to one correction term of the written test, which he must pass at least 65%. <b>a) continuous assessment:</b> active participation in seminars: 0 - 30 points home preparation for the seminar part: 0 - 20 points <b>b) final assessment:</b> final written test: 0 – 50 points	
<b>Learning objectives:</b> Awareness of the functions of language against the background of macro- and micro-sociolinguistic contexts with regard to the significant influence of social factors (age, gender, social class and ethnicity) and situational factors (genre, style, etc.) on the choice of language resources. Analysis of the reasons and impacts of using a specific language of political correctness as well as the language of media and advertising. Identification and understanding of the principles of power interconnection and language manipulation.	
<b>Brief outline of the course:</b> Language functions. Sociolinguistics and the subject of its research. Sociolinguistic research methods. Macro- and microsociolinguistics. Language and social factors (factor of age, gender, social class and ethnicity). Language and situational factors (eg genre, style, etc.). Language in the context of power: the language of political correctness, the language of the media and advertising. Diglossia and bilingualism. National language and its stratification. Language standard. Language planning. Language and geographical factor.	
<b>Recommended literature:</b> 1. JESENSKÁ, P. 2010. Essentials of Sociolinguistics. Ostrava: Ostravská univerzita, 2010. 2. PAVLÍK, R. 2006. Elements of Sociolinguistics. Bratislava: Univerzita Komenského, 2006. 3. ONDREJOVIČ, S. 2008. Jazyk, veda o jazyku, societa (sociolingvistické etudy). Bratislava: Veda, 2008.	

4. JESENSKÁ, P. 2009. Prezentovanie rodových rol a stereotypov vo vybraných učebniciach anglického jazyka. Banská Bystrica: Fakulta humanitných vied Univerzity Mateja Bela 2009.
5. JESENSKÁ, P. 2013. Analýza vyjadrenia rodu a rodovosti v anglickom jazyku. In: Siločari súčasného lingvistického myslenia (Ed. Z. Bohušová – Z. Dobrik), Banská Bystrica: Dali BB, s.r.o., str.130 – 143 , 2013.
6. JESENSKÁ, P. 2009. Vplyv rodových stereotypov na budúce učiteľky (nielen) anglického jazyka. In: Aktuální otázky vysokoškolské přípravy pedagogických pracovníků. Ústí nad Labem: Pedagogická fakulta UJEP, str. 75 – 82, 2009.
7. Kol. autorov. 2006. Výzva na ochranu národného jazyka. In: Literárny (dvoj)týždenník č. 9. – 10., 2006
8. ONDREJOVIČ, S. 2010. K niektorým výzvam a petíciám na ochranu slovenského jazyka. In: Jazykovedný časopis 1/2010, str. 5 – 13. Bratislava: Slovak Academic Press, 2010.
9. JESENSKÁ, P. 2007. Jazyková situácia na Slovensku v kontexte EÚ s ohľadom na anglicizmy v slovenskej dennej tlači. Banská Bystrica: Univerzita Mateja Bela Fakulta humanitných vied, 2007.
10. NAYLOR, G.1992. 'Mommy, what does nigger mean?' In: The Norton Reader. Eight Edition. New York, London: W. W. Norton and Company, 1992, str. 378 – 381.
11. JESENSKÁ, P. 2007. Je plánový jazyk riešením pre Úniu? In: Teória a prax prípravy učiteľov anglického jazyka 5. Banská Bystrica: Univerzita Mateja Bela Fakulta humanitných vied, 2007.
12. JESENSKÁ, P. 2011. Štúdium anglicizmov ako špecifická súčasť prípravy poslucháčov a poslucháčok anglického jazyka Učiteľstva akademických predmetov. In: Determinanty pregraduálnej prípravy učiteľov anglického jazyka (E. Homolová a kol.), Banská Bystrica: Fakulta humanitných vied Univerzity Mateja Bela, pp. 37 – 57, 2011.
13. JESENSKÁ, Petra. 2013. Expressing Gender in English, Slovak, and Latin – Comparison. In: European Researcher. International Multidisciplinary Journal. Ročník 3. Zv.53, Číslo 6-2. Soči: Academic Publishing House Researcher, pp. 1755 – 1763, 2013.
14. JESENSKÁ, Petra. 2002. Are British and American English Two Different Languages? In: Teória a prax prípravy učiteľov anglického jazyka, Banská Bystrica: UMB FHV, pp. 28 – 36, 2002.

**Language of instruction:**

Slovak, English

**Notes:student time load:**

90 hours, of which:

Combined study (L, S, C): 13

self-study: 77

**Course assessment**

The final number of assessed students: 7

A	B	C	D	E	FX(0)	FX(1)	n
57.14	28.57	14.29	0.0	0.0	0.0	0.0	0.0

**Instructor:** doc. PaedDr. Petra Jesenská, PhD.

**Last changed:** 16.08.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-sju-001	<b>Course name:</b> Spanish Language 2
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2., 4.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The maximum total number of points obtained for the interim and final assessment is 100. Credits will be awarded to a student who has earned at least 65 out of 100 points for fulfilling the specified requirements. <b>a) continuous assessment:</b> participation and activities in classes (0-20 points) <b>b) final assessment:</b> final exam (0-80 points)	
<b>Learning objectives:</b> At the end of the course, the student is able to give information about himself and his family, introduce his field of study and the school where he studies, talk about his habits, describe his room/apartment/house; he can communicate in the present tense, recognises the announcement and command modes; knows the principles of Spanish grammar at A1 level; understands basic vocabulary expressions and can use them in the right situation; can understand simple text on common topics, understand simple instructions and follow simple orientation instructions.	
<b>Brief outline of the course:</b> 1. Family, 2. Days of the week, months, 3. Everyday repetitive activities, 4. Reversible verbs in the present tense, 5. Imperative negative, 6. Description of the house/apartment and furnishings, 7. Eating habits in Spain and Slovakia, 8. Timing of irregular verbs in the present tense, 9. Leisure time	
<b>Recommended literature:</b> 1. CASTRO VIÚDEZ, F. et al. 2012. Español en marcha. Madrid: SGEL. 2012 2. CORPAS, J. et al. 2013. Aula internacional 1 Nueva edición. Barcelona: difusión.	
<b>Language of instruction:</b> Spanish A1	
<b>Notes:student time load:</b> 120 hours, of which: full-time study: 26 hours Exam preparation + written exam: 94 hours	

<b>Course assessment</b>							
The final number of assessed students: 0							
A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> Mgr. Eva Reichwalderová, PhD.							
<b>Last changed:</b> 14.09.2023							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							



## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica							
<b>Faculty:</b> Faculty of Arts							
<b>Code:</b> 2d-sj-001		<b>Course name:</b> Spanish language 1					
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 / 13 <b>Method of study:</b> combined							
<b>Number of credits:</b> 3							
<b>Recommended semester/trimester:</b> 1., 3.							
<b>Level:</b> II.							
<b>Prerequisites:</b>							
<b>Course completion conditions:</b>							
<b>Learning objectives:</b>							
<b>Brief outline of the course:</b>							
<b>Recommended literature:</b>							
<b>Language of instruction:</b> slovak or another language (except spanish)							
<b>Notes:student time load:</b>							
<b>Course assessment</b> The final number of assessed students: 5							
A	B	C	D	E	FX(0)	FX(1)	n
60.0	20.0	20.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> Mgr. Eva Reichwalderová, PhD.							
<b>Last changed:</b> 21.09.2023							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-adp-004	<b>Course name:</b> State Exam Master's Thesis Defence
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> <b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> <b>Method of study:</b> combined	
<b>Number of credits:</b> 20	
<b>Recommended semester/trimester:</b> 3., 4..	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The conditions for obtaining grades A to E or Fx take into account all components of the state examination, which will be awarded by the State Examination Committee, are updated and listed in the syllabi for the state examination. <b>b) final assessment:</b> Final evaluation: The state examination has two components: (1) Thesis defence. The thesis supervisor and the thesis opponent write a review of the thesis and propose a grade. The State Examination Committee comprehensively evaluates the quality of the thesis on the basis of the reviews and the student's defence of the thesis. (2) The State Examination includes a colloquium debate (Methodological Instructions for the State Examination, 2022). In the colloquium, the student responds to the formulated questions and topics in the form of a more broadly conceived problem related to the thesis, the solution of which requires the student's knowledge of the issue presented in the syllabi for the state examination. These are based on a disciplinary-didactic basis, on a social-scientific and pedagogical-psychological basis in relation to the psychodidactic context of education.	
<b>Learning objectives:</b> 1. The student acquires deeper knowledge of the solved problem of the diploma thesis, the broader context of the subject and is able to understand the contexts of the solved problem, to formulate clear conclusions from the diploma thesis and clear recommendations for practice, to understand the interrelationships of knowledge from the individual university courses. 2. In accordance with the description of the field of study, the graduate of the master's study will demonstrate in the colloquial defence of the master's thesis, especially in the pedagogical-psychological and social-scientific part (the so-called common basis): (1) theoretical knowledge and (2) practical skills by presenting the possibility of didactic transformation of the thesis topic into the educational process in the selected target group of pupils on a concrete example of modelling the specified didactic variables in general psychodidactic contexts (in accordance with the content of the pedagogical-psychological courses completed during the studies). 3. The student uses relevant professional sources and identifies significant ideas for the context of the issue addressed, theoretical knowledge of the problem addressed in practical diagnostic and didactic applications, or in the methodology of its research, and the broader pedagogical,	

psychological and social contexts in explaining the problem addressed. The student uses and applies knowledge of bibliographic and citation standards.

4. The student is able to analyze the solved problem into logically and systematically separated and interrelated structural parts of the thesis, to conceive and verify didactic procedures and educational programs for solving the problem of the thesis, respectively, to design and implement its research and interpret its results. The student can critically handle the theoretical background of the solved problem, synthesize the contextual knowledge and use it in professional communication when arguing and defending own point of view on the solved problem.

5. The student will produce a consistent professional text of a theoretical-didactic or theoretical-research nature, which includes a creative treatment of relevant professional sources, original own ideas and proposals for solutions to the problem being treated.

#### **Brief outline of the course:**

1. Professional knowledge of the thesis topic, its international, social, broader pedagogical-psychological context.

2. Focus of the thesis topic in the field of teaching and pedagogical sciences, for the relevant level (ISCED 2, ISCED 3).

3. Didactic transformation of the selected theoretical knowledge of the given specialization.

4. Methodology of research of the addressed problem.

5. Integration of the knowledge of the individual disciplines of higher education and the broader context of the theoretical background of the subject, according to the syllabi for the state examination. Integration of educational theory and practice on the example of the problem solved in the thesis.

6. Professional communication and argumentation.

7. Work with literature, bibliographic and citation standards.

8. Presentation skills.

#### **Recommended literature:**

1. According to the thesis topic.

2. Smernica č. 9/2021 o záverečných, rigorózných a habilitačných prácach na Univerzite Mateja Bela v Banskej Bystrici. Dostupné na: <https://www.pdf.umb.sk/app/cmsFile.php?disposition=a&ID=22360>

3. STN ISO 690:2012. Informácie a dokumentácia. Návod na tvorbu bibliografických odkazov na informačné pramene a ich citovanie.

4. ISO 7144:1986. Documentation – Presentation of theses and similar documents.

5. Metodické usmernenie Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 56/2011 o náležitostiach záverečných prác, ich bibliografickej registrácii, uchovávaní a sprístupňovaní.

6. STN ISO 2145:1997. Dokumentácia. Číslovanie oddielov a pododdielov písaných dokumentov.

7. STN ISO 214:1998. Dokumentácia. Abstrakty (referáty) pre publikácie a dokumentáciu.

8. STN ISO 690:2012. Informácie a dokumentácia. Návod na tvorbu bibliografických odkazov na informačné pramene a ich citovanie.

9. Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 246/2019 Z. z. o postupe získavania vedecko-pedagogických titulov a umelecko-pedagogických titulov docent a profesor.

10. Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 233/2011 Z. z., ktorou sa vykonávajú niektoré ustanovenia zákona č. 131/2002 Z. z. o vysokých školách a o zmene a doplnení niektorých zákonov v znení neskorších predpisov.

11. Zákon č. 185/2015 Z. z. Autorský zákon v znení neskorších predpisov.

12. Zákon č. 126/2015 Z. z. o knižniciach a o zmene a doplnení zákona č. 206/2009 Z. z. o múzeách a o galériách a o ochrane predmetov kultúrnej hodnoty a o zmene zákona Slovenskej národnej rady č. 372/1990 Zb. o priestupkoch v znení neskorších predpisov v znení zákona č. 38/2014 Z. z. 10. Zákon č. 211/2000 Z. z. o slobodnom prístupe k informáciám a o zmene a doplnení niektorých zákonov (zákon o slobode informácií) v znení neskorších predpisov.  
 13. Zákon č. 131/2002 Z. z. o vysokých školách a o zmene a doplnení niektorých zákonov v znení neskorších predpisov.

**Language of instruction:**

Slovak, English

**Notes:student time load:**

600 hours, of which:  
 consultations: 20 hours,  
 self-study: 250 hours,  
 thesis preparation including research: 250 hours,  
 thesis preparation 40 hours,  
 preparation of the defence (presentation): 40 hours.

**Course assessment**

The final number of assessed students: 15

A	B	C	D	E	FX(1)
46.67	33.33	0.0	6.67	6.67	6.67

**Instructor:**

**Last changed:** 04.04.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-227	<b>Course name:</b> State Examination Diploma Thesis and Defence
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> <b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> <b>Method of study:</b> combined	
<b>Number of credits:</b> 20	
<b>Recommended semester/trimester:</b> 3., 4..	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> Completion of all compulsory, elective, and voluntary courses in the study programme as required to achieve min. 100 credits. The student's performance during the state examination is graded on the scale A-E by the State Examination Commission.	
<b>b) final assessment:</b> The state examination includes the Diploma thesis (DT) defence. The State Examination Commission provides a complex evaluation of the DT's quality based on the reviews and student's thesis defence. DT defence takes the form of a colloquium addressing the broader context of the subject matter addressed in DT. The student is required to prove their knowledge of the subject matter acquired during the study (pedagogy, psychology, subject didactics) as well as their communication skills in the Russian language.	
<b>Learning objectives:</b> By passing the state exam and defending their diploma thesis, the student proves that they: <ol style="list-style-type: none"> <li>1) understand the broader context of the problem addressed in their DT</li> <li>2)               <ul style="list-style-type: none"> <li>- understand the context of the investigated subject matter</li> <li>- can formulate clear conclusions from the thesis and recommendations for practice</li> <li>- understand how the disciplines they studied at university are linked</li> </ul> </li> <li>3)               <ul style="list-style-type: none"> <li>- can use relevant scientific sources and identifies important ideas for the context of the thesis</li> <li>- can use theoretical knowledge of the research topic in practical diagnostics, didactics, and research methodology</li> <li>- can use the broader pedagogical, psychological, and social contexts to explain the subject matter</li> <li>- can follow the bibliographic and citation standards .</li> </ul> </li> <li>4)               <ul style="list-style-type: none"> <li>- have successfully organised their DT project into logical, systematic, and mutually linked parts</li> <li>- can design and verify theological programmes applied to the subject matter addressed in their thesis, design and implement research, and interpret its results</li> </ul> </li> </ol>	

- can use the theoretical knowledge of the subject matter in a logical and critical way, in contexts, in specialised communication in Russian, argumentation, and justification of their opinion on the subject matter.

5)

- can create a consistent specialised text addressing theory and didactics, which works with the relevant specialised sources in a creative way, presents the author's original ideas and proposed solutions

**Brief outline of the course:**

Expert knowledge of the DT topic, its international, social, pedagogical and psychological contexts. Didactic transformation of the selected theoretical knowledge of their specialisation. Integrating the knowledge from different disciplines to tackle the research topic in a broader theoretical context. Integrating the theory and didactics of Russian language and literature to tackle the DT subject matter. Specialised communication and argumentation. Working with literature, bibliographic and citation standards.

**Recommended literature:**

KIMLIČKA, Š.: Ako citovať a vytvárať zoznamy bibliografických odkazov podľa noriem ISO 690 pre „klasické“ a elektronické zdroje. Bratislava : STIMUL, 2002.

MESKO, D. – KATUŠČÁK, D.: Akademická príručka. 2. dopl. vydanie. Martin : Osveta, 2005.

Directive No. 12/2011 on final, rigorous, and habilitation theses at MBU,

ŠVAŘÍČEK, R. – ŠEĐOVÁ, K.: Kvalitativní výskum v pedagogických vědách. Praha: Portál, 2007. ŠVEC, Š. a kol. Metodológia vied o výchove. Bratislava : IRIS 1998.

Literature related to the DT topic.

**Language of instruction:**

Slovak, Russian C2

**Notes: student time load:**

student time load 600 h.

Consulting: 20 h.

Self-study: 140 h.

Diploma thesis research and preparation: 260 h.

Diploma thesis writing and defence preparation: 180 hours.

**Course assessment**

The final number of assessed students: 1

A	B	C	D	E	FX(1)
100.0	0.0	0.0	0.0	0.0	0.0

**Instructor:**

**Last changed:** 02.11.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica			
<b>Faculty:</b> Faculty of Arts			
<b>Code:</b> 2d-rus-233		<b>Course name:</b> Student Scientific Activity	
<b>Type, extent and method of instruction:</b>			
<b>Form of instruction:</b>			
<b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)			
<b>Recommended number of periods:</b>			
<b>Method of study:</b> combined			
<b>Number of credits:</b> 2			
<b>Recommended semester/trimester:</b> 2., 4.			
<b>Level:</b> II.			
<b>Prerequisites:</b>			
<b>Course completion conditions:</b>			
<b>Learning objectives:</b>			
<b>Brief outline of the course:</b>			
<b>Recommended literature:</b>			
<b>Language of instruction:</b>			
<b>Notes:student time load:</b>			
<b>Course assessment</b>			
The final number of assessed students: 0			
abs	n	p	v
0.0	0.0	0.0	0.0
<b>Instructor:</b> Svitlana Shekhavtsova, PhD.			
<b>Last changed:</b>			
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.			

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-stu-801	<b>Course name:</b> Student Tutoring EN 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> At the beginning of the semester, the student gets acquainted with the study regulations and maps the needs of students over whom he has taken over the tutoring. After consultations with the department's study advisor, he/she will prepare a plan of creative activities in order to increase students' awareness. During the semester, he implements information activities, which he/she evaluates at the end of the semester in the form of a report and self-reflection.	
<b>a) continuous assessment:</b> Analysis and evaluation of suggestions/needs/problems: 0 - 20 points, preparation of activities: 0 - 25 points, implementation of activities: 0 - 25 points, total: 0 - 70 points.	
<b>b) final assessment:</b> Preparation of the final self-evaluation report on the implemented activities and their results with relevant annexes (plan of activities, promotion, list of participants, photo documentation) and recommendations 0-30 points. The evaluation is performed according to the classification scale: A (100 - 94%), B (93 - 87%), C (86 - 80%), D (79 - 73%), E (72 - 65%). Credits will be awarded to a student who has obtained at least 65 out of 100 points.	
<b>Learning objectives:</b> Student: <ol style="list-style-type: none"> <li>1. is able to identify the needs and problems of the students;</li> <li>2. is able to communicate appropriately in the student community;</li> <li>3. is able to independently organize consulting activities;</li> <li>4. applies knowledge of the academic environment in counseling;</li> <li>5. creates a communication platform on the social network and uses it effectively;</li> <li>6. is able to evaluate student stimuli;</li> <li>7. is able to assess appropriate forms of promotion of its activities;</li> <li>8. is able to evaluate the benefits of their creative activities and present their results.</li> </ol>	
<b>Brief outline of the course:</b> The tutor cooperates with the departmental coordinators of ECTS in the study counseling and informing of students in study matters arising from the study regulations and valid legislation.	



As part of the self-study, they will get acquainted with the study regulations. In cooperation with the study advisor, he/she provides students with advice on the selection of subjects and the compilation of the study plan in AiS2. He/she shares with students his/her experience with the selection and provision of study literature, preparation for exams, with the possibility of individual study, obtaining scholarships or participating in the activities of student organizations. The tutor maps, analyzes and evaluates the needs of students (e.g. in the form of an online questionnaire). In cooperation with the department's study advisor or with other tutors he/she prepares presentations and discussions, which he/she effectively promotes. The tutor informs students about important dates in the study schedule. He/she collects suggestions from students, evaluates them and communicates study problems with responsible staff. Suitable platforms on social networks are used for communication.

**Recommended literature:**

KAHN, Norma B. 2001. Jak efektivně studovat a pracovat s informacemi. Praha : Portál, 2001.  
 MEŠKO, Dušan – KATUŠČÁK, Dušan – FINDRA, Ján a kol. 2013. Chcete byť úspešní na vysokej škole? Akademická príručka. Martin : Osveta, 2013.  
 Smernica č. 2/2020 o individuálnom štúdiu na FF UMB. Dostupné na internete: <https://www.ff.umb.sk/dokumenty/smernice.html>  
 Smernica č.12/2011 o záverečných, rigorózných a habilitačných prácach na Univerzite Mateja Bela v Banskej Bystrici. Dostupné na internete: <https://www.ff.umb.sk/dokumenty/smernice.html>  
 Sprievodca štúdiom pre študentov so špecifickými potrebami na UMB v Banskej Bystrici. Dostupné na internete: <https://www.umb.sk/studium/student/student-so-specifickymi-potrebami/informacie-pre-studentov-so-specifickymi-potrebami.html>  
 Sprievodca užívateľa ECTS. 2015. Luxembourg : Publications Office of the European Union, 2015. Dostupné na internete: <https://www.umb.sk/app/cmsFile.php?disposition=i&ID=5679>  
 Študijný poriadok Univerzity Mateja Bela v Banskej Bystrici pre študentov študijných programov akreditovaných od 1. 1. 2013. Dostupné na internete: <https://www.umb.sk/studium/student/know-how-pre-studenta/studijne-predpisy.html>  
 VETRÁKOVÁ, Milota. 2014. Systém kvality vzdelávania na Univerzite Mateja Bela v Banskej Bystrici. Banská Bystrica : Belianum, 2014.  
 Zákon č. 131/2002 Z. z. o vysokých školách a o zmene a doplnení niektorých zákonov v znení neskorších predpisov. Dostupné na internete: <https://www.zakonypreludi.sk/zz/2002-131>

**Language of instruction:**

Slovak, English B2

**Notes:student time load:**

Total time load: 90 hours, of which:  
 self-study: 5  
 consultations of the plan: 5  
 preparation of activities: 20  
 implementation of activities: 40  
 preparation of the final report: 20

**Course assessment**

The final number of assessed students: 8

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** PhDr. Miroslava Melicherčíková, PhD.

**Last changed:** 11.08.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-stu-802	<b>Course name:</b> Student Tutoring EN 2
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2., 4.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> At the beginning of the semester, the student gets acquainted with the study regulations and maps the needs of students over whom he has taken over the tutoring. After consultations with the department's study advisor, he/she will prepare a plan of creative activities in order to increase students' awareness. During the semester, he implements information activities, which he/she evaluates at the end of the semester in the form of a report and self-reflection.	
<b>a) continuous assessment:</b> Analysis and evaluation of suggestions/needs/problems: 0 - 20 points, preparation of activities: 0 - 25 points, implementation of activities: 0 - 25 points, total: 0 - 70 points.	
<b>b) final assessment:</b> Preparation of the final self-evaluation report on the implemented activities and their results with relevant annexes (plan of activities, promotion, list of participants, photo documentation) and recommendations 0-30 points. The evaluation is performed according to the classification scale: A (100 - 94%), B (93 - 87%), C (86 - 80%), D (79 - 73%), E (72 - 65%). Credits will be awarded to a student who has obtained at least 65 out of 100 points.	
<b>Learning objectives:</b> Student: <ol style="list-style-type: none"> <li>1. is able to identify the needs and problems of the students;</li> <li>2. is able to communicate appropriately in the student community;</li> <li>3. is able to independently organize consulting activities;</li> <li>4. applies knowledge of the academic environment in counseling;</li> <li>5. creates a communication platform on the social network and uses it effectively;</li> <li>6. is able to evaluate student stimuli;</li> <li>7. is able to assess appropriate forms of promotion of its activities;</li> <li>8. is able to evaluate the benefits of their creative activities and present their results.</li> </ol>	
<b>Brief outline of the course:</b> The tutor cooperates with the departmental coordinators of ECTS in the study counseling and informing of students in study matters arising from the study regulations and valid legislation.	

As part of the self-study, they will get acquainted with the study regulations. In cooperation with the study advisor, he/she provides students with advice on the selection of subjects and the compilation of the study plan in AiS2. He/she shares with students his/her experience with the selection and provision of study literature, preparation for exams, with the possibility of individual study, obtaining scholarships or participating in the activities of student organizations. The tutor maps, analyzes and evaluates the needs of students (e.g. in the form of an online questionnaire). In cooperation with the department's study advisor or with other tutors he/she prepares presentations and discussions, which he/she effectively promotes. The tutor informs students about important dates in the study schedule. He/she collects suggestions from students, evaluates them and communicates study problems with responsible staff. Suitable platforms on social networks are used for communication.

**Recommended literature:**

KAHN, Norma B. 2001. Jak efektivně studovat a pracovat s informacemi. Praha : Portál, 2001.  
 MEŠKO, Dušan – KATUŠČÁK, Dušan – FINDRA, Ján a kol. 2013. Chcete byť úspešní na vysokej škole? Akademická príručka. Martin : Osveta, 2013.  
 Smernica č. 2/2020 o individuálnom štúdiu na FF UMB. Dostupné na internete: <https://www.ff.umb.sk/dokumenty/smernice.html>  
 Smernica č.12/2011 o záverečných, rigorózných a habilitačných prácach na Univerzite Mateja Bela v Banskej Bystrici. Dostupné na internete: <https://www.ff.umb.sk/dokumenty/smernice.html>  
 Sprievodca štúdiom pre študentov so špecifickými potrebami na UMB v Banskej Bystrici. Dostupné na internete: <https://www.umb.sk/studium/student/student-so-specifickymi-potrebami/informacie-pre-studentov-so-specifickymi-potrebami.html>  
 Sprievodca užívateľa ECTS. 2015. Luxembourg : Publications Office of the European Union, 2015. Dostupné na internete: <https://www.umb.sk/app/cmsFile.php?disposition=i&ID=5679>  
 Študijný poriadok Univerzity Mateja Bela v Banskej Bystrici pre študentov študijných programov akreditovaných od 1. 1. 2013. Dostupné na internete: <https://www.umb.sk/studium/student/know-how-pre-studenta/studijne-predpisy.html>  
 VETRÁKOVÁ, Milota. 2014. Systém kvality vzdelávania na Univerzite Mateja Bela v Banskej Bystrici. Banská Bystrica : Belianum, 2014.  
 Zákon č. 131/2002 Z. z. o vysokých školách a o zmene a doplnení niektorých zákonov v znení neskorších predpisov. Dostupné na internete: <https://www.zakonypreludi.sk/zz/2002-131>

**Language of instruction:**

Slovak, English B2

**Notes:student time load:**

Total time load: 90 hours, of which:  
 self-study: 5  
 consultations of the plan: 5  
 preparation of activities: 20  
 implementation of activities: 40  
 preparation of the final report: 20

**Course assessment**

The final number of assessed students: 4

A	B	C	D	E	FX(0)	FX(1)	n
100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** PhDr. Miroslava Melicherčíková, PhD.

**Last changed:** 11.08.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-807	<b>Course name:</b> Student Tutoring RL 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> At the beginning of the semester, the student reads the study regulations and identifies the needs of students who need tutorship. Upon consulting with the department study advisor, the student creates a plan of awareness raising activities. During the semester, the student performs awareness raising activities. Upon completion of the semester, they draft a self-reflective evaluation report. <b>a) continuous assessment:</b> analysis and evaluation of complaints/needs/issues: 0–20 p. Preparation of activities: 0–25 p. Implementation of these activities: 0–25 p. <b>b) final assessment:</b> completing the final self-reflective evaluation report addressing the activities performed and their results including the relevant appendices (activity plan, promotion, list of attendees, photo documentation), and recommendations 0–30 p.	
<b>Learning objectives:</b> The student: <ol style="list-style-type: none"> <li>1. is able to identify the needs and problems of the tutored students</li> <li>2. can communicate properly within the student community</li> <li>3. can independently provide consulting activities</li> <li>4. navigates the academic environment well enough to provide useful advice</li> <li>5. creates a communication platform on a social network and uses it efficiently</li> <li>6. can evaluate other students' needs</li> <li>7. can select appropriate forms of promotion of their activities</li> <li>8. can evaluate the benefit of their creative activities and present their results.</li> </ol>	
<b>Brief outline of the course:</b> The tutor cooperates with the department ECTS coordinators in consulting and providing information on study issues to students in accordance with the study rules and valid legislation. They self-study the study regulations. In cooperation with the study advisor, they arrange meetings with new students at the beginning of the academic year.	
<b>Recommended literature:</b>	

KAHN, Norma B. 2001. Jak efektivně studovat a pracovat s informacemi. Praha : Portál, 2001.

MEŠKO, Dušan – KATUŠČÁK, Dušan – FINDRA, Ján a kol. 2013. Chcete byť úspešní na vysokej škole? Akademická príručka. Martin : Osveta, 2013.

Directive No. 2/2020 on individual study at FA MBU. Dostupné na internete: <https://www.ff.umb.sk/dokumenty/smernice.html>

Directive No. 9/2021 on final, rigorous, and habilitation theses at MBU in Banská Bystrica: Dostupné na internete: <https://www.ff.umb.sk/dokumenty/smernice.html> Sprievodca štúdiom pre študentov so špecifickými potrebami na UMB v Banskej Bystrici. Dostupné na internete: <https://www.umb.sk/studium/student/student-so-specifickymi-potrebami/informacie-pre-studentov-so-specifickymi-potrebami.html>

ECTS user guide. 2015. Luxembourg : Publications Office of the European Union, 2015. Dostupné na internete: <https://www.umb.sk/app/cmsFile.php?disposition=i&ID=5679> Študijný poriadok Univerzity Mateja Bela v Banskej Bystrici pre študentov študijných programov akreditovaných od 1. 1. 2013. Dostupné na internete: <https://www.umb.sk/studium/student/know-how-pre-studenta/studijne-predpisy.html>

VETRÁKOVÁ, Milota. 2014. Systém kvality vzdelávania na Univerzite Mateja Bela v Banskej Bystrici. Banská Bystrica : Belianum, 2014.

Act No. 131/2002 Coll. on higher education as amended. Dostupné na internete: <https://www.zakonypreludi.sk/zz/2002-131>

**Language of instruction:**

Slovak

**Notes:student time load:**

Total time load: 90 h. Self study: 5

Consulting the activity plan: 5. Preparation of activities: 20 h.

Implementation of these activities: 40

Preparation of the final report: 20 h.

**Course assessment**

The final number of assessed students: 7

A	B	C	D	E	FX(0)	FX(1)
100.0	0.0	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Igor Cintula, PhD.

**Last changed:** 02.11.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-808	<b>Course name:</b> Student Tutoring RL 2
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2., 4.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> At the beginning of the semester, the student reads the study regulations and identifies the needs of students who need tutorship. Upon consulting with the department study advisor, the student creates a plan of awareness raising activities. During the semester, the student performs awareness raising activities. Upon completion of the semester, they draft a self-reflective evaluation report. <b>a) continuous assessment:</b> analysis and evaluation of complaints/needs/issues: 0–20 p. Preparation of activities: 0–25 p. Implementation of these activities: 0–25 p. <b>b) final assessment:</b> completing the final self-reflective evaluation report addressing the activities performed and their results including the relevant appendices (activity plan, promotion, list of attendees, photo documentation), and recommendations 0–30 p.	
<b>Learning objectives:</b> The student: <ol style="list-style-type: none"> <li>1. is able to identify the needs and problems of the tutored students</li> <li>2. can communicate properly within the student community</li> <li>3. can independently provide consulting activities</li> <li>4. navigates the academic environment well enough to provide useful advice</li> <li>5. creates a communication platform on a social network and uses it efficiently</li> <li>6. can evaluate other students' needs</li> <li>7. can select appropriate forms of promotion of their activities</li> <li>8. can evaluate the benefit of their creative activities and present their results.</li> </ol>	
<b>Brief outline of the course:</b> Brief outline of the course: The tutor cooperates with the department ECTS coordinators in consulting and providing information on study issues to students in accordance with the study rules and valid legislation. They self-study the study regulations. V súčinnosti so študijným poradcom poskytuje študentom poradenstvo pri výbere predmetov a zostavovaní študijného plánu	



v AiS2. They share their own experience with the selection and acquisition of study literature, studying for exams, individual study possibilities, scholarships, and participating in student organisations. They identify, analyse, and evaluate the tutored students' needs (e.g. via an online survey). In cooperation with the department study advisor and other student tutors, they prepare informational presentations and discussions, and promotes them. They inform other students on important dates in the academic schedule. They collect complaints and ideas, evaluate, and communicate them to the responsible staff. They communicate via an appropriate social media platform as well.

**Recommended literature:**

KAHN, Norma B. 2001. Jak efektivně studovat a pracovat s informacemi. Praha : Portál, 2001.  
 MEŠKO, Dušan – KATUŠČÁK, Dušan – FINDRA, Ján a kol. 2013. Chcete byť úspešní na vysokej škole? Akademická príručka. Martin : Osveta, 2013.  
 Directive No. 2/2020 on individual study at FA MBU. Dostupné na internete: <https://www.ff.umb.sk/dokumenty/smernice.html>  
 Directive No. 9/2021 on final, rigorous, and habilitation theses at MBU in Banská Bystrica: Dostupné na internete: <https://www.ff.umb.sk/dokumenty/smernice.html> Sprievodca štúdiom pre študentov so špecifickými potrebami na UMB v Banskej Bystrici. Dostupné na internete: <https://www.umb.sk/studium/student/student-so-specifickymi-potrebami/informacie-pre-studentov-so-specifickymi-potrebami.html>  
 ECTS user guide. 2015. Luxembourg : Publications Office of the European Union, 2015. Dostupné na internete: <https://www.umb.sk/app/cmsFile.php?disposition=i&ID=5679> Študijný poriadok Univerzity Mateja Bela v Banskej Bystrici pre študentov študijných programov akreditovaných od 1. 1. 2013. Dostupné na internete: <https://www.umb.sk/studium/student/know-how-pre-studenta/studijne-predpisy.html>  
 VETRÁKOVÁ, Milota. 2014. Systém kvality vzdelávania na Univerzite Mateja Bela v Banskej Bystrici. Banská Bystrica : Belianum, 2014.  
 Act No. 131/2002 Coll. on higher education as amended. Dostupné na internete: <https://www.zakonypreludi.sk/zz/2002-131>

**Language of instruction:**

Slovak

**Notes: student time load:**

Total time load: 90 h. Self study: 5  
 Consulting the activity plan: 5. Preparation of activities: 20 h.  
 Implementation of these activities: 40  
 Preparation of the final report: 20 h.

**Course assessment**

The final number of assessed students: 9

A	B	C	D	E	FX(0)	FX(1)
88.89	11.11	0.0	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Igor Cintula, PhD.

**Last changed:** 02.11.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica			
<b>Faculty:</b> Faculty of Arts			
<b>Code:</b> 2d-ext-2	<b>Course name:</b> Student counselling and engagement		
<b>Type, extent and method of instruction:</b>			
<b>Form of instruction:</b>			
<b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)			
<b>Recommended number of periods:</b>			
<b>Method of study:</b> combined			
<b>Number of credits:</b> 3			
<b>Recommended semester/trimester:</b> 3.			
<b>Level:</b> II.			
<b>Prerequisites:</b>			
<b>Course completion conditions:</b>			
<b>Learning objectives:</b>			
<b>Brief outline of the course:</b>			
<b>Recommended literature:</b>			
<b>Language of instruction:</b>			
<b>Notes:student time load:</b>			
<b>Course assessment</b>			
The final number of assessed students: 1			
abs	n	p	v
100.0	0.0	0.0	0.0
<b>Instructor:</b> PhDr. Miroslava Melicherčíková, PhD.			
<b>Last changed:</b>			
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.			

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica			
<b>Faculty:</b> Faculty of Arts			
<b>Code:</b> 2d-SVA		<b>Course name:</b> Students' Scientific Activity	
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> <b>Method of study:</b> combined			
<b>Number of credits:</b> 2			
<b>Recommended semester/trimester:</b> 2., 4.			
<b>Level:</b> II.			
<b>Prerequisites:</b>			
<b>Course completion conditions:</b> The course is completed after the student has defended their work at the student scientific conference. <b>b) final assessment:</b> Upon defence of the work, the course will be recognised as completed (Abs).			
<b>Learning objectives:</b> The student is able to create a scholarly work addressing the selected topic, present it, and defend before the commission during the student conference.			
<b>Brief outline of the course:</b> The student selects a supervisor and topic. They proceed to write a 10-page scholarly work following the IMRaD structure (introduction, methodology, results, discussion). The work is to be submitted to the department coordinator within the specified deadline. Subsequently, the student attends the student conference to present and defend their work. The course is considered completed (Abs) at this point.			
<b>Recommended literature:</b>			
<b>Language of instruction:</b> Slovak, English			
<b>Notes:student time load:</b> 60 h: 10 h consulting, 40 h research and writing, 10 h preparation for the oral presentation			
<b>Course assessment</b> The final number of assessed students: 6			
abs	n	p	v
100.0	0.0	0.0	0.0
<b>Instructor:</b> Mgr. Marianna Bachledová, PhD.			
<b>Last changed:</b> 12.08.2022			
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.			

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-aju-303	<b>Course name:</b> Teaching English to Adult Learners
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The student will prepare presentation of the authentic ESP text for developing reading comprehension: 0-10 points and needs analysis for selected group of learners: 0-10 points. Article review: 0-5 points Total: 25 points; pass 16 points Scale: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %)	
<b>a) continuous assessment:</b> The student will prepare presentation of the authentic ESP text for developing reading comprehension: 0-10 points and needs analysis for selected group of learners: 0-10 points. Article review: 0-5 points Total: 25 points; pass 16 points Scale: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %)	
<b>b) final assessment:</b> The student will prepare presentation of the authentic ESP text for developing reading comprehension: 0-10 points and needs analysis for selected group of learners: 0-10 points. Article review: 0-5 points Total: 25 points; pass 16 points Scale: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %)	
<b>Learning objectives:</b> Student will be able to: <ol style="list-style-type: none"> <li>1. apply knowledge from ELT to teaching adult learners</li> <li>2. evaluate and adapt authentic materials</li> <li>3. prepare needs analysis for a specific group of learners</li> <li>4. formulate aims in teaching adults</li> <li>5. motivate adult learners</li> <li>6. design ESP course</li> </ol>	
<b>Brief outline of the course:</b> English for specific history and its origin. Adult learner and its characteristics. Needs analysis. Linguistic and communicative aims. Specific issues in teaching adults. ESP classroom. Methods and approaches. ESP textbooks. ESP Course design.	
<b>Recommended literature:</b>	

1. HOMOLOVÁ, E. 2013. Methodology of Teaching English 1. Banská Bystrica: Belianum ,2013
2. HOMOLOVÁ,E.- ŠTULRAJTEROVÁ, M. 2013. Didaktika angličtiny v otázkach a odpovediach. Banská Bystrica: Belianum, 2013
3. HUTCHINSON,T.- WATERS,A. English for Specific Purposes. OUP, 2010
- 4.HOMOLOVÁ, E. 2016.Teaching English. Banská Bystrica: Belianum, 2016
5. Odborné časopisy: Forum, Modern English Teacher, Humanising Language Teaching Magazine , Lingua Viva
- 5.HOMOLOVÁ, E. 2016.Teaching English. Banská Bystrica: Belianum, 2016

**Language of instruction:**

Slovak language C1 English A2-C1

**Notes:student time load:**

Total student time load: 90 hours

Combined study: 26

Self-study: 14

Article review:10

Needs analysis and adaptation of authentic text: 40

**Course assessment**

The final number of assessed students: 12

A	B	C	D	E	FX(0)	FX(1)	n
75.0	16.67	8.33	0.0	0.0	0.0	0.0	0.0

**Instructor:** doc. PhDr. Eva Homolová, PhD.

**Last changed:** 29.04.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-rus-201	<b>Course name:</b> Text Linguistics
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture / Seminar <b>Course type:</b> A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 / 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, the student completes and submits homework and takes a written test. After completing the semester, the student takes the final oral and written exams. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to 1 final exam resit. The credits will be assigned to the student who acquires a minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). <b>a) continuous assessment:</b> Completing homework: 0–15 p. Test: 0–25 p. Seminar paper preparation: 0–20 p. <b>b) final assessment:</b> Oral and written final exams: 0–40 p. (written part: 0–25 p.; oral part: 0–20 p.)	
<b>Learning objectives:</b> The student understands Russian on the macrosyntactic level and perceives syntax as a functional component of the language system. They know and use the respective concepts and terminology, and understand that this is core knowledge and a necessity in any foreign language study (language teaching as well as translation). The student understands how the language relates to the cultural and social development and national cultural sovereignty. They understand the social position and function of the Russian language in the broader social, cultural, and pragmatic contexts and how these compare to the Slovak realities. They can apply this specialised knowledge in practice (Slovak vs. Russian comparative viewpoint) to develop communication-pragmatic competences and skills related to the analysis and creation of different types of texts in Russian, and to cultivate their interpretation skills useful in a variety of communication situations. The student understands the generalisations and systematically develops their communication and cultural competences. They also understand the information on the formal as well as semantic levels. They can describe texts as speech units in terms of linguistics, textocentrism, pragmatism, and cognitive aspects. The student understands the principles of text analysis and can use them in practice to characterise a text in terms of linguistics, semantics, and composition. They master the analytic methods and text creation principles, can analyse the linguistic specificities of a text (use and purpose).	
<b>Brief outline of the course:</b>	

Text linguistics as a discipline and academic subject.  
 History of text linguistics.  
 Structure of a scholarly text. Composition (paragraphs).  
 Text markers, categories, functions. Structure (formal and semantic) and attributes of a text.  
 Text units. Complex syntactic units (сложное синтаксическое целое).  
 Relationships within complex syntactic units (serial, parallel, logical) and the language means.  
 Formal grammatical categories of a text.  
 Extratextual references.  
 Intertextuality.  
 Typology of texts (description, narration, reflective essay, directive).  
 Dialogue as a specific type of text. Text vs. hypertext – discourse.  
 Sensory and formal text categories (continuum, retrospection, propection, integration, completeness), linear and vertical composition.  
 Extratextual and intratextual references.  
 Text typology.

**Recommended literature:**

ČERŇAVSKAJA, V. Je.: Lingvistika teksta: Polikodovost', intertekstual'nost', interdiskursivnost'. Moskva : LIBROKOM 2009.  
 KOŠEVAJA, I. G.: Tekstoobrazujuščije struktury jazyka i reči. Moskva : URSS 2018.  
 VALGINA, N. S.: Teorija teksta. Moskva : Logos 2003. Dostupné na internete: [https://pseudology.org/Literature/ValginaNS\\_TeoriyaTeksta2.pdf](https://pseudology.org/Literature/ValginaNS_TeoriyaTeksta2.pdf)  
 GALPERIN, I. R.: Tekst kak objekt lingvističeskogo issledovania. Moskva : URSS 2009.  
 TURAJEVA, Z. Ja.: Lingvistika teksta. Moskva : LIBROKOM 2018.  
 FILLIPOV, K. A.: Lingvistika teksta. Kurs lekcij. Sankt-Peterburg : Izd-vo SPb un-ta, 2003. Dostupne na internete: <https://zadocs.ru/pravo/12403/index.html>.  
 SOLGANIK, G. Ja.: Očerki modal'nogo sintaksisa. Moskva : FLINTA; Nauka 2010.  
 BOLOTNOVA, N. S.: Kommunikativnaja stilistika teksta. Slovar - tezaurus. Moskva : FLINTA; Nauka 2009.

**Language of instruction:**

Slovak, Russian B2 – C1

**Notes: student time load:**

150 h.  
 Combined study (lectures/seminars/consultations): 39 h.  
 self-study: 26 h.  
 completing homework: 25 h.  
 seminar paper preparation 20 h.  
 studying for test: 20 h.  
 preparation for the final exam: 20 h.

**Course assessment**

The final number of assessed students: 42

A	B	C	D	E	FX(0)	FX(1)	n
40.48	14.29	21.43	11.9	7.14	2.38	2.38	0.0

**Instructor:** doc. Viktoria Liashuk, CSc.

**Last changed:** 02.11.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-vdsl-02	<b>Course name:</b> The Great Works in World Literature II
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Lecture <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2., 4.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> The student prepares an essay in which he/she takes a position on the issue discussed. The final assessment is passed/failed.	
<b>Learning objectives:</b> 1. The student will obtain an adequate overview of the origin and functioning of selected representative literary works from several civilizational and cultural areas from medieval literature to contemporary literature; will improve in professional terminology. 2. The student will acquire the specific interpretation skills necessary when working with a literary text anchored in a radically different cultural environment, thereby strengthening tolerance towards cultural differences and the will to respect the right to be different. 3. The student is able to conduct research on the assigned topic, can identify reliable sources, select relevant information from them and present it to others in a clear and useful form. 4. The student will acquire an organized sum of knowledge and a more widely applicable set of useful habits, methods, approaches, competences applicable in the interpretation of literary and non-literary texts or other cultural phenomena from various cultural periods.	
<b>Brief outline of the course:</b> Some of the greatest works of the European literature from the Middle Ages to the present day will be presented. It will be a selective selection of the presentation of literary worlds and the values they created. The Divine Comedy as the main work of the Middle Ages or the Renaissance? The Middle Ages as the "cradle" of European culture and education. Testaments enfant terrible. The spiciness of the Decameron and Laura's ephemerality. From Shakespeare to French classical drama. Playwrights and their (non)dramatic characters. Fairy tales that changed the world. Shock the bourgeois! Avant-gardes in world art. Literature as a place for women. On Freedom, Being and Apricot Cocktails: Existentialism in World Literature. Crazy for Life: The Beat Generation and Their Followers. Great works in small publishers.	
<b>Recommended literature:</b> 1. BURKE, Peter. Kulturní historie. Dokořán, 2011. 2. MACURA, V. a kol.: Slovník světových literárních děl. 3. PIŠŮT, M.: Dejiny svetovej literatúry (I., II.). 4. Malá encyklopédia spisovateľov sveta	



5. VANTUCH, A.: Dejiny francúzskej literatúry.
6. BAŠTÍN, Š.: Dejiny anglickej a americkej literatúry.
7. STROMŠÍK, J.: Od Grimmshausena k Dürenmattovi – Kapitoly z německé literatury.
8. CVRKAL, I.: Z dejín európskych literatúr 20. storočia.
9. CVRKAL, I.: Kapitoly z moderny, avantgardy a postmoderny.
10. NEZVAL, V.: Moderní básnické směry.
11. KASÁČ, Z.: Svetová literatúra 20. storočia.
12. Heslo Svetová literatúra, v: <http://hyperlexikon.sav.sk/sk/pojem/zobrazit///svetova-literatura>
13. <http://encyclopedia.thefreedictionary.com/Literature>

**Language of instruction:**

Slovak

**Notes:student time load:**

90 hours, of which 26 hours full-time, 64 hours self-study

**Course assessment**

The final number of assessed students: 1

abs	n	p	v
100.0	0.0	0.0	0.0

**Instructor:** PaedDr. Zuzana Bariaková, PhD., prof. PaedDr. Martin Golema, PhD., doc. Ivan Jančovič, PhD., Mgr. Martina Kubealaková, PhD., Mgr. Eva Pršová, PhD., doc. PaedDr. Jozef Tatár, PhD.

**Last changed:** 19.09.2023

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajm-313	<b>Course name:</b> Turkish Language 1
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, students will take a written test that will verify the practical use of their knowledge. They will take a written test with variable assignments for the practical application of theoretical knowledge and take the final oral exam after the end of the semester. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%). <b>a) continuous assessment:</b> a) written test – 40 points <b>b) final assessment:</b> b) final written examination: 0 – 60 points	
<b>Learning objectives:</b> Students will be able: 1. to talk about places/directions/family/occupation in Turkish, 2. to listen to and understand some simple short dialogues in Turkish, 3. to read some texts in Turkish, 4. to write some texts in Turkish.	
<b>Brief outline of the course:</b> 1. Greeting 2. Daily Life 3. Our family and our relatives 4. Time is passing 5. Enjoy your mail 6. Bureaucracy everywhere 7. The future will come some day also 8. He said something 9. Different worlds and lifes 10. Our media 11. Healthy living	

## 12. Travel

### **Recommended literature:**

1. Gökkuşuğu Türkçe Eğitim Kitabı (Rainbow Turkish Education Book), Mgr Öztürk TUNCAY, Dilset, 2014.
2. Yeni Hayat (New Life), Gedik Enver, Mevsimler, 2015.
3. Yabancı Dil Olarak Türkçe Öğretimi, Prof Dr. Güzel Abdurrahman, Akçağ, 2002.
4. Etkinliklerle Türkçe Öğretimi, Aslan Derya and Doğan Birsen, Ekin, 2013.
5. Haydi Türkçe Öğrenelim, commision, Yunus Emre enstitüsü, 2015.

### **Language of instruction:**

English language B2

### **Notes:student time load:**

student workload: 90 hrs.  
seminars: 13  
study for the continuous written test: 30 hrs.  
study for the final oral exam: 47 hrs.

### **Course assessment**

The final number of assessed students: 60

A	B	C	D	E	FX(0)	FX(1)	n
70.0	1.67	15.0	8.33	3.33	1.67	0.0	0.0

**Instructor:** Mgr. Görkem Arslan

**Last changed:** 16.08.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajm-314	<b>Course name:</b> Turkish Language 2
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 2.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, students will take a written test that will verify the practical use of their knowledge. They will take a written test with variable assignments for the practical application of theoretical knowledge and take the final oral exam after the end of the semester. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%). <b>a) continuous assessment:</b> a) written test – 40 points <b>b) final assessment:</b> b) final written examination: 0 – 60 points	
<b>Learning objectives:</b> Students will be able: 1. to talk about places/directions/family/occupation in Turkish, 2. to listen to and understand some simple short dialogues in Turkish, 3. to read some texts in Turkish, 4. to write some texts in Turkish.	
<b>Brief outline of the course:</b> 1. Greeting 2. Daily Life 3. Our family and our relatives 4. Time is passing 5. Enjoy your mail 6. Bureaucracy everywhere 7. The future will come some day also 8. He said something 9. Different worlds and lifes 10. Our media 11. Healthy living	

12. Travel
13. Turkish culture and identity
14. Lifestyle

**Recommended literature:**

1. Gökkuşuğu Türkçe Eğitim Kitabı (Rainbow Turkish Education Book), Mgr Öztürk TUNCAY, Dilset, 2014.
2. Yeni Hayat (New Life), Gedik Enver, Mevsimler, 2015.
3. Yabancı Dil Olarak Türkçe Öğretimi, Prof Dr. Güzel Abdurrahman, Akçağ, 2002.
4. Etkinliklerle Türkçe Öğretimi, Aslan Derya and Doğan Birsen, Ekin, 2013.
5. Haydi Türkçe Öğrenelim, commission, Yunus Emre enstitüsü, 2015.

**Language of instruction:**

English language B2

**Notes:student time load:**

student workload: 90 hrs.  
seminars: 13  
study for the continuous written test: 30 hrs.  
study for the final oral exam: 47 hrs.

**Course assessment**

The final number of assessed students: 30

A	B	C	D	E	FX(0)	FX(1)	n
63.33	16.67	16.67	0.0	0.0	3.33	0.0	0.0

**Instructor:** Mgr. Görkem Arslan

**Last changed:** 16.08.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-ajm-315	<b>Course name:</b> Turkish Language 3
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1., 3.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> During the semester, students will take a written test that will verify the practical use of their knowledge. They will take a written test with variable assignments for the practical application of theoretical knowledge and take the final oral exam after the end of the semester. The maximum number of points for the continuous and final assessment is 100. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. The evaluation will be based on the ECTS grading scale: A (100-94%), B (93-87%), C (86-80%), D (79- 73%), E (72- 65%). <b>a) continuous assessment:</b> a) written test – 40 points <b>b) final assessment:</b> b) final written examination: 0 – 60 points	
<b>Learning objectives:</b> Students will be able: 1. to talk about places/directions/family/occupation in Turkish, 2. to listen to and understand some simple short dialogues in Turkish, 3. to read some texts in Turkish, 4. to write some texts in Turkish.	
<b>Brief outline of the course:</b> 1. Greeting 2. Daily Life 3. Our family and our relatives 4. Time is passing 5. Enjoy your mail 6. Bureaucracy everywhere 7. The future will come some day also 8. He said something 9. Different worlds and lifes 10. Our media 11. Healthy living	

12. Travel
13. Turkish culture and identity
14. Lifestyle

**Recommended literature:**

1. Gökkuşuğu Türkçe Eğitim Kitabı (Rainbow Turkish Education Book), Mgr Öztürk TUNCAY, Dilset, 2014.
2. Yeni Hayat (New Life), Gedik Enver, Mevsimler, 2015.
3. Yabancı Dil Olarak Türkçe Öğretimi, Prof Dr. Güzel Abdurrahman, Akçağ, 2002.
4. Etkinliklerle Türkçe Öğretimi, Aslan Derya and Doğan Birsen, Ekin, 2013.
5. Haydi Türkçe Öğrenelim, commission, Yunus Emre enstitüsü, 2015.

**Language of instruction:**

English language B2

**Notes:student time load:**

student workload: 90 hrs.  
seminars: 13  
study for the continuous written test: 30 hrs.  
study for the final oral exam: 47 hrs.

**Course assessment**

The final number of assessed students: 9

A	B	C	D	E	FX(0)	FX(1)	n
44.44	0.0	11.11	44.44	0.0	0.0	0.0	0.0

**Instructor:** Mgr. Görkem Arslan

**Last changed:** 16.08.2022

**Approved by:** doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica			
<b>Faculty:</b> Faculty of Arts			
<b>Code:</b> 2d-FS1-003		<b>Course name:</b> Univerzitný folklórny súbor 1	
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined			
<b>Number of credits:</b> 3			
<b>Recommended semester/trimester:</b> 1., 3.			
<b>Level:</b> II.			
<b>Prerequisites:</b>			
<b>Course completion conditions:</b>			
<b>Learning objectives:</b>			
<b>Brief outline of the course:</b>			
<b>Recommended literature:</b>			
<b>Language of instruction:</b>			
<b>Notes:student time load:</b>			
<b>Course assessment</b> The final number of assessed students: 10			
abs	n	p	v
100.0	0.0	0.0	0.0
<b>Instructor:</b> Mgr. art. Martin Urban, PhD.			
<b>Last changed:</b> 04.04.2023			
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.			



## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica			
<b>Faculty:</b> Faculty of Arts			
<b>Code:</b> 2d-UKO1-003	<b>Course name:</b> Univerzitný komorný orchester 1		
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 26 <b>Method of study:</b> combined			
<b>Number of credits:</b> 3			
<b>Recommended semester/trimester:</b> 1., 3.			
<b>Level:</b> II.			
<b>Prerequisites:</b>			
<b>Course completion conditions:</b>			
<b>Learning objectives:</b>			
<b>Brief outline of the course:</b>			
<b>Recommended literature:</b>			
<b>Language of instruction:</b>			
<b>Notes:student time load:</b>			
<b>Course assessment</b> The final number of assessed students: 1			
abs	n	p	v
100.0	0.0	0.0	0.0
<b>Instructor:</b> Mgr. Pavel Martinka, PhD.			
<b>Last changed:</b> 04.04.2023			
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.			

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica			
<b>Faculty:</b> Faculty of Arts			
<b>Code:</b> 2d-SPZ1-003		<b>Course name:</b> Univerzitný spevácky zbor 1	
<b>Type, extent and method of instruction:</b>			
<b>Form of instruction:</b> Seminar			
<b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)			
<b>Recommended number of periods:</b> 26			
<b>Method of study:</b> combined			
<b>Number of credits:</b> 3			
<b>Recommended semester/trimester:</b> 1., 3.			
<b>Level:</b> II.			
<b>Prerequisites:</b>			
<b>Course completion conditions:</b>			
<b>Learning objectives:</b>			
<b>Brief outline of the course:</b>			
<b>Recommended literature:</b>			
<b>Language of instruction:</b>			
<b>Notes:student time load:</b>			
<b>Course assessment</b>			
The final number of assessed students: 2			
abs	n	p	v
100.0	0.0	0.0	0.0
<b>Instructor:</b> Mgr. Pavel Martinka, PhD.			
<b>Last changed:</b> 04.04.2023			
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.			

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica	
<b>Faculty:</b> Faculty of Arts	
<b>Code:</b> 2d-aju-301	<b>Course name:</b> Using Project Work in Teaching English
<b>Type, extent and method of instruction:</b> <b>Form of instruction:</b> Seminar <b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) <b>Recommended number of periods:</b> 13 <b>Method of study:</b> combined	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester:</b> 1.	
<b>Level:</b> II.	
<b>Prerequisites:</b>	
<b>Course completion conditions:</b> Continuous assessment: Design and presentation of own project: 0-25 points 2 written assignments: 0-5 points each 1 article review: 0-5 points Pass: 25 points out of 40 <b>a) continuous assessment:</b> Continuous assessment: Design and presentation of own project: 0-25 points 2 written assignments: 0-5 points each 1 article review: 0-5 points <b>b) final assessment:</b> Continuous assessment: Design and presentation of own project: 0-25 points 2 written assignments: 0-5 points each 1 article review: 0-5 points Pass: 25 points out of 40 Scale: A (100 – 94 %), B (93 – 87 %), C (86– 80 %), D (79 – 73 %), E (72 – 65 %).	
<b>Learning objectives:</b> Student will be able to: 1. apply ELT methodology in designing own project 2. motivate learners by project work 3. manage learners 'project work 4. apply assessment criteria to learners 'projects	
<b>Brief outline of the course:</b> Project method and its role in ELT. Types of projects. Project management. Choice of topics. Motivation of learners by project method. Project work in basic and secondary schools. Project assessment. Presentation of projects.	
<b>Recommended literature:</b> 1. HOMOLOVÁ, E. 2013. Methodology of Teaching English 1. Banská Bystrica: Belianum ,2013	

<p>2. HOMOLOVÁ,E.- ŠTULRAJTEROVÁ, M. 2013. Didaktika angličtiny v otázkach a odpovediach. Banská Bystrica: Belianum, 2013</p> <p>3. HUTCHINSON,T. Introduction to Project Work. OUP, 1994</p> <p>4. Odborné časopisy: Forum, Modern English Teacher, Humanising Language Teaching Magazine, Lingua Viva</p>							
<p><b>Language of instruction:</b> English A2-C1</p>							
<p><b>Notes:student time load:</b> Total student time load: 90 hours Combined study: 26 Self-study: 14 Written assignment:10 Project design and presentation:40</p>							
<p><b>Course assessment</b> The final number of assessed students: 12</p>							
A	B	C	D	E	FX(0)	FX(1)	n
58.33	41.67	0.0	0.0	0.0	0.0	0.0	0.0
<p><b>Instructor:</b> doc. PhDr. Eva Homolová, PhD.</p>							
<p><b>Last changed:</b> 11.09.2023</p>							
<p><b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.</p>							

## Course Description

<b>University:</b> Matej Bel University in Banská Bystrica							
<b>Faculty:</b> Faculty of Arts							
<b>Code:</b> 2d-VMG-513		<b>Course name:</b> Volunteer management					
<b>Type, extent and method of instruction:</b>							
<b>Form of instruction:</b> Seminar							
<b>Course type:</b> C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)							
<b>Recommended number of periods:</b> 26							
<b>Method of study:</b> combined							
<b>Number of credits:</b> 3							
<b>Recommended semester/trimester:</b>							
<b>Level:</b> II.							
<b>Prerequisites:</b>							
<b>Course completion conditions:</b>							
<b>Learning objectives:</b>							
<b>Brief outline of the course:</b>							
<b>Recommended literature:</b>							
<b>Language of instruction:</b>							
<b>Notes:student time load:</b>							
<b>Course assessment</b>							
The final number of assessed students: 0							
A	B	C	D	E	FX(0)	FX(1)	n
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Instructor:</b> doc. PhDr. Alžbeta Brozmanová Gregorová, PhD.							
<b>Last changed:</b> 08.09.2023							
<b>Approved by:</b> doc. Viktoria Liashuk, CSc., doc. PaedDr. Jana Javorčíková, PhD.							