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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 príručka. 2. uprav. a dopln. vyd. Martin : Osveta, 2005.
7. PATRÁŠ, V.: Pohotové 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: 329

A	B	C	D	E	FX(0)	FX(1)	n
41.64	13.37	7.9	22.49	13.37	0.91	0.3	0.0

Instructor: prof. PaedDr. Vladimír Patráš, CSc.

Last changed: 19.03.2026

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 12-IDR | **Course name:** An Introduction to Debate and Reasoning

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: 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: 0

abs	n	p	v
0.0	0.0	0.0	0.0

Instructor: doc. PhDr. Dana Benčiková, PhD.

Last changed: 31.08.2026

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rus-212 | **Course name:** Basic Belarusian

Type, extent and method of instruction:
Form of instruction: Practical
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:
During the semester, the student completes and submits homework and takes a written test. After completing the semester, the student takes the final oral and written exams. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to 1 final exam resit. The credits will be assigned to the student who acquires a minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).

a) continuous assessment:
Completing homework: 0–15 p.
Test: 0–25 p.

b) final assessment:
Oral and final written exams: 0–60 p. (written part: 0–30 p.; oral part: 0–30 p.)

Learning objectives:
The student learns the basics of a closely related Slavic language. The student enhances their language skills and communication-pragmatic competences in another Eastern Slavic language and learns about the Belarusian national culture, linguistic realia, and texts. They learn about the history of the Belarusian language in the social context. They can compare their knowledge of the Belarusian language with their knowledge of the Russian and Slovak contexts. They understand the diachronous and synchronous relationships between Belarusian, Russian, and Slovak. The student learns about Belarusian orthoepy, alphabet, phonetics, vocabulary, and grammar in comparison to Slovak and Russian languages. They learn to read and write and discuss basic topics. They can apply the orthoepic, lexical, and grammar rules on the basic level. They understand oral and written texts and can perform reading and listening comprehension in Belarusian (basic level, selected topics). The student can produce oral and written texts in Belarusian (basic level, selected topics).

Brief outline of the course:
Belarusian – characteristics of this Eastern Slavic language.
History of the Belarusian language.
History of Belarus.
The Belarusian alphabet and its evolution.
Standard Belarusian language (basics) and the ethnolinguistic specificities of polite expressions.
Belarusian cultural texts.

Conversation in Belarusian.
Family and country.
Weather and seasons.
Time and space.
Getting introduced.
Towns and cities.
Holidays.
Belarusian culture.

Recommended literature:

SIAMEŠKA, L. I. – LIASHUK, V. M. a kol.: Havorym pa-belarusku. Minsk : Bieloruská štátna univerzita 1999.
VAŽNIK, S. A. – SAVICKAJA, I. I. Kuľtura i historyja belarusav. Teksty i zadanni. Мінск : BDU 2003.
KRIVICKIJ, A. A. – MICHNEVIČ, A. Je. – PODLUŽNYJ, A. I.: Beloruskij jazyk. Dľa govoriaščich po-russki. Minsk : Vyšejšaja škola 2008. Dostupne na internete : https://b-ok.xyz/book/3518103/51f1cb?id=3518103&secret=51f1cb
KRIVICKIJ, A. A. – PODLUŽNYJ, A. I.: Belorusskij jazyk dľa samoobrazovanija. Minsk : Vyšejšaja škola 1994. Dostupné na internete : https://fileskachat.com/file/51469_d4e158cee65ccd033266df07e7e1642e.html
RAMANCEVIČ, V.K.: Počatki rodnaje movy. Minsk : Navuka i technika 1994.
Vyučite belorusskij samostojateľno : audiokurz. In Copyright 2012-2021 LingoHut. Dostupne na internete : https://www.lingohut.com/ru/l112/%D1%83%D1%87%D0%B8%D1%82%D1%8C-%D0%B1%D0%B5%D0%BB%D0%BE%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9

Language of instruction:
Slovak, Russian B2, Belarusian A1

Notes:student time load:
150 h.
Combined study (S, C): 26 h.
Self-study: 26 h.
Completing homework: 28 h.
Creative work: 20 h.
Studying for test: 20 h.
Preparation for the final exam: 30 h.

Course assessment
The final number of assessed students: 15

A	B	C	D	E	FX(0)	FX(1)	n
86.67	13.33	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: doc. Viktoria Liashuk, CSc., univ. prof.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rus-211 | **Course name:** Basic Polish

Type, extent and method of instruction:
Form of instruction: Practical
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.

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: 18

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. Anita Račáková, PhD., doc. Mgr. Gabriela Olchowa, PhD.

Last changed: 25.02.2025

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rus-218 | **Course name:** Comparative Phraseology

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, the student completes and submits homework and takes a written test. After completing the semester, the student takes the final oral and written exams. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to one resit. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).

a) continuous assessment:
Completing homework: 0–15 p.
Presentation: 0–20 p.
Seminar paper preparation: 0–15 p.
Test: 0–25 p.

b) final assessment:
Oral and written final exams: 0–40 p. (written part: 0–20 p.; oral part: 0–20 p.)

Learning objectives:
The student has systematic knowledge of Russian vs. Slovak phraseology. The subject matter is presented diachronously and in a broader social, cultural, and pragmatic context. The student can compare the Slovak vs. Russian approaches to phraseology. They understand the scholarly and phraseographic paradigms (Slovak vs. Russian scholars and dictionary authors). They understand the diachronous and synchronous relationships between the Russian and Slovak languages in terms of phraseology. They use this knowledge to further develop their linguistic, scholarly, and cultural literacy as the core of their future profession. The student applies this knowledge in practice.
The student masters the Russian phraseological minimum, can identify translation equivalents, identify partial equivalence and appropriate solutions. They know how to transpose phraseologisms without direct equivalents. The student knows and uses phraseological and bilingual dictionaries. They expand their theoretical knowledge of contrastive phraseology and continues do develop practical habits related to idiom translation.

Brief outline of the course:
Slovak experts in phraseology dealing with Russian vs. Slovak.
Confrontational research basics in Slovakia vs. Russia.
Researching equivalence and approaches to phraseologism translation.

Types of equivalence in Slovak phraseology.
Absolute equivalence.
Partial equivalence.
Morphological, syntactic, lexical, and other differences.
Interlingual homonymy in phraseology.
Phraseologisms without equivalents.

Recommended literature:

BARANOV, A. – DOBROVOĽSKIJ, D.: Osnovy frazeologii. Moskva : FLINTA; Nauka 2016.
BASKO, N.: Russkije frazeolofizmy v situacijach. Moskva : Russkij jazyk. Kursy 2015.
ALEFIRENKO, N. F. – SEMENENKO, N. N.: Frazeologija i paremiologija. Moskva : FLINTA; Nauka 2009.
SOTÁK, M.: Slovný fond slovenských a ruských frazém. Bratislava : SPN 1989.
DOROTJAKOVÁ, V. a kol.: Rusko-slovenský frazeologický slovník. Bratislava : SPN 1998.
MELIKJAN, V. Ju.: Sovremennyj russkij jazyk. Cintaksičeskaja frazeologija. Moskva : FLINTA; Nauka 2017.
MELIKJAN, V. Ju.: Slovar ekspressivnych ustojčivych fraz russkogo jazyka. Frazeoschemy i ustojčivyje modeli. Moskva : FLINTA; Nauka 2017.
TELIJA, V. N.: Russkaja frazeologija. Semantičeskij, pragmatičeskij i lingvokuľturologičeskij aspekty. Moskva : Jazyki russkoj kuľtury 1996.
MLACEK, J. a i.: Frazeologická terminológia. Bratislava : SAV 1995. Dostupné na internete : https://www.juls.savba.sk/ediela/frazeologicka_terminologia/

Language of instruction:
Slovak, Russian B2

Notes:student time load:
150 h.
Combined study (S, C): 26 h.
Self-study: 20 h.
completing homework: 20 h.
seminar paper preparation: 20 h.
preparation of the presentation: 12 h.
studying for test: 22 h.
preparation for the final exam: 30 h.

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. Viktoria Liashuk, CSc., univ. prof.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fju-008	**Course name:** Contemporary Application of ICT in French Language Teaching / Learning

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., 3.

Level: II.

Prerequisites:

Course completion conditions:
Student regularly prepares pedagogical activities through ICT (worksheets) during the semester (20%). At the end of the semester, he orally presents and comments on a pedagogical activity through ICT (40%). After the end of the semester, he passes the final written test (40%).
The student has the right to one correction date for the written final test and the oral exam. The assessment is carried out 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% for fulfilling the specified conditions. The requirements and recommended literature are updated annually in the course syllabi.
a) continuous assessment: regular preparations (20%) oral presentation and commentary of a pedagogical activity through ICT (40%)
b) final written test (40%).
The student has the right to one correction date of the written final test.

Learning objectives:
The student
1. uses relevant specialized literature to gain knowledge in the given field
2. knows the basic possibilities of ICT (computer, multimedia device, interactive table)
3. knows the basics of Internet resources for teaching / learning French as a foreign language
4. applies his knowledge in ICT to teaching French as a foreign language
5. will create pedagogical activities through ICT

Brief outline of the course:
1. Traditional and multimedia pedagogical material for teaching foreign languages
2. Video in teaching French as a foreign language
3. Multimedia in teaching French as a foreign language
4. Interactive whiteboard in teaching French as a foreign language
5. Teach foreign languages remotely and online
6. Pedagogical blog
7. Conclusion - the place of ICT in teaching French as a foreign language

Recommended literature:
1. Courtillon, J. 2013. Elaborer un cours de FLE. Paris : Hachette

2. Guichon, N. 2012. Vers l'intégration des TIC dans l'enseignement des langues. Paris : Didier
3. Himber, C., Poletti, M.-L. 2011. Adosphère 1,2,3,4 - Méthode de français + Cahier d'activités (+ 1 CDrom). Paris: Hachette
4. Hirschsprung, N. 2005. Apprendre et enseigner avec le multimédia. Paris : Hachette
5. Mérieux, R., Loiseau, Y. 2008. Latitudes 1, DVD pour la classe. Paris: Didier
6. Pécheur, J., Girardet, J. 2011. Échos A1, A2, B1, B2 version numérique. Paris: Clé International

Language of instruction:
French (B2-C1)

Notes:student time load:
150 hours, of which:
Combined study (P, S, K): 26
self-study: 59 preparation for regular activities: 20
preparation for oral presentation: 20
preparation for the final written test: 25

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: doc. Mgr. Francois Schmitt, PhD.

Last changed: 18.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 12-SKS	**Course name:** Contemporary Conflicts in the World: Economic, Political, Social and Legal Dimensions

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: 26 / 0
Method of study: combined

Number of credits: 3

Recommended semester/trimester: 1., 3.

Level: I., II.

Prerequisites:

Course completion conditions:
.

Learning objectives:
Upon successful completion of the course, the student will be able to:
explain the main causes, characteristics and typology of contemporary conflicts;
identify the political, economic, social, security and legal dimensions of conflicts;
analyse selected contemporary conflicts from an interdisciplinary perspective;
assess the impact of conflicts on international security, the economy, migration, social stability and human rights;
describe the role of states, international organisations and non-state actors in the emergence, development and resolution of conflicts;
distinguish between facts, expert interpretations, propaganda and disinformation;
use relevant academic sources and critically evaluate information about conflicts;
formulate and substantiate their own position on selected issues related to contemporary conflicts;
propose basic approaches to conflict prevention, mitigation and peaceful resolution.

Brief outline of the course:
Introduction to the study of contemporary conflicts – key concepts, causes and typology of conflicts.
The evolution of armed conflicts and the changing nature of warfare in the 21st century.
State and non-state actors in contemporary conflicts.
Political and geopolitical dimensions of conflicts.
Economic causes and consequences of conflicts – sanctions, trade and the financing of warfare.
Energy, resource and food security in conflict situations.
Social consequences of conflicts – migration, poverty, radicalisation and social polarisation.
International legal aspects of conflicts and international humanitarian law.
Human rights protection and international criminal responsibility.
Hybrid threats, information operations, propaganda and disinformation.
Analysis of selected contemporary conflicts in Europe and its neighbourhood.
Analysis of selected conflicts in the Middle East, Africa and Asia.
Conflict prevention, management and peaceful resolution – final discussion and synthesis of acquired knowledge.

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. Rastislav Kazanský, PhD., EMBA

Last changed: 07.09.2026

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fjs-002	**Course name:** Contemporary French Art 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., 4.

Level: II.

Prerequisites:

Course completion conditions:
Course completion conditions:
During the semester, the student creates a seminar paper (6 pages) and a presentation (PowerPoint, Prezi etc.) addressing the selected topic. After completing the semester, the student takes the final oral 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 collects the minimum of 65 points out of the possible 100 for completing the given requirements.
a) continuous assessment:
seminar paper preparation and delivery of the presentation – max. 40 p.
b) final assessment:
oral exam – max. 60 p.

Learning objectives:
The student
1. understands the facts and basic concepts pertaining to French art and culture
2. can define and describe these facts in the broader historical and social context
3. uses the knowledge in practice, e.g., to create their seminar paper
4. can evaluate information, events, and phenomena based on this knowledge
5. can evaluate ideas, statements, facts, and materials by integrating their knowledge
6. develops a complex system of knowledge based on the subject matter studied during this course.

Brief outline of the course:
1. France at the beginning of the 21st century: the cultural and social contexts.
2. Contemporary French culture – major figures and institutions.
3. Contemporary French music.
4. Contemporary French visual arts.
5. Contemporary French architecture – major figures.
6. Street art.
7. The multicultural nature of contemporary French art.
8. Francophony and its presence in the artistic environment.

9. Major French artists with non-French roots.
10. Current topics: immigration and exile in art.

Recommended literature:

1. Balibar, E. 1998. Droit de cité. Culture et politique en démocratie. Paris: Éditions de l´Aube, 1998. 185 s. ISBN 2-87678-369-X
2. Béghain, P. 1998. Le patrimoine: culture et lien social. Paris: Presses de SciPO, 1998, 115 s. ISBN 2-7246-0753-8.
3. Bloche, P. 1999. Le désir de France: la présence internationale de la France et de la francophonie dans la société de l´information. Paris: La documentation francaise, 1999. 203 s. ISBN 211004280.
4. Bourgeois, R. et al. 2004. La France des institutions, le citoyen dans la nation. Grenoble: Presses Universitaires. 2004. 119 s. ISBN 2-7061-0904-1.
5. Cook, M. 1993. French culture since 1945. London: Longman, 1993. 327 s. ISBN 0-582-08806-2.
6. Culture et société. 1993. Paris: La documentation francaise, 1993. 120 s. bez ISBN.
7. Derosier J.-P. 2015. Les limites constitutionnelles a l´intégration européenne. Issy-les-Moulineaux: LGDJ, 2015. 601 s. ISBN 978-2-275-04005-9.
8. Ginestier, P. et al. 1967. Culture et civilisation francaises. Paris: Didier, 1967. 506 s.
9. Harari, Y. N. 2018. 21 lecons pour le XXeme siecle. Paris: Editions Albin Michel, 20188. 375 s. ISBN 978-2-226-43603-0.
10. Lawrence, A. et al. 2018. La mémoire de l´esclavage. Paris: l´Harmattan, 2018. 260 s. ISBN 978-2-343-15137-3.
11. Mauchamp, N. 2004. La France de toujours. Paris: CLE, 2004. 185 s. ISBN 2-09-033122-4.
12. Muracciole, J.-F. 1998. Les enfants de la défaite. La résistance, l´édutaion et la culture. Paris: Presses de SciPO, 1998. 371 s. ISBN 2-7246-0741-4.
13. Pecníková, J. – Mešková, Ľ. 2017. Francúzska kultúrna identita v obrazoch a textoch. Banská Bystrica: Belianum, 2017. 128 s. ISBN 978-80-557-1327-4.
14. Schmitt, F. 2020. La France jusqu´au début du 20e sciecle : aspects historiques et culturels. Banská Bystrica: Dali BB, 2020. 199 s. ISBN 978-80-8141-242-4.
15. Silverman, M. 2014. Deconstricting the nation. Immigration, racism, and citizenship in modern France. Abingdon: Routledge, 2014. 204 s. ISBN 978-0-415-75543-6.
16. Soler, M. G. C. 2020. L´interculturalité, source de la dynamique du FLE? Paris: L´Harmattan, 2020, 171 s. ISBN 978-2-343-20545-8.
17. Wagner, A.-C. 1998. Les nouvelles élites de la mondalisation. Une immigration dorée en France. Paris: Presses universitaires de France, 1998. 236 s. ISBN 213049661X.

Language of instruction:

Slovak, French

Notes:student time load:

Student time load - 150 hours:
Combined study: 26 hours (13 L, 13 S)
Presentation – 20 h.
Seminar paper (6 pgs) – 20 h.
Studying specialised texts – 40 h.
Preparation for the final oral exam – 44 h.

Course assessment
The final number of assessed students: 14

A	B	C	D	E	FX(0)	FX(1)	n
71.43	21.43	7.14	0.0	0.0	0.0	0.0	0.0

Instructor: doc. PhDr. Jana Pecníková, PhD.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-004 | **Course name:** Contemporary French and Francophone literature

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:
During the semester, the student creates a seminar paper (6 pages) and a presentation (PowerPoint, Prezi etc.) addressing the selected topic. After completing the semester, the student takes the final oral 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 collects the minimum of 65 points out of the possible 100 for completing the given requirements.

a) continuous assessment:
seminar paper preparation and delivery of the presentation – max. 40 p.

b) final assessment:
oral exam – max. 60 p.

Learning objectives:
The student
1. understands the facts and basic concepts pertaining to contemporary French and francophone literature
2. can define and describe these facts in the broader historical and social context
3. uses the knowledge in practice, e.g., to create their seminar paper
4. can evaluate information, events, and phenomena based on this knowledge
5. can evaluate ideas, statements, facts, and materials by integrating their knowledge
6. develops a complex system of knowledge based on the subject matter studied during this course.

Brief outline of the course:
1. Reception of French literature since the beginning of the 21st century.
2. Portraits of the selected French authors.
3. Contemporary French literary works: a selection.
4. Book awards and their laureates.
5. Current social issues (exile, migration, identity) and their reflection in literary works.
6. Non-French authors writing in French.
7. The multicultural nature of francophone literature.
8. Selected francophone literature (Switzerland, Quebec, Maghreb, Belgium, etc.).

9. Language and cultural identity in literary works.
10. Contemporary French and Francophone Literature – trends.

Recommended literature:

1) Compagnon, A. 2007. La littérature, pour quoi faire? Paris: College de France, 2007. 76 s. ISBN 978-2-213-63288-9.
2) Mešková, Ľ. 2007. Communication interculturelle France-SLovaquie. Banská Bystrica: UMB, 2007. 72 s. ISBN 978-80-8083-508-8.
3) Lacotte, D. 2000. Contes et légendes en terres de France. Paris: Editions Ouest-France, 2000. 206 s. ISBN 2-7373-2573-0.
4) Soler, M. G. C. 2020. L´interculturalité, source de la dynamique du FLE? Paris: L´Harmattan, 2020, 171 s. ISBN 978-2-343-20545-8.
5) Augé, M. 2019. Un ethnologue dans le métro. Paris: Pluriel, 2019. 119 s. ISBN 978-2-8185-0333-1.
6) Harari, Y. N. 2018. 21 lecons pour le XXeme siecle. Paris: Editions Albin Michel, 20188. 375 s. ISBN 978-2-226-43603-0.
7) Lawrence, A. et al. 2018. La mémoire de l´esclavage. Paris: l´Harmattan, 2018. 260 s. ISBN 978-2-343-15137-3.
8) Beacco, J.-C. 2017. L´édutation plurilingue et interculturelle. Paris: Didier, 2017. 298 s. ISBN 978-2-278-08668-9.
9) Radimská J. 2005. Antologie francouzské literatury. Bratislava: Fraus, 2005. 171 s. ISBN 80-7238-109-1.
10) Ligny C. de. Et. Al. 1998. La littérature francaise. Paris: Nathan, 1998. 159 s. ISBN 2091778761.
11) Pecníková, J. – Mešková, Ľ. 2017. Francúzska kultúrna identita v obrazoch a textoch. Banská Bystrica: Belianum, 2017. 128 s. ISBN 978-80-557-1327-4.
12) VIART, D. – VERCIER, B. : La littérature française au présent. Paris : Bordas, 2008.
13) VIART, D.: Le Roman français au XXe siècle. Paris, Armand Colin, 2011.
14) DELON, M. – MÉLONIO, F. – MARCHAL, B. – NOIRAY, J. – COMPAGNON, A., sous la direction de TADIÉ J.-Y. : La littérature française : dynamique & histoire II. Paris, Éditions Gallimard, 2007.

Language of instruction:
Slovak, French

Notes:student time load:
Student time load - 150 hours:
Combined study: 26 hours (13 L, 13 S)
Presentation – 20 h.
Seminar paper (6 pgs) – 20 h.
Studying specialised texts – 40 h.
Preparation for the final oral exam – 44 h.

Course assessment
The final number of assessed students: 10

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. PhDr. Jana Pecníková, PhD.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-001 | **Course name:** Contemporary French society

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 takes a short written test (20%). He also performs oral presentation on the topic chosen at the beginning of the semester (20%). After the end of the semester, he will graduate written final test (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: short written test (20%) oral presentation (20%)
b) final assessment: written final test (60%)

Learning objectives:
The student
1. uses relevant specialized literature to gain knowledge in the given field
2. is able to use all available resources in French
3. applies acquired theoretical knowledge and language skills in practice
4. objectively evaluates methods and approaches of journalists based on their work
5. understands current social and cultural topics about France and can analyze them
6. knows how to argue and reformulate his own opinions

Brief outline of the course:
1. Diversity of the population
2. Current evolution of political life in France
3. Current evolution of economic life in France
4. The importance of the media in current French society
5. Secularism and religious life in France
6. Myths, symbols and the question of French national identity

Recommended literature:
1. Carpentier, J.; Lebrun, F. 1989. Histoire de France. Paris: Seuil
2. Labrune, G. 2011. L' histoire de France. Paris: Nathan
3. Goetschel, P. 2014. Histoire culturelle de la France. De la belle époque à nos jours Paris: Armand Colin 4. Mathiex, J. 1996. Outils. Histoire de France. Paris: Hachette
5. Mauchamp, N. 2003. La France de toujours. Paris : Clé international

6. Noutchié Njiké, J. 2005. Civilisation progressive de la Francophonie. Paris: Clé international
7. Schmitt, F. 2006. Histoire de France. Banská Bystrica : UMB
8. Schmitt, F. 2009. Civilisation française. Banská Bystrica: UMB
9. Schmitt, F. 2020. La France jusqu'au début du 20e siècle : aspects historiques et culturels. Banská Bystrica : Dali-BB

Language of instruction:
French (C1-C2)

Notes:student time load:
150 hours, of which:
Combined study (P, S, K): 26
self-study: 59
preparation for oral presentation: 20
preparation for the final written test: 45

Course assessment
The final number of assessed students: 15

A	B	C	D	E	FX(0)	FX(1)	n
73.33	6.67	20.0	0.0	0.0	0.0	0.0	0.0

Instructor: doc. PhDr. Jana Pecníková, PhD.

Last changed: 18.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

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 then 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. PhDr. Katarína Chovancová, PhD.

Course Description

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., univ. doc.
Last changed: 02.11.2022
Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rus-210 | **Course name:** Continuous 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:
The student can collect the total of 100 p. Overall assessment = continuous + final assessment. Final assessment:
A – 100–94% (Excellent), B – 93–87% (Very Good), C – 86–80% (Good), D – 79–73% (Satisfactory), E – 72–65% (Passing). Fx – 64 and less (insufficient).
a) continuous assessment:
The student undergoes teaching practice and keeps records per instructions.
b) final assessment:
A portfolio of materials pertaining to the teaching practice, written records. Written records on didactic observation of the supervising teacher as well as the student's classmates. Final assessment: written preparation for direct teaching, didactic analysis of the selected subject matter, own evaluation of the teaching/exit practice including proposals and recommendations), written evaluation of the lessons taught by the supervisor teacher (it is recommended to use the structured form), and final assessment of the student's performance (min.
65 p. (max. 100 p.). Individual scores for the respective components depend upon the student's specialisation. The portfolio may also include other documents requested by the experts in didactics.

Learning objectives:
Continuous teaching practice represents the final integrated form of practical university preparation for teaching.
1. The student uses the complex knowledge developed through their study and previous teaching practice in a new situation and enhances their knowledge base.
2. The goal is to understand how teachers work with students at different schools.
3. The student gets acquainted with the teaching profession in practice and learns how to address specific educational situations in and out of classes.
4. They learn by performing the actual teacher tasks including the extracurricular activities.

Brief outline of the course:
Based on the instructions provided by the supervising teacher, the student creates a lesson project and consults it with the university instructor. Subsequently, they proceed to teach a lesson on their own.

Recommended literature:

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

Language of instruction:
Russian C2, Slovak

Notes:student time load:
60 h.

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

Course assessment
The final number of assessed students: 18

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

Instructor: Mgr. Anton Repoň, PhD., univ. doc.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fju-004	**Course name:** Continuous Teaching Practice - French 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) participation on teaching practice - class observations and own performances
b) portfolio of materials from teaching practice:
- written records from didactic class observations – observations of a practice teacher and classmates from a group,
- written preparations for direct teaching activity, including didactic analysis of a curriculum, commented preparations for classes of classmates from a group (class observations of classmates) own evaluation of the teaching practice (practice report including suggestions and recommendations)
- written evaluation of taught classes made by a practice teacher (using evaluation sheet, in which a practice teacher express their opinion on particular components of classes)
The 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 are assigned to the student who acquired a minimum of 65% for fulfillment of given conditions.
Course completion conditions and recommended literature are updated every year in a syllabus of the course.
Continuous assessment: participation on teaching practice - class observations and own performances
Final assessment: portfolio of materials from teaching practice:
- portfolio of materials from teaching practice: written records from didactic class observations – observations of a practice teacher and classmates from a group, written preparations for direct teaching activity, including didactic analysis of a curriculum, commented preparations for classes of classmates from a group (class observations of classmates) own evaluation of the teaching practice (practice report including suggestions and recommendations)
- written evaluation of taught classes made by a practice teacher (using evaluation sheet, in which a practice teacher express their opinion on particular components of classes)

Learning objectives:
The student
1. has practical experience in teaching FJ.

2. on the basis of pedagogical, psychological and professional subjects, can analyze individual parts of the lesson, assess the appropriateness of the chosen means of education. He is able to carry out a didactic analysis of the lesson together with the trainee teacher.
3. can create detailed preparation for own output during pedagogical practice.
4. is able to realize his own output in pedagogical practice, which he can evaluate.
5. will use relevant professional literature to gain knowledge in the given field
6. writes notes
7. observes interactions in the classroom between the teacher or trainees and pupils and between pupils
8. observes the pedagogical approaches of the teacher or trainee and interprets them based on his theoretical knowledge from didactics
9. observes the students' learning process and the students' reactions to the teacher's stimuli or intern
10. critically analyzes the teaching outputs of classmates and own outputs
11. cooperates with a trainee teacher
12. prepares preparations for the lessons and adjusts them after the outputs and analysis of the lessons
13. applies theoretical knowledge from didactics into practice

Brief outline of the course:
1. Observation of the lessons of the trainee teacher and classmates
2. Teaching
3. Analyzes of lessons
4. Preparation of lessons in cooperation with a trainee teacher

Recommended literature:
1. Baranová, E. 2009. Francúzština pre komunikáciu v škole. Banská Bystrica : UMB
2. Barthélémy, F. 2007. Professeur de FLE. Histoire, enjeux et perspectives. Paris : Hachette
3. Bertocchini, P. & Costanzo, E. 2008. Manuel de formation pratique pour le professeur de FLE. Paris : Clé international
4. Courtillon, J. 2013. Elaborer un cours de FLE. Paris : Hachette
5. Tagliante, C. 2006. La classe de langue. Paris : Clé international
Other recommanded literature:
1. Čapek, R. (2015). Moderní didaktika. Grada Publishing.
2. Inovovaný štátny vzdelávací program pre ISCED 2, 3. (aktuálna verzia dostupná na internete)
3. Kalhoust, Z., & Obst, O. (2002). Školní didaktika. Portál.
4. Kožuchová, M., Obdržálek, Z., Porubská, E., & Kánik, R. (2000). Didaktika pre učiteľov základnej a strednej školy. VEDA.
5. László, K., & Osvaldová, Z. (2014). Didaktika. Belianum.
6. Mertin, V. (2012). Metody a postupy poznávaní žáka. Pedagogická diagnostika. Wolters Kluwer.
7. Obdržálek, Z. (2003). Didaktika pre študentov učiteľstva základnej školy. UK v Bratislave.
8. Petlák, E. (2012). Inovácie v didaktike. Dubnický technologický inštitút.
9. Petlák, E. (2000). Pedagogicko-didaktická práca učiteľa. IRIS.
10. Petty, G. (2013). Moderní vyučování. Portál.
11. Prúcha, J. (2017). Moderní pedagogika. 6. vyd. Portál.
12. Rovňanová, L. (2015). Profesijné kompetencie učiteľov. Belianum.
13. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
14. Sieglová, D. (2019). Konec školní nudy: didaktické metody pro 21. století. Grada Publishing.
15. Sitná, D. (2013). Metody aktivního vyučování. Portál.
16. Turek, I. (2014). Didaktika. 3. prepr. vyd. Wolters Kluwer.

17. Zormanová, L. (2012). Výukové metody v pedagogice. Grada Publishing.
18. 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, French (C1-C2)

Notes:student time load:
Student time load: 60 hrs, of which:
practice (class observations, performances, analysis of classes): 30 hrs consultations, preparation for classes, portfolio: 30 hrs

Course assessment
The final number of assessed students: 9

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: doc. Mgr. Francois Schmitt, PhD.

Last changed: 18.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fju-005	**Course name:** Continuous Teaching Practice - French 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) participation on teaching practice - class observations and own performances
b) portfolio of materials from teaching practice:
- written records from didactic class observations – observations of a practice teacher and classmates from a group,
- written preparations for direct teaching activity, including didactic analysis of a curriculum, commented preparations for classes of classmates from a group (class observations of classmates) own evaluation of the teaching practice (practice report including suggestions and recommendations)
- written evaluation of taught classes made by a practice teacher (using evaluation sheet, in which a practice teacher express their opinion on particular components of classes)
The 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 are assigned to the student who acquired a minimum of 65% for fulfillment of given conditions.
Course completion conditions and recommended literature are updated every year in a syllabus of the course.
Continuous assessment: participation on teaching practice - class observations and own performances
Final assessment: portfolio of materials from teaching practice:
- portfolio of materials from teaching practice: written records from didactic class observations – observations of a practice teacher and classmates from a group, written preparations for direct teaching activity, including didactic analysis of a curriculum, commented preparations for classes of classmates from a group (class observations of classmates) own evaluation of the teaching practice (practice report including suggestions and recommendations)
- written evaluation of taught classes made by a practice teacher (using evaluation sheet, in which a practice teacher express their opinion on particular components of classes)

Learning objectives:
The student
1. has practical experience in teaching FJ.
2. on the basis of pedagogical, psychological and professional subjects, can analyze individual parts

of the lesson, assess the appropriateness of the chosen means of education. He is able to carry out a didactic analysis of the lesson together with the trainee teacher.
3. can create detailed preparation for own output during pedagogical practice.
4. is able to realize his own output in pedagogical practice, which he can evaluate.
5. will use relevant professional literature to gain knowledge in the given field
6. writes notes
7. observes interactions in the classroom between the teacher or trainees and pupils and between pupils
8. observes the pedagogical approaches of the teacher or trainee and interprets them based on his theoretical knowledge from didactics
9. observes the students' learning process and the students' reactions to the teacher's stimuli or intern
10. critically analyzes the teaching outputs of classmates and own outputs
11. cooperates with a trainee teacher
12. prepares preparations for the lessons and adjusts them after the outputs and analysis of the lessons
13. applies theoretical knowledge from didactics into practice

Brief outline of the course:
1. Observation of the lessons of the trainee teacher and classmates
2. Teaching.
3. Analyzes of lessons
4. Preparation of lessons in cooperation with a trainee teacher

Recommended literature:
1. Baranová, E. 2009. Francúzština pre komunikáciu v škole. Banská Bystrica : UMB
2. Barthélémy, F. 2007. Professeur de FLE. Histoire, enjeux et perspectives. Paris : Hachette
3. Bertocchini, P. & Costanzo, E. 2008. Manuel de formation pratique pour le professeur de FLE. Paris : Clé international
4. Courtillon, J. 2013. Elaborer un cours de FLE. Paris : Hachette
5. Tagliante, C. 2006. La classe de langue. Paris : Clé international
Other recommanded literature:
1. Čapek, R. (2015). Moderní didaktika. Grada Publishing.
2. Inovovaný štátny vzdelávací program pre ISCED 2, 3. (aktuálna verzia dostupná na internete)
3. Kalhoust, Z., & Obst, O. (2002). Školní didaktika. Portál.
4. Kožuchová, M., Obdržálek, Z., Porubská, E., & Kánik, R. (2000). Didaktika pre učiteľov základnej a strednej školy. VEDA.
5. László, K., & Osvaldová, Z. (2014). Didaktika. Belianum.
6. Mertin, V. (2012). Metody a postupy poznávaní žáka. Pedagogická diagnostika. Wolters Kluwer.
7. Obdržálek, Z. (2003). Didaktika pre študentov učiteľstva základnej školy. UK v Bratislave.
8. Petlák, E. (2012). Inovácie v didaktike. Dubnický technologický inštitút.
9. Petlák, E. (2000). Pedagogicko-didaktická práca učiteľa. IRIS.
10. Petty, G. (2013). Moderní vyučování. Portál.
11. Prúcha, J. (2017). Moderní pedagogika. 6. vyd. Portál.
12. Rovňanová, L. (2015). Profesijné kompetencie učiteľov. Belianum.
13. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
14. Sieglová, D. (2019). Konec školní nudy: didaktické metody pro 21. století. Grada Publishing.
15. Sitná, D. (2013). Metody aktivního vyučování. Portál.
16. Turek, I. (2014). Didaktika. 3. prepr. vyd. Wolters Kluwer.
17. Zormanová, L. (2012). Výukové metody v pedagogice. Grada Publishing.

18. 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, French (C1-C2)

Notes:student time load:
Student time load: 60 hrs, of which:
practice (class observations, performances, analysis of classes): 30 hrs
consultations, preparation for classes, portfolio: 30 hrs

Course assessment
The final number of assessed students: 5

A	B	C	D	E	FX(0)	FX(1)	n
40.0	60.0	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: doc. Mgr. Francois Schmitt, PhD.

Last changed: 18.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-rus-208	**Course name:** Continuous/Exit Practice (Russian Language) 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:
The student can collect the total of 100 p. Overall assessment = continuous + final assessment. Final assessment:
A – 100–94% (Excellent), B – 93–87% (Very Good), C – 86–80% (Good), D – 79–73% (Satisfactory), E – 72–65% (Passing). Fx – 64 and less (insufficient).

a) continuous assessment:
The student undergoes teaching practice and keeps records per instructions.

b) final assessment:
A portfolio of materials pertaining to the teaching practice, written records. Written records on didactic observation of the supervising teacher as well as the student's classmates. Final assessment: written preparation for direct teaching, didactic analysis of the selected subject matter, own evaluation of the teaching/exit practice including proposals and recommendations), written evaluation of the lessons taught by the supervisor teacher (it is recommended to use the structured form), and final assessment of the student's performance (min. 65 p. (max. 100 p.). Individual scores for the respective components depend upon the student's specialisation. The portfolio may also include other documents requested by the experts in didactics.

Learning objectives:
1. The student gains practical experience with teaching.
2. The student can synthesize the knowledge from their pedagogical, psychological, and specialised studies to analyse a lesson and evaluate whether the educational tools have been selected appropriately. They can perform a didactic analysis of the lesson in cooperation with the supervising teacher.
3. The student can make a detailed preparation for direct teaching practice.
4. The student can teach in practice and evaluate their own teaching performance.

Brief outline of the course:
Based on the instructions provided by the supervising teacher, the student creates a lesson project and consults it with the university instructor. Subsequently, they proceed to teach a lesson on their own.

Recommended literature:
1. Čapek, R. (2015). Moderní didaktika. Grada Publishing.
2. Inovovaný štátny vzdelávací program pre ISCED 2, 3. (aktuálna verzia dostupná na internete)

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

Language of instruction:
Russian C1, Slovak

Notes:student time load:
60 h.
Outputs (sit-in records, lesson analysis): 26 h. Portfolio creation and teaching preparations: 20 h. Consulting: 14 h.

Course assessment
The final number of assessed students: 27

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

Instructor: Mgr. Anton Repoň, PhD., univ. doc.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-rus-209	**Course name:** Continuous/Exit Practice (Russian Language) 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 student can collect the total of 100 p. Overall assessment = continuous + final assessment. Final assessment:
A – 100–94% (Excellent), B – 93–87% (Very Good), C – 86–80% (Good), D – 79–73% (Satisfactory), E – 72–65% (Passing). Fx – 64 and less (insufficient).

a) continuous assessment:
The student undergoes teaching practice and keeps records per instructions.

b) final assessment:
A portfolio of materials pertaining to the teaching practice, written records. Written records on didactic observation of the supervising teacher as well as the student's classmates. Final assessment: written preparation for direct teaching, didactic analysis of the selected subject matter, own evaluation of the teaching/exit practice including proposals and recommendations), written evaluation of the lessons taught by the supervisor teacher (it is recommended to use the structured form), and final assessment of the student's performance (min. 65 p. (max. 100 p.). Individual scores for the respective components depend upon the student's specialisation. The portfolio may also include other documents requested by the experts in didactics.

Learning objectives:
1. The student gains practical experience with teaching.
2. The student can synthesize the knowledge from their pedagogical, psychological, and specialised studies to analyse a lesson and evaluate whether the educational tools have been selected appropriately. They can perform a didactic analysis of the lesson in cooperation with the supervising teacher.
3. The student can make a detailed preparation for direct teaching practice.
4. The student can teach in practice and evaluate their own teaching performance.

Brief outline of the course:
Based on the instructions provided by the supervising teacher, the student creates a lesson project and consults it with the university instructor. Subsequently, they proceed to teach a lesson on their own.

Recommended literature:
1. Čapek, R. (2015). Moderní didaktika. Grada Publishing.
2. Inovovaný štátny vzdelávací program pre ISCED 2, 3. (aktuálna verzia dostupná na internete)

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

Language of instruction:
Russian C1, Slovak

Notes:student time load:
60 h.
Outputs (sit-in records, lesson analysis): 26 h. Portfolio creation and teaching preparations: 20 h. Consulting: 14 h.

Course assessment
The final number of assessed students: 18

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

Instructor: Mgr. Anton Repoň, PhD., univ. doc.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rus-207 | **Course name:** Continuous/Listen-in Practice (Russian Language)

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:
Overall assessment = continuous + final assessment. Final assessment: A – 100–94% (Excellent), B – 93–87% (Very Good), C – 86–80% (Good), D – 79–73% (Satisfactory), E – 72–65% (Passing). Fx – 64 and less (insufficient).

a) continuous assessment:
Continuous assessment: The student performs teaching observation and keeps records per instructions.

b) final assessment:
Final assessment: A portfolio of materials pertaining to the teaching practice. Written records (pedagogical characteristics of the school and form, characteristics of a selected pupil in terms of their individual needs, lesson observation records, written preparation for direct teaching, didactic analysis of the selected subject matter, own evaluation of the pedagogical practice, report including proposals
and recommendations): min. 65 p. (max. 100 p.). Individual scores for the respective components depend upon the student's specialisation. The portfolio may also include other documents requested by the experts in didactics. The student can collect the total of 100 p.

Learning objectives:
1. The student gains practical experience with teaching.
2. The student can synthesize the knowledge from their pedagogical, psychological, and specialised studies to analyse a lesson and evaluate whether the educational tools have been selected appropriately.
They can perform a didactic analysis of the lesson in cooperation with the supervising teacher.

Brief outline of the course:
During the teaching observation it is recommended for the student to focus on the following:
1. Preparation, classroom, pupils (classroom cleanliness, teacher's arrival, teaching and technical tools – condition and use, etc.).
2. Are the students ready after the ring bells? How do they welcome the teacher? (teacher's and pupils' behaviour, attendance checking, etc.).
3. Homework checking (In which lesson phase is it assigned and how? Difficulty and length. Homework frequency. Forms and methods of checking. Homework focus on creative thinking. How is the theoretical knowledge applied in practice? Verbal assessment and grades, etc.).

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

Recommended literature:

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

1979.
26. CHODĚRA, R. – REIS, L. 2000. Výuka cizích jazyku na prahu nového století II. Ostrava: Ostravská univerzita, 2000. ISBN 80-7042-157-6.
27. JELÍNEK, Stanislav a kol. 1976. Metodické problémy vyučování cizím jazykum. Praha: SPN,
1976.
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29. Ries L.-Kollárová,E.(eds.) Svet cudzích jazykov dnes. Bratislava : Didaktis. 2004, ISBN 80 89160 11 5
30. RIES, L.:Didaktika ruštiny 1,2. Vyučování jako komunikace, součinnost a hra. Ostrava.Pedagogická fakulta 1987
31. PASSOV, E.,I.:Osnovy metodiky obučenija inostrannym jazykam. Moskva, Russkij jazyk 1977.
32. RUSSKIJ JAZYK V CENTRE JEVROPY

Language of instruction:
Russian C1, Slovak

Notes:student time load:
60 h. Combined study: 26 h. Portfolio creation: 20 h. Consulting: 14 h.

Course assessment
The final number of assessed students: 27

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

Instructor: Mgr. Anton Repoň, PhD., univ. doc.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-016 | **Course name:** Conversational seminar FL 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:

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

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: Elsa Manon Pachoud Janody

Last changed:

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-018 | **Course name:** Corpus Linguistics

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:
The course is completed by successfully submitting a seminar paper focused on the identification and analysis of specific grammatical and lexical means in authentic French texts, with regard to their specific pragmatic function. The student is entitled to one resit. Final assessment is based on the grading scale:
A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are awarded to students who meet the requirements with at least 65%.

b) final assessment:
Seminar paper – 100%

Learning objectives:
The student is able to use different types of corpus tools and their functions. They can analyse the frequency of linguistic units in specific contexts and cotexts. They are capable of formulating a research objective, identifying and evaluating selected parameters in a given corpus, and applying the obtained results in translation, interpreting, as well as in language teaching and learning.

Brief outline of the course:
1. Introduction to corpus linguistics
2. Types of corpus tools
3. Functions of corpus tools
4. AI in corpus linguistics
5. Types of corpora
6. Working with corpora: searching lexical units, concordances, collocations
7. Frequency analysis and data interpretation
8. Applications of corpus linguistics in translation and interpreting
9. Applications of corpus linguistics in didactics
10. Project work: analysis of authentic French texts in a corpus

Recommended literature:
1. BAAYEN, R. H.: Corpus linguistics in morphology: morphological productivity. In: Lüdeling, A. – Kytö, M. (éds.): Corpus Linguistics. An International Handbook. Berlin: Mouton de Gruyter, 2008, s. 899–919.

2. BARONI, M. – BERNARDINI, S. – FERRARESI, A. – ZANCHETTA, E.: The WaCky Wide Web: A Collection of Very Large Linguistically Processed Web-Crawled Corpora. Language Resources and Evaluation, 2009, 43, s. 209–226.
3. BORDONABA-PLOU, D. – JREIS-NAVARRO, L. M.: Are the TenTen Corpora Really a Corpus Family? On Linguistic Tagging and Corpora Members' Kinship Degrees. International Journal of Humanities and Arts Computing, 2025, 19(1), s. 49–64.
4. CARTIER, E. – SABLAYROLLES, J.-F. – BOUTMGHARINE, N. – HUMBLEY, J. – BERTOCCI, M. – JACQUET-PFAU, C. – KÜBLER, N. – TALLARICO, G.: Détection automatique, description linguistique et suivi des néologismes en corpus: point d'étape sur les tendances du français contemporain. In: Actes du 6e CMLF, Mons, 9–13 juillet 2018, s. 1–20.
5. KILGARRIFF, A. – MARCOWITZ, F. – SMITH, S. – THOMAS, J.: Corpora and language learning with the Sketch Engine and SKELL. Revue française de linguistique appliquée, 2015, (1), s. 61–80.
6. LAZAR, J.: Stratégies identitaires d'auto-présentation des jeunes dans l'espace virtuel: Entre tchat, emails et SMS. In: Kacprzak, A. – Goudaillier, J.-P. (éds.): Fonctions identitaires en situations diglossiques: argots – dialectes – patois. Lodz: UL, 2014, s. 135–139.
7. PAVEAU, M.-A.: L'Analyse du discours numérique. Dictionnaire des formes et des pratiques. Paris: Hermann, 2017.
8. ŠTEKAUER, P.: Onomasiological approach to word-formation. In: Handbook of word-formation. Dordrecht: Springer, 2005, s. 207–232.

Language of instruction:
Slovak
French - B1

Notes:student time load:
Total: 90 hours.
Combined instruction: 20.
Preparation for weekly (non-assessed) tasks: 50.
Final paper preparation: 20.

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. Lucia Ráčková, PhD.

Last changed: 19.06.2026

Approved by: prof. PhDr. Katarína Chovancová, 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: 236

A	B	C	D	E	FX(0)	FX(1)	n
85.17	7.63	4.24	1.27	0.0	0.0	1.69	0.0

Instructor: doc. PaedDr. Lenka Rovňanová, PhD., doc. Mgr. Lívia Nemcová, PhD.

Last changed: 25.03.2026

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-009 | **Course name:** Current issues in the French-speaking world 1

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: 1., 3.

Level: II.

Prerequisites:

Course completion conditions:
Successful completion of the seminar paper. 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 (%).
The student has the right to one resit.
The requirements and recommended literature are updated yearly in the course syllabus.
a) continuous assessment:
Active participation in lectures given by foreign experts.
b) final assessment:
Seminar paper preparation – a resume of the lectures attended.

Learning objectives:
The student gets acquainted with the current social, political, and cultural issues in France. They learn about the research trends in humanities and social sciences. They approach the information critically and can reflect them.

Brief outline of the course:
A series of lectures by invited foreign experts on various topics (domestic and foreign policy, economy, society, language and linguistics, culture, media of francophone countries).

Recommended literature:
1. BELOEIL-BENOIST, Yves-Jean - MONTOUSSE, Marc - DEUBEL, Philippe: 100 fiches pour connaître l'économie et la société françaises. Paris: Bréal, 2007.
2. KIMMEL, Alain:Vous avez dit France? Eléments pour comprendre la société francaise actuelle. Paris: Hachette, 1987.
3. KOOP, Marie-Christine - VERMETTE, Rosalie: France Au XXIe Siècle: Nouvelles Perspectives. Summa Publications, 2009.
Up-to-date French press.
Other publications recommended by the lecturers.

Language of instruction:
French (B2/C1)

Notes:student time load:

Course assessment
The final number of assessed students: 7

abs	n	p	v
100.0	0.0	0.0	0.0

Instructor: prof. PhDr. Katarína Chovancová, PhD., Mgr. Monika Zázrivcová, PhD.

Last changed: 07.10.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-010 | **Course name:** Current issues in the French-speaking world 2

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:
Successful completion of the seminar paper. 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 (%).
The student has the right to one resit.
The requirements and recommended literature are updated yearly in the course syllabus.
a) continuous assessment:
Active participation in lectures given by foreign experts.
b) final assessment:
Seminar paper preparation – a resume of the lectures attended.

Learning objectives:
The student gets acquainted with the current social, political, and cultural issues in France. They learn about the research trends in humanities and social sciences. They approach the information critically and can reflect them.

Brief outline of the course:
A series of lectures by invited foreign experts on various topics (domestic and foreign policy, economy, society, language and linguistics, culture, media of francophone countries).

Recommended literature:
1. BELOEIL-BENOIST, Yves-Jean - MONTOUSSE, Marc - DEUBEL, Philippe: 100 fiches pour connaître l'économie et la société françaises. Paris: Bréal, 2007.
2. KIMMEL, Alain:Vous avez dit France? Eléments pour comprendre la société francaise actuelle. Paris: Hachette, 1987.
3. KOOP, Marie-Christine - VERMETTE, Rosalie: France Au XXIe Siècle: Nouvelles Perspectives. Summa Publications, 2009.
Up-to-date French press.
Other publications recommended by the lecturers.

Language of instruction:
French (B2/C1)

Notes:student time load:

Course assessment
The final number of assessed students: 14

abs	n	p	v
100.0	0.0	0.0	0.0

Instructor: prof. PhDr. Katarína Chovancová, PhD., Mgr. Monika Zázrivcová, PhD.

Last changed: 07.10.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2-OEV2	**Course name:** Diplomacy in Practice - Professional Excursion at the Embassy II.

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:

Learning objectives:

Brief outline of the course:

Recommended literature:

Language of instruction:

Notes:student time load:

Course assessment
The final number of assessed students: 337

abs	n	p	v
90.5	9.5	0.0	0.0

Instructor: doc. PhDr. Erik Pajtinka, PhD.

Last changed: 07.06.2024

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2-OEMO2	**Course name:** Diplomacy in Practice - Professional Excursion in an International Organization II.

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:

Learning objectives:

Brief outline of the course:

Recommended literature:

Language of instruction:

Notes:student time load:

Course assessment
The final number of assessed students: 241

abs	n	p	v
99.17	0.83	0.0	0.0

Instructor: doc. PhDr. Erik Pajtinka, PhD.

Last changed: 07.06.2024

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

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: 901

A	B	C	D	E	FX(0)	FX(1)	n
23.86	27.52	26.19	14.76	6.55	0.0	1.11	0.0

Instructor: doc. PaedDr. Lada Kaliská, PhD., univ. prof., PaedDr. Jana Stehlíková, PhD.

Last changed: 24.03.2026

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-ajmL-316 | **Course name:** English Language B2 for 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 educlogy, 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
the course students will take a written final test. Credits will not be awarded 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:
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:
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: 26

A	B	C	D	E	FX(0)	FX(1)	n
61.54	7.69	7.69	19.23	0.0	3.85	0.0	0.0

Instructor: PaedDr. Alena Štulajterová, PhD., M.A. James Ó Conaill, Mgr. Richard Gramanich Štromajer, PhD., Mgr. Patrícia Kvokačka Hatiarová, doc. Natalia Kovalchuk, PhD., Mgr. Vanda Koniarová

Last changed: 11.09.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-ajmZ-317 | **Course name:** English Language B2 for 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 educlogy, 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
the course students will take a written final test. Credits will not be awarded 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:
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:
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: 27

A	B	C	D	E	FX(0)	FX(1)	n
66.67	7.41	7.41	3.7	3.7	7.41	3.7	0.0

Instructor: PaedDr. Alena Štulajterová, PhD., M.A. James Ó Conaill, Mgr. Richard Gramanich Štromajer, PhD.

Last changed: 17.05.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

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: 107

abs	n	p	v
98.13	1.87	0.0	0.0

Instructor: Ing. Jana Crmanová

Last changed: 21.09.2026

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fju-009	**Course name:** French Didactics for Specific Purposes

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: 3.

Level: II.

Prerequisites:

Course completion conditions:
Student regularly prepares pedagogical activities (analysis of textbooks, worksheets, etc.) during the semester (20%). At the end of the semester, he presents and comments on a forty-five-minute lesson of the French language for specific purposes, specifying topics, objectives, duration of individual activities, audience, teaching aids, and methodological approaches (40%). After the end of the semester, he passes the final written test (40%).
The student has the right to one correction date for the written final test and the oral exam The assessment is carried out 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 the student who has obtained at least 65% for fulfilling the specified conditions. The requirements and recommended literature are updated annually in the course syllabi.
a) continuous assessment: regular preparations (20%), oral presentation and comments one of a forty-five minute French language lesson for specific purposes (40%)
b) final written test (40%).
The student has the right to one correction date of the written final test.

Learning objectives:
The student
1. uses relevant specialized literature to gain knowledge in the given field
2. is able to use French and Slovak terms from the didactics of the French language for specific purposes
3. uses French language textbooks for specific purposes
4. applies the acquired theoretical knowledge from the didactics of the French language for specific purposes in teaching French as a foreign language
5. creates pedagogical activities of the French language for specific purposes

Brief outline of the course:
1. Specialized French and French for specific purposes
2. Methodological evolution of specialized French and French language for specific purposes
3. Specificity of the pedagogical approaches of specialized French and French language for specific purposes
4. Textbooks of specialized French and French language for specific purposes
5. Certificates of specialized French language

Recommended literature:

1. Bertrand, O. & Schffner, I. 2008. Le français de spécialité. Enjeux culturels et linguistiques. Paris : Les éditions de l'école polytechnique
2. Courtillon, J. 2013. Elaborer un cours de FLE. Paris : Hachette
3. Cuq J.P. 2003. Dictionnaire de didactique du français langue étrangère et seconde. Paris :clé international 4. Cuq, J.-P. & Gruca, I. 2005. Cours de didactique deu français langue étrangère et seconde. Grenoble : PUG
5. Gallerne, J.-M. 2014. Français langue juridique. Poznań: Nowela
6. Mangiante, J.-M. & Parpette, C. 2011. Le français sur objectif universitaire. Grenoble : PUG
7. Noutchié-njiké, J. 2003. Civilisation progressive de la francophonie Niveau intermédiaire - avec 500 activités. Paris: Clé international
8. Penfornis, J.-L. 2013. Vocabulaire progressif du français des affaires. Paris: Clé international
9. Riehl, L., Soignet, M., Amiot, M.-A. 2010. Objectif dipomatie 1. Paris: Clé International
10. Robert, J.-P. 2008. Dictionnaire pratique de didactique du FLE. Paris: Editions Ophrys

Language of instruction:
French (C1-C2)

Notes:student time load:

Course assessment
The final number of assessed students: 3

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: doc. Mgr. Francois Schmitt, PhD.

Last changed: 18.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fju-001 | **Course name:** French Didactics 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: 26 / 13
Method of study: combined

Number of credits: 6

Recommended semester/trimester: 1.

Level: II.

Prerequisites:

Course completion conditions:
Student presents and comments on a pedagogical activity, specifying topic, objectives, duration, audience, pedagogical aids, and methodological approaches (40%). After the end of the semester, he will take a final written test (60%).
The student has the right to one correction date for the written final test and the oral exam The assessment is carried out 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 the student who has obtained at least 65% for fulfilling the specified conditions. The requirements and recommended literature are updated annually in the course syllabi.
a) continuous evaluation: presentation and commentary of a pedagogical activity (40%)
b) Final written test (60%). The student has the right to one correction date of the written final test.

Learning objectives:
The student
1. uses relevant specialized literature to gain knowledge in the given field
2. is able to use French and Slovak terms from the field of French language didactics
3. applies the acquired theoretical knowledge from the didactics of the French language in teaching microsituations and in the final part of the lesson
4. assesses the appropriateness of methodological procedures and strategies in given situations
5. evaluates methods and approaches in French foreign language teaching from the point of view of the current objectives of foreign language teaching
6. creates a presentation and commentary of a pedagogical activity based on didactic principles and objectives of foreign languages teaching.

Brief outline of the course:
1. Pronunciation in teaching French as a foreign language
2. Vocabulary in teaching French as a foreign language
3. Grammar in teaching French as a foreign language
4. Oral communication in teaching French as a foreign language
5. Written communication in teaching French as a foreign language

Recommended literature:
1. Baranová, E. 2009. Francúzština pre komunikáciu v škole. Banská Bystrica : UMB

2. Cavalla, C. & al. 2009. Le vocabulaire en classe de langue. Paris : Clé international
3. Cornaire, C. & Germain, C. 1991. Le point sur la lecture. Paris : Clé international
4. Cornaire, C. & Germain, C. 1998. La compréhension orale. Paris : Clé international
5. Courtillon, J. 2013. Elaborer un cours de FLE. Paris : Hachette
6. Cuq J.P. 2003. Dictionnaire de didactique du français langue étrangère et seconde. Paris :clé international 7. Cuq, J.-P. & Gruca, I. 2005. Cours de didactique deu français langue étrangère et seconde. Grenoble : PUG
8. Lauret, B. 2007. Enseigner la prononciation du français : questions et outils. Paris : Hachette
9. Robert J.P. 2008. Dictionnaire pratique de didactique du FLE. Paris : Orphys
10. Tagliante, C. 2006. La classe de langue. Paris : Clé international
11. Véronique, D. 2009. L'acquisition de la grammaire du français langue étrangère. Paris : Didier

Language of instruction:
French (C1)

Notes:student time load:
150 hours, of which:
Combined study (P, S, K): 39
self-study: 46
preparation for oral presentation: 20
preparation for the final written test: 45

Course assessment
The final number of assessed students: 9

A	B	C	D	E	FX(0)	FX(1)	n
22.22	33.33	22.22	22.22	0.0	0.0	0.0	0.0

Instructor: doc. Mgr. Francois Schmitt, PhD.

Last changed: 18.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fju-002 | **Course name:** French Didactics 4

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: 7

Recommended semester/trimester: 2.

Level: II.

Prerequisites:

Course completion conditions:
Student orally presents and comments on a forty-five minute lesson, specifying topics, objectives, duration of activities, audience, pedagogical aids, and methodological approaches (40%). After the end of the semester, he passes the final written test (60%).
The student has the right to one correction date for the written final test and the oral exam. The assessment is carried out 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 the student who has obtained at least 65% for fulfilling the specified conditions. The requirements and recommended literature are updated annually in the course syllabi.
a) continuous evaluation: oral presentation and commentary of a lesson (40%)
b) Final written test (60%). The student has the right to one correction date of the written final test

Learning objectives:
The student
1. uses relevant specialized literature to gain knowledge in the given field
2. is able to use French and Slovak terms from the didactics of the French language and French as a metalanguage
3. applies the acquired theoretical knowledge from the didactics of the French language when making his own didactic tests and in the final presentation of a lesson according to the assignment
4. assesses the appropriateness of methodological procedures and strategies in given situations
5. evaluates methodological procedures and tools in French as a foreign language teaching of from the point of view of the current educational objectives (self-evaluation) as well as student performance (evaluation)
6. creates a presentation and commentary of the lesson based on didactic principles and foreign languages teaching objectives.

Brief outline of the course:
1. Mother tongue in teaching French as a foreign language
2. Didactics of cultures in teaching French as a foreign language
3. Evaluation in the teaching of French as a foreign language
4. Mistakes of the learners in teaching French as a foreign language

Recommended literature:

1. Baranová, E. 2009. Francúzština pre komunikáciu v škole. Banská Bystrica : UMB
2. Beacco, J.-C. 2018. L'altérité en classe de langue. Paris : Didier
3. Beacco, J.-C. & Coste, D. 2017. L'éducation plurilingue et interculturelle. La perspective du Conseil de l'Europe. Paris : Didier
4. Courtillon, J. 2013. Elaborer un cours de FLE. Paris : Hachette
5. Cuq J.P. 2003. Dictionnaire de didactique du français langue étrangère et seconde. Paris :clé international 6. Cuq, J.-P. & Gruca, I. 2005. Cours de didactique deu français langue étrangère et seconde. Grenoble : PUG
7. Galisson, R. & Puren, C. 1999. La formation en question. Paris : Clé international
8. Huver, E. & Springer, C. 2011. L'évaluation en langues. Nouveaux enjeux et perspectives. Paris : Didier 9. Robert J.P. 2008. Dictionnaire pratique de didactique du FLE. Paris : Orphys
10. Tagliante, C. 2006. La classe de langue. Paris : Clé international

Language of instruction:
French (C1-C2)

Notes:student time load:
180 hours, of which:
Combined study (P, S, K): 39
self-study: 56
preparation for oral presentation: 40
preparation for the final written test: 45

Course assessment
The final number of assessed students: 9

A	B	C	D	E	FX(0)	FX(1)	n
33.33	11.11	44.44	0.0	11.11	0.0	0.0	0.0

Instructor: doc. Mgr. Francois Schmitt, PhD.

Last changed: 18.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-007 | **Course name:** French History and Society in Cinematography

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 seminar paper (6 pages) and a presentation (PowerPoint, Prezi etc.) addressing the selected topic. After completing the semester, the student takes the final oral 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 collects the minimum of 65 points out of the possible 100 for completing the given requirements.

a) continuous assessment:
seminar paper preparation and delivery of the presentation – max. 40 p.

b) final assessment:
oral exam – max. 60 p.

Learning objectives:
The student:
1. navigates French cinematography
2. knows major French directors
3. can analyse a film and compare it to its literary model
4. can characterise and evaluate the selected historical periods in France
5. can identify the social and historical context in a film.

Brief outline of the course:
Brief outline of the course:
1. French cinematography.
2. French film personalities.
3. New wave.
4. French film poetics.
5. Major French directors.
6. Analysing selected film adaptations of literary and other works.
7. Analysing selected films – reflection of historical figures.
8. Film as part of cultural semiotics.
9. Sign, symbol, and meaning in French cinematography.

10. Transferring literary artistic means into films.

Recommended literature:

1. Bresson, R. 1998. Poznámky o kunematografu. Praha: Dauphin, 1998. 115 s. ISBN 80-86019-68-3.
2. Činátl, K. 2014. Dějiny ve filmu. Praha: ÚSTR, 2014, 248 s. ISBN 978-80-87912-11-9.
3. Dimitrov, P. 2011. Film – umenie v čase, 2011. Banská Bystrica: Akadémia umení, 2011. 73 s. ISBN 978-80-89078-95-0.
4. Francúzske filmy (dabované alebo s titulkami)
5. Gronemeyer, A. 2004. Film. Brno: CP, 2004. 192 s. ISBN 80-251-0209-2.
6. Kopal, P. 2005. Film a dějiny. Praha: NLN, 2005. 406 s. ISBN 80-7106-667-2.
7. Monaco, J. 2004. Jak číst film. Praha: Albatros, 2004. 735 s. ISBN 978-80-00-01410-4.
8. Perkner, S. 1988. Řěč dramatu. Film a televize. Praha: Horizont, 1988, 291 s. bez ISBN

Language of instruction:

French, Slovak

Notes:student time load:

Student time load - 150 hours:
Combined study: 26 h (13 L, 13 S).
Presentation: 20 h.
Seminar paper (6 pgs): 20 h.
Watching films: 20 h.
Film analysis: 20 h.
Preparation for the final oral exam: 44 h.

Course assessment

The final number of assessed students: 10

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. PhDr. Jana Pecníková, PhD.

Last changed: 01.09.2025

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

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: 14

A	B	C	D	E	FX(0)	FX(1)	n
42.86	14.29	0.0	14.29	0.0	28.57	0.0	0.0

Instructor: doc. PhDr. Jana Pecníková, PhD., Elsa Manon Pachoud Janody

Last changed: 14.09.2023
Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-006 | **Course name:** French Linguistic Pragmatics

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: 3.

Level: II.

Prerequisites:

Course completion conditions:
The student has to pass the final written test focused on the analysis of specific authentic texts in French with the goal to identify the language means with specific pragmatic functions. The student has the right to one resit. The grading scale for the final assessment: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).
Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.

b) final assessment:
Final written test – 100 %

Learning objectives:
The student can assess different types of texts from the viewpoint of their pragmatic value. They know the expressive means with specific communication and pragmatic functions and can identify different implicit communication strategies occurring in oral and written communication (common and specialised). The student can interpret texts based on their knowledge of all language levels and apply this skill in practice (translation, interpreting, learning, and teaching).

Brief outline of the course:
Analysis of the selected relevant language means depending on the situational context (participants' identity and relationship). Reference mechanisms (deictic lexis), nouns, speech act theory, speech structure, reproduced speech, topics, modality, inference, implicit meaning. Conversation and discourse analysis basics. Media communication.

Recommended literature:
1. DOLNÍK, Juraj – BAJZÍKOVÁ, Eugénia: Textová lingvistika. Bratislava: Stimul, 1998.
2. BENVENISTE, Emile: Problèmes de la linguistique générale I, II. Paris : Gallimard, 2000.
3. DOLNÍK, Juraj: Používanie jazyka. Bratislava: Univerzita Komenského, 2010.
4. GOFFMAN, Ervin: La mise en scène de la vie quotidienne. Paris, Les éditions du Minuit, 1973.
5. HIRSCHOVÁ, Milada. Pragmalingvistika v češtine. Olomouc: Univerzita Palackého, 2006.
6. CHOVANCOVÁ, Katarína. Outils de linguistique pragmatique. Banská Bystrica: Univerzita Mateja Bela, 2011.
7. KERBRAT-ORECCHIONI, Catherine: L'Enonciation. Paris : Armand Colin, 1997.
8. MAINGUENEAU, Dominique. L'Enonciation en linguistique française. Paris : Hachette,

1996.
9. MISTRÍK, Jozef: Štylistika slovenčiny. Bratislava: SPN, 1984.
10. PERRET, Michele: L'Enonciation en grammaire du texte. Paris : Nathan, 1996.

Language of instruction:
French B2/C1

Notes:student time load:
Total: 120 h.
Combined instruction: 26 h.
Assignment completion (not graded): 72 h.
Studying for the final written test: 22 h.

Course assessment
The final number of assessed students: 7

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

Instructor: prof. PhDr. Katarína Chovancová, PhD., Mgr. Lucia Ráčková, PhD.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

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 class activities (30%). Completes a seminary paper according to the assignment (30%). At the end of the semester, he/she takes a written final test in French (40%). The student is entitled to one make-up written final test. The maximum total percentage obtained for the midterm and final assessment is 100%. The grading scale is: A (100-94%), B (93-87%), C (86-80%), D (79-73%), E (72-65%). Credit will be awarded to a student who has achieved a minimum of 65 out of 100 points in meeting the specified requirements. (a) Interim Assessment: Participation in oral activities (30%) Seminar work (30%) (b) written final test (40%)

a) continuous assessment:
continuous assessment: participation in oral activities (30%), seminary paper in French language (30%)

b) final assessment:
final assessment: written final test on the French language (40%)

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

Recommended literature:
1. Mérieux, R. ; Loiseau, Y. 2008. Latitudes A1-A2. Paris : Didier
5. Pecníková, J. - Ráčková, L. 2023. Základy francúzštiny (Belianum, BB)

Language of instruction:
slovak or another language (except french)

Notes:student time load:

Course assessment
The final number of assessed students: 22

A	B	C	D	E	FX(0)	FX(1)	n
36.36	31.82	9.09	4.55	18.18	0.0	0.0	0.0

Instructor: doc. PhDr. Jana Pecníková, PhD., Elsa Manon Pachoud Janody

Last changed: 20.11.2024

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fj-005 | **Course name:** French language 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: 13 / 13
Method of study: combined

Number of credits: 3

Recommended semester/trimester: 1., 3.

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)
b) final assessment:
test

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. Lire/Ecouter divers documents
2. Discussions simples sur des thèmes relatifs à la vie quotidienne
3. Exercices de grammaire
4. Travail sur le vocabulaire

Recommended literature:
1. Abou-Samra, M., Pinson, C., Perrard, M., & Heu, E. (2018). Edito A1.
2. Berthet, A. (2011). Alter ego 1 : méthode de français.
3. Chahi, F., Denyer, M., Gloanec, A., Briet, G., Collige-Neuenschwander, V., & Fouillet, R. (2019). Défi 1, A1, méthode de français : Livre de l'élève.
4. Hirschsprung, N., & Tricot, T. (2017). Cosmopolite A1 : Méthode de français. Hachette Français Langue Etrangère.

Language of instruction:
French A1-A2

Notes:student time load:
90 hours, of which: full-time study: 26 hours Exam preparation + written exam: 64 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: doc. PhDr. Jana Pecníková, PhD., Elsa Manon Pachoud Janody

Last changed: 26.06.2025

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fj-006	**Course name:** French language 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: 13 / 13
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)
b) final assessment:
test

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. Lire/Ecouter divers documents
2. Discussions simples sur des thèmes relatifs à la vie quotidienne
3. Exercices de grammaire
4. Travail sur le vocabulaire

Recommended literature:
1. Abou-Samra, M., Pinson, C., Perrard, M., & Heu, E. (2018). Edito A1.
2. Berthet, A. (2011). Alter ego 1 : méthode de français.
3. Chahi, F., Denyer, M., Gloanec, A., Briet, G., Collige-Neuenschwander, V., & Fouillet, R. (2019). Défi 1, A1, méthode de français : Livre de l'élève.

Language of instruction:
French A1-A2

Notes:student time load:
90 hours, of which: full-time study: 26 hours Exam preparation + written exam: 64 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: doc. PhDr. Jana Pecníková, PhD., Elsa Manon Pachoud Janody

Last changed: 26.06.2025

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-003 | **Course name:** French literature after 1913

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:
20% of the final evaluation is represented by the ongoing activity of students during seminars dedicated to the analysis of works and excerpts from works by selected French authors of literary directions, movements and tendencies. After the end of the semester, the student: - passes a written final exam (in the form of a test with open questions - 40%), and has the right (in the case of Fx evaluation) to one correction period, - submits a seminar paper focused on the analysis of a selected literary work from the field of French literature , by which he will demonstrate his ability to use the literary conceptual apparatus acquired during it, as well as his ability to interpret a literary text (40% of the total evaluation). The 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 are assigned to the student who acquires a minimum of 65% out of a possible 100%.
a) continuous assessment:
Active participation in class (analysing extracts of selected literary works): 20%
b) final assessment:
- final written test (with open questions): 40%
- seminar paper (analysis of a selected literary work): 40%

Learning objectives:
Course aims: Students will: 1. learn theoretical, philosophical and aesthetic base of literary avant-gardes, movements and tendencies in French literature of 20th and 21st century, 2. be able to identify typical features of studied literary movements and tendencies on the basis of acquired knowledge, 3. be able to apply theoretical knowledge in analysis and interpretation of selected literary works (texts). 4. understand context and mutual relations between various literary texts.

Brief outline of the course:
1. Paths to the modern novel (Proust, Gide).
2. Writers of "human fate" (Malraux, Exupéry, Céline).
3. Breakthrough years 1938-39.
4. Existentialism (Sartre, Camus, Beauvoir).
5. Original novel world (Vian).
6. New novel (Sarraute, Robbe-Grillet, Butor, Duras).
7. Searching for a new language (Oulipo – R. Queneau).
8. "New New Novel" (Tel Quel movement, P. Sollers).

9. Tendencies of French literature after 1980 (Echenoz, Ernaux, Darrieussecq, Houellebecq).

Recommended literature:

1. DELON, M. – MÉLONIO, F. – MARCHAL, B. – NOIRAY, J. – COMPAGNON, A., sous la direction de TADIÉ J.-Y. (2007) : La littérature française : dynamique & histoire II. Paris, Éditions Gallimard.
2. COLLET, F. (2010). Les grands textes de la littérature française. Repères pour une culture littéraire. Paris, Editions Ellipses.
3. DUBOIS, J. (200). Les romanciers du réel (de Balzac à Simenon). Paris, Éditions du Seuil.
4. PAVEL, Thomas : La pensée du roman. Paris : Gallimard, 2003.
5. DARCOS, X.: Histoire de la littérature française. Paris : Hachette, 1992.
6. ALLUIN, B. – BAUDELLE, Y. – DEGUY, J. – RENARD, P. – VIART, D. : Itinéraires littéraires. Xxe siècle. Tome 1 (1900-1950). Paris : Hatier, 1996.
7. Collectif : Itinéraires littéraires. Xxe siècle. Tome 2 (1950-1990). Paris : Hatier, 1998.
8. BERSANI, J. – AUTRAND, M. – LECACME, J. – VERCIER, B. : La littérature en France de 1945 à 1968. Paris : Bordas, 1992.
9. TADIÉ, J.-Y 1992. Le roman au 20e siècle. Paris : Pierre Belford, 1992.
10. LAGARDE, A. – MICHARD, L. : XXe siècle. Les grands auteurs français. Anthologie et histoire littéraire. Paris : Bordas, 1988.
11. VIART, D. – VERCIER, B. : La littérature française au présent. Paris : Bordas, 2008.

Language of instruction:

Language of instruction: french (B2, C1)

Notes:student time load:

Student work load: 150 hrs, of which:
Combined study (P, S, K): 26
Self-study (preparation for seminars): 34
Self-study (preparation for the final written test): 30
Preparation of materials for seminar work and its elaboration: 60

Course assessment

The final number of assessed students: 7

A	B	C	D	E	FX(0)	FX(1)	n
71.43	14.29	0.0	14.29	0.0	0.0	0.0	0.0

Instructor: doc. PhDr. Jana Pecníková, PhD., Mgr. Monika Zázrivcová, PhD.

Last changed: 14.09.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-017 | **Course name:** French-Language Theater Workshop

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:
To pass this course, students must generally meet two main requirements: actively participate in seminars and theater rehearsals (which generally requires an attendance rate of at least 75%) and complete practical assignments throughout the course, culminating in a performance.
The assessment is carried out according to classification scale: A (100-94%), B (93-87%), C (86-80%), D (79-73%), E (72-65 %).
a) continuous assessment:
regular preparation of short plays (40%)
b) final assessment:
final performance (60%)

Learning objectives:
Student
1. builds self-confidence.
2. is able to manage fear and stress when speaking in public.
3. is able to speak French clearly without preparation.
4. is able to improvise short scenes in French on a simple topic.

Brief outline of the course:
1. Getting to know one another, overcoming initial shyness, and creating a safe atmosphere within the group
2. Working on vocal intensity, intonation, proper diction, and expressing basic emotions.
3. Responding quickly in unexpected situations and developing vocabulary through descriptive expression.
4. Developing a character's personality, gait, motivation, and choice of language register. Selecting the final concept for the closing performance.
5. Rehearsing scenes in the space, working with props, fine-tuning details, and providing mutual feedback.
6. Final performance

Recommended literature:

Language of instruction:
French (B1 - B2)

Notes:student time load:
90 hours, of which:
Combined study: 26
Self-study (preparation for regular activities): 34
Preparation for the final performance: 30

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: Elsa Manon Pachoud Janody

Last changed: 26.06.2026

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

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.

Act No. 513/1990 Coll., Commercial Code, as amended.

Language of instruction:
Slovak language

Notes:student time load:
90 hours
combinated study (L, C): 26 hours
self-study: 64 hours

Course assessment
The final number of assessed students: 171

abs	n	p	v
84.8	15.2	0.0	0.0

Instructor: prof. JUDr. Daniela Gandžalová, PhD., doc. JUDr. Marián Ďurana, PhD., doc. JUDr. Juraj Takáč, PhD., doc. JUDr. Katarína Zajác Ševcová, PhD., JUDr. Monika Némethová, PhD., Mgr. Miroslava Dolíhalová, PhD., JUDr. Jakub Dzimko, PhD., JUDr. Dominik Čipka, PhD., JUDr. Ing. Miroslav Paller, JUDr. Lucia Petríková, PhD.

Last changed: 30.03.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

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

slovnú zásobu a gramatiku, úrovne A1 – A2)

Language of instruction:
Slovak language

Notes:student time load:

Course assessment
The final number of assessed students: 118

A	B	C	D	E	FX(0)	FX(1)	n
69.49	24.58	3.39	1.69	0.0	0.85	0.0	0.0

Instructor: Mgr. Jana Štefaňáková, PhD., univ. doc.

Last changed: 25.03.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

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:
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.
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:
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: 39

A	B	C	D	E	FX(0)	FX(1)	n
87.18	5.13	5.13	2.56	0.0	0.0	0.0	0.0

Instructor: Mgr. Jana Štefaňáková, PhD., univ. doc.

Last changed: 25.03.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

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: 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: Palina Lissitsyna

Last changed: 21.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

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. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fju-006 | **Course name:** Intensive Teaching Practice - French

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:
Continuous assessment consists of active participation in continuous practice and recording.
The final assessment consists of a portfolio of materials from pedagogical practice: in writing processed records from the didactic audio recordings of lessons - audio recordings of a trainee teacher/teachers. Part of the final evaluation are written preparations for direct teaching activity, including didactic analysis of the curriculum, self-assessment of the pedagogical practice/continuous (including proposals and recommendations), written assessment of individual learners of lessons by the trainee teacher (we recommend an evaluation sheet in which the trainee teacher expresses himself/herself in structured items for individual items and the overall final assessment of the student on continuous practice (min. 65 points, max. 100 points).
The point evaluation for individual components is determined by the approval subjects.
Each student chooses a practice school, where he completes 15 hours of practice during the semester, out of one hour of observing a teacher's lesson and 14 hours of own output.
The student prepares his lessons in cooperation with the practice teacher (60%). After the end of the semester, he submits a completed file with his own preparations, a written evaluation of the trainee teacher's practice and own written evaluation (40%).
The student has the right to one correction deadline for submitting the file.
The assessment is carried out 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% for fulfilling the specified conditions.
The requirements and recommended literature are updated annually in the course syllabi.
a) continuous assessment: lesson observation and teaching outputs (60%)
b) final evaluation: filling out the file
The student has the right to one correction deadline for submitting the file.

Learning objectives:
The student
1. integrates many practical experiences gained during previous forms of practice with new conditions and contexts that he was not familiar with until now.

2. has the opportunity to comprehensively view the work of teachers with students at different types of schools.
3. learns the activities of the teacher in a comprehensive way, learns and gradually knows how to solve specific educational problems or situations that arise during and outside of teaching.
4. acquires activities and performs tasks that are close to the requirements of a real teaching job, including his extracurricular activities.
5. will use relevant professional literature to gain knowledge in the given field
6. writes notes
7. observes interactions in the classroom between the teacher and students and between students
8. observes the teacher's pedagogical approaches and interprets them based on his theoretical knowledge from didactics
9. observes the students' learning process and the students' reactions to the teacher's stimuli and their own stimuli
10. critically analyzes his own outputs
11. cooperates with a trainee teacher
12. prepares preparations for lessons and adjusts them after his own analysis and notes of the training teacher
13. applies theoretical knowledge from didactics into practice

Brief outline of the course:

Recommended literature:

1. Baranová, E. 2009. Francúzština pre komunikáciu v škole. Banská Bystrica : UMB
2. Barthélémy, F. 2007. Professeur de FLE. Histoire, enjeux et perspectives. Paris : Hachette
3. Bertocchini, P. & Costanzo, E. 2008. Manuel de formation pratique pour le professeur de FLE. Paris : Clé international
4. Courtillon, J. 2013. Elaborer un cours de FLE. Paris : Hachette
5. Tagliante, C. 2006. La classe de langue. Paris : Clé international

Other recommanded literature:

1. Čapek, R. (2015). Moderní didaktika. Grada Publishing.
2. Inovovaný štátny vzdelávací program pre ISCED 2, 3. (aktuálna verzia dostupná na internete)
3. Kalhoust, Z., & Obst, O. (2002). Školní didaktika. Portál.
4. Kožuchová, M., Obdržálek, Z., Porubská, E., & Kánik, R. (2000). Didaktika pre učiteľov základnej a strednej školy. VEDA.
5. László, K., & Osvaldová, Z. (2014). Didaktika. Belianum.
6. Mertin, V. (2012). Metody a postupy poznávaní žáka. Pedagogická diagnostika. Wolters Kluwer.
7. Obdržálek, Z. (2003). Didaktika pre študentov učiteľstva základnej školy. UK v Bratislave.
8. Petlák, E. (2012). Inovácie v didaktike. Dubnický technologický inštitút.
9. Petlák, E. (2000). Pedagogicko-didaktická práca učiteľa. IRIS.
10. Petty, G. (2013). Moderní vyučování. Portál.
11. Prúcha, J. (2017). Moderní pedagogika. 6. vyd. Portál.
12. Rovňanová, L. (2015). Profesijné kompetencie učiteľov. Belianum.
13. Rovňanová, L. (2015). Učebné štýly žiakov a vyučovacie štýly učiteľov. MPC.
14. Sieglová, D. (2019). Konec školní nudy: didaktické metody pro 21. století. Grada Publishing.
15. Sitná, D. (2013). Metody aktivního vyučování. Portál.
16. Turek, I. (2014). Didaktika. 3. prepr. vyd. Wolters Kluwer.
17. Zormanová, L. (2012). Výukové metody v pedagogice. Grada Publishing.
18. 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, French (C1-C2)

Notes:student time load:
60 hours, of which:
outputs, listening sessions, analysis of lessons: 30 hours
portfolio preparation: 20 hours
consultation: 14 hours

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: doc. Mgr. Francois Schmitt, PhD.

Last changed: 18.08.2022

Approved by: prof. PhDr. Katarína Chovancová, 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: 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: Mgr. Jana Štefaňáková, PhD., univ. doc.

Last changed: 25.03.2023

Approved by: prof. PhDr. Katarína Chovancová, 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:
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 prelimary 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;
- 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;
- 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;
- 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
- 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 Sjoedest-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 Blia[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;
- Raidio 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: 8

A	B	C	D	E	FX(0)	FX(1)	n
62.5	0.0	37.5	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anna Slatinská, PhD., univ. doc., M.A. James Ó Conaill

Last changed: 29.04.2022

Approved by: prof. PhDr. Katarína Chovancová, 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 prelimary 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;
- 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;
- 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;
- 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
- 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 Sjoedest-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 Blia[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;
- Raidio 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., univ. doc., M.A. James Ó Conaill

Last changed: 14.09.2023

Approved by: prof. PhDr. Katarína Chovancová, 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 prelimary 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;
- 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;
- 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

- 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 Sjoedest-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 Blia[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;
- Raidio 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: 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. Anna Slatinská, PhD., univ. doc., M.A. James Ó Conaill

Last changed: 29.04.2022

Approved by: prof. PhDr. Katarína Chovancová, 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 prelimary 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;
- 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;
- 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;
- 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

- 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 Sjoedest-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 Blia[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;
- Raidio 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., univ. doc., M.A. James Ó Conaill

Last changed: 29.04.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rus-234 | **Course name:** Konverzačné cvičenia 1

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: 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: 12

A	B	C	D	E	FX(0)	FX(1)
91.67	8.33	0.0	0.0	0.0	0.0	0.0

Instructor: doc. Viktoriia Kniazkova, PhD.

Last changed: 18.06.2024

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rus-235 | **Course name:** Konverzačné cvičenia 2

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: 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: 4

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

Instructor: doc. Viktoriia Kniazkova, PhD.

Last changed: 18.06.2024

Approved by: prof. PhDr. Katarína Chovancová, 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:
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 me 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: Rozcvičme 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. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-LMT-123 | **Course name:** Limits of intimacy: on responsible relationships

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: 654

abs	n	p	v
97.09	2.91	0.0	0.0

Instructor: doc. Mgr. Lívia Nemcová, PhD., doc. PaedDr. Lenka Rovňanová, PhD.

Last changed: 22.03.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-MED-402 | **Course name:** Mediation and resolution of interpersonal conflicts

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: 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: 33

A	B	C	D	E	FX(0)	FX(1)	n
45.45	33.33	21.21	0.0	0.0	0.0	0.0	0.0

Instructor: doc. Mgr. Lenka Ďuricová, PhD., Mgr. Zuzana Heinzová, PhD.

Last changed: 04.03.2026

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-mr-55 | **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: 1.

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.: Pohotové čítanie 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 manipulativních 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 : JÚĽŠ 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, Ľ. – 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
64.0	18.67	12.0	2.67	1.33	1.33	0.0	0.0

Instructor: prof. PaedDr. Vladimír Patráš, CSc.

Last changed: 23.04.2024

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 1d-2d-umb-301	**Course name:** Národné obranné sily

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: 14d / 4s
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: 0

abs	n	p	v
0.0	0.0	0.0	0.0

Instructor: doc. PaedDr. Miriam Spodniaková Pfefferová, PhD.

Last changed: 13.09.2026

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fju-003	**Course name:** Observation Teaching Practice - French

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) participation on class observations
b) portfolio of materials from teaching observation: written records from didactic class observations of a practice teacher in form of class observation sheets + practice report.
The 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 are assigned to the student who acquired a minimum of 65%.
Course completion conditions and recommended literature are updated every year in a syllabus of the course.
Continuous assessment: participation on class observations
Final assessment: portfolio of materials from teaching observation (written records from didactic class observations of a practice teacher in form of class observation sheets + practice report)

Learning objectives:
The student
1. has practical experience in teaching FJ.
2. on the basis of pedagogical, psychological and professional subjects, can analyze parts of the lesson, assess the appropriateness of the chosen means of education.
3. is able to carry out a didactic analysis of the lesson together with the trainee teacher.
4. uses relevant professional literature to gain knowledge in the given field
5. writes notes
6. observes interactions in the classroom between the teacher and students and between students
7. observes the teacher's pedagogical approaches and interprets them based on his theoretical knowledge of didactics
8. observes the students' learning process and the students' reactions to the teacher's stimuli
9. summarizes the class he observed and analyzes its most significant characteristics

Brief outline of the course:
During the class observations of French language classes it is recommended for students to observe: Readiness of the class and preparation of students for the classes (tidiness of the classroom, entry of a teacher to the classroom, preparedness of teaching aids and technical aids and their usage in class etc.). Readiness of students after the bell, welcome of a teacher (behaviour of a teacher and students, the way of checking presence in classes etc.). Checking of homework (in which part of

a class and in what way was done the checking, difficulty and extent of homework, frequency of assigning homework, applied forms and methods of checking, orientation of homework to creative thinking of students, the way of application of knowledge to practical activities, verbal assessment and grading of students' performances etc.). Checking of students' knowledge (way, content, extent), activation of students during individual examination, orientation of a teacher to creative thinking of students, the way of using language tools in communication situations, verbal assessment and grading of students' performances etc.). Defining of a theme and goals of a class (the way of motivation to active acquisition of a new curriculum, application of interdisciplinary and intra-course relations etc.) Exposition of a curriculum (applied forms and tools of work, activity of a teacher and students, representation of a formative component in classes, modernisation of a content, forms and tools of work etc.). Fixing of a new curriculum (organisation of fixing a new curriculum, types of fixing methods, their relations to exposition methods, possibilities of practical application of new language tools in communication situations, formulation and way of asking checking questions, use of technical tools for fixing of a curriculum, feedback in a period of fixing a curriculum etc.). Homework (way of its assigning, motivation for homework, individualizes, individual, pair and group homework, etc.). Personality of a teacher (teacher's communication, objectivity, demands, respect for students' demands and personality abilities, gesticulation and facial expression, tidiness of a teacher, movement of a teacher around the classroom, teacher's reactions to unexpected impulses from a students, teacher's temperament, pitch of a voice etc.). Use of French and Slovak languages by teacher and students, their ratio and function. Quality of foreign-language expression.

Recommended literature:

1. BARANOVÁ, Elena. 2009. Francúzština pre komunikáciu v škole. Slovensko- francúzsky odborný slovník a odborná príručka. Banská Bystrica: FHV UMB 2009. 125 s. ISBN 978-80-8083-813-3
2. DOUŠKOVÁ, A. a i. 2011. Zo študenta učiteľ. Banská Bystrica.
3. FORTINOVÁ, N., Laurinová, J., Škola ako dedičstvo. (Preklad: Baranová, E). Banská Bystrica: PF UMB 1997
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, 141 s. ISBN 80–88825–41–5.
6. MIHÁLIK, L.: Analýza vyučovacej hodiny. Bratislava : 1988.
7. PETLÁK, E.: Pedagogicko-didaktická práca učiteľa. Bratislava : 2000.
8. 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. ISBN 978–80–7392–052–4.

Language of instruction:

Slovak, French (C1-C2)

Notes:student time load:

Student time load: 60 hrs, of which:
Class observations with analysis: 26 hrs Consultations with preparation of a portfolio: 34 hrs

Course assessment

The final number of assessed students: 9

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

Instructor: doc. Mgr. Francois Schmitt, PhD.
Last changed: 18.08.2022
Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-014	**Course name:** Organizing activities for the UMB University success Center 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: 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. Francois Schmitt, PhD., Elsa Manon Pachoud Janody

Last changed:

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-015	**Course name:** Organizing activities for the UMB University success Center 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:

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. Mgr. Francois Schmitt, PhD., Elsa Manon Pachoud Janody

Last changed:

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-rus-217	**Course name:** Phraseology

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:
During the semester, the student completes and submits homework and takes a written test. After completing the semester, the student takes the final oral and written exams. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to one resit. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).

a) continuous assessment:
Completing homework: 0–15 p.
Test: 0–25 p.

b) final assessment:
Oral and final written exams: 0–60 p. (written part: 0–30 p.; oral part: 0–30 p.)

Learning objectives:
The student has systematic knowledge of Russian phraseology. They can expand their theoretical knowledge individually and develop practical skills related to using Russian phrasemes in oral and written communication as well as in translation. Upon completion of the course, the student masters the Russian phraseological minimum, knows and uses commonly used phrasemes in appropriate contexts and different styles. The student follows the language standards and can identify the stylistic aspects of phraseologisms. They can also classify them based on grammar, etymology, and motivation. They can identify a phraseologism in a text and find an appropriate Slovak equivalent. The student knows and uses phraseological and bilingual dictionaries. They are actively and continuously expanding their active and passive vocabulary by new phraseologisms. The student can evaluate the paradigmatic and syntagmatic relationships among phraseologisms, knows and uses synonymic and antonymic phraseologisms.

Brief outline of the course:
Phraseology as a scholarly field and an academic subject.
Phraseme – definition and functions.
Semantic, pragmatic, and cultural-linguistic aspects of phraseology.
Characteristics of phraseologisms.
Phraseological units (PU), phraseologisms, phrasemes and their variants.
Phraseme components and classification parameters.

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

Recommended literature:

BARANOV, A. – DOBROVOĽSKIJ, D. : Osnovy frazeologii. Moskva : FLINTA; Nauka 2016.
BASKO, N.: Russkije frazeolofizmy v situacijach. Moskva : Russkij jazyk. Kursy 2015.
SOTÁK, M.: Slovný fond slovenských a ruských frazém. Bratislava : SPN 1989.
TELIJA, V. N.: Russkaja frazeologija. Semantičeskij, pragmatičeskij i lingvokuľturologičeskij aspekty. Moskva : Jazyki russkoj kuľtury 1996.
MLACEK, J. a i.: Frazeologická terminológia. Bratislava : SAV 1995. Dostupne na internete : https://www.juls.savba.sk/ediela/frazeologicka_terminologia/

Language of instruction:
Slovak, Russian C1

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

Course assessment
The final number of assessed students: 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. Viktoria Liashuk, CSc., univ. prof.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, 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: 217

abs	n	p	v
93.55	6.45	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, PhD., Mgr. Michal Hlávek, PhD., Mgr. Marián Škorik, PhD., Mgr. Andrej Dibdiak, Mgr. Bc. Lukáš Karabín, Mgr. Olívia Mudráková, Mgr. Marek Janík, Mgr. Dominik Klimek

Last changed: 19.10.2026

Approved by: prof. PhDr. Katarína Chovancová, 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: 265

abs	n	p	v
91.7	8.3	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, PhD., Mgr. Michal Hlávek, PhD., Mgr. Bc. Lukáš Karabín, Mgr. Andrej Dibdiak, Mgr. Olívia Mudráková, Mgr. Marek Janík, Mgr. Dominik Klimek

Last changed: 19.10.2026

Approved by: prof. PhDr. Katarína Chovancová, 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: 121

abs	n	p	v
91.74	8.26	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, PhD., Mgr. Kristián Bako, PhD., Mgr. Marián Škorik, PhD., Mgr. Andrej Dibdiak, Mgr. Bc. Lukáš Karabín, Mgr. Olívia Mudráková, Mgr. Marek Janík, Mgr. Dominik Klimek

Last changed: 19.10.2026

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fju-011	**Course name:** Plurality approaches in teaching languages and cultures

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: 3.

Level: II.

Prerequisites:

Course completion conditions:
The course is completed by successfully submitting a a seminar paper focusing on the theoretical foundations and practical application of pluralistic approaches in teaching French as a foreign language. Students are entitled to one retake. The final grade is determined according to the following grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are awarded to students who meet the specified requirements with a score of at least 65%.

b) final assessment:
Seminar paper – 100%

Learning objectives:
By completing this course, students will:
• Gain knowledge of pluralistic approaches to teaching French
• Gain knowledge of ways to implement these approaches in the classroom
• Enhance their skills in designing pedagogical activities using these approaches

Brief outline of the course:
This course focuses on providing insights into the use of pluralistic approaches in the teaching of French as a foreign language. Pluralistic approaches are didactic approaches that simultaneously incorporate multiple languages and cultures into educational activities. They stand in contrast to traditional approaches, in which only the target language (in this case, French) is used and studied. The main objective is to develop students' multilingual and intercultural competence, i.e., the ability to make connections between the languages they already know and the new language they are learning. The course will cover the four basic pluralistic approaches according to the FREPA/ CARAP reference framework:
• Introduction to languages (students discover and compare different languages, including those not taught at school)
• Intercomprehension between related languages (students use knowledge of one language to understand another language from the same language family)
• Integrated language teaching (knowledge acquired in one language is used to learn another language or to study another subject)
• Intercultural approaches (aimed at fostering understanding and respect for different cultures)
In addition to a theoretical overview, the course will also focus on developing practical activities and exercises using a variety of approaches.

Recommended literature:

1. BEACCO, Jean-Claude. L#approche par compétences dans l#enseignement des langues. Paris : Les Éditions Didier, 2007.
2. BEACCO, Jean-Claude, BYRAM, Michael, CAVALLI, Marisa, COSTE, Daniel, EGLI CUENAT, Mirjam, GOULLIER, Francis et PANTHIER, Johanna. Guide pour le développement et la mise en œuvre de curriculums pour une éducation plurilingue et interculturelle. Strasbourg : Conseil de l'Europe, 2016.
3. CANDELIER, Michel (coord.), CAMILLERI-GRIMA, Antoinette, CASTELLOTTI, Véronique, DE PIETRO, Jean-François, LŐRINCZ, Ildikó, MEISSNER, Franz-Joseph, NOGUEROL, Artur et SCHRÖDER-SURA, Anna. Le CARAP : Un Cadre de Référence pour les Approches Plurielles des Langues et des Cultures. Compétences et ressources. Graz : Centre européen pour les langues vivantes du Conseil de l'Europe, 2012. [liseo.fran...ational.fr], [book.coe.int]
4. COSTE, Daniel, MOORE, Danièle et ZARATE, Geneviève. Compétence plurilingue et pluriculturelle. Strasbourg : Conseil de l'Europe, 2009.
5. DERIVRY-PLARD, Martine, ALAO, George, SOYOUNG, Yun-Roger et SUZUKI, Elli. Dispositifs éducatifs en contexte mondialisé et didactique plurilingue et pluriculturelle. Berne : Peter Lang, 2014.
6. MOORE, Danièle et CASTÉLOTTI, Véronique (éds). La compétence plurilingué: regards francophones. Berne : Peter Lang, 2008.

Language of instruction:
Slovak (B2), French (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: prof. PhDr. Katarína Chovancová, PhD., Mgr. Lucia Ráčková, PhD.

Last changed: 07.07.2026

Approved by: prof. PhDr. Katarína Chovancová, 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 then 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. 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 : 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. 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: 82

A	B	C	D	E	FX(0)	FX(1)	n
53.66	14.63	23.17	6.1	0.0	1.22	1.22	0.0

Instructor: doc. Mgr. Gabriela Olchowa, PhD.

Last changed: 16.02.2023

Approved by: prof. PhDr. Katarína Chovancová, 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 then 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. LIPIŃSKA, 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: 30

A	B	C	D	E	FX(0)	FX(1)	n
63.33	20.0	3.33	3.33	0.0	10.0	0.0	0.0

Instructor: doc. Mgr. Gabriela Olchowa, PhD.

Last changed: 16.02.2023

Approved by: prof. PhDr. Katarína Chovancová, 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 : Universiatas, 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: 10

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. PhDr. Katarína Chovancová, 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: 2., 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 : Universiatas, 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: 7

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

Instructor: doc. Mgr. Gabriela Olchowa, PhD.

Last changed: 16.02.2023

Approved by: prof. PhDr. Katarína Chovancová, 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: 516

A	B	C	D	E	FX(0)	FX(1)	n
45.16	14.34	12.21	11.24	11.82	0.97	4.26	0.0

Instructor: Mgr. Zuzana Heinzová, PhD., doc. PaedDr. Lucia Pašková, PhD.

Last changed: 24.03.2026

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: D_2_LpP_cupv	**Course name:** Practice Laboratory
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: a) continuous assessment: participation in SILab activities – 50% of the overall grade b) final assessment: preparation and presentation of a semester project – 50% of the overall grade Within the continuous assessment, students complete assignments based on project-oriented learning implemented in the Social Innovation Living Lab (SILAb) environment. The assessment includes active participation in classes and SILAb activities, as well as participation in activities carried out in cooperation with external partners from practice. The final assessment consists of the preparation and presentation of a semester project focused on proposing a solution to a specific real-world problem (e.g., a business model, an innovative solution, a strategy, etc.). A student receives a "passed" grade if they achieve at least 65% of the total course evaluation by fulfilling the specified requirements. A resit for the continuous assessment can be completed no later than the last week of teaching and ongoing study obligations and consists of completing substitute assignments. A resit for the final assessment can be completed during the period designated for completing study obligations and consists of a revised or newly prepared semester project and its presentation, focused on proposing a solution to a specific real-world problem.	
Learning objectives: The student: 1. uses appropriate scientific and analytical methods to solve assignments and is able to independently and methodologically correctly address research and applied tasks, 2. applies methods of collecting and processing primary and secondary data in practice, evaluates their suitability, formulates research questions and proposes solutions, 3. designs solutions to problems including an action plan and implementation strategy, applying principles of innovation ecosystems and smart solutions in public, private, and non-profit sectors, 4. designs and tests solutions in a living lab (SILab) using participatory approaches, creates and evaluates business models with regard to sustainability and ESG, 5. works with data and digital tools in designing solutions, 6. uses participatory and co-creation approaches when engaging stakeholders, 7. evaluates the social and economic impact of solutions, integrates knowledge from different disciplines, and presents results to both professional and general audiences.	

Brief outline of the course:

Introduction to the course, idea generation, identification of business opportunities, definition of vision and strategic goals. Social economy, social entrepreneurship, legal framework of social enterprises in Slovakia, business models with social impact, impact measurement, ESG, CSR and non-financial reporting. Business plan development (Business Model Canvas, Lean Canvas), market research, competitor and customer analysis, segmentation, value proposition and go-to-market strategy. Operational planning, logistics, supply chains, outsourcing and risk management. Brand building, identity and positioning, basics of marketing, sales strategies and customer journey. Digital marketing (SEO, content, social media, CRM), feedback, product iteration and MVP. Digital business models, use of AI in business and its impacts, cybersecurity and data protection. Entrepreneurial mindset, dealing with failure, soft skills, leadership and ethics. Presentation of the business plan, pitch deck and defense of solutions.

Recommended literature:

1. ANICHE, L. Q., a kol. 2024. Boosting co-creation of Nature-based Solutions within Living Labs: Interrelating enablers using Interpretive Structural Modelling. Environmental Science & Policy, 161, 103873. ISSN 1462-9011. DOI: https://doi.org/10.1016/j.envsci.2024.103873
2. BLAND, D. J., & OSTERWALDER, A. (2019). Testing business ideas: A field guide for rapid experimentation. Wiley.
3. COOLEY, T. (2021). The pitch deck book: How to present your business and secure investors. Independently published.
4. ENoLL. 2025. Living Lab Origins, Developments and Future Perspectives. DOI: https://doi.org/10.5281/zenodo.14764597
5. FUGLSANG, Lars, HANSEN, Anne V., MERGEL, Ines a RØHNEBÆK, Maria. 2021. Living labs for public sector innovation: An integrative literature review. Administrative Sciences, 11(2), 58. DOI: https://doi.org/10.3390/admsci11020058
6. HERTH, A., VERBURG, R. a BLOK, K. 2025. The Innovation Power of Living Labs to Enable Sustainability Transitions: Challenges and Opportunities of On-Campus Initiatives. Creativity and Innovation Management, 34(2), 427–442. DOI: https://doi.org/10.1111/caim.12649
7. KOTLER, P., KARTAJAYA, H., & SETIAWAN, I. (2021). Marketing 5.0: Technology for humanity. Wiley.
8. KOTLER, P., KARTAJAYA, H., & SETIAWAN, I. (2025). Marketing 6.0: Budoucnost ve znamení zážitků. Grada.
9. KOTLER, P., KARTAJAYA, H., & SETIAWAN, I. (2026). Marketing 7.0: A guide for thinking marketers in the age of AI. Wiley.
10. KÖNIG, W., SCHWARZ, L. a LÖBBE, S. 2025. Co-creating sustainability interventions in practice—coping with constitutive challenges of transdisciplinary collaboration in living labs. Sustainability, 17(16), 7197. DOI: https://doi.org/10.3390/su17167197
11. LEUNG, T. C. H., CHIU, W.-K., YOU, C. S.-X., & FONG, B. Y. F. (2023). Environmental, social and governance and sustainable development in healthcare. Springer Singapore. https://doi.org/10.1007/978-981-99-1564-4
12. RĂDULESCU, M. A., LEENDERTSE, W. a ARTS, J. 2022. Living Labs: A Creative and Collaborative Planning Approach. In: FRANKLIN, A., ed. Co-Creativity and Engaged Scholarship. Cham: Palgrave Macmillan. DOI: https://doi.org/10.1007/978-3-030-84248-2_15
13. SODHI, M. S., & TANG, C. S. (2012). Managing supply chain risk. Springer. https://doi.org/10.1007/978-1-4614-3238-8

Language of instruction:

Slovak

Notes:student time load:
120 hours including:
Combined study (P, S, K):
Teaching: 26 hours
Self-study: 24 hours
Project work and assignments: 70 hours

Course assessment
The final number of assessed students: 0

abs	n	p	v
0.0	0.0	0.0	0.0

Instructor: Ing. Lucia Dobrotová, PhD., Ing. Katarína Sýkorová, PhD., doc. Ing. Radoslav Kožiak, PhD., doc. Ing. Nikoleta Jakuš Muthová, PhD., doc. Ing. Mária Murray Svidroňová, PhD., doc. Ing. Denisa Malá, PhD.

Last changed: 05.05.2026

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

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: 908

A	B	C	D	E	FX(0)	FX(1)	n
42.73	25.66	17.73	8.48	4.63	0.66	0.11	0.0

Instructor: prof. PhDr. Miriam Niklová, PhD.

Last changed: 18.03.2026

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 12-RSOA	**Course name:** Rozvojová spolupráca a občianska angažovanosť

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 / 0
Method of study: combined

Number of credits: 3

Recommended semester/trimester: 2., 4.

Level: I., II.

Prerequisites:

Course completion conditions:
a) continuous assessment:
Project Proposal (SlovakAid Template): 0-80 points
b) final assessment:
Project Presentation: 0-20 points

Learning objectives:
Students:
1. understand the fundamental theoretical concepts and terminology related to development cooperation and international development, and understand their interrelationships and systemic connections;
2. are able to apply acquired knowledge when examining specific cases in the fields of development cooperation and international development, interpret findings, and draw relevant conclusions;
3. can critically assess the activities and roles of various actors in these fields, identify problematic aspects, and propose appropriate solutions or alternative approaches;
4. are capable of developing a development project proposal on a selected or assigned topic, applying theoretical knowledge, analytical skills, and the ability to design effective solutions to development challenges.

Brief outline of the course:
1. Terminology, instruments and forms of development assistance implementation, motivations for providing aid, and the economic significance of international development cooperation
2. Introduction to development project management
3. Major development challenges in Africa, Asia, and Latin America
4. Development assistance providers (official donors and emerging donors), international organizations and institutions engaged in development cooperation, and the SDGs
5. The development policy of the European Union
6. The role of the non-governmental organisations and private sector in international development cooperation
7. Development cooperation of the Slovak Republic – historical overview, institutional framework, territorial and sectoral priorities, and key challenges of Slovak development policy
8. Analysis of selected development projects implemented under the SlovakAid
9. Development diplomacy and its practical implementation

10. Aid for Trade, the Business Partnership Programme, and other development cooperation initiatives
11. Development project design and preparation
12. Presentations of development projects

Recommended literature:

ZHAO, J. (2023): International Development Cooperation: Theory, Practice, and Evaluation. ISBN 978-9811258879.
HASLAM, P. A. – SCHAFER, J. – BEAUDET, P. (2021): Introduction to International Development: Approaches, Actors, Issues, and Practice, 4th Edition. ISBN 978-0199036431.
DEVELTERE, P. – HUYSE, H. – VAN ONGEVALLE, J. (2021): International Development Cooperation Today: A Radical Shift Towards a Global Paradigm. ISBN 978-9462702615.
POTTER, R. et al. (2018): Geographies of Development. An Introduction to Development Studies, 4th Edition. ISBN 978-1138794306.
TODARO, M. P. – SMITH, S. C. (2020): Economic Development, 13th Edition. ISBN 978-1292291154.
KINGSBURY, D. et al. (2016): International Development. Issues and Challenges, 3rd Edition. ISBN 978-1-137-42940-7.
MINISTRY OF FOREIGN AND EUROPEAN AFFAIRS OF THE SLOVAK REPUBLIC (2025): Medium-Term Strategy for Development Cooperation of the Slovak Republic for 2025-2030.
Official websites SlovakAid, OECD, United Nations, European Union and others.

Language of instruction:
Slovak, English

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. Martina Bolečeková, PhD.

Last changed: 18.06.2026

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rus-215 | **Course name:** Russia in Cinematography 1

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.

Level: II.

Prerequisites:

Course completion conditions:
During the semester, the student presents a selected film. After completing the semester, the submit a seminar paper. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to one resit. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).
a) continuous assessment:
Film presentation – 30 p.
b) final assessment:
Seminar paper preparation – 70 p.

Learning objectives:
The student gets acquainted with the precedent works of Russian cinematography. Via Russian cinematography, the student learns about the social, political, cultural, and historical events in Russia, and can apply the knowledge to interpret the selected artworks. The student also learns to perceive cinematography as a distinctive form of artistic expression and gets acquainted with its history and broader cultural context. They also learn about the semiotics and stylistics of films, enhances their intercultural competences, language skills, and vocabulary.

Brief outline of the course:
The course presents an overview of Russian cinematography from its origins until the 1950s. The cultural, historical, social, and political contexts affecting the development of Russian cinematography are accentuated. The student gets acquainted with major Russian directors, screenwriters, camerapeople, and actors.
• Russian film – first years, first seances, first authors and works.
• Major black and white silent films.
• Sergei Eisenstein, Vsevolod Pudovkin, Aleksandr Dovzhenko – selected works.
• Dziga Vertov – documentary film.
• Socialist Realism classics – collectivisation, industrialisation, cultural revolution in film.
• The Great Patriotic War in cinematography.
• Post-war cinematography – topics, images of war and their transformations.
• Historical and biographic films (1940s–1950s).
• New film personalities of the 1950s – Grigory Chukhray, Marlen Khutsiev, Eldar Ryazanov.

Recommended literature:

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

Language of instruction:
Slovak, Russian C1

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

Course assessment
The final number of assessed students: 8

A	B	C	D	E	FX(0)	FX(1)	n
62.5	0.0	37.5	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Martin Lizoň, PhD., univ. doc.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rus-216 | **Course name:** Russia in Cinematography 2

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, the student presents a selected film. After completing the semester, the submit a seminar paper. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to one resit. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).
a) continuous assessment:
Film presentation – 30 p.
b) final assessment:
Seminar paper preparation – 70 p.

Learning objectives:
The student gets acquainted with the precedent works of Russian cinematography. Via Russian cinematography, the student learns about the social, political, cultural, and historical events in Russia, and can apply the knowledge to interpret the selected artworks. The student also learns to perceive cinematography as a distinctive form of artistic expression and gets acquainted with its history and broader cultural context. They also learn about the semiotics and stylistics of films, enhances their intercultural competences, language skills, and vocabulary.

Brief outline of the course:
The course presents an overview of Russian cinematography from the 1960s until present. The cultural, historical, social, and political contexts affecting the development of Russian cinematography are accentuated. The student gets acquainted with major Russian directors, screenwriters, camerapeople, and actors.
• Khruschev's Thaw – cult films by Georgiy Daneliya, Marlen Khutsiev, Kira Muratova.
• New personalities in cinematography – Sergey Mikhalkov.
• Andrei Tarkovsky – past, present, and visions of the future.
• Nikita Mikhalkov – Russian history in film.
• The 1980s – Karen Shakhnazarov, Vadim Abdrashitov, Sergei Solovyov, etc.
• The 1990s – Eldar Ryazanov, Alexei Uchitel, Sergei Bodrov, Alexei Balabanov, etc.
• History in films by Aleksandr Sokurov, Pavel Lungin, Vladimir Bortko, Kirill Serebrennikov, etc.
• Contemporary Russia in Yuri Bykov's films.
• Andrey Zvyagintsev.

Recommended literature:

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

Language of instruction:
Slovak, Russian C1

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

Course assessment
The final number of assessed students: 15

A	B	C	D	E	FX(0)	FX(1)	n
86.67	13.33	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Martin Lizoň, PhD., univ. doc.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rus-214 | **Course name:** Russia in the 20th and 21th Centuries

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: 5

Recommended semester/trimester: 1., 3.

Level: II.

Prerequisites:

Course completion conditions:
During the semester, the student submits a seminar paper addressing the selected topic. After completing the semester, they take the final oral exam. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to 1 final exam resit. The credits will be assigned to the student who acquires a minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).

a) continuous assessment:
Completion of the seminar paper and its presentation – 50 p.

b) final assessment:
Oral exam – 50 p.

Learning objectives:
The student is familiar with Russian history from the beginning of the 20th century until present with the focus on the major social, political, and cultural events. They know the major historical events and their achievements. The student enhances and expands their knowledge base. They apply their knowledge to analyse and interpret the selected texts as well as within other courses addressing related topics. They can perceive the historical events in a broader context, find and justify their causes and consequences.

Brief outline of the course:
Russia at the turn of the 20th and 21st centuries – Russian capitalism, migration.
The revolution of 1905 – economic and political reforms in the pre-revolutionary Russia.
Russian in WWI. The February and October Revolutions of 1917. The end of monarchy.
Soviet Russia (civil war, collectivisation, industrialisation, Stalinist repressions).
The Great Patriotic War – prehistory and history of the conflict, events, results, figures.
The end of J. Stalin's rule – post war restoration, new political trials, international relations in USSR, Cold War.
20th Communist Party Convention and the Thaw – causes and consequences of the political direction change, cult of personality, international relations (Hungary, Caribbean Crisis, cosmic programme, sports).
N. S. Khruschev's removal, normalisation, stagnation, Prague Spring of 1968.
USSR in the 1970s and 1980s – gerontocracy, economic crisis, Afghanistan war.

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

Recommended literature:

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

Language of instruction:

Slovak, Russian B2

Notes:student time load:

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

Course assessment
The final number of assessed students: 11

A	B	C	D	E	FX(0)	FX(1)	n
72.73	18.18	9.09	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Martin Lizoň, PhD., univ. doc.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rus-213 | **Course name:** Russian Exile Literature of the 20th Century

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:
During the semester, the student submits a seminar paper addressing the selected topic. In week 12, they take a written test. After completing the semester, they take the final oral exam. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to 1 final exam resit. The credits will be assigned to the student who acquires a minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).
a) continuous assessment:
Written exam in the 12th week: 0–30 p.
Seminar paper: 0–20 p.
b) final assessment:
Oral exam: 0–50 p.

Learning objectives:
The student knows how Russian literature developed in the 20th century (emigration, Nobel Prize winners). They are ready to self-study literary and specialised texts. They understand how literary styles overlap with different kinds of culture. The student knows the major Russian literary figures and their works as well as period literary criticism, which enhances their knowledge of Russian history and culture. They understand the period context. The student can analyse the selected literary works. They know the developmental stages of the Russian emigration literature (3 waves, literary and extraliterary influences and phenomena, other types of material and spiritual culture). The student knows the authors and literary phenomena that were marginalised during the Soviet period.

Brief outline of the course:
1. Russian emigration literature. Three waves of Russian emigration – basic characteristics, major figures, genres, topics – 1st wave.
2. Nikolai Berdyaev – Russian religious philosipher and existentialist.
3. Arkady Averchenko. Nadezhda Teffi – life and work, humorous and satirical journals.
4. Marina Tsvetayeva – Prague period, main collections.
5. Ivan Bunin – Nobel Prize winner, emigration.
6. Vladimir Nabokov – life, major novels.
7. The 1970s.
8. Sergej Dovlatov – life and work.

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

Recommended literature:

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

Language of instruction:
Slovak, Russian B2

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

Course assessment
The final number of assessed students: 15

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

Instructor: Mgr. Anton Repoň, PhD., univ. doc.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rus-205 | **Course name:** Russian Language Didactics 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 / 26
Method of study: combined

Number of credits: 4

Recommended semester/trimester: 1.

Level: II.

Prerequisites:

Course completion conditions:
During the semester, student performs an analysis of didactic methods and prepares a practical lesson demonstration. A written test takes place in the 12th week. After completing the semester, they take the final oral exam. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to one resit. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).

a) continuous assessment:
- Didactic method analysis: 10 p.
- Lesson demonstration: 20 p.
- Written test in week 12: 30 p.

b) final assessment:
Oral exam during the exam period: 40 p.

Learning objectives:
The student understands the intent and extent of spoken language including specialised terminology, idioms, vernacular speech, and dialects. Conditions: natural, individual tempo, different communication environments. The student can maintain a common conversation and participate in a discussion with a native speaker.
The student
- uses their knowledge to design a lesson demonstration
- can evaluate the appropriateness of the subject matter and didactic materials
- applies their knowledge in a variety of communication situations, can identify the interdisciplinary relationships, and can teach a dialogical bilingual lesson
- can evaluate their own skills based on the generally known criteria. Course topics:
- The history of teaching methods (foreign language education from Ancient Greece and Rome to the comprehensive concept of language literature in the 17th and 18th centuries).
- Foreign languages in the 18th and 19th centuries – the bloom of foreign language education in Russia.
- Teaching methods – concepts and contents, diachronous and synchronous classification.
- Foreign language teacher and their roles. The principles of humanisation in teaching. Correct learning principles. Time and space in teaching.

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

Brief outline of the course:

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

The three areas of FLT:

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

Recommended literature:

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

Language of instruction:

Russian C1, Slovak

Notes:student time load:
120 h. Presence study: 26 h.
Self-study: 44 h. Case study: 20 h.
Lesson demonstration: 10 h. Studying for the written test: 20 h.

Course assessment
The final number of assessed students: 27

A	B	C	D	E	FX(0)	FX(1)	n
96.3	3.7	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anton Repoň, PhD., univ. doc.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rus-206 | **Course name:** Russian Language Didactics 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 / 26
Method of study: combined

Number of credits: 4

Recommended semester/trimester: 2.

Level: II.

Prerequisites:

Course completion conditions:
During the semester, the student prepares a practical lesson demonstration and creates a seminar paper. After completing the semester, they take the final oral exam. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to one resit. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).
a) continuous assessment:
Language preparation: 0–10 p.
Lesson demonstration: 0–30 p. Seminar paper: 0–20 p.
b) final assessment:
Oral exam during the exam period: 40 p.

Learning objectives:
Learning outcomes: The student
- can apply the main teaching approaches: humanistic, communicative, individual in practice
- knows the teaching strategy classification and can explain it
- can select and use suitable teaching methods and pedagogical strategies, and teach traditional as well as untraditional lessons
- can apply bilingual teaching methods in practice in a creative way
- can summarise their own activity in an objective way based on self-assessment and self-reflection
- can correctly assess pupils and students based on their performance. Course topics:
- Lesson organisation and phases. Lesson preparation.
- Active and passive vocabulary. The place of vocabulary in the language and teaching process. Russian vs. Slovak vocabulary – a comparison. The selection of lexical minimum. Training phases. Vocabulary systematisation. Lexical exercise types. Estimation. Vocabulary presentation in course books. Working with a dictionary.
- Grammar and its function in the language. Grammar in foreign language teaching and learning. Presentation of grammar in course books, teaching grammar, grammar in practice.
Phases and rules of learning.
- Graphic and orthography. Training writing. Training orthography.

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

Brief outline of the course:

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

Recommended literature:

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

Language of instruction:

Russian C1, Slovak

Notes:student time load:
120 h.
Presence study: 26 h. self-study: 44 h.
Lesson demonstration (seminar paper): 20 h. Studying for the oral test: 30 h.

Course assessment
The final number of assessed students: 27

A	B	C	D	E	FX(0)	FX(1)	n
81.48	11.11	7.41	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Anton Repoň, PhD., univ. doc.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, 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. Kogda ne pomagajut slovari... časť 1. Moskva: Flinta, 2011, ISBN 978-5-89349-804-2
2. ARKADIEVA, E. V., GORBANEVSKAJA, G. V., KIRSANOVA, N. D. MARČUK, I. B. Kogda ne pomagajut slovari... časť 2. Moskva: Flinta, Nauka, 2011, ISBN 978-5-89349-938-4
3. BITECHINA, G. A. a kol.: 26 urokov po razvitiu reči. Moskva: Russkij jazyk, 1975
4. DEKANOVÁ, E., ONDREJČEKOVÁ, E.: Да! Ruština, Učebnica a cvičebnica. ENIGMA, 2008, ISBN 80-89132-30-8
5. KAPITANOVA, T. I. a kol.: Testy, testy, testy... Sankt-Peterburg: Zlatoust, 2010, ISBN 978-5-86547-406-7
6. KOVÁČIKOVÁ, T.: Ruština pre samoukov. Bratislava: Slovenské pedagogické nakladateľstvo, 2009, ISBN 978-80-10-01588
7. LIZOŇ, M.: Jazykové cvičenia pre 1. a 2.ročník, FF UMB, Banská Bystrica
8. NEKOLOVÁ, V., CAMUTALIOVÁ, I., VASILJEVOVÁ, A.: Ruština nejen pro samouky.

Praha: Leda, 2006, ISBN 8085927969

Language of instruction:
Russian 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: 32

A	B	C	D	E	FX(0)	FX(1)	n
96.88	0.0	0.0	0.0	0.0	3.13	0.0	0.0

Instructor: Mgr. Igor Cintula, PhD.

Last changed: 21.09.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

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. Kogda ne pomagajut slovari... časť 1. Moskva: Flinta, 2011, ISBN 978-5-89349-804-2
2. ARKADIEVA, E. V., GORBANEVSKAJA, G. V., KIRSANOVA, N. D. MARČUK, I. B. Kogda ne pomagajut slovari... časť 2. Moskva: Flinta, Nauka, 2011, ISBN 978-5-89349-938-4
3. BITECHINA, G. A. a kol.: 26 urokov po razvitiu reči. Moskva: Russkij jazyk, 1975
4. DEKANOVÁ, E., ONDREJČEKOVÁ, E.: Да! Ruština, Učebnica a cvičebnica. ENIGMA, 2008, ISBN 80-89132-30-8
5. KAPITANOVA, T. I. a kol.: Testy, testy, testy... Sankt-Peterburg: Zlatoust, 2010, ISBN 978-5-86547-406-7
6. KOVÁČIKOVÁ, T.: Ruština pre samoukov. Bratislava: Slovenské pedagogické nakladateľstvo, 2009, ISBN 978-80-10-01588

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

Language of instruction:
Russian A2, Slovak C2

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

Course assessment
The final number of assessed students: 30

A	B	C	D	E	FX(0)	FX(1)	n
73.33	10.0	0.0	6.67	0.0	10.0	0.0	0.0

Instructor: Mgr. Igor Cintula, PhD.

Last changed: 21.09.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rus-226 | **Course name:** Russian Literature in Slovak Translations

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:
During the semester, the student submits a linguistic and translation analysis of a selected text and presents it. Upon completion of the semester, the student takes a written exam. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to one resit. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).

a) continuous assessment:
Linguistic and translation analysis of a selected text: 25 p.
Presentation: 25 p.

b) final assessment:
Written test: 50 p.

Learning objectives:
The student is acquainted with the situation in translation from 1918 until present. They are familiar with the translations of major Slovak translators (poetry and prose) and can evaluate them in terms of quality. The student can apply their critical-analytical skills and knowledge in teaching.

Brief outline of the course:
The cultural and political situation at the beginning of the 20th century – The emancipation of translation and its cultural impact.
The formation of educational, research, and cultural institutions in the territory of Slovakia.
The history and activity of Slovak publishing houses that published Russian literary translations.
Literary translations in the Slovak cultural environment – major figures and their works, 19th century Russian literature.

Recommended literature:
1. KOVAČIČOVÁ, O. – KUSÁ, M.: Slovník slovenských prekladateľov umeleckej literatúry 20. storočie. A # K. Bratislava: Veda 2015.
2. KOVAČIČOVÁ, O. – KUSÁ, M.: Slovník slovenských prekladateľov umeleckej literatúry 20. storočie. L # Ž. Bratislava: Veda 2017.
3. Preklady vybraných diel ruských autorov 19. a 20. storočia do slovenčiny.

Language of instruction:

Slovak, Russian C1

Notes:student time load:
150 hours,
Combined study (lectures/seminars/consultations): 26 h.
Self-study: 50 h.
Linguistic and translation analysis of a selected text: 40 h.
preparation of the presentation: 34 h.

Course assessment
The final number of assessed students: 8

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

Instructor: Mgr. Anita Račáková, PhD.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rus-225 | **Course name:** Russian-Slovak Cultural Relations

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:
During the semester, the student submits a seminar paper addressing the selected topic. After completing the semester, they take the final oral exam. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to one resit. Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).

a) continuous assessment:
Seminar paper preparation and presentation: 35 p.

b) final assessment:
Oral exam – 65 p.

Learning objectives:
The student is familiar with the history of Slovak-Russian relationships from the national revival on. They are acquainted with the period of Classicism and Romanticism (Russian vs. Slovak). The student enhances their knowledge of Russian Realism and its reception in Slovakia. They have complex knowledge of Slovak-Russian literary contacts in the inter-war and post-war periods and can evaluate the artistic value of the works translated from Russian into Slovak. The student how the Russian studies developed after 1989. They know the major Russian studies scholars and can explain the pros and cons of the contemporary Slovak-Russian literary relations. The student can apply their knowledge in teaching.

Brief outline of the course:
The origins of the Slovak-Russian relationships and the national revival. Slovak people and Russia as perceived by Štúr and his followers.
The transition from Classicism to Romanticism in Slovak poetry. The reception of Russian Romanticism in Slovakia.
The transition from Romanticism to Realism. Slovak literary translators.
The major figures influencing the reception of Russian literature in Slovakia at the beginning of the 20th century.
Major Russian literary figures in Slovak poetry and prose.
The reception of Soviet literature for youth and children.
The Soviet literary reflection and reception of Soviet literature in the inter-war and post-war periods.

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

Recommended literature:

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

Language of instruction:
Slovak, Russian B2

Notes:student time load:
150 hours,
Combined study (lectures/seminars/consultations): 26 h.
Self-study: 50 h.
seminar paper preparation: 44 h.
Seminar paper addressing the Slovak-Russian literary relations: 30 h.

Course assessment
The final number of assessed students: 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. Igor Cintula, PhD.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

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: 907

A	B	C	D	E	FX(0)	FX(1)	n
14.77	30.87	29.0	17.97	4.85	0.77	1.76	0.0

Instructor: doc. PaedDr. Lenka Rovňanová, PhD.

Last changed: 25.03.2026

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fjs-005	**Course name:** Selected Chapters From Morphology and Lexicology (FR)

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.

Level: II.

Prerequisites:

Course completion conditions:
During the semester, the student takes two tests focused on
their knowledge of French morphology (selected phenomena). Each test = 25% of the final assessment.
The student has the right to one resit.
At the end of the semester, the student takes a written test focused on the selected lexicological phenomena (50% of the final assessment).
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 for the final assessment: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).

a) continuous assessment:
Two written tests focused on French morphology: 25% + 25%.

b) final assessment:
A written test focused on French lexicology: 50%

Learning objectives:
The student:
1. knows and uses basic morphological and lexicological terminology in French and Slovak
2. can compare and evaluate French vs. Slovak morphological and lexicological specificities
3. can identify word classes, derivations, compounds, basic and derived meanings, and assign them to the correct register
4. uses different word classes, compounds, and derivations in their correct forms (including meaning and stylistic value) in practice (oral and written expression)
5. can evaluate which morphological structures are suitable in French.

Brief outline of the course:
1. French determiners – forms, semantics, stylistic value (definite, indefinite, etc.).
2. French independent and independent pronouns – demonstrative, possessive, interrogative, vocative, and indefinite.
3. Numerals.
4. Relative pronouns.
5. Archaisms, neologisms, loanwords.
6. Basic registers in FR and their subgroups.

Recommended literature:

1. POISSON-QUINTON, S. – MIMRAN, R. – MAHÉO-LE COADIC: Grammaire expliquée du français. Niveau intermédiaire. Paris : CLE International, 2002, 2007.
2. TLÁSKAL, J. a kol. 1991. Francouzská mluvnice. Praha : SPN, 1991.
3. TARABA, J. 1995. Francúzska gramatika. Bratislava : SPN, 1995.
4. RIEGEL, M. – PELLAT, J.-Ch. – RIOUL, R.: Grammaire méthodique du français. Paris: PUF, 1994.
5. ŠVARBOVÁ, E.: Morphologie française I. (de la nomination à la détermination). Nitra : FF UKF, 2006.
6. VOJTEK, D.: Précis morphosyntaxique I. Groupe nominal: noms, pronoms et adjectifs. Prešov: PU, 2013.
7. DUCHÁČEK, O. – BARTOŠ, J.: Grammaire du français contemporain. Bratislava : SPN, 1976.
8. DELATOUR, Y. – JENNEPIN, D. – LÉON-DUFOUR, M. – MATTLÉ, A. – TEYSSIER, B.: Grammaire du français. Cours de civilisation française de la Sorbonne. Paris: Hachette F.L.E., 1991.
9. SIRÉJOLS, É. – CLAUDE, P.: Le Nouvel Entraînez-vous. Grammaire. 450 nouveaux exercices. Niveau avancé. Paris : CLE International, 2002.
10. SIRÉJOLS, É. – RENAUD, D.: Le Nouvel Entraînez-vous. Grammaire. 450 nouveaux exercices. Niveau intermédiaire. Paris : CLE International, 1996.
11. CAQUINEAU-GÜNDÜZ, M.-P. – DELATOUR, Y. – JENNEPIN, D. – LESAGE-LANGOT, F. : Les 500 exercices de grammaire avec corrigés. Paris: Hachette F.L.E., 2005.
12. DESCOTES-GENON, CH. – MORSEL, M.-H. – RICHOU, C.: L'Exercisier – l'expression française pour le niveau intermédiaire. Grenoble: Presses Universitaires de Grenoble, 1993.
13. CADIOT-CUEILLERON, J. – FRAYSSINHES, J.-P. – KLOTZ, L. – LEFEBVRE DU PREY, N. – DE MONTGOLFIER, J.: Grammaire. Cours de Civilisation française de la Sorbonne. 350 exercices. Niveau suprérieur I. Paris: Hachette F.L.E., 1992.
14. LEHMANN,A. – MARTIN-BERTHET, F.: Introduction à la lexicologie : Sémantique et morphologie. Paris: Armand Colin, 2008.
15. GAUDIN, F. – GUESPIN, L. Initiation à la lexicologie française. De la néologie aux dictionnaires. Bruxelles: Editions Duculot, 2000.
16. ZÁZRIVCOVÁ, M.: Vybrané kapitoly zo sémantiky. Banská Bystrica: FHV UMB, 2011.
17. DOLNÍK, J.: Lexikológia. Bratislava: Univerzita Komenského, 2007.
18. Analyse et traitement informatique de la langue française. [online]. Dostupné na internete : https://www.atilf.fr/
19. Trésor de la Langue Française informatisé. [online]. Dostupné na internete : http:// cntrl.fr/ definition/.

Language of instruction:

French B2

Notes:student time load:

Student time load - Total: 150 h.
Combined study (lectures/seminars/consultations): 26 h.
Completing seminar assignments: 40 h.
Studying for the written tests (morphology): 44 h.
Studying for the written test (lexicology): 40 h.

Course assessment
The final number of assessed students: 6

A	B	C	D	E	FX(0)	FX(1)	n
16.67	66.67	0.0	16.67	0.0	0.0	0.0	0.0

Instructor: Mgr. Lucia Ráčková, PhD.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, 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: 461

A	B	C	D	E	FX(0)	FX(1)	n
29.5	29.93	17.79	10.85	9.54	1.3	1.08	0.0

Instructor: doc. PhDr. Mário Dulovics, PhD., prof. PhDr. Miriam Niklová, PhD.

Last changed: 18.03.2026

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-008 | **Course name:** Spanish History and Society in Cinematography

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:
Seminar paper addressing the selected topic (max. 30 p.). Final test (max. 70 p.). 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 collects the minimum of 65 points out of the possible 100 for completing the given requirements.
a) continuous assessment:
Seminar paper
b) final assessment:
Final written test

Learning objectives:
The student: 1) navigates Spanish cinematography of the 20th and 21st centuries and knows major Spanish directors 2) can analyse a film and compare it to its literary model 3) can characterise and evaluate the selected historical periods in Spain 4) can identify the social and historical context in a film.

Brief outline of the course:
1. Spain at the beginning of the 20th century: rural world and political direction, loss of the last Spanish colonies, Primo de Rivera and his rule.
2. 2nd Republic. Coup d'état of 1936. Spanish Civil War.
3. Franco's dictatorship (1936–75): isolationism, emigration, Spain as a tourist destination, nationalism, ETA.
4. Spain at the end of the 20th century: transition towards democracy – cinematography as a mirror of the social changes, modernisation, immigration, return to monarchy (Juan Carlos I), socialists and Felipe González, ETA.
5. Spain in the 21st century – assassinations 11S and 15M, Catalan independence, King Felipe VI.
5. Successful Spanish directors (C. Saura, P. Almodóvar, L. Buňuel, Luis García Berlanga, Juan Antonio Bardem, José Luis Garci, Alejandro Amenábar) and their works.

Recommended literature:
1. SALVADOR, A. (2009) Español de cine. Lo que hay que ver. Barcelona: Blume, 2009.
2. MONACO, J. (2004) Jak číst film. Svět filmů, médií a multimédií. Praha: Albatros, 2004.
3. CHALUPA, J. (2017) Dějiny Španělska. Praha: Nakladatelství Lidové noviny, 2017.

4. BOLUFER, M., GOMIS, J. (eds.) (2015) Historia y cine. La construcción del pasado a través de la ficción. Zaragoza: Institución Fernando el Católico, 2015. https://ifc.dpz.es/publicaciones/ebooks/id/3523
5. Forteza Faro, Agustín (2015) Películas de libros. Zaragoza: Prensas universitarias de Zaragoza, 2015.
6. Spanish movies (dubbed or with subtitles)

Language of instruction:
Slovak

Notes:student time load:
Student time load - Total: 150 h.
Combined study (L, S, C): 26 h.
Self-study: 24 h.
Analysis of the selected film scenes: 30 h.
Seminar paper preparation and delivery: 30 h.
Preparation for the final exam: 40 h.

Course assessment
The final number of assessed students: 8

A	B	C	D	E	FX(0)	FX(1)	n
87.5	0.0	12.5	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Eva Reichwalderová, PhD., univ. doc.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

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: 41

A	B	C	D	E	FX(0)	FX(1)	n
58.54	19.51	7.32	2.44	7.32	4.88	0.0	0.0

Instructor: Mgr. Eva Reichwalderová, PhD., univ. doc.

Last changed: 14.09.2023

Approved by: prof. PhDr. Katarína Chovancová, 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 langiage (except spanish)

Notes:student time load:

Course assessment
The final number of assessed students: 130

A	B	C	D	E	FX(0)	FX(1)	n
30.0	29.23	19.23	10.77	5.38	3.85	1.54	0.0

Instructor: Mgr. Eva Reichwalderová, PhD., univ. doc.

Last changed: 21.09.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fju-010	**Course name:** Special Topics in French stylistics

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.

Level: II.

Prerequisites:

Course completion conditions:
Course completion conditions: 20% of the final assessment comprises the continuous participation of students during seminars dedicated to the analysis, potential correction and creation of various types of texts with various lengths in French. At the end of the semester students will hand in a written text in French (dominantly a narration) on a topic specified latest in the third week of the semester. Its evaluation represents 40% from the final assessment. It will be possible to hand in the written text only once in an exactly specified timeframe (arranged together with the topic). At the end of the semester students take a final written test focused on the theoretical knowledge and terminology related to French stylistics of mostly literary texts and text grammar. The written test represents 40% from the final assessment. Students have the right for one resit of the final written exam. The 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 are assigned to the student who acquires a minimum of 65% out of a possible 100%. a) continual assessment: Preparation of texts and exercises for the seminars, their sharing and discussion: 20% b) final assessment: Final written test focused on the acquired theoretical knowledge: 40% Written text (dominantly a narration) on a specified topic (max. 3 pages): 40%

a) continuous assessment:
Continuous assessment: Preparing and sharing texts and activities for seminar classes followed by discussion: 20%

b) final assessment:
Final assessment: Final written exam focusing on acquired theoretical knowledge 40%, writing a narrative on an assigned topic (max. 3 pages): 40%

Learning objectives:
Course aims: Students: 1. Will be able to adequately utilize French terms from the field of literary and argumentative text stylistics and text grammar in specialised discussions 2. Will be able to analyse various types of texts in French from the point of view of employed genres and narrative techniques 3. Will be able to find and classify means of textual coherence and cohesion (anaphora, cataphora, deictic markers, various types of text connectors) 4. Will master / apply basic procedures utilized in the creation of French written texts in practice (mainly those which come into play in the creation of selected administrative texts or argumentative texts and literary texts, mainly those which are dominantly a narration)

Brief outline of the course:

Brief outline of the course: Stylistics – history of the discipline, definition, the scope of study. Stylistic factors. Language registers. Type of texts in French. Text analysis – content and form. Basic styles, genres, narrative techniques – practical demonstration on individual types of texts (narration, description, information, argumentative, literary). Rules of text composition: principle of sequentiality, clarity, economy, expressivity. Text structuring in French. Features and factors which influence the creation of a literary text – characters, environment (time and place), plot and story, narrator (various types), narrative perspective (focalization) and its basic types, literary means of expression – figures and tropes. Means of textual coherence and cohesion. Administrative texts – motivational letter, curriculum vitae (form and content). Narration in practice. French résumé. Argumentative text.

Recommended literature:

1. HERSBERG PIERROT, A. : Stylistique de la prose. Paris : Belin, 1993.
2. BUFFARD-MORET, B. : Introduction à la stylistique. Paris : Armand Colin, 2005.
3. REUTER, Y. : L'analyse du récit. Paris : Nathan/VUEF, 2003.
4. LAURENT, N.: Initiation à la stylistique. Paris : Hachette Livre, 2001.
5. NIQUET, G. : Ecrire avec la logique et clarté. Paris : Hatier. 1996.
6. PEYROUTET, C.: Expression – méthodes et techniques. Paris: Nathan, 1992.
7. ARÉNILLA-BÉROS, A. : Améliorez votre style 1, 2. Paris : Hatier, 1996.
8. COTENTIN-REY, G. : Le résumé, le compte-rendu, la synthèse. Paris : CLE International, 1995.
9. MEYER, B. : Maîtriser l'argumentation. Paris : Armand Colin, 2011.

Language of instruction:

Language of instruction: french (B2, C1)

Notes:student time load:

Student time workload: 150 hrs. Combined studies (L, S): 26 hrs. Preparation of texts / exercises / assignments for the seminars: 44 hrs. Writing a text on a specified topic in the form of a narration (texte narrative), max. 3 pages long: 30 hrs. Preparation for the final written test: 50 hrs.

Course assessment

The final number of assessed students: 3

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

Instructor: Mgr. Monika Zázrivcová, PhD.

Last changed: 16.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fju-012 | **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:

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

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

Instructor:

Last changed: 10.12.2021

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-rus-227	**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, elective, and voluntary courses in the study programme as required to achieve min. 100 credits.
The student's performance during the state examination is graded on the scale A-E by the State Examination Commission.

b) final assessment:
The state examination includes the Diploma thesis (DT) defence. The State Examination Commission provides a complex evaluation of the DT's quality based on the reviews and student's thesis defence. DT defence takes the form of a colloquium addressing the broader context of the subject matter addressed in DT. The student is required to prove their knowledge of the subject matter acquired during the study (pedagogy, psychology, subject didactics) as well as their communication skills in the Russian language.

Learning objectives:
By passing the state exam and defending their diploma thesis, the student proves that they:
1)
understand the broader context of the problem addressed in their DT
2)
- understand the context of the investigated subject matter
- can formulate clear conclusions from the thesis and recommendations for practice
- understand how the disciplines they studied at university are linked
3)
- can use relevant scientific sources and identifies important ideas for the context of the thesis
- can use theoretical knowledge of the research topic in practical diagnostics, didactics, and research methodology
- can use the broader pedagogical, psychological, and social contexts to explain the subject matter
- can follow the bibliographic and citation standards .
4)
- have successfully organised their DT project into logical, systematic, and mutually linked parts
- can design and verify theological programmes applied to the subject matter addressed in their thesis, design and implement research, and interpret its results

- can use the theoretical knowledge of the subject matter in a logical and critical way, in contexts, in specialised communication in Russian, argumentation, and justification of their opinion on the subject matter.
5)
- can create a consistent specialised text addressing theory and didactics, which works with the relevant specialised sources in a creative way, presents the author's original ideas and proposed solutions

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

Recommended literature:
KIMLIČKA, Š.: Ako citovať a vytvárať zoznamy bibliografických odkazov podľa noriem ISO 690 pre „klasické" a elektronické zdroje. Bratislava : STIMUL, 2002.
MEŠKO, D. – KATUŠČÁK, D.: Akademická príručka. 2. dopl. vydanie. Martin : Osveta, 2005.
Directive No. 12/2011 on final, rigorous, and habilitation theses at MBU,
ŠVAŘÍČEK, R. – ŠEĎOVÁ, K:. Kvalitativní výskum v pedagogických vědách. Praha: Portál, 2007. ŠVEC, Š. a kol. Metodológia vied o výchove. Bratislava : IRIS 1998.
Literature related to the DT topic.

Language of instruction:
Slovak, Russian C2

Notes:student time load:
student time load 600 h.
Consulting: 20 h.
Self-study: 140 h.
Diploma thesis research and preparation: 260 h.
Diploma thesis writing and defence preparation: 180 hours.

Course assessment
The final number of assessed students: 10

A	B	C	D	E	FX(0)	FX(1)
50.0	30.0	20.0	0.0	0.0	0.0	0.0

Instructor:

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-rus-233	**Course name:** Student 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:	
Learning objectives:	
Brief outline of the course:	
Recommended literature:	
Language of instruction:	
Notes:student time load:	

Course assessment

The final number of assessed students: 8

abs	n	p	v
100.0	0.0	0.0	0.0

Instructor: Svitlana Shekhavtsova, PhD.
Last changed:
Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rus-807 | **Course name:** Student Tutoring RL 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.

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.

Learning objectives:
The student:
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.

Recommended literature:

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

Language of instruction:
Slovak

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

Course assessment
The final number of assessed students: 12

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

Instructor: Mgr. Igor Cintula, PhD.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rus-808 | **Course name:** Student Tutoring RL 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.

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.

Learning objectives:
The student:
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:
Brief outline of the course:
The tutor cooperates with the department ECTS coordinators in consulting and providing information on study issues to students in accordance with the study rules and valid legislation. They self-study the study regulations. V súčinnosti so študijným
poradcom poskytuje študentom poradenstvo pri výbere predmetov a zostavovaní študijného plánu

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

Recommended literature:

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

Language of instruction:
Slovak

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

Course assessment
The final number of assessed students: 15

A	B	C	D	E	FX(0)	FX(1)
93.33	6.67	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Igor Cintula, PhD.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-fjs-013	**Course name:** Student 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 student addresses the topic of their Student Scientific Activity in a 10-page paper and submits it by the deadline. Upon its submission, the student is assigned the credits and the course is assessed as completed in AiS2 (abs).

b) final assessment:
Subsequently, the student presents their paper to a commission at the student conference. Upon its submission and presentation, the student is assigned the credits and the course is assessed as completed in AiS2 (abs).

Learning objectives:
The student:
1) gains experience with academic writing and research methods in their field of study
2) learns how to apply they knowledge in practice and follow the citation norms
3) creates, submits, and presents their own paper.

Brief outline of the course:
Continuous consulting with the supervisor. Creation and submission of the paper. Presentation of the paper at the student conference.

Recommended literature:
KATUŠČÁK, Dušan: Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 2013.
Smernica č. 9/2021 o záverečných, rigoróznych a habilitačných prácach na UMB: https://www.ff.umb.sk/app/cmsFile.php?disposition=a&ID=23830
ECO, Umberto: Jak napsat diplomovou práci. Olomouc : Votobia, 1997.
KAHN, N. B.: Jak efektivně studovat a pracovat s informacemi. Praha: Portál, 2001.

Language of instruction:
Slovak, French

Notes:student time load:
Time load for the student:
Time load for the student: 90 h. Self-study (creation of the paper): 85 h. Consulting with the supervisor: 5 h.

Course assessment
The final number of assessed students: 2

abs	n	p	v
100.0	0.0	0.0	0.0

Instructor: Mgr. Monika Zázrivcová, PhD., Mgr. Dagmar Veselá, PhD.

Last changed: 07.10.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-011 | **Course name:** Student tutoring FR 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 (%).
a) continuous assessment:
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.
b) final assessment:
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.

Learning objectives:
The student:
1. is able to identify the needs and problems of the tutored students
2. can efficiently communicate with 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 study related issues to the relevant employees. 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.
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, rigoróznych 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/knowhow-
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

Notes:student time load:
Time load for the student: Total time load: 90 h. 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: 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: Mgr. Monika Zázrivcová, PhD.

Last changed: 07.10.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-fjs-012 | **Course name:** Student tutoring FR 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:
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 (%).
a) continuous assessment:
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.
b) final assessment:
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.

Learning objectives:
The student:
1. is able to identify the needs and problems of the tutored students
2. can efficiently communicate with 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 study related issues to the relevant employees. 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.
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, rigoróznych 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/knowhow-
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

Notes:student time load:
Time load for the student: Total time load: 90 h. 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: 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: Mgr. Monika Zázrivcová, PhD.

Last changed: 07.10.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rus-201 | **Course name:** Text Linguistics

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 / 26
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 1., 3.

Level: II.

Prerequisites:

Course completion conditions:
During the semester, the student completes and submits homework and takes a written test. After completing the semester, the student takes the final oral and written exams. The maximum number of points consisting of continuous and final assessment is 100. The student has the right to 1 final exam resit. The credits will be assigned to the student who acquires a minimum of 65 points out of the possible 100 for completing the given requirements. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).

a) continuous assessment:
Completing homework: 0–15 p.
Test: 0–25 p.
Seminar paper preparation: 0–20 p.

b) final assessment:
Oral and written final exams: 0–40 p. (written part: 0–25 p.; oral part: 0–20 p.)

Learning objectives:
The student understands Russian on the macrosyntactic level and perceives syntax as a functional component of the language system. They know and use the respective concepts and terminology, and understand that this is core knowledge and a necessity in any foreign language study (language teaching as well as translation). The student understands how the language relates to the cultural and social development and national cultural sovereignty. They understand the social position and function of the Russian language in the broader social, cultural, and pragmatic contexts and how these compare to the Slovak realities. They can apply this specialised knowledge in practice (Slovak vs. Russian comparative viewpoint) to develop communication-pragmatic competences and skills related to the analysis and creation of different types of texts in Russian, and to cultivate their interpretation skills useful in a variety of communication situations. The student understands the generalisations and systematically develops their communication and cultural competences. They also understand the information on the formal as well as semantic levels. They can describe texts as speech units in terms of linguistics, textocentrism, pragmatism, and cognitive aspects. The student understands the principles of text analysis and can use them in practice to characterise a text in terms of linguistics, semantics, and composition. They master the analytic methods and text creation principles, can analyse the linguistic specificities of a text (use and purpose).

Brief outline of the course:

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

Recommended literature:

ČERŇAVSKAJA, V. Je.: Lingvistika teksta: Polikodovosť, intertekstuaľnosť, interdiskursivnosť. Moskva : LIBROKOM 2009.
KOŠEVAJA, I. G.: Tekstoobrazujúuščije struktury jazyka i reči. Moskva : URSS 2018.
VALGINA, N. S.: Teorija teksta. Moskva : Logos 2003. Dostupné na internete: https://pseudology.org/Literature/ValginaNS_TeoriyaTeksta2.pdf
GAĽPERIN, I. R.: Tekst kak objekt lingvističeskogo issledovania. Moskva : URSS 2009.
TURAJEVA, Z. Ja.: Lingvistika teksta. Moskva : LIBROKOM 2018.
FILLIPOV, K. A.: Lingvistika texta. Kurs lekcij. Sankt-Peterburg : Izd-vo SPb un-ta, 2003. Dostupne na internete: https://zadocs.ru/pravo/12403/index.html.
SOLGANIK, G. Ja.: Očerki modaľnogo sintaksisa. Moskva : FLINTA; Nauka 2010.
BOLOTNOVA, N. S.: Kommunikativnaja stilistika teksta. Slovar - tezaurus. Moskva : FLINTA; Nauka 2009.

Language of instruction:
Slovak, Russian B2 – C1

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

Course assessment
The final number of assessed students: 71

A	B	C	D	E	FX(0)	FX(1)	n
46.48	14.08	22.54	9.86	4.23	1.41	1.41	0.0

Instructor: doc. Viktoria Liashuk, CSc., univ. prof.

Last changed: 02.11.2022

Approved by: prof. PhDr. Katarína Chovancová, 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. PIŠÚT, 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 Grimmelshausena 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: 78

abs	n	p	v
92.31	7.69	0.0	0.0

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

Last changed: 19.09.2023

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

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 wıll come some day also
8. He said something
9. Different worlds and lifes
10. Our media
11. Healthy living

12. Travel

Recommended literature:
1. Gökkuşağı 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: 99

A	B	C	D	E	FX(0)	FX(1)	n
64.65	8.08	10.1	13.13	2.02	2.02	0.0	0.0

Instructor: Dr. İsmail Aydo#du

Last changed: 16.08.2022

Approved by: prof. PhDr. Katarína Chovancová, 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 wıll 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. Gökkuşağı 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: 59

A	B	C	D	E	FX(0)	FX(1)	n
62.71	15.25	11.86	6.78	0.0	3.39	0.0	0.0

Instructor: Dr. İsmail Aydo#du

Last changed: 16.08.2022

Approved by: prof. PhDr. Katarína Chovancová, 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 wıll 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. Gökkuşağı 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: 12

A	B	C	D	E	FX(0)	FX(1)	n
33.33	0.0	8.33	41.67	0.0	16.67	0.0	0.0

Instructor: Dr. İsmail Aydo#du

Last changed: 16.08.2022

Approved by: prof. PhDr. Katarína Chovancová, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-FS1-003 | **Course name:** University folklore ensemble 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: 21

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. PhDr. Katarína Chovancová, 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: 5

abs	n	p	v
80.0	20.0	0.0	0.0

Instructor: Mgr. Pavel Martinka, PhD.

Last changed: 04.04.2023

Approved by: prof. PhDr. Katarína Chovancová, 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: 19

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. PhDr. Katarína Chovancová, PhD.