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Course Description

| | |
|--|--------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ap-55 | Course name: Academic Writing |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) independence, b) active and creative participation in the practical parts of the course, c) mastering the final written output. a) continuous assessment: Test: 0 – 40 points. b) final assessment: 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. | |
| Learning objectives: 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. | |
| Brief outline of the course: 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. – DANEŠ, 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ato-01 | Course name: Anthroponomastics and Toponomastics |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 1. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) continuous assessment: evaluation of specialised discussions during seminars (0–50p.) b) During the seminar, the student creates and presents a seminar work (50 p.). Final assessment: A – 100–94% (Excellent), B – 93–87% (Very Good), C – 86–80% (Good), D – 79–73% (Satisfactory), E – 72–65% (Passing). | |
| Learning objectives: The student: 1. can characterise basic onomastic terms 2. can evaluate the impact of an individual's social status on the form of anthroponyms in a social group 3. understands the basic characteristics of anthroponym modelling 4. can appropriately interpret anthroponym models and the functioning of proper names in communication. 5. can evaluate the linguistic and extralinguistic influence on toponyms 6. understands the basic characteristics of toponym functioning in terms of their use in social groups 7. can design and perform heuristic research of toponymy, hydronymy, and urbanonymy including material sorting, processing, and interpretation 8. can appropriately interpret toponyms from the lexical-semantic and word-formation viewpoints. | |
| Brief outline of the course: Anthroponomastics as part of onomastics. Basic concepts and terms. The linguistic aspect of a name (designation). Proper names in the onymic system and their functioning in communication. University students and onomastic research. Methods and resources for heuristic proper name research. Basic processing in onymic research. Anthroponomastic research in practice. The specificities of toponomastics in the context of onomastics. Functioning of toponyms in social practice; analysing different types of toponyms: geographic names, hydronyms, oikonoms, urbanonyms... The social role of toponyms and their position in social communication – social toponyms. Teacher and toponomastic research. | |
| Recommended literature: 1. BLANÁR, V.: Teória vlastného mena : Status, organizácia a fungovanie v spoločenskej komunikácii. Bratislava : Veda, 1996. | |

2. BLANÁR, V. Vlastné meno vo svetle teoretickej onomastiky. Proper Names in the Light of Theoretical Onomastics. Martin: Matica slovenská, 2009.
3. KRŠKO, J. 2014. Úvod do toponomastiky. Banská Bystrica : Vydavateľstvo Univerzity Mateja Bela v Banskej Bystrici – Belianum, Filozofická fakulta, 2014. 176 s. ISBN 978-80-557-0729-7.
4. KRŠKO, J. 2016. Všeobecnolingvistické aspekty onymie. (Z problematiky onymického komunikačného registra). Banská Bystrica : Vydavateľstvo Univerzity Mateja Bela v Banskej Bystrici – Belianum, Filozofická fakulta, 2016. 146 s. ISBN 978-80-557-1123-2.
5. MAJTÁN, M. 1994. Najstaršie osobné mená a vývin priezvisk na Slovensku. In: Slovenská archivistika, roč. XXIX, 1994, č. 1, s. 94-108.
6. MAJTÁN, M. 1996. Z lexiky slovenskej toponymie. Bratislava : VEDA, 1996. 191 s. ISBN 80-224-0480-2.
7. MAJTÁN, M. – POVAŽAJ, M. 1998. Vyberte si meno pre svoje dieťa. Bratislava : ART AREA, spol. s r. o., 1998. 344 s. ISBN 80-88879-48-5.
8. PLESKALOVÁ, J. Vývoj vlastných jmen osobních v českých zemích v letech 1000-2010. Brno: Masarykova univerzita, 2011.
9. SUPERENSKAJA, A., V. 1973. Obščaja teorija imeni sobstvennogo. Moskva : Nauka, 1973. 364 s.
10. SVOBODA, J. a i. 1973. Základní soustava a terminologie slovanské onomastiky. In: Zpravodaj Místopisné komise ČSAV, roč. 14, 1973. 280 s.
11. ŠMILAUER, V. 1966. Úvod do toponomastiky. Praha : SPN, 1966. 230 s.
12. ŠMILAUER, V. 1970. Příručka slovanské toponomastiky. Praha : Academia, 1970. 216 s.
13. ŠRÁMEK, R. Úvod do obecné onomastiky. Brno: Masarykova univerzita, 1999.

Language of instruction:

Slovak

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: prof. Mgr. Jaromír Krško, PhD.

Last changed: 27.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-aju-310 | Course name: British Society in Painting |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2., 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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% a) continuous assessment: Essays 50% b) final assessment: Final written test: 50% | |
| Learning objectives: 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 | |
| Brief outline of the course: | |
| Recommended literature: 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. | |
| Language of instruction: English | |
| Notes: student time load: student workload in hours per semester: 90 | |

| 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: PhDr. Roman Ličko, PhD. | | | | | | | |
| Last changed: 31.05.2022 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

| | |
|---|--------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajs-320 | Course name: Canadian Studies |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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) a) continuous assessment: 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:) 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

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-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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|---------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-cho-01 | Course name: Chrematonomastics |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 1. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) Continuous assessment: presentation of a project focused on chrematonyms in a selected area of society, e.g. company names in Košice or institutionyms in Banská Bystrica (0–25 p.); evaluation of specialised discussions (0–5 p.). b) Continuous assessment: seminar paper (0–70 p.) Maximum score: 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 65 for completing the given requirements. | |
| Learning objectives: 1. The student understands terms and concepts in chrematonomastics. 2. They can characterise chrematonyms and onyms in terms of communication and types. 3. They understand the relationships and links between chrematonyms and anthroponyms, toponyms/geonyms as well as the dynamics of chrematonyms as a synchronous-diachronous category. 4. They can effectively apply the existing specialised knowledge to their own research activities focused on Slovak chrematonyms as abstract or concrete human creations. 5. They can evaluate how the research of chrematonyms contributes to onymy research in general (in terms of dynamics). | |
| Brief outline of the course: Chrematonomastics as part of onomastics. Onyms in communication and their typology. Chrematonym classification: abstract and concrete chrematonyms. Types of chrematonyms. Faleronyms. Institutionyms. Firmonyms. Literaronyms. Musiconyms. Pinaconyms. Poreionyms (names of trains, cars, airplanes, ships). Pragmatonyms. Serionyms. Uniconyms. Chrematonym formation. Function. Chrematonym modelling. Application in communication- Chrematonymic dynamics as a factor of onymic dynamics. | |
| Recommended literature: 1. BLANÁR, V.: Teória vlastného mena. (Status, organizácia a fungovanie v spoločenskej komunikácii). Bratislava: Veda, 1996. 250 s. 2. GAŁKOWSKI, Gałkowski, A.: Chrematonimy w funkcji kulturowo-użytkowej. Onomastyczne studium porównawcze na materiale polskim, włoskim, francuskim. Łódź: Wydawnictwo Uniwersytetu Łódzkiego. 2008. 390 s. 2. vyd. 2011. 388 s. | |

3. GAŁKOWSKI, A.: Definicja i zakres chrematonimii. *Folia onomastica Croatica*, 27, Zagreb, 2018, s. 1 – 14.
4. HORECKÝ, J.: Logonomastika ako onomastická disciplína. In: Jazyková a mimojazyková stránka vlastných mien. 11. slovenská onomastická konferencia. Nitra 19. – 20. mája 1994. Zborník referátov. Zost. E. Krošláková. Bratislava – Nitra: Jazykovedný ústav Ľ. Štúra SAV – Vysoká škola pedagogická, 1994, s. 76 – 78.
5. IMRICHOVÁ, M.: Logonymá v systéme slovenčiny. Prešov: Prešovská univerzita, 2002. 142 s. ISBN 80-8068-111-2
6. MAJTÁN, M.: Klasifikácia chrématonymie. In: Chrématonymia z hľadiska teórie a praxe. Sborník z 3. celostátného seminára „Onomastika a škola“, Ústí nad Labem 21. – 22. 6. 1988. Red. R. Šrámek – L. Kuba. Brno: ČSAV, 1989, s. 7 – 13.
7. MAGDA-CZEKAJ, M.: O kolekcjonerskich nazwach własnych – na przykładzie nazw muszli. W komunikacyjnej przestrzeni nazw własnych i pospolitych. Ed. Łuc, Izabela; Poglódek, Małgorzata. Katowice: Wydawnictwo Uniwersytetu Śląskiego, 2012, s. 243–2545.
8. ODALOŠ, P.: K problematike názvov firiem. In: *Studia Academica Slovaca*. 24. Prednášky XXXI. letného seminára slovenského jazyka a kultúry. Red. J. Mlacek. Bratislava: Stimul, 1995, s. 127 – 134.
9. ODALOŠ, P.: Nové slovenské chrématonymá. In: *Slovenská reč*, roč. 63, 1998, č. 6, s. 337 – 342.
10. ODALOŠ, P.: Dynamika chrématonymie ako faktor dynamizácie onymie. In: *Chrematonymia jako fenomen współczesności*. Red. M. Biolik – J. Duma. Olsztyn: Wydawnictwo Uniwersytetu Warmińsko-Mazurskiego v Olsztynie, 2011, s. 347 – 356.
11. ODALOŠ, P.: O sémantických príznakoch (aj) názvov vlakových spojov. In: *Jazykovedné štúdie* 29. Život medzi apelatívami a propriami. Bratislava: Veda 2011. s. 148 –155.
12. ODALOŠ, P.: Literáronymá v slovenskej literatúre. Banská Bystrica: Univerzita Mateja Bela. 2012. 160 s., 2. vyd. 2020 220 s.
13. ODALOŠ, P. Modelovanie a modely chrématonym. 19. slovenská onomastická konferencia. Ed. Valentová, Iveta. Bratislava: Veda, 2015, s. 464 – 472.
14. ODALOŠ, P.: Sústava slovenskej onomastickej terminológie (vznik, existencia, variantné možnosti vývoja a štandardizácie). *Konvergenzie a divergenzie v propriálnej sfére*. Ed. Chomová, Alexandra; Krško, Jaromír; Valentová, Iveta. Banská Bystrica – Bratislava: Filozofická fakulta Univerzity Mateja Bela – Jazykovedný ústav Ľ. Štúra SAV – Veda, vydavateľstvo Slovenskej akadémie vied, 2019, s. 3–70.
15. ODALOŠ, P.: Paradigmatic Types of Onomastics. *Onomastics. Annales Universitatis Mariae Curie-Skłodowska. Sectio FF. Philologiae. Onomastics I*. Ed. Siwiec, Adam. Lublin: Wydawnictwo Uniwersytetu Marie Curie-Skłodowskiej, 35–46. Odaloš, Pavol. v tlači.
16. ODALOŠ, P. – VALLOVÁ, E.: Sústava slovanskej onomastickej terminológie (vznik, existencia, neuralgické miesta, aktualizácia) = Sustav slavenske onomastičke terminologije (nastanak, postojanje, neuralgična mjesta, aktualizacija) / In *Folia Onomastica Croatica*. - Zahreb : Hrvatska akademija znanosti i umjetnosti, 2020. - ISSN 1330-0695. - Roč. 29, č. 1 (2020), s. 169 – 202.
17. ŠRÁMEK, R.: Chrématonymický objekt. In: *Chrématonymia z hľadiska teórie a praxe*. Sborník z 3. celostátného seminára "Onomastika a škola", Ústí nad Labem 21. – 22. 6. 1988. Zost. R. Šrámek – L. Kuba. Brno 1989, s. 13 – 20.
18. DVONČ, L.: Názvy politických strán a hnutí a ich skratky. *Slovenská reč*, 60, 1995, č. 1, s. 26 – 32.
19. ŠRÁMEK, R.: Úvod do obecné onomastiky. Brno: Masarykova univerzita, 1999. 191 s.
20. ŽIGO, P.: Budú v onomastike aj muzikonymá. *Slovenská reč*, 75, Bratislava, 2010, s. 270 – 277.

| | | | | | | | |
|---|-----|-----|-----|-----|-------|-------|-----|
| Language of instruction: Slovak | | | | | | | |
| Notes:student time load: 150 h. Presence study (L, S, C): 26 h. Working with specialised literature and sources: 13 h. Seminar preparation: 13 h. Research: 26 h. Preparation of the presentation: 26 h. Seminar paper preparation: 46 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: Dr. h. c. prof. PaedDr. Pavol Odaloš, CSc. | | | | | | | |
| Last changed: 27.10.2022 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ksm-01 | Course name: Communication with Media |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) continuous assessment: Case study – discussion (0–30 p.), continuous test (0–20 p.) b) final assessment: creation of a text in accordance with the selected genre and topic, colloquium (0–50 p.). Maximum score: 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 65 for completing the given requirements. | |
| Learning objectives: The student: <ol style="list-style-type: none"> 1. can identify the essence, understands the concepts and terminology, and cognitively process the aspects of the media environment 2. understands the crucial cognitive-communication relationships and contexts in media environments 3. assumes critical attitudes to different media structures and their programme offer 4. can evaluate specialised and social specificities of the comparative approach to media studies and media communication. | |
| Brief outline of the course: Media institutional profile. Society vs. media/media vs. society. Structure of media. Media ownership. Supranational media. Communicator – interests – audience (legal communication). Editorial board. Image – public relations – goodwill. Final colloquium. | |
| Recommended literature: a) primary: BEDNÁŘ, V.: Internetová publicistika. Praha : Grada Publishing, 2011. BUČEK, J.: Moderátor – hlavná alebo vedľajšia postava mediálneho produktu. Bratislava : UK, 2012. | |

FTOREK, J.: Manipulace a propaganda na pozadí současné informační války. Praha : Grada Publishing, 2017.

HALLIN, D. C. – MANCINI, P.: Systémy médií v postmoderním světě. Praha : Portál, 2008.

KŘEČEK, J.: Politická komunikace. Od Res publica do public relations. Praha : Grada, 2013.

McCOMBS, M.: Agenda Setting. Praha : Portál, 2009.

RUSNÁK, J. a kol.: Texty elektronických médií. Prešov : PU, 2010.

RUß-MOHL, S. – BAKIČOVÁ, H.: Žurnalistika. Praha : Grada Publishing, 2005.

RŮŽIČKA, V.: Politika a média v konzumní společnosti. Praha : Grada, 2011.

SLANČOVÁ, D. a kol.: Úvod do štúdia žurnalistických žánrov v tlačových médiách. Prešov : PU, 2021.

URBAN, L. – DUBSKÝ, J. – MURDZA, K.: Masová komunikace a veřejné mínění (s. l. : 2011).

VAŠÍČKOVÁ, D.: Práca redaktora v televíznom prostredí. Bratislava : UK, 2002.

VOJTEK, J.: Úvod do organizácie redakčnej práce a redigovania. Bratislava : FF UK, 2000.

b) secondary:

BYSTRICKÝ, V. – ROGULOVA, J.: Storočie propagandy. Bratislava : AEP, 2005.

ČMEJRKOVÁ, S. – HOFFMANNOVÁ, J. (eds.): Jazyk – média – politika. Praha : Academia, 2003.

DOBELLI, R.: Umenie digitálneho života. Bratislava : Ikar, 2021.

GOLDBERG, B.: Jak novináři manipulují. Praha : Juraj Lajda – Ideál, 2009.

GREIFFENSTERN/ová, S.: The Influence of Computers, The Internet and Computer-Mediated Communication on Everyday English. Berlin : Logos, 2010.

HVÍŽDALA, K.: Mardata – Vzpoury v žurnalistice. Praha : Portál, 2011.

JABŁOŃSKI, A. a kol.: Politický marketing. Brno : Barrister & Principal, 2006.

KOPECKÝ, L.: Public relations. Dějiny – teorie – praxe. Praha : Grada Publishing, 2013.

LAPČÍK, M.: Televizní zpravodajství jako paradox. Jak (ne)rozumět zpravodajství I. Olomouc : Univerzita Palackého v Olomouci, 2012.

MARMION, J.-F. (ed.): Psychológia stupidity. Bratislava : Vydavateľstvo Motýľ, 2021.

OSVALDOVÁ, B. – KOPÁČ, R. (eds.): Co je bulvár, co je bulvarizace. Praha : Univerzita Karlova, 2016.

PATRÁŠ, V.: Sociolingvistické aspekty elektronickej podmienenej komunikácie. Karviná : OPF SU, 2009.

POSPÍŠIL, J.: Jak na média. Praha : Computer Média, 2011.

SEDLÁKOVÁ, R.: Výzkum médií. Nejužívanější metody a techniky. Praha : Grada Publishing, 2014.

ŠKOLKAY, A.: Média a globalizácia. Bratislava : Škola komunikácie a médií, 2009.

ZASEPA, T. – IZRAEL, P.: Televízia u nás doma. Ružomberok : Verbum, vydavateľstvo KU, 2011.

Language of instruction:

Slovak

Notes: student time load:

120 h

Presence study (L, S, C): 26

Working with specialised literature and sources: 20

E-learning: 20

Case studies: 30

Preparation for the final assessment: 24

| 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: prof. PaedDr. Vladimír Patráš, CSc. | | | | | | | |
| Last changed: 31.01.2024 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

| | |
|---|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-mfi-01 | Course name: Company and Institutional Names |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) Continuous assessment: presentation of a project focused on names of companies and institutions in a selected area of society, e.g. company names in Nitra or institutionyms in Banská Bystrica (0–25 p.); evaluation of specialised discussions (0–5 p.). b) Continuous assessment: seminar paper (0–70 p.) Maximum score: 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 65 for completing the given requirements. | |
| Learning objectives: The student: 1. understands terms and concepts in chrematonomastics. 2. can characterise chrematonyms and onyms in terms of communication and types. 3. understands the relationships between chrematonyms vs. anthroponyms and toponyms/geonyms and understands that chrematonyms are a dynamic factor in the development of onymy. 4. can effectively apply the existing specialised knowledge to their own research activities focused on abstract chrematonyms as the proper names referring to abstract human creations. 5. can evaluate how the research of abstract chrematonyms contributes to onymy research in general. | |
| Brief outline of the course: Chrematonomastics as part of onomastics. Onyms in communication and their typology. Chrematonym classification: abstract and concrete chrematonyms. Abstract chrematonyms. Characteristics of abstract chrematonyms. Faleronyms. Institutionyms. Firmonyms. Literaronyms. Musiconyms. Pinaconyms. Poreionyms (names of trains, cars, airplanes, ships). The formation of abstract chrematonyms. Functions of abstract chrematonyms. Modelling abstract chrematonyms. Abstract chrematonyms in communication. Chrematonymic dynamics as a factor of onymic dynamics. | |
| Recommended literature: 1. BLANÁR, V.: Teória vlastného mena. (Status, organizácia a fungovanie v spoločenskej komunikácii). Bratislava: Veda, 1996. 250 s. 2. GAŁKOWSKI, Gałkowski, A.: Chrematonimy w funkcji kulturowo-użytkowej. Onomastyczne studium porównawcze na materiale polskim, włoskim, francuskim. Łódź: Wydawnictwo Uniwersytetu Łódzkiego. 2008. 390 s. 2. vyd. 2011. 388 s. | |

3. GAŁKOWSKI, A.: Definicja i zakres chrematonimii. *Folia onomastica Croatica*, 27, Zagreb, 2018, s. 1 – 14.
4. HORECKÝ, J.: Logonomastika ako onomastická disciplína. In: Jazyková a mimojazyková stránka vlastných mien. 11. slovenská onomastická konferencia. Nitra 19. – 20. mája 1994. Zborník referátov. Zost. E. Krošláková. Bratislava – Nitra: Jazykovedný ústav Ľ. Štúra SAV – Vysoká škola pedagogická, 1994, s. 76 – 78.
5. IMRICHOVÁ, M.: Logonymá v systéme slovenčiny. Prešov: Prešovská univerzita, 2002. 142 s. ISBN 80-8068-111-2
6. MAJTÁN, M.: Klasifikácia chrématonymie. In: Chrématonymia z hľadiska teórie a praxe. Sborník z 3. celostátného seminára „Onomastika a škola“, Ústí nad Labem 21. – 22. 6. 1988. Red. R. Šrámek – L. Kuba. Brno: ČSAV, 1989, s. 7 – 13.
7. MAGDA-CZEKAJ, M.: O kolekcjonerskich nazwach własnych – na przykładzie nazw muszli. W komunikacyjnej przestrzeni nazw własnych i pospolitych. Ed. Łuc, Izabela; Poglódek, Małgorzata. Katowice: Wydawnictwo Uniwersytetu Śląskiego, 2012, s. 243–2545.
8. ODALOŠ, P.: K problematike názvov firiem. In: *Studia Academica Slovaca*. 24. Prednášky XXXI. letného seminára slovenského jazyka a kultúry. Red. J. Mlacek. Bratislava: Stimul, 1995, s. 127 – 134.
9. ODALOŠ, P.: Nové slovenské chrématonymá. In: *Slovenská reč*, roč. 63, 1998, č. 6, s. 337 – 342.
10. ODALOŠ, P.: Dynamika chrématonymie ako faktor dynamizácie onymie. In: *Chrematonymia jako fenomen współczesności*. Red. M. Biolik – J. Duma. Olsztyn: Wydawnictwo Uniwersytetu Warmińsko-Mazurskiego v Olsztynie, 2011, s. 347 – 356.
11. ODALOŠ, P.: O sémantických príznakoch (aj) názvov vlakových spojov. In: *Jazykovedné štúdie 29. Život medzi apelatívami a propriami*. Bratislava: Veda 2011. s. 148 –155.
12. ODALOŠ, P.: Literáronymá v slovenskej literatúre. Banská Bystrica: Univerzita Mateja Bela. 2012. 160 s., 2. vyd. 2020 220 s.
13. ODALOŠ, P. Modelovanie a modely chrématonym. 19. slovenská onomastická konferencia. Ed. Valentová, Iveta. Bratislava: Veda, 2015, s. 464 – 472.
14. ODALOŠ, P.: Sústava slovenskej onomastickej terminológie (vznik, existencia, variantné možnosti vývoja a štandardizácie). *Konvergenzie a divergenzie v propriálnej sfére*. Ed. Chomová, Alexandra; Krško, Jaromír; Valentová, Iveta. Banská Bystrica – Bratislava: Filozofická fakulta Univerzity Mateja Bela – Jazykovedný ústav Ľ. Štúra SAV – Veda, vydavateľstvo Slovenskej akadémie vied, 2019, s. 3–70.
15. ODALOŠ, P.: Paradigmatic Types of Onomastics. *Onomastics. Annales Universitatis Mariae Curie-Skłodowska. Sectio FF. Philologiae. Onomastics I*. Ed. Siwiec, Adam. Lublin: Wydawnictwo Uniwersytetu Marie Curie-Skłodowskiej, 35–46. Odaloš, Pavol. v tlači.
16. ODALOŠ, P. – VALLOVÁ, E.: Sústava slovanskej onomastickej terminológie (vznik, existencia, neuralgické miesta, aktualizácia) = Sustav slavenske onomastičke terminologije (nastanak, postojanje, neuralgična mjesta, aktualizacija) / In: *Folia Onomastica Croatica*. - Zahreb : Hrvatska akademija znanosti i umjetnosti, 2020. - ISSN 1330-0695. - Roč. 29, č. 1 (2020), s. 169 – 202.
17. ŠRÁMEK, R.: Chrématonymický objekt. In: *Chrématonymia z hľadiska teórie a praxe*. Sborník z 3. celostátného seminára "Onomastika a škola", Ústí nad Labem 21. – 22. 6. 1988. Zost. R. Šrámek – L. Kuba. Brno 1989, s. 13 – 20.
18. DVONČ, L.: Názvy politických strán a hnutí a ich skratky. *Slovenská reč*, 60, 1995, č. 1, s. 26 – 32.
19. ŠRÁMEK, R.: Úvod do obecné onomastiky. Brno: Masarykova univerzita, 1999. 191 s.
20. ŽIGO, P.: Budú v onomastike aj muzikonymá. *Slovenská reč*, 75, Bratislava, 2010, s. 270 – 277.

| | | | | | | | |
|--|-----|-----|-----|-----|-------|-------|-----|
| Language of instruction: Slovak | | | | | | | |
| Notes:student time load: Total: 150 h. Presence study (L, S, C): 26 h. Working with specialised literature and sources: 13 h. Seminar preparation: 13 h. Research: 26 h. Preparation of the presentation: 26 h. Seminar paper preparation: 46 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: Dr. h. c. prof. PaedDr. Pavol Odaloš, CSc. | | | | | | | |
| Last changed: 28.10.2022 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

| | |
|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajp-305 | Course name: Conference Interpreting |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: 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 | |
| Learning objectives: The student <ol style="list-style-type: none"> 1. masters the basic conference terminology (English ↔ Slovak), 2. can handle interpreting terminology and create multilingual glossaries, 3. is familiar with the specifics of conference interpreting, 4. has acquired the basic skills needed to manage conference interpreting (low consecutive, high consecutive, simultaneous interpretation), 5. while performing a simulated conference can handle multiple tasks (moderator, speaker, interpreter), 6. is able to apply acquired knowledge and experience in practice, 7. masters the main principles of interpreting crisis management. | |
| Brief outline of the course: 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. | |
| Recommended literature: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-pol-205 | Course name: Contemporary Poland (A2 - B1) |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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 (%). a) continuous assessment: Completing homework: 0–30 p. Written test in week 13: 35 p. b) final assessment: Oral exam during the exam period: 35 p. | |
| Learning objectives: 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. | |
| Brief outline of the course: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|--|-----|---|-----|-----|-------|-------|-----|
| University: Matej Bel University in Banská Bystrica | | | | | | | |
| Faculty: Faculty of Arts | | | | | | | |
| Code: 2d-rus-232 | | Course name: Contemporary Russia (A2 - B1) | | | | | |
| Type, extent and method of instruction: | | | | | | | |
| Form of instruction: Seminar | | | | | | | |
| Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) | | | | | | | |
| Recommended number of periods: 26 | | | | | | | |
| Method of study: combined | | | | | | | |
| Number of credits: 3 | | | | | | | |
| Recommended semester/trimester: 2., 4. | | | | | | | |
| Level: II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course completion conditions: | | | | | | | |
| 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%). | | | | | | | |
| a) continuous assessment: | | | | | | | |
| Active participation in seminars: 50% | | | | | | | |
| b) final assessment: | | | | | | | |
| Discussion on the selected topic: 50% | | | | | | | |
| Learning objectives: | | | | | | | |
| 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. | | | | | | | |
| Brief outline of the course: | | | | | | | |
| The course addresses a broad variety of current social, political, and cultural issues presented by mass media in Russia and abroad. | | | | | | | |
| Recommended literature: | | | | | | | |
| current Russian print, TV, radio, Internet | | | | | | | |
| Language of instruction: | | | | | | | |
| Slovak, Russian (B2) | | | | | | | |
| Notes:student time load: | | | | | | | |
| 120 h. | | | | | | | |
| Active participation in seminars: 26 h. | | | | | | | |
| Text preparation: 94 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. |

Course Description

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|--|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ssl-01 | Course name: Contemporary Slovak Literature 1 |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: During the semester, the student creates a presentation addressing the selected topics in poetry and drama, discuss a literary review, and take the final exam. 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. 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. continuous assessment: Presentation (a topic in poetry): 25 p. Presentation of a drama text (application of a specific concept to drama): 25 p. final assessment: written/oral exam 50 p. | |
| Learning objectives: The student learns about the development of poetological aspects in individual poetic concepts and group formations, traditional and alternative poetry programmes from the 1950s until today. They can identify, analyse, and interpret the ideas and aesthetic models in poetry, determine their historical and contemporary value, and evaluate poetry in a broader context of the current Slovak literary development. The student learns about the metacriticism of Slovak poetry. They understand the evolution of drama since the 1950s and can identify the relevant attributes of the concepts presented upon analysis of a selected text. | |
| Brief outline of the course: The themes and motives in Slovak poetry in the 1950s and 1960s. Themes, motives, and means of expressions in the poetry of M. Rúfus, M. Válek, and M. Kováč. Ivan Laučík, the “lonely runner”. The poetry of Š. Strážay, M. Haugová, M. Dobrovičová. Critical reflection of more and less known poets (E. Gombala, O. Nagaj, M. Bartoš, etc.). Fragments of contemporary literary criticism (poetry) – 1995–2008. Theory and practice of literary criticism focused on poetry collections and poems. Criticism of poetry criticism in selected periodicals. | |

Slovak drama in the second half of the 20th century. Overcoming Socialist Realism (P. Karvaš, I. Bukovčan, O. Zahradník). Elements of existential drama in Slovak plays with the focused on the last 25 years of the 20th century. Slovak absurd drama (M. Lasica a J. Satinský, L. Feldek, S. Štepka). The end of the 20th century (Postmodernism – main representatives). Conceptual differences in the models observed.

Recommended literature:

- MARČOK, V. a kol. 2004. Dejiny slovenskej literatúry III. Bratislava : LIC, 2004.
 Súčasná slovenská literatúra po roku 1989. Heslár vybraných slovenských literárnych tvorcov debutujúcich po roku 1989. Martin : Matica slovenská, 2015.
 MILČÁK, M. 2010. Mýtus a báseň. Levoča : Modrý Peter, 2010.
 ZAMBOR, J. 2010. Tvarovanie básne, tvarovanie zmyslu. Bratislava : Veda, 2010.
 BOKNÍKOVÁ, A. 2012. Zo slovenskej poézie šesťdesiatych rokov 20. storočia. Bratislava : UK, 2012.
 ZAMBOR, J. 2013. Niečo ako láska, niečo ako soľ. Miroslav Válek v interpretáciách. Bratislava : LIC, 2013.
 KASARDA, M. 1996. Osamelí bežci – správy z ľudského vnútra, L.C. A., 1996 TATÁR, J. 2013. Z poézie troch storočí. Banská Bystrica : Belianum, 2013.
 K teoretickým a praktickým aspektom slovenskej literárnej kritiky po roku 2000. Ed. Marta Součková. Prešov : Filozofická fakulta PU v Prešove, 2019.
 ŠTEFKO, V. 1992. Slovenská dráma. Bratislava : Koordinačná rada pre vydávanie divadelných hier a teatrologickej literatúry, 1992.
 ČAHOJOVÁ, B. 2002. Slovenské divadlo a dráma v zrkadlách moderny a postmoderny. Bratislava : Divadelný ústav, 2002.
 MISTRÍK, M. 2002. Slovenská absurdná dráma. Bratislava : Veda, 2002.
 ŠTEFKO, V. a kol. 2011. Dejiny slovenskej drámy 20. storočia. Bratislava : Slovenské divadlo, 2011.

Language of instruction:

Slovak

Notes:student time load:

150 h.
 Self-study: 75 h.
 Combined study (lectures/seminars/consultations): 25 h.
 Creating presentations: 50 h.

Course assessment

The final number of assessed students: 36

| A | B | C | D | E | FX(0) | FX(1) | n |
|-------|-------|-------|------|-----|-------|-------|-----|
| 47.22 | 36.11 | 11.11 | 2.78 | 0.0 | 0.0 | 2.78 | 0.0 |

Instructor: Mgr. Eva Pršová, PhD., PaedDr. Zuzana Bariaková, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ssl-02 | Course name: Contemporary Slovak Literature 2 |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: During the semester, the student gives a presentation during a seminar (30 minutes). The Seminar paper is 8 pgs long. The maximum number of points consisting of continuous and final assessment is 100. 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. a) Continuous assessment: presentation (0–50 p.) b) Final assessment: seminar paper (0–50 p.) | |
| Learning objectives: 1. The student understands the concepts and terminology in drama 2. understands how drama evolved after 1989 and at the beginning of the 21st century 3. understands and can identify the relevant attributes of authorial concepts 4. can analyse a selected text and interpret it in terms of artistic values in life | |
| Brief outline of the course: Slovak drama from the 1990s until present. Social, political, and cultural specificities of the period and their reflection in drama. The importance of non-professional theatres in the origins of “new” drama, competitions, festivals, transformations in dramaturgy, directing, and genres. Major contemporary drama authors: K. Horák, V. Klimáček, Eva Maliti-Fraňová, D. Vicen, S. Lavřík, L. Kerata, Dodo Gombár, P. Pavlac, I. Horváthová, J. Juráňová, J. Bodnárová, etc. Conceptual differences in the models observed. | |
| Recommended literature: 1. SOUČKOVÁ, M.: P(r)ózy po roku 1989. Bratislava : Ars Poetica, 2009. 2. ŠRANK, J.: Nesamozrejmá poézia. Bratislava : Literárne informačné centrum, 2009. 3. ŠRANK, J.: Individualizovaná literatúra. Nitra : Cathedra, 2013. 4. KRČMÉRYOVÁ, E.: Poznámky k prozaickej (de)generácii. Bratislava : FF UK, 2008. 5. ŠTEFKO, V. 1992. Slovenská dráma. Bratislava : Koordinačná rada pre vydávanie divadelných hier a teatrologickej literatúry, 1992. 6. ČAHOJOVÁ, B. 2002. Slovenské divadlo a dráma v zrkadlách moderny a postmoderny. Bratislava : Divadelný ústav, 2002. 7. MISTRÍK, M. 2002. Slovenská absurdná dráma. Bratislava : Veda, 2002 | |

| | | | | | | | |
|--|-------|------|-----|-----|-------|-------|-----|
| 8. ŠTEFKO, V. a kol. 2011. Dejiny slovenskej drámy 20. storočia. Bratislava : Slovenské divadlo, 2011. | | | | | | | |
| Language of instruction: Slovak | | | | | | | |
| Notes:student time load: 150 h. Presence study (L, S, C): 26 h. Reading primary literary texts: 34 h. Specialised text analysis: 30 h. Presentation: 30 h. seminar paper: 30 h. | | | | | | | |
| Course assessment The final number of assessed students: 39 | | | | | | | |
| A | B | C | D | E | FX(0) | FX(1) | n |
| 71.79 | 20.51 | 7.69 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Instructor: PaedDr. Zuzana Bariaková, PhD., Mgr. Eva Pršová, PhD., Mgr. Martina Kubealaková, PhD. | | | | | | | |
| Last changed: 28.10.2022 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

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|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-psu-64 | Course name: Continuous Teaching Practice |
| Type, extent and method of instruction: Form of instruction: Prax Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 30s Method of study: combined | |
| Number of credits: 2 | |
| Recommended semester/trimester: 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) continuous assessment: - completing pedagogical practice - observations and individual reports. b) final assessment: Material portfolio from pedagogical practice: - written reports from the didactic observations of the teaching classes - observations by the supervising teacher and observations of the student's colleagues. - written preparations for the direct teaching activity, including the didactic analysis of the curriculum. - the student's own evaluation of the pedagogical practice - report from the practice including suggestions and recommendations. - written evaluations of the particularly taught teaching lessons by the supervising teacher (the assessment is written on an assessment sheet in which the supervising teacher comments on particular parts of the teaching process). The maximum number of points obtained from the continuous and final assessment is 100. The overall final assessment comes out from the sum of the part from the continuous and final assessment and is based on 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 a minimum of 65 points for fulfilling certain conditions. Requirements and recommended literature are updated every year in the course's syllables. | |
| a) continuous assessment: -completing pedagogical practice - observations and individual reports. | |
| b) final assessment: Material portfolio from pedagogical practice: - written reports from the didactic observations of the teaching classes - observations by the supervising teacher and observations of the student's colleagues. - written preparations for the direct teaching activity, including the didactic analysis of the curriculum. - the student's own evaluation of the pedagogical practice - report from the practice including suggestions and recommendations. | |

- written evaluations of the particularly taught teaching lessons by the supervising teacher (the assessment is written on an assessment sheet in which the supervising teacher comments on particular parts of the teaching process).

The maximum number of points obtained from the continuous and final assessment is 100.

The overall final assessment comes out from the sum of the part from the continuous and final assessment and is based on 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 a minimum of 65 points for fulfilling certain conditions.

Requirements and recommended literature are updated every year in the course's syllables.

Learning objectives:

The student will be able to:

1. Integrate the heterogeneous practical experience which he/she acquired during the previous practice with new conditions and links the student did not know before.
2. Have the opportunity to comprehensively observe the work of Slovak language and literature teachers with students in various types of schools.
3. Comprehensively learn the activity of a teacher.
4. Learn the particular educational situations formed during and outside of the teaching process.
5. Acquire activities and perform tasks near to the requirements of an actual teaching job, including outer teaching activities.

Brief outline of the course:

Continuous teaching practice is considered the highest, complex and integrating form of the practical preparation of students from pedagogical faculties. The content of the continuous pedagogical practice is the preparation of a teaching lesson project on language, writing and literary components from the Slovak Language and Literature course in lower and higher secondary education according to the instructions from the supervising teachers, consulting the preparation with the supervising teacher and then consequently leading the teaching lesson by himself/herself.

Recommended literature:

1. DOUŠKOVÁ, A. a i.. Zo študenta učiteľ'. Banská Bystrica : PdF, 2012.
2. KALHOUST, Z. – OBST, O. a kol.: Školní didaktika. Praha : Portál, 2002.
3. KOŽUCHOVÁ, M. – OBDRŽÁLEK, Z. – PORUBSKÁ, E. – KÁNIK, R.: Didaktika pre učiteľov základnej a strednej školy. Bratislava : Veda, 2000.
4. LÁSZLÓ, K. - BABICOVÁ, Z.: Koncepcia pedagogickej praxe v študijnom odbore učiteľstvo akademických predmetov na UMB.
5. LÁSZLÓ, K.: Teória a prax vo vzdelávaní učiteľov. 1. vyd. Banská Bystrica : UMB, 1996.
6. LÁSZLÓ, K. – OSVALDOVÁ, Z.: Didaktika. Banská Bystrica : 2014.
7. LÁSZLÓ, K.: Motivácia v edukačnom prostredí. Banská Bystrica : UMB, 2004
8. MIHÁLIK, L.: Analýza vyučovacej hodiny. Bratislava : SPN, 1988.
9. OBDRŽÁLEK, Z. a kol.: Didaktika pre študentov učiteľstva základnej školy. Bratislava : UK, 2003.
10. PETLÁK, E.: Pedagogicko-didaktická práca učiteľa. Bratislava : IRIS, 2000.
11. ZOLYOMIOVÁ, P. – NEMCOVÁ, L. – ŠKVARKOVÁ, Z. 2008. Miesto a úloha pedagogickej praxe v učiteľských a neučiteľských študijných programoch na Katedre pedagogiky PF UMB v Banskej Bystrici. In Pedagogické praxe a odborové didaktiky. Brno.
12. PALENČÁROVÁ, J. – KESSELOVÁ, J. – KUPCOVÁ, J.: Učíme slovenčinu komunikačne a zážitkovo. Bratislava : SPN – Mladé letá, 2003.

Language of instruction:

Slovak

Notes:student time load:

60 hrs. in total, of which:

Combined study: 30 hrs.

Preparation of the portfolio: 30 hrs.

Course assessment

The final number of assessed students: 68

| A | B | C | D | E | FX(0) | FX(1) | n |
|-------|------|-----|-----|-----|-------|-------|-----|
| 98.53 | 1.47 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Instructor: doc. PaedDr. Július Lomenčík, PhD., PaedDr. Zuzana Bariaková, PhD.**Last changed:** 14.12.2021**Approved by:** prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-aju-105 | Course name: Continuous Teaching Practice EN 1 |
| Type, extent and method of instruction: Form of instruction: Prax Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26s Method of study: combined | |
| Number of credits: 2 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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 %). a) continuous assessment: Continuous assessment consists of active participation in discussions with mentor teacher and peers, preparation of own lessons plans, teaching lessons and reflection. b) final assessment: 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). | |
| Learning objectives: Student will be able to: <ol style="list-style-type: none"> 1. prepare a lesson plan with help of mentor teacher; 2. state aims and objectives of the lesson; 3. apply knowledge and skills form ELT methodology; 4. choose and adapt teaching material 5. evaluate own teaching; 6. give feedback to lessons observed. | |
| Brief outline of the course: | |

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, www.statpedu.sk, www.nucem.sk, www.casopisdobraskola.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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-aju-106 | Course name: Continuous Teaching Practice EN 2 |
| Type, extent and method of instruction: Form of instruction: Prax Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26s Method of study: combined | |
| Number of credits: 2 | |
| Recommended semester/trimester: 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: Participation in the preliminary pedagogical practice and making notes from observations (a teacher’s diary) b) final assessment: 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. | |
| Learning objectives: The student: <ol style="list-style-type: none"> 1. has practical experience with teaching the selected subject, 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. 3. is able to create a detailed plan for his/her own teaching as part of his/her pedagogical practice. 4. is able to carry out his/her own lesson plan and is able to self-reflect upon it. | |
| Brief outline of the course: 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. 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, www.statpedu.sk, www.nucem.sk, 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ppn-61 | Course name: Continuous/Observational Practice SL |
| Type, extent and method of instruction: Form of instruction: Prax Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26s Method of study: combined | |
| Number of credits: 2 | |
| Recommended semester/trimester: 1. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) continuous assessment: - presence on the teaching observations b) final assessment: Portfolio from pedagogical practice materials: - written records from the didactic observations of the teaching classes - observations by the supervising teacher. - written preparations for direct teaching including the didactic analysis of the curriculum for freely chosen contents. - the student's own evaluation of the pedagogical practice - report from the practice including the suggestions and recommendations. The maximum number of points obtained from the continuous and final assessment is 100. The overall final assessment comes out from the sum of the part from the continuous and final assessment and is based on the grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are not assigned to the student who acquires less than 65 points for fulfilling certain required conditions. Requests and recommended literature are actualized every year in the syllables of the course. a) continuous assessment: - presence on the teaching observations b) final assessment: Portfolio from pedagogical practice materials: - written records from the didactic observations of the teaching classes - observations by the supervising teacher. - written preparations for direct teaching including the didactic analysis of the curriculum for freely chosen contents. - the student's own evaluation of the pedagogical practice - report from the practice including the suggestions and recommendations. The maximum number of points obtained from the continuous and final assessment is 100. The overall final assessment comes out from the sum of the part from the continuous and final assessment and is based on the grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are not assigned to the student who acquires less than 65 points for fulfilling certain required conditions. | |

Requests and recommended literature are actualized every year in the syllables of the course.

Learning objectives:

The student will:

1. Acquire the first practical experience with the teaching of the Slovak Language and Literature course in lower and higher secondary education.
2. Know how to analyze the particular parts of the teaching class according to the pedagogical, psychological and technical courses.
3. Know how to evaluate the appropriateness of the chosen tools of education.
4. Be able to carry out together with the supervising teacher the didactic analysis of the teaching class.

Brief outline of the course:

During the students' observation on teaching classes it is recommended to observe the following: The preparation of the class and the students for teaching (cleanliness in the class, the teacher's arrival to the class, the preparation of the educational and technical tools and their usage during the education period, manner of checking absences, etc.). Checking homework (in what stage of the class and how was the homework performed, difficulty and extent of the homework, frequency of homework, applied forms and methods of checking, orientation of the homework on the creative thinking of the students, the manner of applying theoretical knowledge on practical activities, the verbal assessment and classification of the student's results etc.). Examination of the student's knowledge (form, content and extent), the activation of society in class during the individual examination, orientation of the teacher towards the creative thinking of the students, the manner of applying theoretical knowledge on practical activities, verbal evaluation and classification of the students' results, etc. Defining whether the topic and target of the teaching class (the manner of motivation on the active acquiring of the curriculum, applying interdisciplinary and inter-course relations, etc.). The exposition of the curriculum (applied forms and tools of the work activity by the teacher and students, representation of the formative component in the teaching process, the modernization of the content, forms and working tools, etc.). Fixation of the newly acquired curriculum (the organization of the curriculum fixing, types of fixation methods, their relation to expositional methods, orientation of the students' attention towards the possibilities of the new knowledge's practical application into practice, formulation and the way of giving control questions, the use of technical tools on the curriculum fixing, feedback in the stage of curriculum fixing, etc.). Homework (the manner of giving homework, motivation for doing homework, individual, individualized, pair and team homework, etc.). The personality of the teacher (the teacher's communicativeness, objectivity, difficulty, respecting the requirements and personal possibilities of the students, gesticulation and mimicry, tidiness, the movement of a teacher towards the class, the teacher's reactions to unpredictable impulses from the class, his/her temperament, speech loudness, etc.).

Recommended literature:

1. DOUŠKOVÁ, A. a i.. Zo študenta učiteľ. Banská Bystrica : PdF, 2012.
2. KALHOUST, Z. – OBST, O.: Školní didaktika. 2. vyd. Praha : Portál, 2002.
3. KOŽUCHOVÁ, M. – OBDRŽÁLEK, Z. – PORUBSKÁ, E. – KÁNIK, R.: Didaktika pre učiteľov základnej a strednej školy. Bratislava : Veda, 2000.
4. LÁSZLÓ, K. – BABICOVÁ, Z.: Koncepcia pedagogickej praxe v študijnom odbore učiteľstvo akademických predmetov na UMB.
5. LÁSZLÓ, K. 1996. Teória a prax vo vzdelávaní učiteľov. 1. vyd. Banská Bystrica : UMB, 1996.
6. LÁSZLÓ, K. – OSVALDOVÁ, Z.: Didaktika. Banská Bystrica : 2014.
7. LÁSZLÓ, K.: Motivácia v edukačnom prostredí. Banská Bystrica : UMB, 2004

8. MIHÁLIK, L.: Analýza vyučovacej hodiny. Bratislava : SPN, 1988.
9. OBDRŽÁLEK, Z a kol.: Didaktika pre študentov učiteľstva základnej školy. Bratislava : UK, 2003.
10. PETLÁK, E.: Pedagogicko-didaktická práca učiteľa. Bratislava : IRIS, 2000.
11. ZOLYOMIOVÁ, P. – NEMCOVÁ, L. – ŠKVARKOVÁ, Z. 2008. Miesto a úloha pedagogickej praxe v učiteľských a neučiteľských študijných programoch na Katedre pedagogiky PF UMB v Banskej Bystrici. In Pedagogické praxe a odborové didaktiky. Brno.
12. PALENČÁROVÁ, J. – KESSELOVÁ, J. – KUPCOVÁ, J.: Učíme slovenčinu komunikačne a zážitkovo. Bratislava : SPN – Mladé letá, 2003.

Language of instruction:

Slovak

Notes:student time load:

60 hrs. in total, of which:

Combined study: 26 hrs.

Preparation of the portfolio: 20 hrs.

Consultations: 14 hrs.

Course assessment

The final number of assessed students: 96

| A | B | C | D | E | FX(0) | FX(1) | n |
|-------|------|-----|------|-----|-------|-------|-----|
| 89.58 | 8.33 | 0.0 | 1.04 | 0.0 | 1.04 | 0.0 | 0.0 |

Instructor: doc. PaedDr. Július Lomenčík, PhD., PaedDr. Zuzana Bariaková, PhD.

Last changed: 14.12.2021

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ppv-62 | Course name: Continuous/Report Practice 1 |
| Type, extent and method of instruction: Form of instruction: Prax Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26s Method of study: combined | |
| Number of credits: 2 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) continuous assessment: -completing pedagogical practice - observations and individual reports. b) final assessment: Material portfolio from pedagogical practice: -written reports from the didactic observations of the teaching classes - observations by the supervising teacher and observations of the student's colleagues. -written preparations for direct teaching activity including the didactic analysis of the curriculum. -the student's own evaluation of pedagogical practice - report from the practice including suggestions and recommendations. -written evaluations of particularly taught teaching lessons by the supervising teacher (the assessment is written on an assessment sheet in which the supervising teacher comments on particular parts of the teaching process). The maximum number of points obtained from the continuous and final assessment is 100. The overall final assessment comes out from the sum of the part from the continuous and final assessment and is based on 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 a minimum of 65 points for fulfilling certain conditions. The requirements and recommended literature are updated every year in the course's syllabies. | |
| a) continuous assessment: - completing pedagogical practice - observations and individual reports. | |
| b) final assessment: Material portfolio from pedagogical practice: - written reports from the didactic observations of the teaching classes - observations by the supervising teacher and observations of the student's colleagues. - written preparations for direct teaching activity including the didactic analysis of the curriculum. - the student's own evaluation of pedagogical practice - report from the practice including suggestions and recommendations. - written evaluations of particularly taught teaching lessons by the supervising teacher (the assessment is written on an assessment sheet in which the supervising teacher comments on particular parts of the teaching process). | |

The maximum number of points obtained from the continuous and final assessment is 100.

The overall final assessment comes out from the sum of the part from the continuous and final assessment and is based on 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 a minimum of 65 points for fulfilling certain conditions.

The requirements and recommended literature are updated every year in the course's syllabies.

Learning objectives:

The student will be able to:

1. Apply the acquired theoretical knowledge from the general didactic, didactics of the Slovak Language and Writing, Pedagogical and Psychological Disciplines courses into particular teaching lessons in the language and writing part of the Slovak Language and Literature course in lower and higher secondary education.
2. Perform in a class full of students and expose the new curriculum with the help of different methods.
3. Activate the students and carry out didactic diagnosing and evaluation.
4. Prepare a detailed preparation for the teaching process with the help of instructions from the supervising teachers.

Brief outline of the course:

The content of the continuous pedagogical practice based on the instructions of the supervising teachers is to produce a teaching class project on the language and content component of the Slovak Language and Literature course in lower and higher secondary education and consult the preparation on teaching with the supervising teacher and consequently lead the teaching class by himself/herself.

Recommended literature:

1. DOUŠKOVÁ, A. a i.: Zo študenta učiteľ. Banská Bystrica : PdF, 2012.
2. KALHOUST, Z. – OBST, O. a kol.: Školní didaktika. Praha : Portál, 2002.
3. KOŽUCHOVÁ, M. – OBDRŽÁLEK, Z. – PORUBSKÁ, E. – KÁNIK, R.: Didaktika pre učiteľov základnej a strednej školy. Bratislava : Veda, 2000.
4. LÁSZLÓ, K. – BABICOVÁ, Z.: Konceptia pedagogickej praxe v študijnom odbore učiteľstvo akademických predmetov na UMB.
5. LÁSZLÓ, K. 1996. Teória a prax vo vzdelávaní učiteľov. 1. vyd. Banská Bystrica: UMB, 1996.
6. LÁSZLÓ, K. – OSVALDOVÁ, Z.: Didaktika. Banská Bystrica : 2014.
7. LÁSZLÓ, K.: Motivácia v edukačnom prostredí. Banská Bystrica : UMB, 2004
8. MIHÁLIK, L.: Analýza vyučovacej hodiny. Bratislava : SPN, 1988.
9. OBDRŽÁLEK, Z. a kol.: Didaktika pre študentov učiteľstva základnej školy. Bratislava : UK, 2003.
10. PETLÁK, E.: Pedagogicko-didaktická práca učiteľa. Bratislava : IRIS, 2000.
11. ZOLYOMIOVÁ, P. – NEMCOVÁ, L. – ŠKVARKOVÁ, Z. 2008. Miesto a úloha pedagogickej praxe v učiteľských a neučiteľských študijných programoch na Katedre pedagogiky PF UMB v Banskej Bystrici. In Pedagogické praxe a odborové didaktiky. Brno.
12. PALENČÁROVÁ, J. – KESSELOVÁ, J. – KUPCOVÁ, J.: Učíme slovenčinu komunikačne a zážitkovo. Bratislava : SPN – Mladé letá, 2003.

Language of instruction:

Slovak

Notes: student time load:

60 hrs. in total, of which:

| | | | | | | | |
|--|------|-----|-----|-----|-------|-------|-----|
| Combined study: 26 hrs. Preparation of the portfolio: 20 hrs. Consultations: 14 hrs. | | | | | | | |
| Course assessment The final number of assessed students: 69 | | | | | | | |
| A | B | C | D | E | FX(0) | FX(1) | n |
| 89.86 | 7.25 | 2.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Instructor: doc. PaedDr. Július Lomenčík, PhD., PaedDr. Zuzana Bariaková, PhD. | | | | | | | |
| Last changed: 14.12.2021 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ppr-63 | Course name: Continuous/Report Practice 2 |
| Type, extent and method of instruction: Form of instruction: Prax Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26s Method of study: combined | |
| Number of credits: 2 | |
| Recommended semester/trimester: 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) continuous assessment: -completing the pedagogical practice - observations and individual reports. b) final assessment: Material portfolio from pedagogical practice: -written reports from the didactic observations of the teaching classes - observations by the supervising teacher and observations of the student's colleagues. -written preparations for the direct teaching activity including the didactic analysis of the curriculum. -the student's own evaluation of the pedagogical practice - report from the practice including suggestions and recommendations. -written evaluations of the particularly taught teaching lessons by the supervising teacher (the assessment is written on an assessment sheet in which the supervising teacher comments on particular parts of the teaching process). The maximum number of points obtained from the continuous and final assessment is 100. The overall final assessment comes out from the sum of the part from the continuous and final assessment and is based on 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 a minimum of 65 points for fulfilling certain conditions. Requirements and recommended literature are updated every year in the course's syllabies. | |
| a) continuous assessment: - completing the pedagogical practice - observations and individual reports. | |
| b) final assessment: Material portfolio from pedagogical practice: - written reports from the didactic observations of the teaching classes - observations by the supervising teacher and observations of the student's colleagues. - written preparations for the direct teaching activity including the didactic analysis of the curriculum. - the student's own evaluation of the pedagogical practice - report from the practice including suggestions and recommendations. | |

- written evaluations of the particularly taught teaching lessons by the supervising teacher (the assessment is written on an assessment sheet in which the supervising teacher comments on particular parts of the teaching process).

The maximum number of points obtained from the continuous and final assessment is 100.

The overall final assessment comes out from the sum of the part from the continuous and final assessment and is based on 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 a minimum of 65 points for fulfilling certain conditions.

Requirements and recommended literature are updated every year in the course's syllabies.

Learning objectives:

The student will be able to:

1. Apply the acquired theoretical knowledge from the General Didactic, Didactics of the Slovak Language and Writing, Pedagogical and Psychological Disciplines into particular teaching lessons in the language and writing part of the Slovak Language and Literature course in lower and higher secondary education.
2. Perform in a class full of students and expose the new curriculum with the help of different methods.
3. Activate the students and carry out the didactic diagnosing and evaluation.
4. Create a detailed preparation for the teaching process with the help of instructions from the supervising teachers for lower and higher secondary education.

Brief outline of the course:

The content of the continuous pedagogical practice based on the instructions of the supervising teachers is to produce a teaching class project on the language and content component of the Slovak Language and Literature course in lower and higher secondary education and consult the preparation on teaching with the supervising teacher and consequently lead the teaching class by himself/herself.

Recommended literature:

1. DOUŠKOVÁ, A.. Zo študenta učiteľ. Banská Bystrica : PdF, 2012.
2. KALHOUST, Z. – OBST, O. a kol.: Školní didaktika. 2. vyd. Praha : Portál, 2002.
3. KOŽUCHOVÁ, M. – OBDRŽÁLEK, Z. – PORUBSKÁ, E. – KÁNIK, R.: Didaktika pre učiteľov základnej a strednej školy. Bratislava : Veda, 2000.
4. LÁSZLÓ, K. - BABICOVÁ, Z.: Koncepcia pedagogickej praxe v študijnom odbore učiteľstvo akademických predmetov na UMB.
5. LÁSZLÓ, K.: Teória a prax vo vzdelávaní učiteľov. 1. vyd. Banská Bystrica : UMB, 1996 .
6. LÁSZLÓ, K. – OSVALDOVÁ, Z.: Didaktika. Banská Bystrica : 2014.
7. LÁSZLÓ, K.: Motivácia v edukačnom prostredí. Banská Bystrica : UMB, 2004
8. MIHÁLIK, L.: Analýza vyučovacej hodiny. Bratislava : SPN, 1988.
9. OBDRŽÁLEK, Z. a kol.: Didaktika pre študentov učiteľstva základnej školy. Bratislava : UK, 2003.
10. PETLÁK, E.: Pedagogicko-didaktická práca učiteľa. Bratislava : IRIS, 2000.
11. ZOLYOMIOVÁ, P. – NEMCOVÁ, L. – ŠKVARKOVÁ, Z. 2008. Miesto a úloha pedagogickej praxe v učiteľských a neučiteľských študijných programoch na Katedre pedagogiky PF UMB v Banskej Bystrici. In Pedagogické praxe a odborové didaktiky. Brno.
12. PALENČÁROVÁ, J. – KESSELOVÁ, J. – KUPCOVÁ, J.: Učíme slovenčinu komunikačne a zážitkovo,. Bratislava : SPN – Mladé letá, 2003.

Language of instruction:

Slovak

Notes:student time load:

60 hrs. in total, of which:

Combined study: 26 hrs.

Preparation of the portfolio: 20 hrs.

Consultations: 14 hrs.

Course assessment

The final number of assessed students: 68

| A | B | C | D | E | FX(0) | FX(1) | n |
|-------|-------|-----|-----|-----|-------|-------|-----|
| 82.35 | 17.65 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Instructor: doc. PaedDr. Július Lomenčík, PhD., PaedDr. Zuzana Bariaková, PhD.**Last changed:** 14.12.2021**Approved by:** prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-aju-317 | Course name: Critical Thinking in EFL Context |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: Preliminary tasks will be carried out during seminars. b) final assessment: Elaboration of the project and its presentation. | |
| Learning objectives: Learning objectives: Student <ol style="list-style-type: none"> 1. is able to use data about critical thinking, 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, 3. identifies specifics of ELT to the given age taking into account microculture of a classroom, 4. applies theoretical knowledge in practical way during his/her classes, 5. creates own project based on integrating critical thinking in EFL context. | |
| Brief outline of the course: 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) | |
| Recommended literature: Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge University Press. Retrieved from https://rm.coe.int/1680459f97 . 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | | | | | | | |
|---|------|---|-----|-----|-------|-------|-----|
| University: Matej Bel University in Banská Bystrica | | | | | | | |
| Faculty: Faculty of Arts | | | | | | | |
| Code: 2d-PTE-102 | | Course name: Cross-cutting themes in education | | | | | |
| Type, extent and method of instruction: Form of instruction: Lecture / Practical Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | | | | | | | |
| Number of credits: 3 | | | | | | | |
| Recommended semester/trimester: 3. | | | | | | | |
| Level: II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course completion conditions: | | | | | | | |
| Learning objectives: | | | | | | | |
| Brief outline of the course: | | | | | | | |
| Recommended literature: | | | | | | | |
| Language of instruction: | | | | | | | |
| Notes:student time load: | | | | | | | |
| Course assessment 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 |
| Instructor: doc. PaedDr. Lenka Rovňanová, PhD., doc. Mgr. Lívia Nemcová, PhD. | | | | | | | |
| Last changed: 06.12.2021 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

| | |
|---|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ksc-201 | Course name: Cultural and social inclusion of foreign students 1 |
| Type, extent and method of instruction: | |
| Form of instruction: | |
| Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) | |
| Recommended number of periods: | |
| Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: | |
| <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> | |
| Learning objectives: | |
| <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> | |
| Brief outline of the course: | |
| <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> | |
| Recommended literature: | |
| <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

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

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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ksc-202 | Course name: Cultural and social inclusion of foreign students 2 |
| Type, extent and method of instruction: | |
| Form of instruction: | |
| Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) | |
| Recommended number of periods: | |
| Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2., 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: | |
| <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> | |
| Learning objectives: | |
| <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> | |
| Brief outline of the course: | |
| <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> | |
| Recommended literature: | |
| <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

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

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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-dslo-41 | Course name: Didactics of Slovak Language and Composition |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 52 / 52 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 1. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) continuous assessment: a) continuous assessment: regular practical exercises (0 -10 points), assessment of professional discussions (0 – 10 points) b) final assessment: b) final assessment: colloquium – presentation of chosen professional article, presentation of professional didactic problem, oral exam, elaboration of project of model preparation for teaching process of language and composition (0 – 80 points) Maximum number of points covering continual and final assessment is 100. Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100. | |
| Learning objectives: 1. Student gains theoretical knowledge about didactical elaboration of studying material and composition in subject Slovak language and literature in lower secondary and higher secondary education. 2. Student is able to gain and develop professional competences needed for standard execution of profession: teacher of Slovak language and literature (language and composition component) of lower secondary and higher secondary education. 3. Student applies practically didactic and psychoanalytic competences of teacher needed for teaching process and composition of subject Slovak language and literature. 4. Student judges professionally and critically contemporary curricular and educational materials. 5. Student creates own project of model preparation for lesson of Slovak language from language and composition components in lower secondary and higher secondary education. | |
| Brief outline of the course: Curricular reform and its version in subject Slovak language and literature (language and composition component). Basic pedagogic documents – state teaching program and school teaching program. Content and performance standard of education - language and composition component. Models of education and their usage in language and composition component of subject Slovak language and literature. Content and aims of education of Slovak language in primary and secondary school. Classification of educational methods and their usage in educational process of Slovak language. Mativation, activation and creativity in education of language and composition component. Communicational-compositional education, its aim and content. Process of creating | |

language gesture. Problematic of reproduction and production composition. Didactical usage of compositional methods and formations. Development of language-communicational culture of student. Assessment, classification and diagnosis. Teacher and student in education of Slovak language.

Recommended literature:

- LIPTÁKOVÁ, Ludmila: Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešovská univerzita, Pedagogická fakulta, 2011.
 2. LIGOŠ, Milan: Základy jazykového a literárneho vzdelávania I. Ružomberok : Filozofická fakulta Katolíckej univerzity v Ružomberku, 2009.
 3. LIGOŠ, Milan: Základy jazykového a literárneho vzdelávania II. Ružomberok : Filozofická fakulta Katolíckej univerzity v Ružomberku, 2009.
 4. HINCOVÁ, K. – HÚSKOVÁ, A.: Metodika výučby slovenského jazyka a literatúry v rámci nových pedagogických dokumentov. Bratislava : Metodicko-pedagogické centrum v Bratislave, 2011.
 5. PALENČÁROVÁ, J., KESSELOVÁ, J., KUPCOVÁ, J.: Učíme slovenčinu komunikačne a zážitkovo. Bratislava : SPN, 2003.
 6. ČECHOVÁ, M., STYBLÍK, VĽ.: Čeština a její vyučování. Didaktika českého jazyka pro učitele základních a středních škol a studenty učitelství. Praha : SPN, 1998.
 7. MAUKŠOVÁ, F., MOŠKO, G.: Kapitoly z didaktiky slovenského jazyka a literatúry. Košice : FF UPJŠ, 1990. 236 s.
 8. BETÁKOVÁ, V., JACKO, J., ZELINKOVÁ, K.: Teória vyučovania slovenského jazyka. Bratislava : SPN, 1984.
 9. BETÁKOVÁ, V. – TARCALOVÁ, Ž.: Didaktika materinského jazyka. Bratislava : SPN, 1981.
 10. LIGOŠ, Milan: Motivačné a duchovné rozmery vyučovania slovenského jazyka. Ružomberok : Katolícka univerzita, 2003.
 11. SKALKOVÁ, J.: Obecná didaktika. Praha : Grada Publishing, 2007.
 12. MIHÁLIK, L.: Analýza vyučovacej hodiny. Bratislava : SPN, 1988.
- Slovenčinár (odborný časopis), <http://www.saus.yw.sk/casopis.html>
Jazyk a literatúra (odborný časopis), <http://www.statpedu.sk/sk/JAZYK-A-LITERATURA-CASOPIS.alej>
Slovenský jazyk a literatúra v škole : časopis pre otázky jazyka a literatúry
NOTES (odborný časopis)
Pedagogické rozhľady : odborný-metodický časopis

Language of instruction:

Notes:student time load:

150 hrs, of that:
Active participation (L, S, K): 104 hrs
Work with professional literature and sources: 16 hrs
Preparation for final exam: 30 hrs

Course assessment

The final number of assessed students: 95

| A | B | C | D | E | FX(0) | FX(1) | n |
|-------|------|------|-----|-----|-------|-------|-----|
| 75.79 | 20.0 | 3.16 | 0.0 | 0.0 | 1.05 | 0.0 | 0.0 |

Instructor: doc. PaedDr. Július Lomenčík, PhD.

Last changed: 13.12.2021

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajs-305 | Course name: Discourse Analysis |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: Written test: 0-30 points Excerpts: 0-30 points b) final assessment: Final written exam: 0-40 points | |
| Learning objectives: Student <ol style="list-style-type: none"> 1. understands the theory of discourse analysis and its practical relevance to language learning; 2. will use obtained knowledge on cohesion and coherence in the process of identification and classification of the text, 3. is able to categorise the text according to text typology, 4. is able to identify cohesive devices in the text; 5. applies obtained theoretical knowledge on cohesion and coherence in the process of creative writing; 6. can apply theoretical knowledge on speech acts and conversational principle in everyday conversation in English; 7. examines how stretches of language, considered in their social and psychological context become meaningful and unified for their users; 8. is able to produce various text types in particular registers; | |
| Brief outline of the course: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-aju-211 | Course name: ELT to Different Age Groups |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 2., 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: elaboration of preliminary tasks b) final assessment: final oral exam | |
| Learning objectives: 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. | |
| Brief outline of the course: 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. | |
| Recommended literature: | |

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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-esn-200 | Course name: ESN MBU Volunteer 1 |
| Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. | |
| a) continuous assessment: - 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) final assessment: A portfolio of materials related to the projects organised: - report - photo documentation - list of the students involved. | |
| Learning objectives: 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. | |
| 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. 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>.
- 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>.
- 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.

| Course assessment | | | | | | | |
|--|------|-----|-----|-----|-------|-------|-----|
| 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 |
| Instructor: Mgr. Lujza Urbancová, PhD. | | | | | | | |
| Last changed: 27.10.2022 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

| | |
|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-esn-201 | Course name: ESN MBU Volunteer 2 |
| Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. | |
| a) continuous assessment: - 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) final assessment: A portfolio of materials related to the projects organised: - report - photo documentation - list of the students involved. | |
| Learning objectives: 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. | |
| Brief outline of the course: 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. 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>.
- 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>.
- 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.

| 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. Lujza Urbancová, PhD. | | | | | | | |
| Last changed: 27.10.2022 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

| | |
|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-esn-202 | Course name: ESN MBU Volunteer 3 |
| Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. | |
| a) continuous assessment: - 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) final assessment: A portfolio of materials related to the projects organised: - report - photo documentation list of the students involved. | |
| Learning objectives: 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. | |
| 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. 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>.
- 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>.
- 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.

| Course assessment | | | | | | | |
|--|-------|-----|-----|-------|-------|-------|-----|
| 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 |
| Instructor: Mgr. Lujza Urbancová, PhD. | | | | | | | |
| Last changed: 27.10.2022 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

| | |
|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-esn-203 | Course name: ESN MBU Volunteer 4 |
| Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. | |
| a) continuous assessment: - 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) final assessment: A portfolio of materials related to the projects organised: - report - photo documentation list of the students involved. | |
| Learning objectives: 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. | |
| 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. 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.
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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.

| Course assessment | | | | | | | |
|--|------|-----|-----|-----|-------|-------|-----|
| 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 |
| Instructor: Mgr. Lujza Urbancová, PhD. | | | | | | | |
| Last changed: 27.10.2022 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

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|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajp-303 | Course name: Editorial Practice |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: a.) Continuous Assessment: Text editing 0-50 points. b) final assessment: b.) Final Assessment: Final text editing 0-50 points. | |
| Learning objectives: 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. | |
| Brief outline of the course: Text editing. Translator's strategy. Basic rules of the Slovak school of translation. | |
| Recommended literature: | |
| Language of instruction: Slovak and English | |
| Notes:student time load: combined studies: 13 hrs. self-study: 20 hrs. text editing: 57 hrs. | |

| Course assessment | | | | | | | |
|--|-------|-------|------|------|-------|-------|-----|
| 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 |
| Instructor: doc. PhDr. Martin Djovčoš, PhD. | | | | | | | |
| Last changed: 29.04.2022 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

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|---|-------|---|-------|------|-------|-------|-----|
| University: Matej Bel University in Banská Bystrica | | | | | | | |
| Faculty: Faculty of Arts | | | | | | | |
| Code: 2d-PGS-401 | | Course name: Educational and school psychology | | | | | |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 / 13 Method of study: combined | | | | | | | |
| Number of credits: 3 | | | | | | | |
| Recommended semester/trimester: 1. | | | | | | | |
| Level: II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course completion conditions: | | | | | | | |
| Learning objectives: | | | | | | | |
| Brief outline of the course: | | | | | | | |
| Recommended literature: | | | | | | | |
| Language of instruction: | | | | | | | |
| Notes:student time load: | | | | | | | |
| Course assessment 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 |
| Instructor: doc. PaedDr. Lada Kaliská, PhD. | | | | | | | |
| Last changed: 19.04.2023 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

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

Course Description

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|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajmL-316 | Course name: English Language B2 for FF UMB students |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2., 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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%). a) continuous assessment: Three continuous written tests: 30% Active participation in seminars: 10% b) final assessment: Written final test: 60% | |
| Learning objectives: The student: <ol style="list-style-type: none"> 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; 2. masters upper-intermediate language activities and strategies in English (listening comprehension, speaking, writing, reading comprehension) 3. is able to identify elements of narrative style in written discourse at B2 level; 4. is able to translate from/into English texts at B2 level; 6. is able to use summarising techniques to summarise relevant data. | |
| Brief outline of the course: Selected topics include: <ol style="list-style-type: none"> 1. Passions and fashions 2. No fear! 3. It depends how you look at it 4. All things high tech 5. Seeing is believing | |

| | | | | | | | |
|--|-----|-----|------|-----|-------|-------|-----|
| 6. Telling it how it is | | | | | | | |
| Recommended literature: 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. | | | | | | | |
| Language of instruction: English | | | | | | | |
| Notes:student time load: Total: 90 hours Seminars: 13 Preparation for continuous written tests: 15 Preparation for the final written test: 30 Self-study: 32 | | | | | | | |
| 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 | 25.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Instructor: PaedDr. Alena Štulajterová, PhD., M.A. James Ó Connell | | | | | | | |
| Last changed: 11.09.2023 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

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|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajmZ-317 | Course name: English Language B2 for FF UMB students |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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%). a) continuous assessment: Three continuous written tests: 30% Active participation in seminars: 10% b) final assessment: Written final test: 60% | |
| Learning objectives: The student: <ol style="list-style-type: none"> 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; 2. masters upper-intermediate language activities and strategies in English (listening comprehension, speaking, writing, reading comprehension) 3. is able to identify elements of narrative style in written discourse at B2 level; 4. is able to translate from/into English texts at B2 level; 6. is able to use summarising techniques to summarise relevant data. | |
| Brief outline of the course: Selected topics include: <ol style="list-style-type: none"> 1. Passions and fashions 2. No fear! 3. It depends how you look at it 4. All things high tech 5. Seeing is believing | |

| | | | | | | | |
|--|------|------|------|-----|-------|-------|-----|
| 6. Telling it how it is | | | | | | | |
| Recommended literature: 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. | | | | | | | |
| Language of instruction: English, Slovak | | | | | | | |
| Notes:student time load: Total: 90 hours Seminars: 13 Preparation for continuous written tests: 15 Preparation for the final written test: 30 Self-study: 32 | | | | | | | |
| Course assessment 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 |
| Instructor: PaedDr. Alena Štulajterová, PhD., M.A. James Ó Connell, Mgr. Richard Gramanich Štromajer | | | | | | | |
| Last changed: 17.05.2023 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

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|--|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-aju-212 | Course name: English Teacher's Workshop |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: a) active participation: 0–10% b) planning and teaching an EFL lesson at the C1 level: 0–90% | |
| Learning objectives: 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. | |
| Brief outline of the course: Demo lessons followed by discussion Giving instructions Students' lessons | |
| Recommended literature: 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. | |
| Language of instruction: English C1 | |
| Notes: student time load: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

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

Course Description

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|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-gpl-01 | Course name: Evolution of Popular Literature |
| Type, extent and method of instruction: Form of instruction: Lecture Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: Seminar paper, essay, and activity during the semester. The maximum number of points is 100. 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. continuous assessment: essay (0–40 p.) discussion-based presentation of the paper (0–30 p.) group seminar work (0–30 p.) Total: (0–100 p.) | |
| Learning objectives: The student: <ul style="list-style-type: none"> • can explain the basic terminology and concepts • can explain the specificities of popular literature – evolution, poetics • can form their own opinion on a specific text. | |
| Brief outline of the course: Seminar instructions, syllabus, task assignment. Popular literature – discussion. The evolution of books for common reading, the poetics of older and more recent works. The position of popular literature within the system of national literature. The past and present contexts in Slovakia and the Czech Republic. Gothic script. Analysing and interpreting a representative sample of folk books. Assignment completion (essay). Essay presentation followed by a discussion. | |
| Recommended literature: HURTAJOVÁ, Zuzana. 1980. Utešené, zábavné ale i príkladné rytierske príbehy. Bratislava : Tatran, 1980. 379 s. HURTAJOVÁ, Zuzana. 1988. Kratochvíľne, úsmevné ale i príkladné šibalské príbehy. Bratislava : Tatran, 1988. 247 s. HURTAJOVÁ, Zuzana. 1997. Život, skutky a rozhovory ohavného Ezopa, ktorý bol znamenitý mudrc a vychýrený bájkar, a čo všetko kratochvíľne navyčínal. Liptovský Mikuláš : Transcius, 1997. 128 s. ISBN 80-7140-139-0 HURTAJOVÁ, Zuzana. 1998. Humor a tragédia Ezopovho života. Banská Bystrica : Metodické centrum, 1998. 40 s. HURTAJOVÁ, Zuzana. 1985. Doktor Faust. Bratislava : Tatran, 1985. 104 s. | |

Historický slovník slovenského jazyka I. – V. Bratislava, 1991 – 2000.
 HRABÁK, Josef. 1986. Napínavá četba pod lupou. Praha, 1986.
 HRABÁK, Josef. 1989. Od laciného optimizmu k hororu. Praha, 1989.
 LIBA, Peter. 1970. Čítanie starých otcov. Martin : Matica slovenská, 1970.
 LIBA, Peter. 1981. Kontexty populárnej literatúry. Bratislava : Tatran, 1981. 253 s.
 KUBEALAKOVÁ, Martina. 2011. Literatúra z okraja. Ostrava : Ostravská univerzita, 2011.
 MINÁRIK, Jozef. 1973. Anonymná próza v zborníkoch v 18. – 19. storočí. In: Slovenský národopis, č. 21, 1973, roč. 4. s. 535 – 550.
 SIROVÁTKA, Oldřich. 1990. Literatura na okraji. Praha : Československý spisovatel, 1990. 104 s. ISBN 80-202-0122-X
 HURTAJOVÁ, Zuzana – štúdie a vedecké (odborné) články
 KUBEALAKOVÁ, Martina – štúdie a vedecké (odborné) články

Language of instruction:

Slovak

Notes: student time load:

150 h.

Combined study (lectures/seminars/consultations): 36.

Essay preparation: 40

Working with specialised literature and sources: 34.

Seminar paper preparation: 40. Other:

Course assessment

The final number of assessed students: 34

| 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. Martina Kubealaková, PhD.

Last changed: 27.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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

Course Description

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

Course Description

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|---|-----|---------------------------------------|-----|-----|-------|-------|-----|
| University: Matej Bel University in Banská Bystrica | | | | | | | |
| Faculty: Faculty of Arts | | | | | | | |
| Code: 2d-fj-001 | | Course name: French Language 2 | | | | | |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | | | | | | | |
| Number of credits: 3 | | | | | | | |
| Recommended semester/trimester: 2., 4. | | | | | | | |
| Level: II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course completion conditions: 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. a) continuous assessment: participation and activities in classes (0-20 points) b) final assessment: final exam (0-80 points) | | | | | | | |
| Learning objectives: 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. | | | | | | | |
| Brief outline of the course: 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. | | | | | | | |
| Recommended literature: LOISEAU, Y. - MERIEUX, R. 2009. Latitudes 1. Paris: Didier Pecníková, J. - Ráčková, L. Základy francúzštiny, Belianum, 2023 | | | | | | | |
| Language of instruction: French A1 | | | | | | | |
| Notes:student time load: 120 hours, of which: full-time study: 26 hours Exam preparation + written exam: 94 hours | | | | | | | |
| 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: PhDr. Jana Pecníková, PhD., Gautier Quentin Crept | | | | | | | |

Last changed: 14.09.2023

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|--|---------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-fj-002 | Course name: French language 1 |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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%) a) continuous assessment: continuous assessment: participation in oral activities (10%) written test of the French language (30%) b) final assessment: final assessment: written final test on the French language and on French realities (60%) | |
| Learning objectives: 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 | |
| Brief outline of the course: 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 | |
| Recommended literature: 1. Mérieux, R. ; Loiseau, Y. 2008. Latitudes A1-A2. Paris : Didier | |
| Language of instruction: | |

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|--|------|-----|-----|-----|-------|-------|-----|
| slovak or another language (except french) | | | | | | | |
| Notes:student time load: | | | | | | | |
| Course assessment | | | | | | | |
| 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 |
| Instructor: PhDr. Jana Pecníková, PhD. | | | | | | | |
| Last changed: 21.09.2023 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

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|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-uVZSP | Course name: General Foundations of Private Law |
| Type, extent and method of instruction: Form of instruction: Lecture Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2., 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: Continuous evaluation is not performed. b) final assessment: 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. | |
| Learning objectives: 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. | |
| Brief outline of the course: | |
| Recommended literature: 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. | |

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|---|-----|-----|-----|
| Act No. 513/1990 Coll., Commercial Code, as amended. | | | |
| Language of instruction: Slovak language | | | |
| Notes:student time load: 90 hours combined study (L, C): 26 hours self-study: 64 hours | | | |
| Course assessment The final number of assessed students: 0 | | | |
| abs | n | p | v |
| 0.0 | 0.0 | 0.0 | 0.0 |
| Instructor: prof. JUDr. Daniela Gandžalová, PhD., doc. JUDr. Marián Ďurana, PhD., doc. JUDr. Juraj Takáč, PhD., doc. JUDr. Katarína Zajáč 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 | | | |
| Last changed: 30.03.2023 | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | |

Course Description

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

Course Description

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|---|-------|---|------|------|-------|-------|-----|
| University: Matej Bel University in Banská Bystrica | | | | | | | |
| Faculty: Faculty of Arts | | | | | | | |
| Code: 2d-fpv-114 | | Course name: Geopolitical development of the World | | | | | |
| Type, extent and method of instruction: | | | | | | | |
| Form of instruction: Seminar | | | | | | | |
| Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) | | | | | | | |
| Recommended number of periods: 26 | | | | | | | |
| Method of study: combined | | | | | | | |
| Number of credits: 4 | | | | | | | |
| Recommended semester/trimester: 1., 3. | | | | | | | |
| Level: II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course completion conditions: | | | | | | | |
| Learning objectives: | | | | | | | |
| Brief outline of the course: | | | | | | | |
| Recommended literature: | | | | | | | |
| Language of instruction: | | | | | | | |
| Notes:student time load: | | | | | | | |
| Course assessment | | | | | | | |
| 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 |
| Instructor: | | | | | | | |
| Last changed: 03.02.2017 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

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|---|---------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-nj-001 | Course name: German Language 1 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. | |
| Learning objectives: The student learns the basic rules of German pronunciation, orthography, grammar, and vocabulary used in the basic common communication situations (A1 level). | |
| Brief outline of the course: 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. | |
| Recommended literature: 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: www.deutschkursepassau.de . 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 www.mein-deutschbuch.de www.lingolia.de www.schubert-verlag.de/aufgaben/uebungen_a1/a1_uebungen_index_z.htm (on-line cvičenia na | |

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|--|-------|------|------|-----|-------|-------|-----|
| slovnú zásobu a gramatiku, úrovne A1 – A2) | | | | | | | |
| Language of instruction: Slovak language | | | | | | | |
| Notes:student time load: | | | | | | | |
| Course assessment 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 |
| Instructor: Mgr. Jana Štefaňáková, PhD. | | | | | | | |
| Last changed: 25.03.2023 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

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|--|---------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-nj-002 | Course name: German Language 2 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2., 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. | |
| Learning objectives: Upon successful completion of this course, the student: <ol style="list-style-type: none"> 1. masters grammar on the A1–A2 level 2. has the vocabulary to communicate in the A1–A2 level communication situations 3. can read, listen to, and write texts on the selected topics on the A1–A2 level 4. can speak on the A1–A2 level | |
| Brief outline of the course: The seminar is focused on learning and training German grammar and vocabulary on the A1–A2 level. <ol style="list-style-type: none"> 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. 2. Topics: daily regime, social relationships, clothes, housing, navigation in a city, hobbies 3. Development of the receptive and productive language skills through completing assignments and working with texts on the A1–A2 level. | |
| Recommended literature: <ol style="list-style-type: none"> 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! A2. Online: www.deutschkurse-passau.de. 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 www.mein-deutschbuch.de www.lingolia.de | |

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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|--|---------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-nj-003 | Course name: German Language 3 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) continuous assessment: completion of exercises and short texts: 40 p b) final assessment: 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. | |
| Learning objectives: 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. | |
| Brief outline of the course: 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. | |
| Recommended literature: 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 http://www.schubert-verlag.de/aufgaben/uebungen_a1/a1_uebungen_index_z.htm (on-line cvičenia na slovnú zásobu a gramatiku) | |
| Language of instruction: German A2–B1, Slovak | |
| Notes:student time load: | |

| Course assessment | | | | | | | |
|--|-----|-----|-----|-----|-------|-------|-----|
| 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 |
| Instructor: M.A. Jörn Nuber | | | | | | | |
| Last changed: 21.11.2022 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

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|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-iej-01 | Course name: Innovation in Language Teaching |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. | |
| Learning objectives: 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. | |
| Brief outline of the course: 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. | |
| Recommended literature: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-aju-213 | Course name: Innovative trends in ELT |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: Creating a lesson plan, simulation of a lesson b) final assessment: written exam | |
| Learning objectives: 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. | |
| Brief outline of the course: 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. | |
| Recommended literature: | |

| | | | | | | | |
|--|-----|-----|-----|-----|-------|-------|-----|
| <p>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. Kramersch, 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/</p> | | | | | | | |
| 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-aju-107 | Course name: Intensive Teaching Practice EN |
| Type, extent and method of instruction: Form of instruction: Prax Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 30s Method of study: combined | |
| Number of credits: 2 | |
| Recommended semester/trimester: 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: Preliminary assessment is based on active participation in continuous practice and creating a teacher’s diary (taking notes from practice). b) final assessment: 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. | |
| Learning objectives: 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. | |
| Brief outline of the course: | |

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. Kalhous, 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, www.statpedu.sk, www.nucem.sk, 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-kom-138 | Course name: International Certificate of German Language |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. | |
| Learning objectives: 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). | |
| Brief outline of the course: 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). | |
| Recommended literature: 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: www.deutschkurse-passau.de . www.mein-deutschbuch.de www.lingolia.dehttp://www.schubert-verlag.de/aufgaben/uebungen_a1/a1_uebungen_index_z.htm 1. | |
| Language of instruction: German A1 - C2 | |
| Notes:student time load: | |

| Course assessment | | | | | | | |
|--|-----|-----|-----|-----|-------|-------|-----|
| 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 |
| Instructor: Mgr. Jana Štefaňáková, PhD. | | | | | | | |
| Last changed: 25.03.2023 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

| | |
|--|--------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajs-304 | Course name: Irish Language 1 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: <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> | |
| Learning objectives: <p>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.</p> <p>Irish Language 1 aims to give students;</p> <ul style="list-style-type: none"> - an ability to read and pronounce Irish as pronounced by native Irish-speakers - a knowledge of the International Phonetic Alphabet as applied to Irish - a knowledge of basic Irish vocabulary - a knowlede of basic Irish grammar and grammatical terminology - an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.) | |
| Brief outline of the course: | |
| Recommended literature: <p>Irish dictionaries;</p> <ul style="list-style-type: none"> - https://www.teanglann.ie/en/fgb/ - https://en.wiktionary.org/wiki/Category:Irish_lemmas - Dineen's Dictionary (pre-standardised spelling) - http://www.scriobh.ie/page.aspx?id=26&l=2 <p>General Irish-language resources;</p> <ul style="list-style-type: none"> - http://nualeargais.ie/foghlaim/ - Bibliography of Irish Linguistics and Literature; https://bill.celt.dias.ie/vol4/index2.html <p>Irish grammar;</p> | |

- <http://nualeargais.ie/gnag/gram.htm>
- Graiméar na Gaedhilge (1906) - 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
- 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
- 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-Us> - Oileán Eile (“Another Island”)
- Tomás Ó 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
- Mo Sgéal Féin (“My Own Story”); 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|--------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajs-314 | Course name: Irish Language 1 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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%) | |
| Learning objectives: 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"> - an ability to read and pronounce Irish as pronounced by native Irish-speakers - a knowledge of the International Phonetic Alphabet as applied to Irish - a knowledge of basic Irish vocabulary - a knowlede of basic Irish grammar and grammatical terminology - an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.) | |
| Brief outline of the course: | |
| Recommended literature: Irish dictionaries; <ul style="list-style-type: none"> - https://www.teanglann.ie/en/fgb/ - https://en.wiktionary.org/wiki/Category:Irish_lemmas - Dineen's Dictionary (pre-standardised spelling) - http://www.scriobh.ie/page.aspx?id=26&l=2 General Irish-language resources; <ul style="list-style-type: none"> - http://nualeargais.ie/foghlaim/ - Bibliography of Irish Linguistics and Literature; https://bill.celt.dias.ie/vol4/index2.html Irish grammar; | |

- <http://nualeargais.ie/gnag/gram.htm>
- Graméar na Gaedhilge (1906) - 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
- 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
- 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
- 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
- Mo Sgéal Féin (“My Own Story”); 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|--------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajs-308 | Course name: Irish Language 2 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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%) | |
| Learning objectives: 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"> - an ability to read and pronounce Irish as pronounced by native Irish-speakers - a knowledge of the International Phonetic Alphabet as applied to Irish - a knowledge of basic Irish vocabulary - a knowlede of basic Irish grammar and grammatical terminology - an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.) -is able to make simple dialogues and communicate on basic topics such as family, food, travelling. | |
| Brief outline of the course: | |
| Recommended literature: General Irish-language resources; <ul style="list-style-type: none"> - http://nualeargais.ie/foghlaim/ - Bibliography of Irish Linguistics and Literature; https://bill.celt.dias.ie/vol4/index2.html Irish grammar; <ul style="list-style-type: none"> - http://nualeargais.ie/gnag/gram.htm | |

- Graiméar na Gaedhilge (1906) - 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
- 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
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
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 Seanamhná (The Reflections of an Old Woman)
- 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 (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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|--------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajs-306 | Course name: Irish Language 3 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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%) | |
| Learning objectives: Irish Language 1 aims to give students; <ul style="list-style-type: none"> - an ability to read and pronounce Irish as pronounced by native Irish-speakers - a knowledge of the International Phonetic Alphabet as applied to Irish - a knowledge of basic Irish vocabulary - a knowlede of basic Irish grammar and grammatical terminology - an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.) -is able to make simple dialogues and communicate on basic topics such as family, food, travelling. -enhances listening and reading skills on pre-intermediate level | |
| Brief outline of the course: | |
| Recommended literature: Irish dictionaries; <ul style="list-style-type: none"> - https://www.teanglann.ie/en/fgb/ - https://en.wiktionary.org/wiki/Category:Irish_lemmas - Dineen's Dictionary (pre-standardised spelling) - http://www.scriobh.ie/page.aspx?id=26&l=2 General Irish-language resources; <ul style="list-style-type: none"> - http://nualeargais.ie/foghlaim/ - Bibliography of Irish Linguistics and Literature; https://bill.celt.dias.ie/vol4/index2.html Irish grammar; <ul style="list-style-type: none"> - http://nualeargais.ie/gnag/gram.htm | |

- Graiméar na Gaedhilge (1906) - 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
- 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
- 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
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
Mo Sgéal Féin (“My Own Story”);
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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|-------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajs-307 | Course name: Irish Studies 1 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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%) | |
| Learning objectives: The student will be able: <ol style="list-style-type: none"> 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). 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. 3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions). 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). 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.). 6. To elaborate a seminar work on the selected topic on the basis of acquired knowledge in the given subject | |
| Brief outline of the course: | |

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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|-------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajs-317 | Course name: Irish Studies 1 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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%) | |
| Learning objectives: The student will be able: <ol style="list-style-type: none"> 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). 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. 3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions). 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). 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.). 6. To elaborate a seminar work on the selected topic on the basis of acquired knowledge in the given subject | |
| Brief outline of the course: | |

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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|-------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajs-309 | Course name: Irish Studies 2 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2., 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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%) | |
| Learning objectives: The student will be able: <ol style="list-style-type: none"> 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). 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. 3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions). 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). 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.). 6. To elaborate a seminar work on the selected topic on the basis of acquired knowledge in the given subject | |
| Brief outline of the course: | |
| 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:

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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|-------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajs-311 | Course name: Irish Studies 3 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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%) | |
| Learning objectives: The student will be able: <ol style="list-style-type: none"> 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). 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. 3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions). 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). 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.). 6. To elaborate a seminar work on the selected topic on the basis of acquired knowledge in the given subject | |
| Brief outline of the course: | |

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

Cromwell in Ireland - 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

- "The Story of Ireland" (in 5 episodes); 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-izi-01 | Course name: Knowledge Implementation in Foreign Person Integration 1 |
| Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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%). | |
| Learning objectives: The student: <ul style="list-style-type: none"> - 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. | |
| Brief outline of the course: 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. | |
| 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. 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 | |
| Language of instruction: 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:** prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-izc-02 | Course name: Knowledge Implementation in Foreign Person Integration 2 |
| Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2., 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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%). | |
| Learning objectives: The student: <ul style="list-style-type: none"> - 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. | |
| Brief outline of the course: 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. | |
| 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. 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 | |
| Language of instruction: 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:** prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-jzh-01 | Course name: Language Games |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. | |
| Learning objectives: The student: <ol style="list-style-type: none"> 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. | |
| Brief outline of the course: 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. | |
| Recommended literature: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-jar-01 | Course name: Language and Gender |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements. a) continuous assessment: Presentation 1: 0–20 p. Presentation 2: 0–20 p. b) final assessment: Written and oral presentation of the project: 0–60 p. | |
| Learning objectives: The student: 1. can describe how gender as a social category relates to language, explain gender stereotypes and identify them in communication 2. navigates specialised literature and can identify at least two approaches to facts 3. uses their theoretical knowledge in their own research project. | |
| Brief outline of the course: Grammatical gender. Gender as a social category. Gender in sociolinguistics. The relationship between language and gender. Gender research in CZ and SK. Current research abroad. Gender specificities in communication. | |
| Recommended literature: 1. ČMEJRKOVÁ, S: 1995. Žena v jazyce. In: Slovo a slovesnosť, 56, 1995, s. 43-55. 2. ECKERT, P. 2013. Language and gender. Cambridge : Cambridge University Press, 2013. 3. RENZETTI, C. M. 2005. Ženy, muži, spoločnosť. Praha : Karolinum, 2005. 4. URBANCOVÁ, L. 2010. Rodovo citlivá slovenčina – súčasný stav, možnosti jej tvorby a využitia. In: Odkazy a výzvy modernej jazykovej komunikácie. Banská Bystrica : UMB, 2010. 5. VALDROVÁ, J. 2000/2001. Jazyk jako nástroj demokratizace společnosti. Lingvistika odhaluje genderové asymetrie. In: Aspekt. Patriarchát. 2/2000 – 1/2001, s. 98-100. 6. VODÁKOVÁ, A. 2003. Rod ženský. Praha : SLON, 2003. | |
| Language of instruction: Slovak | |
| Notes:student time load: | |

| | | | | | | | |
|---|-----|-------|-----|-----|-------|-------|-----|
| 150 h. Combined study (L, S, C): 26 p. Self-study and preparation of the presentations: 60 h. Project preparation: 64 h. | | | | | | | |
| Course assessment The final number of assessed students: 11 | | | | | | | |
| A | B | C | D | E | FX(0) | FX(1) | n |
| 81.82 | 0.0 | 18.18 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Instructor: Mgr. Lujza Urbancová, PhD. | | | | | | | |
| Last changed: 27.10.2022 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

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

Course Description

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|--|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajs-313 | Course name: Linguistic Landscape |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: active participation in the classroom: 0 – 20 points homework: 0 – 20 points presentation: 0 – 60 points b) final assessment: Students can gain 100 points in total for all aforementioned activities. Passmark for getting credits is 65 points out of 100. | |
| Learning objectives: Students <ol style="list-style-type: none"> 1. will be able to use learned knowledge in their professional career, 2. will be autonomously able to work in a creative way and make conclusions, 3. will be able to use newly acquired research skills in practise, 4. will be able to identify, collect, classify, analyze, explain, and interpret research material, 5. will be able to autonomously present their attitudes and opinions. | |
| Brief outline of the course: 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. | |
| Recommended literature: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|---|---------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-dil-59 | Course name: Literary Didactic |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 / 26 Method of study: combined | |
| Number of credits: 4 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) continuous assessment: set of seminar papers: 50 points written exam: 25 points b) final assessment: oral exam: 25 points + points acquired from the continuous assessment. The maximum number of points covering a continuous and final assessment is 100. Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100. a) continuous assessment: set of seminar papers: 50 points written exam: 25 points b) final assessment: oral exam: 25 points + points acquired from the continuous assessment. The maximum number of points covering a continuous and final assessment is 100. Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100. | |
| Learning objectives: The student will be able to: 1. Use knowledge from the history of literature, theory and criticism in the specialized didactic as an interdisciplinary discipline for text interpretation in the literary communication and didactic literary communication; he/she will use the information from the National Institute for Education to become acquainted with the course. 2. Interpret different types of texts and prepare them for didactic literary communication on different levels. 3. Apply the knowledge from the general didactic and technical didactic and work with technical literature, magazines, textbooks and methodological handbooks. 4. Evaluate the didactic problem of literature teaching (magazines, practice), textbook, the didactical transfer of literary texts during the preparation of other students. 5. Evaluate the methodology of literature teaching in different systems, models of literature teaching, preparation and work of a teacher. 6. Produce one theoretical and two practical works (projects of the teaching class). | |
| Brief outline of the course: | |

The literary didactic as a specific reception system. Literary and didactic communication. Particularities of literary education, aesthetical-educational process, an artistic text and its interpretation. Methodological systems and models of literature teaching. Position of literary education in present-day school: from the concept to teaching problems. Reading, reader, reading and literary competence. The analytical-interpretative system in school, phases of the aesthetical-educational process. Work methodology with the various types of texts. Motivation, interpretation, aesthetical-educational activities. Variability of the methodological preparation (models and types of literature classes). Untraditional forms and methods of literary teaching. Experience methods in practice.

Recommended literature:

1. GERMUŠKOVÁ, M.: Literárny text v didaktickej komunikácii. Prešov : PF UPJŠ, 1995.
2. JURČO, J. – OBERT, V.: Didaktika literatúry.
3. OBERT, V.: Detská literatúra a čitateľský rozvoj žiakov.
4. OBERT, V.: Rozvíjanie literárnej kultúry žiakov.
5. PETRÍKOVÁ, Martina. 2011. Umelecký text v tvorivých interpretáciách. Teória – poetológia – aplikácia. 1. vyd. Prešov: Vydavateľstvo Prešovskej univerzity, 2011. 168 s. ISBN 978-80-555-0424-7
6. PRŠOVÁ, E.: Rozvoj literárnej kompetencie metódami tvorivej dramatiky.

Language of instruction:

Slovak

Notes: student time load:

120 hrs. in total, of which:
 Combined study (L,S,C): 52 hrs.
 Self-study: 38 hrs.
 Preparation of the projects: 10 hrs.
 Research of the problems in practice: 20 hrs.

Course assessment

The final number of assessed students: 69

| A | B | C | D | E | FX(0) | FX(1) | n |
|-------|-------|-------|-----|-----|-------|-------|-----|
| 40.58 | 42.03 | 14.49 | 2.9 | 0.0 | 0.0 | 0.0 | 0.0 |

Instructor: Mgr. Eva Pršová, PhD., prof. PaedDr. Martin Golema, PhD.

Last changed: 13.12.2021

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-liex-88 | Course name: Literary Excursion 3 |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 0 / 13 Method of study: combined | |
| Number of credits: 4 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: Preparation for the role of a guide – a presentation addressing the selected topic related to the excursion programme. Oral presentation during the excursion itself. Participation in the excursion. 0–100 p. a) continuous assessment: 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) final assessment: Based on the continuous assessment. | |
| Learning objectives: The student: <ul style="list-style-type: none"> - can assume the role of a guide and prepare a presentation addressing the selected points of interest - can give the presentation in a fluent and interesting way - visits interesting places Slovakia and abroad (history, arts, culture) to broaden their knowledge base. | |
| Brief outline of the course: Topic assignment. Excursion. | |
| Recommended literature: Related to the country and places to be visited during the excursion. | |
| Language of instruction: Slovak | |
| Notes: student time load: The student can collect 4 credits (60 h.). This time load covers preparation and presentation. The excursion itself is not included in the time load. | |

Course assessment

The final number of assessed students: 34

| 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: PaedDr. Zuzana Bariaková, PhD.**Last changed:** 28.10.2022**Approved by:** prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-liex-87 | Course name: Literary Excursion 4 |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 0 / 13 Method of study: combined | |
| Number of credits: 4 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: Preparation for the role of a guide – a presentation addressing the selected topic related to the excursion programme. Oral presentation during the excursion itself. Participation in the excursion. 0–100 p. a) continuous assessment: 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) final assessment: Based on the continuous assessment. | |
| Learning objectives: The student: <ul style="list-style-type: none"> - can assume the role of a guide and prepare a presentation addressing the selected points of interest - can give the presentation in a fluent and interesting way - visits interesting places Slovakia and abroad (history, arts, culture) to broaden their knowledge base. | |
| Brief outline of the course: Topic assignment. Excursion. | |
| Recommended literature: Related to the country and places to be visited during the excursion. | |
| Language of instruction: Slovak | |
| Notes:student time load: The student can collect 4 credits (60 h.). This time load covers preparation and presentation. The excursion itself is not included in the time load. | |

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: PaedDr. Zuzana Bariaková, PhD.**Last changed:** 28.10.2022**Approved by:** prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-lkm-60 | Course name: Literature and Culture for Children and Youth |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 / 26 Method of study: combined | |
| Number of credits: 4 | |
| Recommended semester/trimester: 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: During the semester the student prepares an essay with the length of 4 pages and a seminar paper with the length of 8 pages. The maximum number of points covering a continual and final assessment is 100. The assessment corresponds to the standard 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. The student has to acquire a minimum of 65% for each part of the assessment. | |
| a) continuous assessment: essay (0 – 10 points) seminar paper (0 – 40 points) in total 0 – 50 points | |
| b) final assessment: written exam (0 – 50 points) | |
| Learning objectives: The student will be able to: <ol style="list-style-type: none"> 1. Effectively absorb and evaluate the methodological peculiarities in the approach to study and understanding literature for children and youth. 2. Argumentatively justify and in theory productively consider the possibilities of scientific-literary thinking for generalizing technical thinking, 3. Acquire the specialized term-terminological instrumentarium and on the relational and knowledge level to adequately process the chosen issues of literature for children and youth and media. 4. Apply theoretical knowledge with the aim of effectively analyzing texts of the heterogeneous origin and placing them into broader relational links. | |
| Brief outline of the course: From the theory for children and youth. Children's aspect. Literature genres for children and youth. Chapters from the history of Slovak literature for children and youth. Age opinions, modern Slovak literature. Development and genre changes between the two wars. Prose with a social motif. Author's fairy tale. Artistic-educational literature. Legend and historical prose. Rustic-folklore model of poetry. Adventurous literature. Literature after 1945. Problems of periodization. Urban-civil model of poetry. The modern fairy tale. Society prose. Prose with a referential hero. Returning | |

to folk literature, adaptation and transformation of texts. Factual literature. Adventurous prose. Interpretation of texts from dominant authors.

Recommended literature:

1. JURČO, M.: Dotyky a prieniky nad textami diel literatúry pre deti a mládež. Banská Bystrica : Rektorát UMB a FHV UMB v spolupráci s vydavateľstvom SKALNÁ RUŽA, 1997.
2. KLÁTIK, Z.: Slovo, kľúč k detstvu. Bratislava : Mladé letá, 1975.
3. KOPÁL, J.: Próza a poézia pre mládež. Teória/poetológia. Nitra : Enigma, 1997.
4. NOGE, J.: Literatúra v literatúre. Bratislava : Mladé letá, 1988.
5. POLIAK, J.: Rozhovory o literatúre pre mládež. Bratislava : Mladé letá, 1978.
6. SLIACKY, O. – STANISLAVOVÁ, Z.: Kontúry slovenskej literatúry pre deti a mládež v rokoch 1945 – 2002. Prešov, 2003.
7. STANISLAVOVÁ, Z.: Kontexty modernej slovenskej literatúry pre deti a mládež. Prešov : Náuka, 1998.
8. URBANOVÁ, S.: Sedm klíčů k otevření literatury pro děti a mládež 90. let XX. století. Olomouc : Votobia, 2004.
9. ZAJAC, P.: Tvorivosť literatúry. Bratislava : Slovenský spisovateľ, 1990.
10. BARIAKOVÁ, Z.: Podoby outsiderstva v literatúre pre deti a mládež. Ostrava : PF OU, 2012.

Language of instruction:

Slovak

Notes:student time load:

120 hrs. in total, of which:

In-class work (L,S,C): 52 hrs.

Lecture of primary literary texts: 30 hrs.

Analysis of technical texts: 13 hrs.

Essay: 5 hrs.

Seminar paper: 20 hrs.

Lecture of primary literary texts, analysis of technical texts and the seminar paper are part of the preparation for the final assessment.

Course assessment

The final number of assessed students: 68

| A | B | C | D | E | FX(0) | FX(1) | n |
|-------|-------|-------|-------|-----|-------|-------|-----|
| 39.71 | 29.41 | 20.59 | 10.29 | 0.0 | 0.0 | 0.0 | 0.0 |

Instructor: Mgr. Eva Pršová, PhD., prof. PaedDr. Martin Golema, PhD., Mgr. Martina Kubealaková, PhD.

Last changed: 13.12.2021

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-lsl3-03 | Course name: Literature and Service Learning 3 |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 0 / 26 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: The student undergoes theoretical preparation to understand the point of service learning as a strategy and develops the selected competences (team work, planning, promotion, evaluation). They actively participate in the identification of community needs and presents the findings. Based on this, the student describes the default situation in which the service learning activity will take place and consults it with the instructor. Subsequently, the student drafts their service learning project (default situation, service goals, educational goals, schedule, information of partners, promotion, funding, evaluation methods). The project draft is, again, consulted with the instructor. The student selects the target group and project goals in accordance with their study field and focuses on developing their own text-work competences as well. This course builds on the Literature and Service learning 1 course and enhances the theoretical knowledge of service learning. | |
| a) continuous assessment: (10) Active participation in block classes (3 blocks) (10) Consultations (10) Flexibility and appropriate communication (20) Identification of the needs and formulation of the goals (20) Quality of the project draft (the plan form) | |
| b) final assessment: Based on the continuous assessment (70%), self-assessment (15%), group assessment (15%). The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). To collect the credits, the student has to score at least 65% in each activity (or at least 65% in total). | |
| Learning objectives: Upon completion of this course, the student <ol style="list-style-type: none"> 1. can explain the point of service learning 2. can work in a team and communicate in an appropriate way 3. can analyse their own needs as well as the needs of the community 4. can formulate the service learning goals based on these needs 5. can prepare a service learning project addressing actual needs and achieve the goals specified 6. understands the importance of personal and social responsibility and civic engagement | |

Brief outline of the course:

1. The point of service learning.
2. Team work and communication competence development.
3. Identifying the community needs.
4. How to determine the service and educational goals.
5. Planning as a competence – importance, steps.
6. Time management – importance and principles.
7. Promotion before and after the activity takes place.
8. How to evaluate the activities.
9. Service learning project draft.
10. Service learning project draft – evaluation.

Recommended literature:

1. BROZMANOVÁ GREGOROVÁ, Alžbeta – BARIAKOVÁ, Zuzana – HEINZOVÁ, Zuzana – CHOVANCOVÁ, Katarína – KOMPÁN, Jaroslav – KUBEALAKOVÁ, Martina – NEMCOVÁ, Lívia – ROVNANOVÁ, Lenka – ŠOLCOVÁ, Jana – TOKOVSKÁ, Miroslava. 2014. Service learning. Inovatívna stratégia učenia (sa) (vysokoškolská učebnica). 1. vyd. – Banská Bystrica : Vydavateľstvo Univerzity Mateja Bela v Banskej Bystrici – Belianum, 2014. – 200 s. ISBN 978-80-557-0829-4
2. Brozmanová Gregorová, Alžbeta – Bariaková, Zuzana – Chovancová, Katarína – Kubealaková, Martina – Šolcová, Jana. 2014. Experiences With Implementation of Service-learning at Matej Bel University in Banská Bystrica. In: European researcher, Vol. 77, 2014, No. 6-2, pp. 1182 – 1188, ISSN 2219-8229. E-ISSN 2224-0136.
3. BARIAKOVÁ, Zuzana – KUBEALAKOVÁ, Martina. 2015. Umelecká literatúra medzi ľuďmi prostredníctvom service learningu. In: Edukácia. Vedecko-odborný časopis, ročník 1, 2015, č. 1, s. 12 – 19. ISSN 1339-8725
4. BARIAKOVÁ, Zuzana – KUBEALAKOVÁ, Martina. 2013. Tvorivá aplikácia vedomostí a zručností zo slovenského jazyka a literatúry v stratégii service learning. In: Tvorivosť v škole – škola tvorivosti. [Marta Germušková – Martina Petříková (ed.)]. Prešov : Prešovská univerzita v Prešove, 2013, s. 8 – 17. ISBN 978-80-555-0967-9
5. BROZMANOVÁ Gregorová, Alžbeta – BARIAKOVÁ, Zuzana – HEINZOVÁ, Zuzana – KUBEALAKOVÁ, Martina – NEMCOVÁ, Lívia – ROVNANOVÁ, Lenka – ŠOLCOVÁ, Jana. [10 %]. 2014. Service learning – priestor pre spojenie formálneho a neformálneho vzdelávania. In: Mládež a spoločnosť, roč. XX, 2014, č. 2, s. 19 – 30. ISSN 1335-1109

Language of instruction:**Notes:student time load:**

Time load for the student: Total time load: 90 h.
Combined study: 26 h.
self-study: 10 h.
Drafting the service learning activity plan: 40 h.
Individual consultations: 7 h.
Service learning project draft – consultation: 7 h.

Course assessment

The final number of assessed students: 44

| A | B | C | D | E | FX(0) | FX(1) | n |
|-------|------|-----|-----|-----|-------|-------|-----|
| 93.18 | 6.82 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Instructor: PaedDr. Zuzana Bariaková, PhD., Mgr. Martina Kubealaková, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-lsl4-04 | Course name: Literature and Service Learning 4 |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 0 / 26 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2., 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: The student implements the service learning project planned in the previous semester (Literature and Service Learning 1) or works in the long-term service learning projects (e.g. University Literature Night, Reading as Therapy). The implementation involves active performance of the tasks planned, appropriate response to the emerging situations, project promotion (e.g. creating press releases and articles in print or online, interviews in media, etc.). Subsequently, the final report on the service learning activity is created (a critical reflection of the project upon its implementation). This course builds on the Literature and Service learning 1, 2, and 3 courses. | |
| a) continuous assessment: (5) Flexibility and appropriate communication. (20) Participation in the service learning project implementation, flexible response to changing needs (plan flexibility), efficiency, teamwork. (5) Critical self-reflection and continuous reflection of the service learning (SL) activity and interim results. (5) Active participation in the final evaluation. (10) Quality of the SL activity presentation. (15) Quality of the final report. | |
| b) final assessment: Based on the continuous assessment (60%), self-assessment (20%), group assessment (20%). 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 (%). | |
| Learning objectives: Upon completion of this course, the student <ol style="list-style-type: none"> 1. can work in a team and communicate in an appropriate way 2. can implement a SL project addressing the needs of a selected community and achieve the goals determined 3. can evaluate the implementation of a SL project 4. can present the activity results. 5. engages in problem-solving in a personal and socially responsible way. | |
| Brief outline of the course: | |

1. Active implementation of a SL project.
2. Active participation in team meetings.
3. Active participation in team meetings with the project tutor.
4. Continuous flexible communication.
5. SL corrections in practice.
6. Final report creation.
7. Service learning project presentation.
8. Project evaluation.

Recommended literature:

1. BROZMANOVÁ GREGOROVÁ, Alžbeta – BARIAKOVÁ, Zuzana – HEINZOVÁ, Zuzana – CHOVANCOVÁ, Katarína – KOMPÁN, Jaroslav – KUBEALAKOVÁ, Martina – NEMCOVÁ, Lívia – ROVNANOVÁ, Lenka – ŠOLCOVÁ, Jana – TOKOVSKÁ, Miroslava. 2014. Service learning. Inovatívna stratégia učenia (sa) (vysokoškolská učebnica). 1. vyd. – Banská Bystrica : Vydavateľstvo Univerzity Mateja Bela v Banskej Bystrici – Belianum, 2014. – 200 s. ISBN 978-80-557-0829-4
2. Brozmanová Gregorová, Alžbeta – Bariaková, Zuzana – Chovancová, Katarína – Kubealaková, Martina – Šolcová, Jana. 2014. Experiences With Implementation of Service-learning at Matej Bel University in Banská Bystrica. In: European researcher, Vol. 77, 2014, No. 6-2, pp. 1182 – 1188, ISSN 2219-8229. E-ISSN 2224-0136.
3. BARIAKOVÁ, Zuzana – KUBEALAKOVÁ, Martina. 2015. Umelecká literatúra medzi ľuďmi prostredníctvom service learningu. In: Edukácia. Vedecko-odborný časopis, ročník 1, 2015, č. 1, s. 12 – 19. ISSN 1339-8725
4. BARIAKOVÁ, Zuzana – KUBEALAKOVÁ, Martina. 2013. Tvorivá aplikácia vedomostí a zručností zo slovenského jazyka a literatúry v stratégii service learning. In: Tvorivosť v škole – škola tvorivosti. [Marta Germušková – Martina Petříková (ed.)]. Prešov : Prešovská univerzita v Prešove, 2013, s. 8 – 17. ISBN 978-80-555-0967-9
5. BROZMANOVÁ Gregorová, Alžbeta – BARIAKOVÁ, Zuzana – HEINZOVÁ, Zuzana – KUBEALAKOVÁ, Martina – NEMCOVÁ, Lívia – ROVNANOVÁ, Lenka – ŠOLCOVÁ, Jana. [10 %]. 2014. Service learning – priestor pre spojenie formálneho a neformálneho vzdelávania. In: Mládež a spoločnosť, roč. XX, 2014, č. 2, s. 19 – 30. ISSN 1335-1109

Language of instruction:

Notes:student time load:

Total: 90 h.
 SL activity implementation 75 h.
 Individual consultations: 5 h.
 Final report – consultation: 10 h.

Course assessment

The final number of assessed students: 44

| 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: PaedDr. Zuzana Bariaková, PhD., Mgr. Martina Kubealaková, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-lsp-01 | Course name: Literature in School Practice |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 2., 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: During the semester, the student gives their presentation during a seminar (30 minutes). The project is 8 pgs long. The maximum number of points consisting of continuous and final assessment is 100. 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. a) Continuous assessment: presentation (0–50 p.) b) Final assessment: project preparation (0–50 p.) | |
| Learning objectives: The student: 1. understands and can evaluate the methodological aspects of literary education 2. can interpret different texts and transform them into literary communication on different levels 3. knows and uses the relevant concepts and terminology and based on their knowledge, addresses the selected topics of contemporary didactics in the school environment 4. can evaluate the methodology of literature teaching in different systems, literature teaching models, and teacher's preparation 5. can create didactic materials for the purpose of practical teaching. | |
| Brief outline of the course: Literary and didactic literary communication. The specificities of literary education, the aesthetic-educational process, literary text and its interpretation. The methodological systems and models of literature teaching. The place of literary teaching in the contemporary schools (concepts, problems). Reading, reader, reading and literary competences. The analytical and interpretation system in schools. Stages of the aesthetic-educational process. The methodology of using different literary texts and genres. Motivation, interpretation, aesthetic-educational activities. The variability of methodological preparation. Untraditional forms and methods of literature teaching. Experiential methods in practice. | |
| Recommended literature: 1. GERMUŠKOVÁ, M.: Literárny text v didaktickej komunikácii (na 2. stupni základnej školy). Prešov : Pedagogická fakulta UPJŠ, 1995. 2. HOUŠKA, T.: Škola hrou. Praha : Tomáš Houška, 1991. | |

3. LIESSMANN, K. P.: Teorie nevzdělanosti : omyly společnosti vědění. Praha : Academia, 2010.
4. OBERT, V.: Kapitoly z didaktiky literatury (Seminárium). Nitra : Pedagogická fakulta Univerzity Konštantína Filozofa, 1992.
5. VALA, J. – FIC, I.: Poezie a mladí čtenáři. Výzkum recepce konkrétních básní. Olomouc : Hanex, 2012.
6. BEAN, R.: Jak rozvíjet tvořivost dítěte. Praha : Portál, 1995.
7. CHALOUPKA, O.: Škola a počátky dětského čtenářství. Praha : Victoria Publishing, a. s., 1995.
8. KARNSOVÁ, M.: Jak budovat dobrý vztah mezi učitelem a žákem. Praha : Portál, 1995.
9. BARIAKOVÁ, Z. – GÁLISOVÁ, A. – VANČÍKOVÁ, K.: Jazykové a literárne hry pre 1. a 2. stupeň základnej školy. Krakov : Spolok Slovákov v Poľsku, 2013.

Language of instruction:

Slovak

Notes:student time load:

150 h.

Presence study (L, S, C): 26 h.

Reading practical educational materials: 29 h.

Specialised text analysis: 30 h.

Presentation: 30 h.

Project preparation: 35 h.

Course assessment

The final number of assessed students: 47

| A | B | C | D | E | FX(0) | FX(1) | n |
|-------|-------|-----|-----|-----|-------|-------|-----|
| 65.96 | 34.04 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Instructor: Mgr. Eva Pršová, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | | | | | | | |
|---|-------|---|-----|------|-------|-------|-----|
| University: Matej Bel University in Banská Bystrica | | | | | | | |
| Faculty: Faculty of Arts | | | | | | | |
| Code: 2d-MRK-402 | | Course name: Mediation and resolution of interpersonal conflicts | | | | | |
| Type, extent and method of instruction: | | | | | | | |
| Form of instruction: Lecture / Seminar | | | | | | | |
| Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) | | | | | | | |
| Recommended number of periods: 13 / 13 | | | | | | | |
| Method of study: combined | | | | | | | |
| Number of credits: 3 | | | | | | | |
| Recommended semester/trimester: 1. | | | | | | | |
| Level: II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course completion conditions: | | | | | | | |
| Learning objectives: | | | | | | | |
| Brief outline of the course: | | | | | | | |
| Recommended literature: | | | | | | | |
| Language of instruction: | | | | | | | |
| Notes:student time load: | | | | | | | |
| Course assessment | | | | | | | |
| 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 |
| Instructor: Mgr. Zuzana Heinzová, PhD., doc. Mgr. Lenka Ďuricová, PhD. | | | | | | | |
| Last changed: 03.02.2022 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

| | |
|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-msp-01 | Course name: Methodology of Literary Studies and School Practice |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) continuous assessment: short text interpretation (4 x 2.5 = 10 p.) seminar paper (2 x 10 = 20 p.) b) final assessment: written test focused on the selected topics. The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements. Credits will not be awarded to a student who scores less than 10 points in the continuous assessment. 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. a) continuous assessment: See the course completion conditions. b) final assessment: See the course completion conditions. | |
| Learning objectives: The student enhances their pragmatic study of the selected texts addressing literary studies, which influence literature teaching in schools. They can identify the typical subject-didactic consequences of selecting specific methodological platforms from the major directions, schools, and currents in literary studies. They understand the relationships between contradictory methodological and subject-didactic viewpoints and can compare them. The student can critically evaluate the selected texts addressing literary studies and reflect on them from the viewpoint of teaching Slovak language and literature. They improve their ability to analyse the material and formulate opinions. They learn how to evaluate different professional approaches and verify their justification, evaluate their own arguments and the efficiency of teaching methods. The student learns how to design school literary education based on multiple methodological viewpoints and follows the development of methodology in literary studies. They develop their own professional profile based on the possibilities provided by up-to-date literary studies. | |
| Brief outline of the course: | |

Literary studies – P. V. Zima’s classification of approaches and their subject-didactic consequences: literary studies between Hegel and Kant.

- Marxism and Russian formalism.
- M. Bakhtin.
- The critical theory of the Frankfurt School (T. Adorno)
- Prague structuralism.
- Reader-response criticism (Konstanzer School), phenomenological literary studies.
- Semiotic approaches (R. Barthes, U. Eco, A. Greimas).
- Deconstruction.
- Critical and dialogic literary studies (P. V. Zima).

Zima’s model of thinking in literary studies, the plurality of approaches in Slovak literary studies and subject didactics.

Selected relevant scholarly publications – reading, commenting, analysis (T. Adorno, M. M. Bakhtin, R. Barthes, A. Compagnon, J. Culler, J. Derrida, U. Eco, R. Ingarden, W. Iser, R. Jakobson, H. R. Jauss, J. Kristeva, J. Lacan, C. Lévi-Strauss, D. S. Lichatchov, J. M. Lotman, G. Lukács, J. F. Lyotard, H. M. McLuhan, J. M. Meletinskij, V. J. Propp, P. Ricoeur, J. P. Sartre, T. Todorov, H. White, V. M. Zhirmunsky, etc.).

Recommended literature:

1. ZIMA, P. V.: Literární estetika. Praha : Votobia , 1998.
2. MIKULÁŠ, R. a kol.: Podoby literárnej vedy. Teó-rie – Metódy – Smery. Bratislava . VEDA, 2016.
3. ISER, W.: Jak se dělá teorie. Praha : Karolinum, 2009.
4. NÜNNING, A. (ed.): Lexikon teorie literatury a kultury. Brno : Host, 2006.
5. MACURA, V. – JEDLIČKOVÁ, A. et al.: Průvodce po světové literární teorii 20. století. Brno : Host, 2012.

Language of instruction:

Slovak

Notes:student time load:

150 h.
 Combined study (lectures/seminars/consultations): 26,
 self-study: 124

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: prof. PaedDr. Martin Golema, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-aju-101 | Course name: Methodology of Teaching English 1 |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 4 | |
| Recommended semester/trimester: 1. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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 %). a) continuous assessment: 2 language games 0- 10 points each 1 article review: 0-5 points Written test: 0- 35 points (pass 65%) b) final assessment: 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 %). | |
| Learning objectives: Student will be able to: <ol style="list-style-type: none"> 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 | |
| Brief outline of the course: 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. | |
| Recommended literature: <ol style="list-style-type: none"> 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 štátní vzdělávací program
10. Společný evropský referenční rámec pro 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-aju-102 | Course name: Methodology of Teaching English 2 |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 4 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: Processing the scientific article, preparation of a lesson plan b) final assessment: final written exam | |
| Learning objectives: 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. | |
| Brief outline of the course: 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 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-aju-103 | Course name: Methodology of Teaching English 3 |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: written preparation for the lesson: 20 points presentation – lesson simulation: 20 points Total: 40 points b) final assessment: Final written exam: 60 points | |
| Learning objectives: Students will be able: <ol style="list-style-type: none"> 1. To prepare a lesson plan based on the principles of the educational process 2. To choose specialised texts published in English suitable for English language teaching 3. To use adequate types of teaching tasks when practicing language means and skills 4. To identify and use European documents as a source for foreign language teaching 5. To be well informed about the State and the School Education Programme 6. To review the differences in curricula and lesson plans between various types of schools. 7. To implement basics of Service Learning activities during ELT practice. | |
| Brief outline of the course: 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. | |
| 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
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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-mr-54 | Course name: Modern Rhetoric |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) continuous assessment: 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) final assessment: 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. | |
| Learning objectives: 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. | |
| Brief outline of the course: 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. | |
| Recommended literature: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-tra-01 | Course name: More Recent Transdisciplinary Approaches in Literary Studies and School Practice |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) continuous assessment: short text interpretation (4 x 2.5 = 10 p.) seminar paper (2 x 10 = 20 p.) b) final assessment: written test focused on the selected topics. The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements. Credits will not be awarded to a student who scores less than 10 points in the continuous assessment. 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. a) continuous assessment: See the course completion conditions. b) final assessment: See the course completion conditions. | |
| Learning objectives: The student enhances their pragmatic study of the selected texts addressing literary studies and transdisciplinary texts which influence literature teaching in schools. They can identify the typical subject-didactic consequences of selecting specific methodological platforms from the more recent directions, schools, and currents in literary studies. They understand the relationships between contradictory methodological and subject-didactic viewpoints and can compare them. The student can critically evaluate the selected (transdisciplinary) texts addressing literary studies and reflect on them from the viewpoint of teaching Slovak language and literature. They improve their ability to analyse the material and formulate opinions. They learn how to evaluate different professional approaches and verify their justification, evaluate their own arguments and the efficiency of teaching methods. They learn to approach literary education through combining multiple interlinked perspectives and viewpoints, and to design school literary education based on multiple methodological viewpoints and follows the development of methodology in literary studies and the related disciplines. | |

They develop their own professional profile based on the possibilities provided by up-to-date literary studies.

Brief outline of the course:

More recent transdisciplinary directions in the methodology of literary studies and related fields, and their current and potential impact on school literary education.

- Cognitive literary studies (M. Turner).
- Empirical literary studies and media culture as a scholarly field (S. Schmidt)
- New historicism, cultural studies, feminism.
- Biologising (ethology and sociobiology), psychologising, (psychoanalysis, C. G. Jung, evolutionary psychology) and sociologising (L. Bourdieu) trends in transdisciplinarity with the impact on literary education in schools.
- “Digital humanities”.
- Literary education, individual and collective identities (F. Fukuyama, I. Krastev).
- The importance of school literary education and democracy (M. C. Nussbaum, R. Rorty, Z. Kusá).
- Literary education and transdisciplinary research of empathy (S. Baroque Cohen, F. de Waal, J. Rifkin)

Recommended literature:

1. SCHMIDT, J. S.: Přesahování literatury. Praha : Ústav pro českou literaturu AV ČR, 2009.
2. MÜLLER, R. a kolektiv: Za obrysy média. Literatura a medialita. Praha : Vydavatel'stvo Karolinum, 2020.
3. Eds. MÜLLER, R. – ŠIDÁK, P.: Slovník novější literární teorie. Glosář pojmů. Praha : ACADEMIA, 2012.
4. BARKER, Ch.: Slovník kulturních studií. Praha :Portál, 2006.
5. McROBBIE, A.: Aktuální témata kulturních studií. Praha : Portál, 2006.
6. Hyperlexikón literárnovedných pojmov, Ústav svetovej literatúry SAV, dostupný na: <http://hyperlexikon.sav.sk/>

Language of instruction:

Slovak

Notes:student time load:

150 h.
Combined study (lectures/seminars/consultations): 26,
self-study: 124

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: prof. PaedDr. Martin Golema, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-mvjp-01 | Course name: Names of Products and Unique Items |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) Continuous assessment: project presentation Names of products and unique items in a specific social area, e.g. proper names referring to cheeses or diamonds and gems (0–25 p.), evaluation of specialised discussions (0–5 p.) b) Continuous assessment: seminar paper (0–70 p.) Maximum score: 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 65 for completing the given requirements. | |
| Learning objectives: The student: 1. understands terms and concepts in chrematonomastics. 2. can characterise chrematonyms and onyms in terms of communication and types. 3. understands the relationships between chrematonyms vs. anthroponyms and toponyms/geonyms and understands that chrematonyms are a dynamic factor in the development of onymy. 4. can effectively apply the existing specialised knowledge to their own research activities focused on abstract chrematonyms as the proper names referring to abstract human creations. 5. Can evaluate how the research of abstract chrematonyms contributes to onymy research in general. | |
| Brief outline of the course: Chrematonomastics as part of onomastics. Onyms in communication and their typology. Chrematonym classification: abstract and concrete chrematonyms. Specific types of chrematonyms. Characteristics of concrete chrematonyms. Serionyms (tyronyms, proper names referring to food products, electronics, furniture, clothing, cigarettes and tobacco products, perfumes, alcoholic and non-alcoholic beverages, etc.). Uniconyms (proper names referring to diamonds and gems, bells, jewellery products, shells, etc.). The formation of concrete chrematonyms. Functions of concrete chrematonyms. Modelling concrete chrematonyms. Concrete chrematonyms in communication. Chrematonymic dynamics as a factor of onymic dynamics. | |
| Recommended literature: 1. BLANÁR, V.: Teória vlastného mena. (Status, organizácia a fungovanie v spoločenskej komunikácii). Bratislava: Veda, 1996. 250 s. 2. HORECKÝ, J.: Logonomastika ako onomastická disciplína. In: Jazyková a mimojazyková stránka vlastných mien. 11. slovenská onomastická konferencia. Nitra 19. – 20. mája 1994. | |

- Zborník referátov. Zost. E. Krošláková. Bratislava – Nitra: Jazykovedný ústav L. Štúra SAV – Vysoká škola pedagogická, 1994, s. 76 – 78.
3. GAŁKOWSKI, Gałkowski, A.: Chrematonimy w funkcji kulturowo-użytkowej. Onomastyczne studium porównawcze na materiale polskim, włoskim, francuskim. Łódź: Wydawnictwo Uniwersytetu Łódzkiego. 2008. 390 s. 2. vyd. 2011. 388 s.
 4. GAŁKOWSKI, A.: Definicja i zakres chrematonimii. *Folia onomastica Croatica*, 27, Zagreb, 2018, s. 1 – 14.
 5. IMRICHOVÁ, M.: Logonymá v systéme slovenčiny. Prešov: Prešovská univerzita, 2002. 142 s. ISBN 80-8068-111-2
 6. MAJTÁN, M.: Klasifikácia chrématonymie. In: Chrématonymia z hlediska teorie a praxe. Sborník z 3. celostátního semináře „Onomastika a škola“, Ústí nad Labem 21. – 22. 6. 1988. Red. R. Šrámek – L. Kuba. Brno: ČSAV, 1989, s. 7 – 13.
 7. MAGDA-CZEKAJ, M.: O kolekcjonerskich nazwach własnych – na przykładzie nazw muszli. W komunikacyjnej przestrzeni nazw własnych i pospolitych. Ed. Łuc, Izabela; Pogłódek, Małgorzata. Katowice: Wydawnictwo Uniwersytetu Śląskiego, 2012, s. 243–2545.
 8. ODALOŠ, P.: K problematike názvov firiem. In: *Studia Academica Slovaca*. 24. Prednášky XXXI. letného seminára slovenského jazyka a kultúry. Red. J. Mlacek. Bratislava: Stimul, 1995, s. 127 – 134.
 9. ODALOŠ, P.: Nové slovenské chrématonymá. In: *Slovenská reč*, roč. 63, 1998, č. 6, s. 337 – 342.
 10. ODALOŠ, P.: Dynamika chrématonymie ako faktor dynamizácie onymie. In: *Chrematonymia jako fenomen współczesności*. Red. M. Biolik – J. Duma. Olsztyn: Wydawnictwo Uniwersytetu Warmińsko-Mazurskiego v Olsztynie, 2011, s. 347 – 356.
 11. ODALOŠ, P.: O sémantických príznakoch (aj) názvov vlakových spojov. In: *Jazykovedné štúdie 29. Život medzi apelatívami a propriami*. Bratislava: Veda 2011. s. 148 –155.
 12. ODALOŠ, P.: Literárny onymá v slovenskej literatúre. Banská Bystrica: Univerzita Mateja Bela. 2012. 160 s., 2. vyd. 2020 220 s.
 13. ODALOŠ, P. Modelovanie a modely chrématonym. 19. slovenská onomastická konferencia. Ed. Valentová, Iveta. Bratislava: Veda, 2015, s. 464 – 472.
 14. ODALOŠ, P.: Sústava slovenskej onomastickej terminológie (vznik, existencia, variantné možnosti vývoja a štandardizácie). *Konvergenzie a divergenzie v propriálnej sfére*. Ed. Chomová, Alexandra; Krško, Jaromír; Valentová, Iveta. Banská Bystrica–Bratislava: Filozofická fakulta Univerzity Mateja Bela–Jazykovedný ústav L. Štúra SAV–Veda, vydavateľstvo Slovenskej akadémie vied, 2019, s. 3–70.
 15. ODALOŠ, P.: Paradigmatic Types of Onomastics. *Onomastics. Annales Universitatis Mariae Curie-Skłodowska. Sectio FF. Philologiae. Onomastics I*. Ed. Siwiec, Adam. Lublin: Wydawnictwo Uniwersytetu Marie Curie-Skłodowskiej, 35–46. Odaloš, Pavol. v tlači. Prí
 16. ODALOŠ, P. – VALLOVÁ, E.: Sústava slovanskej onomastickej terminológie (vznik, existencia, neuralgické miesta, aktualizácia) = Sustav slavenske onomastičke terminologije (nastanak, postojanje, neuralgična mjesta, aktualizacija) / Pavol Odaloš, Elena Vallová. In *Folia Onomastica Croatica*. - Zahreb : Hrvatska akademija znanosti i umjetnosti, 2020. - ISSN 1330-0695. - Roč. 29, č. 1 (2020), s. 169 – 202.
 17. ŠRÁMEK, R.: Chrématonymický objekt. In: *Chrématonymia z hlediska teorie a praxe*. Sborník z 3. celostátního semináře "Onomastika a škola", Ústí nad Labem 21. – 22. 6. 1988. Zost. R. Šrámek – L. Kuba. Brno 1989, s. 13 – 20.
 18. DVONČ, L.: Názvy politických strán a hnutí a ich skratky. *Slovenská reč*, 60, 1995, č. 1, s. 26 – 32.
 19. ŠRÁMEK, R.: Úvod do obecné onomastiky. Brno: Masarykova univerzita, 1999. 191 s.

20. ŽIGO, P.: Budú v onomastike aj muzikonymá. Slovenská reč, 75, Bratislava, 2010, s. 270–277.

Language of instruction:

Slovak

Notes: student time load:

Total: 150 h.

Presence study (L, S, C): 26 h.

Working with specialised literature and sources: 13 h.

Seminar preparation: 13 h.

Research: 26 h.

Preparation of the presentation: 26 h.

Seminar paper preparation: 46 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: Dr. h. c. prof. PaedDr. Pavol Odaloš, CSc.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-aju-104 | Course name: Observation Teaching Practice EN |
| Type, extent and method of instruction: Form of instruction: Prax Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26s Method of study: combined | |
| Number of credits: 2 | |
| Recommended semester/trimester: 1. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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 %). a) continuous assessment: Continuous assessment consists of active observations and completion of portfolio tasks. b) final assessment: 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. | |
| Learning objectives: 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. | |
| Brief outline of the course: 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. Sieglová, 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, www.statpedu.sk, www.nucem.sk, 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

| Course assessment | | | | | | | |
|--|-----|-----|-----|-----|-------|-------|-----|
| 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 |
| Instructor: doc. PhDr. Eva Homolová, PhD. | | | | | | | |
| Last changed: 20.04.2022 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

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|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-pkc-01 | Course name: Older Popular Book Translation |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: Translation practice, translation, completing assignments throughout the semester. Maximum score: 100 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 acquires the minimum of 65 points out of the possible 100 for completing the given requirements. continuous assessment: Translation practice (0–25 p.) Translation (0–45 p.) Discussion-based presentation (0–30 p.). Total: 0–100 p. | |
| Learning objectives: The student: <ul style="list-style-type: none"> • can explain the concepts and basic terminology. • can explain the specificities of popular literature (evolution, poetics) in their own words • can formulate an opinion of a specific text. • knows basic concepts in translation, types, and norms in translation. • can read a text written in the Gothic script. • understands the specificities of older texts, specifically older popular literature. • attempts to translate an older literary text. | |
| Brief outline of the course: Seminar instructions. Syllabus. Task assignment. Popular literature – discussion. The evolution of popular reading, older and newer poetry. The position of popular literature within the system of the national literature. The past and present contexts in Slovakia and the Czech Republic. Gothic script. Specialised translation, types and norms. Reading Aesop, individual translation training. Confrontation of individual translations with prof. Zuzana Hurtaiová's translation and the radio version of the text. Editor's notes on the translation. Translation of an older literary text – presentation. Presentation of the translation and its evaluation. | |
| Recommended literature: Aspekty vnútroľiterárneho prekladu. Bratislava : Ústav umeleckej kritiky a divadelnej dokumentácie, 1989. 112 s. | |

ECO, Umberto. 2001. Hľadání dokonalého jazyka v evropské kultuře. Praha : Lidové noviny, 2001. 355 s. ISBN 80-7106-389-4

HEČKO, Blahoslav. 1991. Dobrodružstvo prekladu. Bratislava : Slovenský spisovateľ, 1991. 363 s. ISBN 80-220-0160-0

HOCHÉL, Braňo. 1990. Preklad ako komunikácia. Bratislava : Slovenský spisovateľ, 1990. 152 s. ISBN 80-220-0003-5

MIKO, František. 1987. Analýza literárneho diela. Bratislava : Veda, 1987. 175 s.

PECHAR, Jiří. 1986. Otázky literárneho prekladu. Praha : Československý spisovateľ, 1986. 88 s.

VILIKOVSKÝ, Ján. 1984. Preklad ako tvorba. Bratislava : Slovenský spisovateľ, 1984. 234 s.

ZAMBOR, Ján. 2000. Preklad ako umenie. Bratislava : UK, 2000. 240 s. ISBN 80-223-1407-2

Historický slovník slovenského jazyka I. Bratislava : VEDA 1991. 535 s. ISBN 80-224-0228-1

Historický slovník slovenského jazyka II. Bratislava : VEDA 1992. 614 s. ISBN 80-224-0385-7

Historický slovník slovenského jazyka III. Bratislava : VEDA 1994. 653 s. ISBN 80-224-0429-2

Historický slovník slovenského jazyka IV. Bratislava : VEDA 1995. 581 s. ISBN 80-224-0432-2

Historický slovník slovenského jazyka V. Bratislava : VEDA 2000. 690 s. ISBN 80-224-0628-7

HURTAJOVÁ, Zuzana. 1980. Utešené, zábavné ale i príkladné rytierske príbehy. Bratislava : Tatran, 1980. 379 s.

HURTAJOVÁ, Zuzana. 1988. Kratochvíľne, úsmevné ale i príkladné šibalské príbehy. Bratislava : Tatran, 1988. 247 s.

HURTAJOVÁ, Zuzana. 1997. Život, skutky a rozhovory ohavného Ezopa, ktorý bol znamenitý mudrc a vychýrený bájkar, a čo všetko kratochvíľne navyčínal. Liptovský Mikuláš : Transcius, 1997. 128 s. ISBN 80-7140-139-0

HURTAJOVÁ, Zuzana. 1998. Humor a tragédia Ezopovho života. Banská Bystrica : Metodické centrum, 1998. 40 s.

KUBEALAKOVA, Martina. 2011. Knižky ľudového čítania mladšej proveniencie v kontexte slovenskej národnej kultúry : dobrodružno-fúboštné prózy. Ostrava : Ostravská univerzita, 2011. 278 s. ISBN 978-80-7368-949-0

LIBA, Peter. 1970. Čítanie starých otcov. Martin : Matica slovenská, 1970.

LIBA, Peter. 1981. Kontexty populárnej literatúry. Bratislava : Tatran, 1981. 253 s.

SIROVÁTKA, Oldřich. 1990. Literatura na okraji. Praha : Československý spisovateľ, 1990. 104 s. ISBN 80-202-0122-X

Language of instruction:

Slovak

Notes: student time load:

150 h.

Combined study (lectures/seminars/consultations): 36 h.

Translation practice: 30 h.

Working with specialised literature: 30 h.

Translation: 54 h.

Other.

Course assessment

The final number of assessed students: 35

| 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. Martina Kubealaková, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajp-304 | Course name: Philosophy of Translation |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: a) continuous assessment: active participation in class 0-50 points b) final assessment: b) final assessment: analytical essay 0-50 points | |
| Learning objectives: 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. | |
| Brief outline of the course: Translation. Translability. Ideology in translation. Patronage. Culture in translation. | |
| Recommended literature: 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. | |
| Language of instruction: Slovak and English | |
| Notes: student time load: combined studies: 13 hrs. self-study: 40 hrs. preparing of topic and presentation: 37 hrs. | |

| Course assessment | | | | | | | |
|--|-------|-------|-----|------|-------|-------|-----|
| 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 |
| Instructor: Leonid Chernovatyi, PhD. | | | | | | | |
| Last changed: 29.04.2022 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

| | | | |
|--|------|--|-----|
| University: Matej Bel University in Banská Bystrica | | | |
| Faculty: Faculty of Arts | | | |
| Code: 2d-vstv-106 | | Course name: Physical Education 6 | |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | | | |
| Number of credits: 3 | | | |
| Recommended semester/trimester: 1., 3. | | | |
| Level: II. | | | |
| Prerequisites: | | | |
| Course completion conditions: | | | |
| Learning objectives: | | | |
| Brief outline of the course: | | | |
| Recommended literature: | | | |
| Language of instruction: | | | |
| Notes:student time load: | | | |
| Course assessment The final number of assessed students: 73 | | | |
| abs | n | p | v |
| 94.52 | 5.48 | 0.0 | 0.0 |
| Instructor: 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 | | | |
| Last changed: 27.03.2023 | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | |

Course Description

| | | | |
|---|-----|--|-----|
| University: Matej Bel University in Banská Bystrica | | | |
| Faculty: Faculty of Arts | | | |
| Code: 2d-vstv-107 | | Course name: Physical Education 7 | |
| Type, extent and method of instruction: | | | |
| Form of instruction: Seminar | | | |
| Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) | | | |
| Recommended number of periods: 26 | | | |
| Method of study: combined | | | |
| Number of credits: 3 | | | |
| Recommended semester/trimester: 2., 4. | | | |
| Level: II. | | | |
| Prerequisites: | | | |
| Course completion conditions: | | | |
| Learning objectives: | | | |
| Brief outline of the course: | | | |
| Recommended literature: | | | |
| Language of instruction: | | | |
| Notes:student time load: | | | |
| Course assessment | | | |
| The final number of assessed students: 0 | | | |
| abs | n | p | v |
| 0.0 | 0.0 | 0.0 | 0.0 |
| Instructor: 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 | | | |
| Last changed: 27.03.2023 | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | |

Course Description

| | | | |
|--|------|--|-----|
| University: Matej Bel University in Banská Bystrica | | | |
| Faculty: Faculty of Arts | | | |
| Code: 2d-vstv-108 | | Course name: Physical Education 8 | |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | | | |
| Number of credits: 3 | | | |
| Recommended semester/trimester: 1., 3. | | | |
| Level: II. | | | |
| Prerequisites: | | | |
| Course completion conditions: | | | |
| Learning objectives: | | | |
| Brief outline of the course: | | | |
| Recommended literature: | | | |
| Language of instruction: | | | |
| Notes:student time load: | | | |
| Course assessment The final number of assessed students: 54 | | | |
| abs | n | p | v |
| 92.59 | 7.41 | 0.0 | 0.0 |
| Instructor: 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 | | | |
| Last changed: 27.03.2023 | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | |

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-pol-201 | Course name: Polish Language A1 1 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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 (%). a) continuous assessment: Completing homework: 0–30 p. Written test in week 13: 35 p. b) final assessment: Oral exam during the exam period: 35 p. | |
| Learning objectives: 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. | |
| Brief outline of the course: 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. | |
| 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. 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-pol-202 | Course name: Polish Language A1 2 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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 (%). a) continuous assessment: Completing homework: 0–30 p. Written test in week 13: 35 p. b) final assessment: Oral exam during the exam period: 35 p. | |
| Learning objectives: 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. | |
| Brief outline of the course: 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 : Glossa, 2011.
2. STEMPEK, I. – STELMACH, A. i in. 2011. Polski. Krok po kroku A1. Zeszyt ćwiczeń. Kraków : Glossa, 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-pol-203 | Course name: Polish Language A2 1 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. | |
| a) continuous assessment: Completing homework: 0–15 p. Presentation: 0–15 p. | |
| b) final assessment: written final exam (test): 0–35 p. final oral exam: 0–35 p. Final exam in total: 0–70 p. 0–70 p. | |
| Learning objectives: 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. | |
| Brief outline of the course: 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. | |
| 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.

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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-pol-204 | Course name: Polish Language A2 2 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. | |
| a) continuous assessment: Completing homework: 0–15 p. Presentation: 0–15 p. | |
| b) final assessment: written final exam (test): 0–35 p. final oral exam: 0–35 p. Final exam in total: 0–70 p. 0–70 p. | |
| Learning objectives: 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. | |
| Brief outline of the course: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | | | | | | | |
|---|-------|---|-------|------|-------|-------|-----|
| University: Matej Bel University in Banská Bystrica | | | | | | | |
| Faculty: Faculty of Arts | | | | | | | |
| Code: 2d-POZ-402 | | Course name: Positive psychology | | | | | |
| Type, extent and method of instruction: | | | | | | | |
| Form of instruction: Lecture | | | | | | | |
| Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) | | | | | | | |
| Recommended number of periods: 26 | | | | | | | |
| Method of study: combined | | | | | | | |
| Number of credits: 3 | | | | | | | |
| Recommended semester/trimester: 2. | | | | | | | |
| Level: II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course completion conditions: | | | | | | | |
| Learning objectives: | | | | | | | |
| Brief outline of the course: | | | | | | | |
| Recommended literature: | | | | | | | |
| Language of instruction: | | | | | | | |
| Notes:student time load: | | | | | | | |
| Course assessment | | | | | | | |
| 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 |
| Instructor: Mgr. Zuzana Heinzová, PhD. | | | | | | | |
| Last changed: 19.04.2023 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

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|---|-----|--|-----|-----|-------|-------|-----|
| University: Matej Bel University in Banská Bystrica | | | | | | | |
| Faculty: Faculty of Arts | | | | | | | |
| Code: 2d-PMG-513 | | Course name: Project management | | | | | |
| Type, extent and method of instruction: | | | | | | | |
| Form of instruction: Seminar | | | | | | | |
| Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) | | | | | | | |
| Recommended number of periods: 26 | | | | | | | |
| Method of study: combined | | | | | | | |
| Number of credits: 3 | | | | | | | |
| Recommended semester/trimester: | | | | | | | |
| Level: II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course completion conditions: | | | | | | | |
| Learning objectives: | | | | | | | |
| Brief outline of the course: | | | | | | | |
| Recommended literature: | | | | | | | |
| Language of instruction: | | | | | | | |
| 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: doc. PhDr. Alžbeta Brozmanová Gregorová, PhD. | | | | | | | |
| Last changed: 08.09.2023 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

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|---|-------|---|-------|------|-------|-------|-----|
| University: Matej Bel University in Banská Bystrica | | | | | | | |
| Faculty: Faculty of Arts | | | | | | | |
| Code: 2d-MVE-221 | | Course name: Research methodology in education | | | | | |
| Type, extent and method of instruction: | | | | | | | |
| Form of instruction: Lecture | | | | | | | |
| Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) | | | | | | | |
| Recommended number of periods: 26 | | | | | | | |
| Method of study: combined | | | | | | | |
| Number of credits: 3 | | | | | | | |
| Recommended semester/trimester: 2. | | | | | | | |
| Level: II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course completion conditions: | | | | | | | |
| Learning objectives: | | | | | | | |
| Brief outline of the course: | | | | | | | |
| Recommended literature: | | | | | | | |
| Language of instruction: | | | | | | | |
| Notes:student time load: | | | | | | | |
| Course assessment | | | | | | | |
| 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 |
| Instructor: prof. PhDr. Miriam Niklová, PhD., prof. PhDr. Bronislava Kasáčová, CSc. | | | | | | | |
| Last changed: 02.12.2021 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

| | |
|--|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-rus-230 | Course name: Russian Language and for Beginners 1 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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%). a) continuous assessment: 1. Test: 25 p. 2. Test: 25 p. | |
| Learning objectives: 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. | |
| Brief outline of the course: 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). | |
| Recommended literature: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-rus-231 | Course name: Russian Language and for Beginners 2 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2., 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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%). a) continuous assessment: 1. Test: 25 p. 2. Test: 25 p. b) final assessment: Written exam: 50 p. | |
| Learning objectives: 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. | |
| Brief outline of the course: 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. | |
| Recommended literature: 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. DEKANOVÁ, 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.: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-gvs-01 | Course name: School Grammar |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: Based on the continuous assessment. a) continuous assessment: specialised discussion, individual creative work, semestral paper/study, lesson preparation project focused on grammar (primary school or high school) b) final assessment: based on the continuous assessment. | |
| Learning objectives: The student: <ol style="list-style-type: none"> 1. enhances their knowledge of the Slovak grammar 2. uses their theoretical knowledge to perform a morphological and syntactical sentence/text analysis and in the communication process 3. uses their knowledge of morphology and syntax to create different types of texts 4. can apply their theoretical knowledge of morphology and syntax to the selected subject matter taught in terms of primary and secondary education 5. can select appropriate language exercises for teaching 6. creates and presents their lesson preparation project. | |
| Brief outline of the course: Slovak grammar in the pedagogical documents for primary and secondary education. School grammar – orthography, i/y writing algorithm. Morphological categories and analysis at school. The theory of semantic and communication-pragmatic syntax. Syntactical competence as a tool for developing textual competences. Teaching morphology and syntax at the 2nd level of primary schools and high schools. Complex morphological and syntactical sentence analysis (school practice). Slovak language exercises. General linguistic analysis. Online and other electronic tools at school. | |
| Recommended literature: JACKO, Jozef: Slovenská morfológia v škole. Bratislava: Slovenské pedagogické nakladateľstvo, 1974. 231 s. KAČALA, Ján: Súčasný spisovný jazyk. Vydavateľstvo Matice slovenskej, 2021. 142 s. GIANITSOVÁ-OLOŠTIAKOVÁ, Lucia: Aké i/y sa píše? Bratislava: Fragment, 2009. 84 s. | |

OLOŠTIAK, Martin – GIANITSOVÁ-OLOŠTIAKOVÁ, Lucia: Kde sa píšu veľké písmená? Bratislava: Fragment, 2011. 80 s.

OLOŠTIAK, Martin – GIANITSOVÁ-OLOŠTIAKOVÁ, Lucia: Slovenský jazyk. Ed. Krok za krokom k maturite. Bratislava: Fragment, 2007. 192 s.

SOKOLOVÁ, Miloslava: Nový deklináčny systém slovenských substantív. Prešov: Filozofická fakulta Prešovskej univerzity, 2007. 338 s. Dostupné na internete: http://www.juls.savba.sk/ediela/novy_deklinacny_system/

FINDRA, Ján: Expresívne syntaktické konštrukcie. Banská Bystrica: UMB, 2004.

KAČALA, Ján: Fenomén zložitosti v jazyku, osobitne v syntaxi. Martin: Vydavateľstvo MS, 2019. 224 s.

KAČALA, Ján: Polopredikatívne konštrukcie v slovenčine. Martin: Vydavateľstvo MS, 2017. 192 s.

KAČALA, Ján: Teória vedného člena. Martin: Vydavateľstvo S, 2015. 176 s.

KAČALA, Ján: Syntagmatický slovosled v slovenčine. Martin: Vydavateľstvo MS, 2013. 220 s.

MOŠKO, Gustáv: Príručka vetného rozboru. 2., doplnené a upravené vyd. Prešov: Náuka, 2006.

BETÁKOVÁ, Valéria: Triedenie jazykových cvičení. Bratislava: SPN, 1976.

Syntax vo vyučovaní III. Zost. et. al. Vaňko, J. Nitra: UKF, 2005.

PALENČÁROVÁ, Jana – KESSELOVÁ, Jana – KUPCOVÁ, Jana: Učíme slovenčinu komunikačne a zážitkovo. Bratislava: SPN – Mladé letá, 2003.

LIPTÁKOVÁ, Ludmila: Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov: Prešovská univerzita, 2011.

LIGOŠ, Milan: Základy jazykového a literárneho vzdelávania I. Ružomberok: FF KU v Ružomberku, 2009.

LIGOŠ, Milan: Základy jazykového a literárneho vzdelávania II. Ružomberok: FF KU v Ružomberku, 2009.

LOMENČÍK, Július: Jazyk a literatúra v edukácii. Diachrónno-synchrónny pohľad. Banská Bystrica: Belianum. Vydavateľstvo UMB v Banskej Bystrici, 2019.

Slovenský jazyk: Učebnice, cvičebnice a zbierky úloh pre 5. – 9. ročník ZŠ a stredné školy.

Slovenský jazyk a literatúra v škole: časopis pre otázky jazyka a literatúry.

Slovenčinár: časopis Slovenskej asociácie učiteľov slovenčiny.

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. Bratislava: Štátny pedagogický ústav, 2009. Dostupné na internete: https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/sjl_nsv_2014.pdf
https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/slovensky_jazyk_a_literatura_isced3.pdf

Language of instruction:

Slovak

Notes: student time load:

150 h.

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

Self-study: 34 h.

Training practical skills: 35 h.

Studying for the final assessment: 55 h.

Course assessment

The final number of assessed students: 29

| A | B | C | D | E | FX(0) | FX(1) | n |
|-------|-----|------|-----|-----|-------|-------|-----|
| 89.66 | 6.9 | 3.45 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Instructor: doc. PaedDr. Július Lomenčík, PhD.**Last changed:** 27.10.2022**Approved by:** prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|--|---------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-svs-01 | Course name: School Stylistics |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) continuous assessment: regular practical exercises (0–20 p.), evaluation of specialised discussions (0–10 p.). b) final assessment: a project addressing the selected aspect of teaching syntax and its presentation (0–70 p.) Maximum score: 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 65 for completing the given requirements. | |
| Learning objectives: The student: 1. enhances their knowledge of the Slovak stylistics 2. develops their language skills through the stylistic analysis of a sentence/text 3. can apply their theoretical knowledge of stylistics to the selected subject matter taught in terms of primary and secondary education 4. can select appropriate exercises for teaching stylistics in practice 5. creates and presents their lesson preparation project. | |
| Brief outline of the course: Model text structures. The classification and hierarchy of stylistic phenomena in teaching. Methods and forms acquiring stylistic knowledge. Stylistic exercises. Text exercises. Essay writing. The stylistics of oral and written texts. Evaluation and classification of oral and written communication. Didactic characteristics of the writing procedures and forms. | |
| Recommended literature: 1. FINDRA, J.: Štylistika súčasnej slovenčiny .Martin : Osveta, 2013. 2. FINDRA, J.: Štylistika slovenčiny v cvičeniach. Martin : Osveta, 2005. 3. ČECHOVÁ, M. – KRČMOVÁ, M. – MINÁŘOVÁ, E.: Současná česká stylistika. Praha : Nakladatelství LN, 2008. 4. MISTRÍK, J.: Štylistika. Bratislava : SPN, 1997 (príp. niektoré staršie vyd.). 5. STYBLÍK, V. – ČECHOVÁ, M.: Mluvnická a slohová cvičení. Praha : Fortuna, 1994. Strana: 2 6. PALENČÁROVÁ, J. – KESSELOVÁ, J. – KUPCOVÁ, J.: Učíme slovenčinu komunikačne a zážitkovo. Bratislava : SPN – Mladé letá, 2003. 7. LIPTÁKOVÁ, Ľ. A kol.: Integrovaná didaktika slovenského jazyka a literatúry pre primárne | |

vzdelávanie. Prešov : Prešovská univerzita, 2011.68. BETÁKOVÁ, V.: Triedenie jazykových cvičení. Bratislava : SPN, 1976.
 8. ČECHOVÁ, M.: Komunikační a slohová výchova. Praha : ISV, 1998.
 9. BALLAY, J.: Hodiny slohu v 6. – 9. ročníku ZDŠ. Bratislava : SPN, 1991.
 Slovenský jazyk : Učebnice, cvičebnice a zbierky úloh pre 5. – 9. ročník ZŠ a stredné školy.
 Slovenský jazyk a literatúra škole : časopis pre otázky jazyka a literatúry.

Language of instruction:

Slovak

Notes:student time load:

Total: 150 h.

Presence study (L, S, C): 26 h.

Working with specialised literature and sources: 34 h.

Training practical skills: 35 h.

Preparation for the final assessment: 55 h.

Course assessment

The final number of assessed students: 28

| A | B | C | D | E | FX(0) | FX(1) | n |
|-------|------|------|-----|-----|-------|-------|-----|
| 92.86 | 3.57 | 3.57 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Instructor: doc. PaedDr. Július Lomenčík, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|---|-------|---|-------|------|-------|-------|-----|
| University: Matej Bel University in Banská Bystrica | | | | | | | |
| Faculty: Faculty of Arts | | | | | | | |
| Code: 2d-SPM-101 | | Course name: School pedagogy and school management | | | | | |
| Type, extent and method of instruction: Form of instruction: Lecture / Practical Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 / 26 Method of study: combined | | | | | | | |
| Number of credits: 4 | | | | | | | |
| Recommended semester/trimester: 2. | | | | | | | |
| Level: II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course completion conditions: | | | | | | | |
| Learning objectives: | | | | | | | |
| Brief outline of the course: | | | | | | | |
| Recommended literature: | | | | | | | |
| Language of instruction: | | | | | | | |
| Notes:student time load: | | | | | | | |
| Course assessment 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 |
| Instructor: Mgr. Petra Fridrichová, PhD., doc. PaedDr. Lenka Rovňanová, PhD., Mgr. Karina Zošáková, PhD., prof. PaedDr. Dana Hanesová, PhD. | | | | | | | |
| Last changed: 08.02.2022 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

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|--|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajs-303 | Course name: Selected Aspects of the Reception of American Literature in Slovakia |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: 60 % semester project on an assigned topic b) final assessment: 40% final test | |
| Learning objectives: 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. | |
| Brief outline of the course: 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. | |
| Recommended literature: 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. | |

| <p>Biloveský, V. - Djovčoš, M.: Vybrané kapitoly z translológie 2. Banská Bystrica: Fakulta humanitných vied, 2013. ISBN 978-80-557-0542-2.</p> <p>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.</p> <p>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</p> <p>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.</p> | | | | | | | | | | | | | | | | | | | | | | | |
|---|------|-----|-----|-----|-------|-------|-----|---|---|---|---|---|-------|-------|---|------|------|-----|-----|-----|------|-----|-----|
| <p>Language of instruction: Slovak, English</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Notes:student time load: Total workload: 90 hours 13 hours teaching/lectures 50 hours preparation of semester project 27 preparation for final test</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Course assessment The final number of assessed students: 8</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>50.0</td> <td>37.5</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>12.5</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table> | | | | | | | | 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 |
| 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 | | | | | | | | | | | | | | | | |
| <p>Instructor: PhDr. Ľubica Pliešovská, PhD.</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Last changed: 29.04.2022</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.</p> | | | | | | | | | | | | | | | | | | | | | | | |

Course Description

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|--|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajs-214 | Course name: Selected Topics in American Literature and Culture |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. | |
| a) continuous assessment: Continuous assessment: active participation in seminars: 0-30 points | |
| b) final assessment: Final assessment: Essay: 0-30 points Written test: 0-40 points | |
| Learning objectives: The student will: <ol style="list-style-type: none"> 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. 2) Understand the overlaps of U.S. political, social, and cultural developments into literature. 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. | |
| Brief outline of the course: | |
| Recommended literature: 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. | |
| Language of instruction: | |

| | | | | | | | |
|---|-------|------|------|------|-------|-------|-----|
| English language, level C1 (according to CEFR) | | | | | | | |
| Notes:student time load: 150 hours, of which: Combined study (P, S): 26 Lecturing of primary texts: 44 Preparation of an essay: 40 Preparation for final exam: 40 | | | | | | | |
| Course assessment 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 |
| Instructor: doc. PhDr. Eva Homolová, PhD., PhDr. Ľubica Pliešovská, PhD. | | | | | | | |
| Last changed: 31.03.2022 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

| | |
|---|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajs-215 | Course name: Selected Topics in English Literature and Culture |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. | |
| Learning objectives: The student will: <ol style="list-style-type: none"> 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; 2. Acquire and use adequate and relevant vocabulary focusing on literary studies as well as related social areas; 3. Understand the context and correlations among various literary texts; 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; 5. Apply critical analysis in the evaluation of chosen social and political phenomena, presented in particular literary works; 6. Acquire the ability of argumentation in a foreign language. | |

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.

JAVORČÍKOVÁ, 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 Kubuš, PhD.

Last changed: 30.11.2021

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-aju-210 | Course name: Selected Topics in the Methodology of Teaching English |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 1. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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), a) continuous assessment: Two grammar games and their presentation: 0-20 points (10+10), two written comments on scholarly articles: 0-10 points (5+5). b) final assessment: 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. | |
| Learning objectives: 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 | |
| Brief outline of the course: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajp-308 | Course name: Simultaneous Interpreting in Practice |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: handing in three analyses of one's own interpreting recordings: 0 – 30 points interpreting performance: 0 – 30 points b) final assessment: final interpreting exam and written exam: 0 – 40 points. | |
| Learning objectives: 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.). | |
| Brief outline of the course: 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. | |
| Recommended literature: 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: http://www.erudit.org/revue/meta/1971/v16/n4/001972ar.pdf 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 Djoščoš, PhD.

Last changed: 30.05.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-skr-01 | Course name: Slovak Literary Criticism and Practical Reviewing |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 2., 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: During the semester, the student creates presentation addressing the selected topics, discusses literary/literary science works, creates two seminar papers – literary reviews, and take the final exam. 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. final assessment: written exam: 50 p. The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements. written test: 50 p. seminar paper preparation: 25, poetry: 25 p. | |
| Learning objectives: The student learns about the development of Slovak literary criticism in the context of European literature and its critical reflection. They can identify the constant evaluation criteria and their variants. The student learns about the major figures, publishing opportunities, importance, transformations, and communication statute of literary criticism. The student can perform critical analytical and interpretative reading (of a literary critique) and understands how literature is evaluated. They learn how to write a literary critique using the correct terminology. | |
| Brief outline of the course: Cultural-historical and aesthetic starting points of Slovak literary criticism. Characteristics and specific features of Slovak literary criticism and its development in Slovakia (literary criticism during Classicism, Romanticism, Realism, Modernism, inter-war period, after 1945, and today). The discourse of literary criticism. Critical types of recipients in and outside schools. Practical skill development – operative genres of literary critique and their reception. The object of critical analysis, evaluation, expressions and terminology. Creation of a literary review focused on the pragmatic-operative aspects. | |
| Recommended literature: CHMEL, R. 1991. Dejiny slovenskej literárnej kritiky. Bratislava : Tatran, 1991. CHMEL, R. 1980. Literárnokritické konfrontácie. Bratislava : Tatran, 1980. | |

KRAUS, C. 1977. Slovenská literárna kritika, I. zv. Bratislava : Slovenský spisovateľ, 1977.
 KUSÝ, I. 1979. Slovenská literárna kritika, II. zv. Bratislava : Slovenský spisovateľ, 1979.
 KUSÝ, I. 1981. Slovenská literárna kritika, III. zv. Bratislava : Slovenský spisovateľ, 1981.
 Svedectvo kontinuity. 1982. Zostavil R. Chmel. Bratislava : Tatran, 1982.
 KLAPÁKOVÁ, M. 2020. Perspektívy prítomnosti. Metakritika slovenskej literatúry po roku 2000. Prešov : Filozofická fakulta PU v Prešove, 2020.
 THIBAUDET, A. 1964. Fyziológia kritiky. Bratislava : Slovenský spisovateľ, 1964.
 JURČO, M. 2008. Proti aj za. Kritika sa kritikou opravuje. Martin : Matica slovenská, 2008.
 CHROBÁK, J. a kol. 2010. Obraz českej a slovenskej literatúry v literárnej kritike. Opava : Slezská univerzita, 2010.
 KÚTNIK-ŠMÁLOV, J. 2004. Literárna kritika ako poznávanie a hodnotenie. Bratislava : Lúč, 2004.
 VLNKA, J. 2012. Zastávky na znamenia. Martin : Matica slovenská, 2012.
 BŽOCH, J. 2001. Zo zápisníka kritika. Bratislava : Kalligram, 2001.

Language of instruction:

Slovak

Notes:student time load:

Total: 150 h. Self-study: 40 h.

Combined study (L, S, C): 40 h.

Presentations: 30 h.

Seminar paper preparation: 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. Martina Kubealaková, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-szs-01 | Course name: Slovak Vocabulary after 1989 |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) continuous assessment: presentation of a project focused on contemporary Slovak lexis in a specific social group e.g. Slovak lexis used by teachers (0–25 p.) evaluation of specialised discussions (0–5 p.). b) Continuous assessment: seminar paper (0–70 p.) Maximum score: 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 65 for completing the given requirements. | |
| Learning objectives: 1. The student: understands the aspects of Slovak vocabulary after 1989 2. understands the relationship between Slovak vocabulary before 1989 and after it, i.e. dynamic understanding of lexis as a synchronous-diachronous category 3. can effectively apply the existing specialised knowledge to their own research activities focused on the vocabulary used by a specific social group 4. can evaluate the quality and quantity of Slovak vocabulary after 1989 based on synchronous-diachronous study of the subject matter. | |
| Brief outline of the course: Characteristics of Slovak vocabulary. Tendencies in Slovak vocabulary after 1989: devitalisation, revitalisation, vitalisation; changes in political, economic, technical, cultural, religious, school, sports, and healthcare vocabulary. Qualitative and quantitative changes in Slovak vocabulary. The vocabulary of teachers, workers, Slovak compatriots and other social and ethnics groups and among Slovak citizens. | |
| Recommended literature: 1. HORECKÝ, J.: O preberaní slov z latinčiny. Kultúra slova, 25, 1991, č. 7, s. 225 – 228. 2. HORECKÝ, J. – BUZÁSSYOVÁ, K. – BOSÁK, J. a kol: Dynamika slovnej zásoby súčasnej slovenčiny. Bratislava, Veda 1989. 436 s. JÓNA, E.: Slovenčina v rokoch 1945--1960. Slovenská reč, 25, 1960, s. 129 – 132. 3. ODALOŠ, P.: Lexika slovenčiny po roku 1989. In: Fluminensia, časopis za filološka istraživanja (Rijeka), roč. 9, 1997, č. 1 – 2, s. 105 – 120. 4. ODALOŠ, P.: "Stará a nová" lexika v komunikácii učiteliek. In: Lingvoservis. Informačný spravodaj 3. konferencie o komunikácii Retrospektívne a perspektívne pohľady na jazykovú | |

komunikáciu. Banská Bystrica – Donovaly 11. – 13. septembra 1997. Banská Bystrica: Pedagogická fakulta Univerzity Mateja Bela, 1997, s. 33.

5. ODALOŠ, P.: Vývinové tendencie názvov ulíc a námestí miest a obcí na Slovensku. Slovenská reč, 58, 1993, č. 6, s. 332 – 338.

6. ODALOŠ, P.: Lexika slovenčiny versus zahraniční Slováci. In: Sociolinguistica Slovaca 4. Slovenčina v kontaktoch a konfliktach. Ed. S. Ondrejovič. Bratislava: Veda, 1999, s. 98 – 104.

7. ODALOŠ, P.: Nová lexika v komunikácii sociálnej skupiny robotníkov. In: Mesto a jeho jazyk. Sociolinguistica Slovaca. 5. Ed. S. Ondrejovič. Bratislava: Veda, 2000, s. 217 – 229.

8. ODALOŠ, P.: Dynamika špecifických sfér komunikácie. 1. vyd. Banská Bystrica: Pedagogická fakulta, UMB 2002. 160 s.

9. RUŽIČKA, J.: Rozvoj slovenčiny v socialistickom Československu. Bratislava 1975.

10. ŠKAPINCOVÁ, A. – ODALOŠ, P.: Korešpondencia slovotvorných typov s časťou -gate a s príponou -iáda. Slovenská reč, 66, 1991, č. 5 – 6, s. 318 – 323.

Language of instruction:

Slovak

Notes:student time load:

Total: 150 h.

Presence study (L, S, C): 26 h.

Working with specialised literature and sources: 13 h.

Seminar preparation: 13 h.

Research: 26 h.

Preparation of the presentation: 26 h.

Seminar paper preparation: 46 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: Dr. h. c. prof. PaedDr. Pavol Odaloš, CSc.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | | | | | | | |
|---|-------|---|------|------|-------|-------|-----|
| University: Matej Bel University in Banská Bystrica | | | | | | | |
| Faculty: Faculty of Arts | | | | | | | |
| Code: 2d-SPP-102 | | Course name: Social pathology and prevention | | | | | |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 / 13 Method of study: combined | | | | | | | |
| Number of credits: 3 | | | | | | | |
| Recommended semester/trimester: 1. | | | | | | | |
| Level: II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course completion conditions: | | | | | | | |
| Learning objectives: | | | | | | | |
| Brief outline of the course: | | | | | | | |
| Recommended literature: | | | | | | | |
| Language of instruction: | | | | | | | |
| Notes:student time load: | | | | | | | |
| Course assessment 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 |
| Instructor: doc. PhDr. Mário Dulovics, PhD., prof. PhDr. Miriam Niklová, PhD. | | | | | | | |
| Last changed: 06.12.2021 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

| | |
|---|--------------------------------------|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajs-312 | Course name: Sociolinguistics |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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%. a) continuous assessment: active participation in seminars: 0 - 30 points home preparation for the seminar part: 0 - 20 points b) final assessment: final written test: 0 – 50 points | |
| Learning objectives: 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. | |
| Brief outline of the course: 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. | |
| Recommended literature: 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. Dobřík), 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)tyždenník 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-sju-001 | Course name: Spanish Language 2 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2., 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: participation and activities in classes (0-20 points) b) final assessment: final exam (0-80 points) | |
| Learning objectives: 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. | |
| Brief outline of the course: 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 | |
| Recommended literature: 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. | |
| Language of instruction: Spanish A1 | |
| Notes:student time load: 120 hours, of which: full-time study: 26 hours Exam preparation + written exam: 94 hours | |

| 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. Eva Reichwalderová, PhD. | | | | | | | |
| Last changed: 14.09.2023 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

| | | | | | | | |
|---|------|--|-----|-----|-------|-------|-----|
| University: Matej Bel University in Banská Bystrica | | | | | | | |
| Faculty: Faculty of Arts | | | | | | | |
| Code: 2d-sj-001 | | Course name: Spanish language 1 | | | | | |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | | | | | | | |
| Number of credits: 3 | | | | | | | |
| Recommended semester/trimester: 1., 3. | | | | | | | |
| Level: II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course completion conditions: | | | | | | | |
| Learning objectives: | | | | | | | |
| Brief outline of the course: | | | | | | | |
| Recommended literature: | | | | | | | |
| Language of instruction: slovak or another language (except spanish) | | | | | | | |
| Notes:student time load: | | | | | | | |
| 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. Eva Reichwalderová, PhD. | | | | | | | |
| Last changed: 21.09.2023 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |

Course Description

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|--|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-adp-004 | Course name: State Exam Master's Thesis Defence |
| Type, extent and method of instruction: Form of instruction: Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined | |
| Number of credits: 20 | |
| Recommended semester/trimester: 3., 4.. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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) final assessment: 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. | |
| Learning objectives: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-smg-01 | Course name: State Examination – Diploma Thesis and Defence |
| Type, extent and method of instruction: Form of instruction: Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined | |
| Number of credits: 20 | |
| Recommended semester/trimester: 3., 4.. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: Completion of all compulsory courses in the study programme. Completion of elective and voluntary courses in the quantity prescribed for the study programme (min. 100 credits). Final assessment: The state exam consists of two parts: (1) Diploma thesis (DT) defence. The DT supervisor and opponent create reviews and propose assessment. The State Examination Commission provides a complex evaluation of the DT's quality based on the reviews and student's thesis defence. (2) The state examination also includes a specialised discussion (Methodological Instruction on the State Examination, 2022). During the discussion, the student responds to questions addressing the broader context of their DT subject matter to prove they have the knowledge pertaining to the state examination topics. These topics address the subject didactics, basics of social sciences, pedagogy, and psychology in the psychodidactic context of education. The conditions for obtaining grades A to E take into account both parts of the state examination. They are specified in the current state examination topics. | |
| Learning objectives: 1. The student has advanced knowledge and understanding of the subject matter addressed in the Diploma thesis including its broader context. They can formulate clear conclusions and practical recommendations. The student has developed systematic knowledge of the individual disciplines addressed during their university study. 2. In accordance with the field of study description, the student is required to prove the following (especially in the core curriculum disciplines – pedagogical psychology and social sciences) knowledge: 1) theoretical knowledge 2) practical skills and the ability to apply them in teaching the selected target group of students by providing a specific example of modelling the selected didactic variables in the general psychodidactic context (in accordance with the pedagogical and psychological disciplines that were part of the study). 3. In accordance with the field of study description, the student is required to prove the following knowledge of Slovak language teaching didactics, teaching basic writing, and literature didactics in the context of linguistics and literary studies: 1) theoretical knowledge, 2) practical skills and the ability to apply them in teaching at primary and secondary schools by providing a specific example of modelling the selected didactic variables in teaching Slovak language and | |

literature as an academic subject (in accordance with the linguistic, literary studies, and didactic courses that were part of the study).

4. The student can identify relevant specialised sources as well as the ideas important for the context of their thesis. They have theoretical knowledge of the research topic in practical diagnostic and didactic contexts. They understand the research methodology, and the broader pedagogical, psychological, and social context of the problem. The student follows the bibliographic and citation standards.

5. The student can analyse the subject matter and arrange it into logically and systematically separated and interconnected structural parts of the thesis, design and verify the didactic procedures applied to the subject matter addressed in their thesis, design and implement research, and interpret its results. They can use the theory critically, synthesize the contextual knowledge, and use it in specialised communication, i.e. argumentation and defence of their opinion on the subject matter.

6. The student creates a consistent specialised text (focused on theory/didactics or theory/research) in which they approach the relevant specialised sources in a critical manner and uses the relevant sources in a creative way.

They can creatively process the relevant specialised sources, offer own original ideas and ways of addressing the subject matter.

Brief outline of the course:

1. Expert knowledge of the diploma thesis (DT) topic including its broader international, social, pedagogical and psychological contexts.

2. DT thesis topic in the context of the Teacher Training and Education Science FoS (ISCED 2 and 3).

3. Didactic transformation of the selected theoretical knowledge of the academic subject.

4. Research methodology.

5. Integrated knowledge of the disciplines studied including their broader context in accordance with the state examination topics. Integrated knowledge of the theory of upbringing applied to the DT topic.

6. Specialised communication and argumentation.

7. Working with literature, bibliographic and citation standards.

8. Presentation skills.

Recommended literature:

1. In accordance with the DT topic.

2. Directive No. 9/2021 on final, rigorous, and habilitation theses at MBU in Banská Bystrica: 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. Methodological Guideline of the Ministry of Education, Science, Research and Sport of the Slovak Republic No. 56/2011 on the requirements for final theses, their bibliographic registration, storage, and accessibility.

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. The Decree of the Ministry of Education of the SR No. 233/2011 Coll. amending Act No. 131/2002 Coll. on Higher Education Institutions as amended.
 11. Act 185/2015 Coll. Copyright Act as amended.
 12. Act No. 126/2015 Coll. on Libraries and amending Act No. 206/2009 Coll. on Museums and Galleries and on the Protection of Objects of Cultural Value and amending Act No. 372/1990 Coll. on Misdemeanours of the Slovak National Council, as amended by Act No. 38/2014 Coll.
 10. Act No. 211/2000 Coll. on free access to information as amended.
 13. Act No. 131/2002 Coll. on higher education as amended.

Language of instruction:

Slovak

(or a foreign language depending on the student's study combination)

Notes:student time load:

600 h. Consulting: 20 h. Self-study: 250 h. DT research: 250 h. DT writing: 40 h. Thesis defence preparation (presentation): 40 h.

Course assessment

The final number of assessed students: 19

| A | B | C | D | E | FX(0) | FX(1) |
|-------|------|-----|-------|------|-------|-------|
| 63.16 | 5.26 | 0.0 | 21.05 | 5.26 | 0.0 | 5.26 |

Instructor:

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | | | |
|---|-----|---|-----|
| University: Matej Bel University in Banská Bystrica | | | |
| Faculty: Faculty of Arts | | | |
| Code: 2d-SVA-05 | | Course name: Student Research Conference | |
| Type, extent and method of instruction: | | | |
| Form of instruction: | | | |
| Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) | | | |
| Recommended number of periods: | | | |
| Method of study: combined | | | |
| Number of credits: 2 | | | |
| Recommended semester/trimester: 2., 4. | | | |
| Level: II. | | | |
| Prerequisites: | | | |
| Course completion conditions: | | | |
| Learning objectives: | | | |
| Brief outline of the course: | | | |
| Recommended literature: | | | |
| Language of instruction: | | | |
| Notes:student time load: | | | |
| Course assessment | | | |
| The final number of assessed students: 3 | | | |
| abs | n | p | v |
| 100.0 | 0.0 | 0.0 | 0.0 |
| Instructor: PaedDr. Zuzana Bariaková, PhD. | | | |
| Last changed: | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | |

Course Description

| | |
|---|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-stu-801 | Course name: Student Tutoring EN 1 |
| Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. | |
| a) continuous assessment: 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) final assessment: 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. | |
| Learning objectives: Student: <ol style="list-style-type: none"> 1. is able to identify the needs and problems of the students; 2. is able to communicate appropriately in the student community; 3. is able to independently organize consulting activities; 4. applies knowledge of the academic environment in counseling; 5. creates a communication platform on the social network and uses it effectively; 6. is able to evaluate student stimuli; 7. is able to assess appropriate forms of promotion of its activities; 8. is able to evaluate the benefits of their creative activities and present their results. | |
| Brief outline of the course: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-stu-802 | Course name: Student Tutoring EN 2 |
| Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2., 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. | |
| a) continuous assessment: 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) final assessment: 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. | |
| Learning objectives: Student: <ol style="list-style-type: none"> 1. is able to identify the needs and problems of the students; 2. is able to communicate appropriately in the student community; 3. is able to independently organize consulting activities; 4. applies knowledge of the academic environment in counseling; 5. creates a communication platform on the social network and uses it effectively; 6. is able to evaluate student stimuli; 7. is able to assess appropriate forms of promotion of its activities; 8. is able to evaluate the benefits of their creative activities and present their results. | |
| Brief outline of the course: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-stu-803 | Course name: Student Tutoring SL 1 |
| Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: analysis and evaluation of complaints/needs/issues: 0–20 p. Preparation of activities: 0–25 p. Implementation of these activities: 0–25 p. Total: 0–70 p. b) final assessment: 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. 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 (%). | |
| Learning objectives: The student: <ol style="list-style-type: none"> 1. is able to identify the needs and problems of the tutored students 2. can communicate properly within the student community 3. can independently provide consulting activities 4. navigates the academic environment well enough to provide useful advice 5. creates a communication platform on a social network and uses it efficiently 6. can evaluate other students' needs 7. can select appropriate forms of promotion of their activities 8. can evaluate the benefit of their creative activities and present their results. | |
| 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. In cooperation with the study advisor, they arrange meetings with new students at the beginning of the academic year. They inform the new students about life at the university, their rights and responsibilities, and explain the principles of credit study. They advise students on the selection of courses and creation of study plans in 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:

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

Course assessment

The final number of assessed students: 9

| 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. Veronika Gondeková, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|---|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-stu-804 | Course name: Student Tutoring SL 2 |
| Type, extent and method of instruction: Form of instruction: Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2., 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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. a) continuous assessment: analysis and evaluation of complaints/needs/issues: 0–20 p. Preparation of activities: 0–25 p. Implementation of these activities: 0–25 p. Total: 0–70 p. b) final assessment: 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. 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 (%). | |
| Learning objectives: The student: <ol style="list-style-type: none"> 1. is able to identify the needs and problems of the tutored students 2. can communicate properly within the student community 3. can independently provide consulting activities 4. navigates the academic environment well enough to provide useful advice 5. creates a communication platform on a social network and uses it efficiently 6. can evaluate other students' needs 7. can select appropriate forms of promotion of their activities 8. can evaluate the benefit of their creative activities and present their results. | |
| 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. In cooperation with the study advisor, they advise other students on the selection of courses and creation of study plans in 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:

Time load for the student: Total time load: 90 h.
 Self study: 5
 consulting the activity plan: 5.
 Preparation of activities: 20
 Implementation of these 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: Mgr. Veronika Gondeková, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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

Course Description

| | | | |
|---|-----|--|-----|
| University: Matej Bel University in Banská Bystrica | | | |
| Faculty: Faculty of Arts | | | |
| Code: 2d-SVA-04 | | Course name: Student scientific activity Sj | |
| Type, extent and method of instruction: | | | |
| Form of instruction: | | | |
| Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) | | | |
| Recommended number of periods: | | | |
| Method of study: combined | | | |
| Number of credits: 2 | | | |
| Recommended semester/trimester: 2., 4. | | | |
| Level: II. | | | |
| Prerequisites: | | | |
| Course completion conditions: | | | |
| Learning objectives: | | | |
| Brief outline of the course: | | | |
| Recommended literature: | | | |
| Language of instruction: | | | |
| Notes:student time load: | | | |
| Course assessment | | | |
| The final number of assessed students: 1 | | | |
| abs | n | p | v |
| 100.0 | 0.0 | 0.0 | 0.0 |
| Instructor: | | | |
| Last changed: | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | |

Course Description

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

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-aju-303 | Course name: Teaching English to Adult Learners |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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 %) | |
| a) continuous assessment: 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) final assessment: 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 %) | |
| Learning objectives: Student will be able to: <ol style="list-style-type: none"> 1. apply knowledge from ELT to teaching adult learners 2. evaluate and adapt authentic materials 3. prepare needs analysis for a specific group of learners 4. formulate aims in teaching adults 5. motivate adult learners 6. design ESP course | |
| Brief outline of the course: 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. | |
| Recommended literature: | |

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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-tpc-01 | Course name: Text in Computer Processed Communication |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) continuous assessment: Case study – discussion (0–30 p.), continuous test (0–20 p.) b) final assessment: text (student’s selection from the offer), colloquium (0–50 p.). Maximum score: 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 65 for completing the given requirements. | |
| Learning objectives: 1. The student: can identify the essence, understands the concepts and terminology, and cognitively process the aspects of electronic communication 2. understands the major cognitive-communication relationships in electronic communication 3. understands in which aspects general communication changes/remains the same in the e-environment 4. assumes critical attitudes to different media structures and their programme offer | |
| Brief outline of the course: Cultural aspects of language communication in an electronic environment. Electronic environment and media communication. The relationship between oral and written forms of communication in the electronic environment. Computer mediated communication and journalism. Contact communication in electronic periodicals. The essence of communication hybrids and their functions in computer mediated communication. Genre intersections in weblogs. The text model in the multimedia environment. Multimedia presentations – a genre outline. | |
| Recommended literature: 1. BAUMAN, Z.: Tekutá modernost. Praha : Mladá fronta, 2002. 2. BEDNÁŘ, V.: Internetová publicistika. Praha : Grada Publishing, 2011. 3. FAIRCLOUGH, N.: Discourse and Social Change. Cambridge : Polity Press, 1992. 4. HALLIN, D. C. – MANCINI, P.: Systémy médií v postmoderním světě. Praha : Portál, 2008. 5. HOFFMANNOVÁ, J. – ČMEJRKOVÁ, S. (eds.): Jazyk – média – politika. Praha : Academia, 2003. | |

6. HOMOLÁČ, J. a kol.: Míšení žánrů, stylů a diskurzů v internetové komunikaci. Praha : Academia, 2022.
7. JABŁOŃSKI, A. a kol.: Politický marketing. Brno : Barrister & Principal, 2006.
8. JANDOVÁ, E.: Konverzace na WWW chatu. Ostrava : FF OU, 2006.
9. JUNKOVÁ, B.: Jazyková dynamika současné publicistiky. Praha : ARSCI, 2010.
10. KOUKOLÍK, F.: Sociálně úspěšní psychopati aneb Vzpoura deprivantů 1996 – 2020. Praha : Galén, 2020.
11. KRIŠTOF, P. – SÁMELOVÁ, A. – VADÍKOVÁ, K. M.: Tekutá výhovorka na Slovensku. Trnava : Trnavská univerzita, 2021.
12. MARMION, J.-F (ed.): Psychológia stupidity. Bratislava : Vydavateľstvo Motýľ, 2023.
13. McLUHAN, H. M.: Člověk, média a elektronická kultura. Brno : Jota, 2000.
14. PATRÁŠ, V.: Sociolingvistické aspekty elektronicky podmienenej komunikácie. Karviná : OPF SU, 2009.
15. PÍSECKÝ, M. – KOŽÍŠEK, V.: Bezpečně n@ internetu. Průvodce chováním ve světě online. Praha : Grada, 2016.
16. RUSNÁK, J.: Homo popularis: homo medialis? Popkultúra v elektronických médiách. Prešov : FF PU, 2013.
17. SAK, P.: Člověk a vzdělání v informační společnosti. Vzdělávání a život v komputerizovaném světě. Praha : Portál, 2007.

Language of instruction:

Slovak

Notes: student time load:

90 h.

Presence study (L, S, C): 26 h.

Working with specialised literature and sources: 20 h.

E-learning: 10 h.

Case studies: 20 h.

Preparation for the final assessment: 14 h.

Course assessment

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 |

Instructor: prof. PaedDr. Vladimír Patráš, CSc.

Last changed: 31.01.2024

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-vdsl-02 | Course name: The Great Works in World Literature II |
| Type, extent and method of instruction: Form of instruction: Lecture Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2., 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: The student prepares an essay in which he/she takes a position on the issue discussed. The final assessment is passed/failed. | |
| Learning objectives: 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. | |
| Brief outline of the course: 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. | |
| Recommended literature: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|--|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-tlk-01 | Course name: Theory of Literary Criticism |
| Type, extent and method of instruction: Form of instruction: Lecture Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 26 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 2., 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: Upon completion of the semester, the student takes the final test. Credits will not be awarded to a student who scores less than 65 points. 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. Written exam: 100 p. The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements. Written exam: 100 p. | |
| Learning objectives: The student learns about the phases of the literary-critical process and analytical-interpretive reading of specific texts and develops the ability of literary-critical thinking, which can be applied to other courses within their master study. | |
| Brief outline of the course: The concept, subject matter, and place of literary criticism in literary studies. The relationship of literary studies, literary criticism, and other humanities. Types and methods of literary criticism throughout the history. Literary criticism – nature, procedures, critical cognitive process and its phases. Literary criticism in practice. Literary criticism and readers. Genres of literary criticism. The pragmatic function of literary criticism and the structure of expressive means in a critical text. Review as a genre – author, topics, functions. Up-to-date reflection of literary values. | |
| Recommended literature: HÁJEK, J. 1986. Teorie umělecké kritiky. Praha : SPN, 1986. ČERNÝ, V. 1968. Co je kritika, co není a k čemu je na světě. Brno : Nakladatelství Blok, 1968. ŠMATLÁK, S. 1973. Komunikačný štatút literárnej kritiky. In: Literárna komunikácia. Editor A. Popovič. Martin : Matica slovenská, 1973. K teoretickým a praktickým aspektom slovenskej literárnej kritiky po roku 2000. Ed. Marta Součková. Prešov : Filozofická fakulta PU v Prešove, 2019. | |

KLAPÁKOVÁ, M. 2020. Perspektívy prítomnosti. Metakritika slovenskej literatúry po roku 2000. Prešov : Filozofická fakulta PU v Prešove, 2020.

Language of instruction:

Slovak

Notes:student time load:

150 h.

Combined study (L, S, C): 46 h.

Self-study for the written test: 104 h.

Course assessment

The final number of assessed students: 3

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

Instructor: Mgr. Martina Kubealaková, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajm-313 | Course name: Turkish Language 1 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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%). a) continuous assessment: a) written test – 40 points b) final assessment: b) final written examination: 0 – 60 points | |
| Learning objectives: 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. | |
| Brief outline of the course: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajm-314 | Course name: Turkish Language 2 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 2. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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%). a) continuous assessment: a) written test – 40 points b) final assessment: b) final written examination: 0 – 60 points | |
| Learning objectives: 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. | |
| Brief outline of the course: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

| | |
|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-ajm-315 | Course name: Turkish Language 3 |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1., 3. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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%). a) continuous assessment: a) written test – 40 points b) final assessment: b) final written examination: 0 – 60 points | |
| Learning objectives: 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. | |
| Brief outline of the course: 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: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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

Course Description

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

Course Description

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

Course Description

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|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-mvl-01 | Course name: Untraditional Methods in Literature Teaching |
| Type, extent and method of instruction: Form of instruction: Lecture / Seminar Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 / 13 Method of study: combined | |
| Number of credits: 5 | |
| Recommended semester/trimester: 2., 4. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: a) continuous assessment: Presentation topic 1: 30 p. Presentation topic 2: 30 p. Teaching material preparation: 20 p. Preparation, organisation, and implementation of extracurricular literary education: 20 p. b) final assessment: Based on the continuous assessment. The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements. | |
| Learning objectives: Upon completion of the course, the student: <ol style="list-style-type: none"> 1. understands, can explain and use the following in their lesson preparation: theoretical knowledge of literary studies, didactics, education sciences 2. can select appropriate didactic methods to mediate the literary subject matter in an untraditional space and time 3. applies theoretical knowledge to model situations focused on investigating literary, cultural, regional, and educational problems 4. can evaluate whether the methodology selected is suitable for the given subject matter 5. can analyse and evaluate literature lessons in terms of procedures and goals, and can interpret texts in terms of specific categories 6. creates model projects using untraditional methods. | |
| Brief outline of the course: The tradition of literary education in Slovakia. Untraditional methods in literature teaching at primary and secondary levels of education. Creatively application of methodology in different schools and grades. Didactic games. Interdisciplinarity in literary education. Extracurricular literary education. Libraries, discussions, creative writing, art workshops, creative drama in literature teaching, literary excursion at primary and secondary schools. Museums and regional literary education. Literature in a theatre, drama, puppet theatre, theatre for children and youth, literature in music, literature and dance. Interdisciplinary relationships in project-based literature teaching. Untraditional approach to regional literature (topic 1). Literary projects (topic 2). | |
| Recommended literature: | |

1. MACHKOVÁ, E.: Metodika dramatickej výchovy.
2. OBERT, V. Komunikatívnosť v čitateľskej recepcii a interpretácii. Skriptum. Nitra: Univerzita Konštantína Filozofa, 1998. 151 s.
3. PRŠOVÁ, E.: Rozvoj literárnej kompetencie metódami tvorivej dramatiky. Banská Bystrica : FHV UMB, 2010.
4. Pršová, E.: Aktivizácia žiakov metódami dramatickej výchovy. Banská Bystrica 2000.
5. SILBERMAN, M. 101 metód pro aktivní výcvik a vyučování. Praha: Portál, 1997.
6. TUREK, I. Inovácie v didaktike. Bratislava: Metodicko#pedagogické centrum, 2004.
7. Časopisecké a novinové pramene.
8. Pršová, E.: Aktivizácia žiakov metódami dramatickej výchovy. Banská Bystrica 2000.
9. Valenta, J.: Metody a techniky dramatické výchovy. Praha 1998.
10. Way, B.: Rozvoj osobnosti dramatickou improvizácií. Praha 1996.

Language of instruction:

Slovak

Notes:student time load:

150 h.

Presence study: 26 h.

Self-study: 50 h.

Combined study (S, C): 50 h.

Creating presentations: 24 h.

Course assessment

The final number of assessed students: 44

| A | B | C | D | E | FX(0) | FX(1) | n |
|-------|-------|------|-----|-----|-------|-------|-----|
| 79.55 | 15.91 | 2.27 | 0.0 | 0.0 | 2.27 | 0.0 | 0.0 |

Instructor: Mgr. Eva Pršová, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.

Course Description

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|---|--|
| University: Matej Bel University in Banská Bystrica | |
| Faculty: Faculty of Arts | |
| Code: 2d-aju-301 | Course name: Using Project Work in Teaching English |
| Type, extent and method of instruction: Form of instruction: Seminar Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) Recommended number of periods: 13 Method of study: combined | |
| Number of credits: 3 | |
| Recommended semester/trimester: 1. | |
| Level: II. | |
| Prerequisites: | |
| Course completion conditions: 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 a) continuous assessment: 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) final assessment: 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 %). | |
| Learning objectives: 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 | |
| Brief outline of the course: 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. | |
| Recommended literature: 1. HOMOLOVÁ, E. 2013. Methodology of Teaching English 1. Banská Bystrica: Belianum ,2013 | |

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|---|-------|-----|-----|-----|-------|-------|-----|
| <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>Language of instruction: English A2-C1</p> | | | | | | | |
| <p>Notes:student time load: Total student time load: 90 hours Combined study: 26 Self-study: 14 Written assignment:10 Project design and presentation:40</p> | | | | | | | |
| <p>Course assessment 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>Instructor: doc. PhDr. Eva Homolová, PhD.</p> | | | | | | | |
| <p>Last changed: 11.09.2023</p> | | | | | | | |
| <p>Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD.</p> | | | | | | | |

Course Description

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|---|-----|--|-----|-----|-------|-------|-----|
| University: Matej Bel University in Banská Bystrica | | | | | | | |
| Faculty: Faculty of Arts | | | | | | | |
| Code: 2d-VMG-513 | | Course name: Volunteer management | | | | | |
| Type, extent and method of instruction: | | | | | | | |
| Form of instruction: Seminar | | | | | | | |
| Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) | | | | | | | |
| Recommended number of periods: 26 | | | | | | | |
| Method of study: combined | | | | | | | |
| Number of credits: 3 | | | | | | | |
| Recommended semester/trimester: | | | | | | | |
| Level: II. | | | | | | | |
| Prerequisites: | | | | | | | |
| Course completion conditions: | | | | | | | |
| Learning objectives: | | | | | | | |
| Brief outline of the course: | | | | | | | |
| Recommended literature: | | | | | | | |
| Language of instruction: | | | | | | | |
| 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: doc. PhDr. Alžbeta Brozmanová Gregorová, PhD. | | | | | | | |
| Last changed: 08.09.2023 | | | | | | | |
| Approved by: prof. PaedDr. Martin Golema, PhD., doc. PaedDr. Jana Javorčíková, PhD. | | | | | | | |