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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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ato-01	**Course name:** Anthroponomastics and Toponomastics

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 13 / 13
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 1.

Level: II.

Prerequisites:

Course completion conditions:
a) continuous assessment: evaluation of specialised discussions during seminars (0–50p.)
b) During the seminar, the student creates and presents a seminar work (50 p.). Final assessment: A – 100–94% (Excellent), B – 93–87% (Very Good), C – 86–80% (Good), D – 79–73% (Satisfactory), E – 72–65% (Passing).

Learning objectives:
The student:
1. can characterise basic onomastic terms
2. can evaluate the impact of an individual's social status on the form of anthroponyms in a social group
3. understands the basic characteristics of anthroponym modelling
4. can appropriately interpret anthroponym models and the functioning of proper names in communication.
5. can evaluate the linguistic and extralinguistic influence on toponyms
6. understands the basic characteristics of toponym functioning in terms of their use in social groups
7. can design and perform heuristic research of toponymy, hydronymy, and urbanonymy including material sorting, processing, and interpretation
8. can appropriately interpret toponyms from the lexical-semantic and word-formation viewpoints.

Brief outline of the course:
Anthroponomastics as part of onomastics. Basic concepts and terms. The linguistic aspect of a name (designation). Proper names in the onymic system and their functioning in communication. University students and onomastic research. Methods and resources for heuristic proper name research. Basic processing in onymic research. Anthroponomastic research in practice.
The specificities of toponomastics in the context of onomastics. Functioning of toponyms in social practice; analysing different types of toponyms: geographic names, hydronyms, oikonyms, urbanonyms... The social role of toponyms and their position in social communication – social toponyms. Teacher and toponomastic research.

Recommended literature:
1. BLANÁR, V.: Teória vlastného mena : Status, organizácia a fungovanie v spoločenskej komunikácii. Bratislava : Veda, 1996.

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

Language of instruction:
Slovak

Notes:student time load:

Course assessment
The final number of assessed students: 0

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

Instructor: prof. Mgr. Jaromír Krško, PhD.

Last changed: 27.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD.

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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-cho-01	**Course name:** Chrematonomastics

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 13 / 13
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 1.

Level: II.

Prerequisites:

Course completion conditions:
a) Continuous assessment: presentation of a project focused on chrematonyms in a selected area of society, e.g. company names in Košice or institutionyms in Banská Bystrica (0–25 p.); evaluation of specialised discussions (0–5 p.).
b) Continuous assessment: seminar paper (0–70 p.)
Maximum score: 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 65 for completing the given requirements.

Learning objectives:
1. The student understands terms and concepts in chrematonomastics.
2. They can characterise chrematonyms and onyms in terms of communication and types.
3. They understand the relationships and links between chrematonyms and anthroponyms, toponyms/geonyms as well as the dynamics of chrematonyms as a synchronous-diachronous category.
4. They can effectively apply the existing specialised knowledge to their own research activities focused on Slovak chrematonyms as abstract or concrete human creations.
5. They can evaluate how the research of chrematonyms contributes to onymy research in general (in terms of dynamics).

Brief outline of the course:
Chrematonomastics as part of onomastics. Onyms in communication and their typology. Chrematonym classification: abstract and concrete chrematonyms. Types of chrematonyms. Faleronyms. Institutionyms. Firmonyms. Literaronyms. Musiconyms. Pinaconyms. Poreionyms (names of trains, cars, airplanes, ships). Pragmatonyms. Serionyms. Uniconyms. Chrematonym formation. Function. Chrematonym modelling. Application in communication- Chrematonymic dynamics as a factor of onymic dynamics.

Recommended literature:
1. BLANÁR, V.: Teória vlastného mena. (Status, organizácia a fungovanie v spoločenskej komunikácii). Bratislava: Veda, 1996. 250 s.
2. GAŁKOWSKI, Gałkowski, A.: Chrematonimy w funkcji kulturowo-użytkowej. Onomastyczne studium porównawcze na materiale polskim, włoskim, francuskim. Łódź: Wydawnictwo Uniwersytetu Łódzkiego. 2008. 390 s. 2. vyd. 2011. 388 s.

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

Language of instruction:
Slovak

Notes:student time load:
150 h.
Presence study (L, S, C): 26 h.
Working with specialised literature and sources: 13 h.
Seminar preparation: 13 h.
Research: 26 h.
Preparation of the presentation: 26 h.
Seminar paper preparation: 46 h.

Course assessment
The final number of assessed students: 0

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

Instructor: Dr. h. c. prof. PaedDr. Pavol Odaloš, CSc.

Last changed: 27.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-ksm-01 | **Course name:** Communication with Media

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 13 / 13
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 2.

Level: II.

Prerequisites:

Course completion conditions:
a) continuous assessment:
Case study – discussion (0–30 p.), continuous test (0–20 p.)
b) final assessment:
creation of a text in accordance with the selected genre and topic, colloquium (0–50 p.).
Maximum score: 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 65 for completing the given requirements.

Learning objectives:
The student:
1. can identify the essence, understands the concepts and terminology, and cognitively process the aspects of the media environment
2. understands the crucial cognitive-communication relationships and contexts in media environments
3. assumes critical attitudes to different media structures and their programme offer
4. can evaluate specialised and social specificities of the comparative approach to media studies and media communication.

Brief outline of the course:
Media institutional profile.
Society vs. media/media vs. society.
Structure of media.
Media ownership.
Supranational media.
Communicator – interests – audience (legal communication).
Editorial board.
Image – public relations – goodwill.
Final colloquium.

Recommended literature:
a) primary:
BEDNÁŘ, V.: Internetová publicistika. Praha : Grada Publishing, 2011.
BUČEK, J.: Moderátor – hlavná alebo vedľajšia postava mediálneho produktu. Bratislava : UK, 2012.

FTOREK, J.: Manipulace a propaganda na pozadí současné informační války. Praha : Grada Publishing, 2017.
HALLIN, D. C. – MANCINI, P.: Systémy médií v postmoderním světě. Praha : Portál, 2008.
KŘEČEK, J.: Politická komunikace. Od Res publica do public relations. Praha : Grada, 2013.
McCOMBS, M.: Agenda Setting. Praha : Portál, 2009.
RUSNÁK, J. a kol.: Texty elektronických médií. Prešov : PU, 2010.
RUβ-MOHL, S. – BAKIČOVÁ, H.: Žurnalistika. Praha : Grada Publishing, 2005.
RŮŽIČKA, V.: Politika a média v konzumní společnosti. Praha : Grada, 2011.
SLANČOVÁ, D. a kol.: Úvod do štúdia žurnalistických žánrov v tlačových médiách. Prešov : PU, 2021.
URBAN, L. – DUBSKÝ, J. – MURDZA, K.: Masová komunikace a veřejné mínění (s. l. : 2011).
VAŠÍČKOVÁ, D.: Práca redaktora v televíznom prostredí. Bratislava : UK, 2002.
VOJTEK, J.: Úvod do organizácie redakčnej práce a redigovania. Bratislava : FF UK, 2000.
b) secondary:
BYSTRICKÝ, V. – ROGUĽOVÁ, J.: Storočie propagandy. Bratislava : AEP, 2005.
ČMEJRKOVÁ, S. – HOFFMANNOVÁ, J. (eds.): Jazyk – média – politika. Praha : Academia, 2003.
DOBELLI, R.: Umenie digitálneho života. Bratislava : Ikar, 2021.
GOLDBERG, B.: Jak novináři manipulují. Praha : Juraj Lajda – Ideál, 2009.
GREIFFENSTERN/ová, S.: The Influence of Computers, The Internet and Computer-Mediated Communication on Everyday English. Berlin : Logos, 2010.
HVÍŽĎALA, K.: Mardata – Vzpoury v žurnalistice. Praha : Portál, 2011.
JABŁOŃSKI, A. a kol.: Politický marketing. Brno : Barrister & Principal, 2006.
KOPECKÝ, L.: Public relations. Dějiny – teorie – praxe. Praha : Grada Publishing, 2013.
LAPČÍK, M.: Televizní zpravodajství jako paradox. Jak (ne)rozumět zpravodajství I. Olomouc : Univerzita Palackého v Olomouci, 2012.
MARMION, J.-F. (ed.): Psychológia stupidity. Bratislava : Vydavateľstvo Motýľ, 2021.
OSVALDOVÁ, B. – KOPÁČ, R. (eds.): Co je bulvár, co je bulvarizace. Praha : Univerzita Karlova, 2016.
PATRÁŠ, V.: Sociolingvistické aspekty elektronicky podmienenej komunikácie. Karviná : OPF SU, 2009.
POSPÍŠIL, J.: Jak na média. Praha : Computer Média, 2011.
SEDLÁKOVÁ, R.: Výzkum médií. Nejužívanější metody a techniky. Praha : Grada Publishing, 2014.
ŠKOLKAY, A.: Médiá a globalizácia. Bratislava : Škola komunikácie a médií, 2009.
ZASĘPA, T. – IZRAEL, P.: Televízia u nás doma. Ružomberok : Verbum, vydavateľstvo KU, 2011.

Language of instruction:
Slovak

Notes:student time load:
120 h
Presence study (L, S, C): 26
Working with specialised literature and sources: 20
E-learning: 20
Case studies: 30
Preparation for the final assessment: 24

Course assessment
The final number of assessed students: 24

A	B	C	D	E	FX(0)	FX(1)	n
70.83	20.83	0.0	4.17	0.0	4.17	0.0	0.0

Instructor: prof. PaedDr. Vladimír Patráš, CSc.

Last changed: 31.01.2024

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-mfi-01	**Course name:** Company and Institutional Names

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 13 / 13
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 2.

Level: II.

Prerequisites:

Course completion conditions:
a) Continuous assessment: presentation of a project focused on names of companies and institutions in a selected area of society, e.g. company names in Nitra or institutionyms in Banská Bystrica (0–25 p.); evaluation of specialised discussions (0–5 p.).
b) Continuous assessment: seminar paper (0–70 p.)
Maximum score: 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 65 for completing the given requirements.

Learning objectives:
The student:
1. understands terms and concepts in chrematonomastics.
2. can characterise chrematonyms and onyms in terms of communication and types.
3. understands the relationships between chrematonyms vs. anthroponyms and toponyms/geonyms and understands that chrematonyms are a dynamic factor in the development of onymy.
4. can effectively apply the existing specialised knowledge to their own research activities focused on abstract chrematonyms as the proper names referring to abstract human creations.
5. can evaluate how the research of abstract chrematonyms contributes to onymy research in general.

Brief outline of the course:
Chrematonomastics as part of onomastics. Onyms in communication and their typology. Chrematonym classification: abstract and concrete chrematonyms. Abstract chrematonyms. Characteristcs of abstract chrematonyms. Faleronyms. Institutionyms. Firmonyms. Literaronyms. Musiconyms. Pinaconyms. Poreionyms (names of trains, cars, airplanes, ships). The formation of abstract chrematonyms. Functions of abstract chrematonyms. Modelling abstract chrematonyms. Abstract chrematonyms in communication. Chrematonymic dynamics as a factor of onymic dynamics.

Recommended literature:
1.BLANÁR, V.: Teória vlastného mena. (Status, organizácia a fungovanie v spoločenskej komunikácii). Bratislava: Veda, 1996. 250 s.
2. GAŁKOWSKI, Gałkowski, A.: Chrematonimy w funkcji kulturowo-użytkowej. Onomastyczne studium porównawcze na materiale polskim, włoskim, francuskim. Łódź: Wydawnictwo Uniwersytetu Łódzkiego. 2008. 390 s. 2. vyd. 2011. 388 s.

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

Language of instruction:
Slovak

Notes:student time load:
Total: 150 h.
Presence study (L, S, C): 26 h.
Working with specialised literature and sources: 13 h.
Seminar preparation: 13 h.
Research: 26 h.
Preparation of the presentation: 26 h.
Seminar paper preparation: 46 h.

Course assessment
The final number of assessed students: 0

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

Instructor: Dr. h. c. prof. PaedDr. Pavol Odaloš, CSc.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD.

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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-ssl-01 | **Course name:** Contemporary Slovak Literature 1

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 13 / 13
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 1., 3.

Level: II.

Prerequisites:

Course completion conditions:
During the semester, students participate in discussions of selected poetic and dramatic texts. They prepare presentations on assigned topics from poetry and drama and present them in class. The presentations must be submitted electronically by the agreed deadline.
The maximum total score for continuous and final assessment is 100 points. The grading scale is: A (100 – 94 %), B (93 –87 %), C (86 – 80 %), D (79 – 73 %), and E (72 – 65 %). Credits are awarded to students who obtain at least 65 out of 100 points by fulfilling the specified requirements.

a) continuous assessment:
Active participation in discussions and partial interpretative assignments in both literary genres: 20 points. Presentation of a selected poetry collection, including its classification within a poetic group, typology, or literary tendency based on secondary sources; identification of major poetological aspects: 20 points. Presentation of a dramatic text as an example of the application of a particular dramatic concept: 20 points.

b) final assessment:
Preparation and electronic submission of two presentations: 40 points (20 + 20).

Learning objectives:
The student
1. acquires knowledge of developmental contexts and poetological aspects of individual poetic concepts as well as collective literary formations, including traditional and alternative poetic programs developing from 1989 to the present;
2. understands the development of Slovak drama from the 1990s to the present;
3. is able to identify, analyse, and interpret ideological and aesthetic models of poetry from the period, determine their artistic value;
4. recognizes and identifies the key characteristics of relevant dramatic concepts;
5. is able evaluate contemporary poetry within the broader context of current literary developments
6. and demonstrates acquired knowledge through the analysis of selected dramatic texts.

Brief outline of the course:
Contemporary Slovak Poetry after 1989. Post-November Slovak poetry. Generational stratification. Continuity with previous literary concepts and efforts toward differentiation. Emergence of new poetics.

Four processual and typological tendencies after 1989: Poets of privacy/intimacy, Nonconformist individualists, Spiritualist poets, Experimental and deconstructive poetry.
New poetic models after 2000: Engaged poetry. New spirituality. Development and transcendence of the anesthetic model. Other emerging tendencies.
Important Contemporary Slovak Poets: K. Chmel, Ľ. Bendzák, E. Luka, M. Ferenčuhová, K. Kucbelová, I. Pekárková, V. Janček, O. Pastier, A. Turan, J. Litvák, K. Zbruž, M. Haugová, J. Kuniak, R. Jurolek, E. J. Groch, M. Milčák, V. Reisel, D. Podracká, J. Gavura, A. Hablák, M. Solotruk, D. Rebro, M. Tallo, D. Želinský, A. Ondrejková, V. Dianišková and others.
Contemporary Slovak Drama. Slovak dramatic production from the early 1990s to the present. Social, political, and cultural specifics of the period and their representation in drama. Significance of amateur theatre groups in the development of "new drama". Competitions and festivals, Genre transformations.
Major Contemporary Dramatists and Theatre Practitioners as K. Horák, V. Klimáček, Eva Maliti-Fraňová, P. Janík, A. Ferko, D. Vicen, S. Lavrík, L. Kerata, Dodo Gombár, P. Pavlac, I. Horváthová, J. Juráňová, J. Bodnárová and others. Conceptual differences among authorial models of dramatic writing.

Recommended literature:

1. HOCHEL, I., Čúzy, L., Kákošová, Z. Slovak Literature after 1989. Bratislava, 2007.
2. JUHÁSOVÁ, J. Belasé Ó: The Poetic Journey of Rudolf Jurolek. Bratislava: Slovak Literary Centre, 2023.
3. MARČOK, V. et al. History of Slovak Literature III. Bratislava: LIC, 2004.
4. Contemporary Slovak Literature after 1989: A Lexicon of Selected Slovak Authors Debuting after 1989. Martin: Matica slovenská, 2015.
5. MILČÁK, M. Myth and Poem. Levoča: Modrý Peter, 2010.
6. KASARDA, M. The Lonely Runners: Reports from the Human Interior. L.C.A., 1996.
7. PASSIA, R., TARANEKOVÁ, I. (eds.) Searching for the Present: Slovak Literature at the Beginning of the 21st Century. Bratislava, 2014.
8. ŠRANK, J. Individualized Literature: Slovak Poetry at the End of the 20th and the Beginning of the 21st Century. Bratislava: Cathedra, 2013.
9. TATÁR, J. From the Poetry of Three Centuries. Banská Bystrica: Belianum, 2013.
10. SOUČKOVÁ, M. (ed.) Theoretical and Practical Aspects of Slovak Literary Criticism after 2000. Prešov, 2019.
11. URBANOVÁ, E. Between Dream and Fiction: The Poetry of Eva Luka. Fintice: FACE, 2022.
12. Critical Yearbooks (2018–2022, all editions published by LIC).
13. TOP 5: The Slovak Literary Scene in Critical Reflection (2010–2019, FACE editions).
14. ŠTEFKO, V. Slovak Drama. Bratislava, 1992.
15. ČAHOJOVÁ, B. Slovak Theatre and Drama in the Mirrors of Modernism and Postmodernism. Bratislava, 2002.
16. MISTRÍK, M. Slovak Absurd Drama. Bratislava: Veda, 2002.
17. ŠTEFKO, V. et al. History of Slovak Drama in the 20th Century. Bratislava, 2011.
18. Drama anthologies published by the Theatre Institute since 2000.
19. Journals: Javisko (javisko.sk) and kød – konkrétne o divadle.

Language of instruction:

Slovak

Notes:student time load:

150 hours, comprising:
Combined study (L, S, C): 26 h.
Reading primary texts: 34 h.

Study of scholarly literature: 30 h.
Presentation: 30 h.
Seminar paper: 30 h.

Course assessment
The final number of assessed students: 62

A	B	C	D	E	FX(0)	FX(1)	n
66.13	20.97	9.68	1.61	0.0	0.0	1.61	0.0

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

Last changed: 09.09.2026

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ssl-02	**Course name:** Contemporary Slovak Literature 2

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 13 / 13
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 1., 3.

Level: II.

Prerequisites:

Course completion conditions:
To complete the course successfully, the student:
1. Prepares a seminar paper on a selected author of contemporary Slovak prose and presents it in class. The presentation will last approximately 20 minutes and will be based on a written paper of 5-6 standard pages.
2. Reads ten works of contemporary Slovak prose and reflects on the reading experience in accordance with the instructor's guidelines.
3. Attends at least three literary or cultural events related to contemporary Slovak literature or culture and provides a brief reflection in accordance with the specified guidelines.
4. Reads at least one issue of each of the following periodicals: Rozum, Knižná revue, Glosolália, Fraktál, Romboid and Literárny týždenník. The observations and evaluation will be presented in accordance with the instructor's guidelines.
The maximum total score for continuous and final assessment is 100 points. The grading scale is: A (100 – 94 %), B (93 –87 %), C (86 – 80 %), D (79 – 73 %), and E (72 – 65 %). Credits are awarded to students who obtain at least 65 out of 100 points by fulfilling the specified requirements.
a) continuous assessment:
presentation (0 – 50 points)
b) final assessment:
seminar paper (0 – 50 points)

Learning objectives:
Upon completion of the course, the student will be able to:
1. use basic concepts and terminology of literary studies when discussing and writing about contemporary Slovak prose;
2. explain the development of Slovak prose from 1989 to the first quarter of the 21st century and identify its main themes and transformations;
3. recognise the characteristic features of selected authors, compare their creative approaches, and place their works in a broader literary context;
4. analyse and interpret a selected prose text, support conclusions with specific examples, and consider how literature relates to personal, social, and artistic values;

5. navigate the contemporary literary environment and understand the role of publishing houses, literary periodicals, competitions, awards, cultural centres, literary criticism, and the book market;
6. discuss themes in contemporary prose, including identity, memory, gender, region, migration, home, and the experience of living abroad;
7. critically evaluate representations of contemporary reality in a literary work and distinguish the methods authors use to create them, including realism, irony, the grotesque, and experimentation.

Brief outline of the course:

1. Slovak literature after 2000 – basic characteristics of the period and its relationship to the literature of the 1990s.
2. Literary life in Slovakia – the operation of publishing houses, periodicals, literary criticism, competitions, and cultural institutions.
3. Plurality of contemporary prose – the absence of a single dominant movement and the coexistence of diverse themes, genres, and individual poetics.
4. Identity and autobiographical writing – personal memory, family history, self-discovery, and the connection between individual lives and history.
5. Gender and social issues – the position of women, interpersonal relationships, social roles, and feminist tendencies in prose.
6. Home, abroad, and the region – experiences of emigration or living abroad, encounters between cultures, and the significance of regional settings.
7. Ways of representing contemporary reality – the return to reality, irony, the grotesque, experimentation, and critical reflection on Slovak society.

Recommended literature:

1. Barborík, V.: Vývin slovenskej prózy po roku 1989. Bratislava, 2014.
2. Darovec, P.: Súčasná slovenská próza v perspektíve literárnej kritiky. Bratislava, 2020.
3. Hochel, I. – Čúzy, L. – Kákošová, Z.: Slovenská literatúra po roku 1989. Bratislava, 2007.
4. Krčméryová, E.: Poznámky k prozaickej (de)generácii. Pohľad na slovenskú mladú prózu 90. rokov. Bratislava, 2008.
5. Passia, R. – Taranenková, I. (eds.): Hľadanie súčasnosti. Slovenská literatúra začiatku 21. storočia. Bratislava, 2014.
6. Rédey, Z.: Súčasná slovenská próza v kontexte civilizačno-kultúrnych premien. Nitra, 2007.
7. Součková, M.: P/r/ózy po roku 1989. Bratislava, 2009.
8. Součková, M.: P/r/ózy po roku 2000. Fintice, 2021.

Literature related to the selected authors and works by the selected authors.

Language of instruction:

Slovak

Notes:student time load:

150 hours, comprising:
Combined study (L, S, C): 26 h.
Reading primary texts: 44 h.
Study of scholarly literature: 20 h.
Presentation: 30 h.
Seminar paper: 30 h.

Course assessment

The final number of assessed students: 71

A	B	C	D	E	FX(0)	FX(1)	n
74.65	15.49	7.04	1.41	1.41	0.0	0.0	0.0

Instructor: PaedDr. Zuzana Bariaková, PhD., Mgr. Eva Pršová, PhD., Mgr. Martina Kubealaková, PhD., univ. doc.
Last changed: 09.09.2026
Approved by: prof. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-psu-64	**Course name:** Continuous Teaching Practice

Type, extent and method of instruction:
Form of instruction: Prax
Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 30s
Method of study: combined

Number of credits: 2

Recommended semester/trimester: 4.

Level: II.

Prerequisites:

Course completion conditions:
a) continuous assessment:
- completing pedagogical practice - observations and individual reports.
b) final assessment:
Material portfolio from pedagogical practice:
- written reports from the didactic observations of the teaching classes - observations by the supervising teacher and observations of the student's colleagues.
- written preparations for the direct teaching activity, including the didactic analysis of the curriculum.
- the student's own evaluation of the pedagogical practice - report from the practice including suggestions and recommendations.
- written evaluations of the particularly taught teaching lessons by the supervising teacher (the assessment is written on an assessment sheet in which the supervising teacher comments on particular parts of the teaching process).
The maximum number of points obtained from the continuous and final assessment is 100.
The overall final assessment comes out from the sum of the part from the continuous and final assessment and is based on the grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquires a minimum of 65 points for fulfilling certain conditions.
Requirements and recommended literature are updated every year in the course's syllables.
a) continuous assessment:
-completing pedagogical practice - observations and individual reports.
b) final assessment:
Material portfolio from pedagogical practice:
- written reports from the didactic observations of the teaching classes - observations by the supervising teacher and observations of the student's colleagues.
- written preparations for the direct teaching activity, including the didactic analysis of the curriculum.
- the student's own evaluation of the pedagogical practice - report from the practice including suggestions and recommendations.

- written evaluations of the particularly taught teaching lessons by the supervising teacher (the assessment is written on an assessment sheet in which the supervising teacher comments on particular parts of the teaching process).
The maximum number of points obtained from the continuous and final assessment is 100.
The overall final assessment comes out from the sum of the part from the continuous and final assessment and is based on the grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquires a minimum of 65 points for fulfilling certain conditions.
Requirements and recommended literature are updated every year in the course's syllables.

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

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

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

Language of instruction:
Slovak

Notes:student time load:
60 hrs. in total, of which:
Combined study: 30 hrs.
Preparation of the portfolio: 30 hrs.

Course assessment
The final number of assessed students: 122

A	B	C	D	E	FX(0)	FX(1)	n
99.18	0.82	0.0	0.0	0.0	0.0	0.0	0.0

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

Last changed: 14.12.2021

Approved by: prof. PaedDr. Martin Golema, PhD.

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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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
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,

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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. 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. PaedDr. Martin Golema, PhD.

Course Description

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

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

Learning objectives:

The student will:

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

Brief outline of the course:

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

Recommended literature:

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

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

Language of instruction:
Slovak

Notes:student time load:
60 hrs. in total, of which:
Combined study: 26 hrs.
Preparation of the portfolio: 20 hrs.
Consultations: 14 hrs.

Course assessment
The final number of assessed students: 193

A	B	C	D	E	FX(0)	FX(1)	n
94.3	4.66	0.0	0.52	0.0	0.52	0.0	0.0

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

Last changed: 14.12.2021

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ppv-62	**Course name:** Continuous/Report Practice 1
Type, extent and method of instruction: **Form of instruction:** Prax **Course type:** A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses) **Recommended number of periods:** 26s **Method of study:** combined	
Number of credits: 2	
Recommended semester/trimester: 2.	
Level: II.	
Prerequisites:	
Course completion conditions: a) continuous assessment: -completing pedagogical practice - observations and individual reports. b) final assessment: Material portfolio from pedagogical practice: -written reports from the didactic observations of the teaching classes - observations by the supervising teacher and observations of the student's colleagues. -written preparations for direct teaching activity including the didactic analysis of the curriculum. -the student's own evaluation of pedagogical practice - report from the practice including suggestions and recommendations. -written evaluations of particularly taught teaching lessons by the supervising teacher (the assessment is written on an assessment sheet in which the supervising teacher comments on particular parts of the teaching process). The maximum number of points obtained from the continuous and final assessment is 100. The overall final assessment comes out from the sum of the part from the continuous and final assessment and is based on the grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquires a minimum of 65 points for fulfilling certain conditions. The requirements and recommended literature are updated every year in the course's syllabies. **a) continuous assessment:** - completing pedagogical practice - observations and individual reports. **b) final assessment:** Material portfolio from pedagogical practice: - written reports from the didactic observations of the teaching classes - observations by the supervising teacher and observations of the student's colleagues. - written preparations for direct teaching activity including the didactic analysis of the curriculum. - the student's own evaluation of pedagogical practice - report from the practice including suggestions and recommendations. - written evaluations of particularly taught teaching lessons by the supervising teacher (the assessment is written on an assessment sheet in which the supervising teacher comments on particular parts of the teaching process).	

The maximum number of points obtained from the continuous and final assessment is 100.
The overall final assessment comes out from the sum of the part from the continuous and final assessment and is based on the grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquires a minimum of 65 points for fulfilling certain conditions.
The requirements and recommended literature are updated every year in the course's syllabies.

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

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

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

Language of instruction:
Slovak

Notes:student time load:
60 hrs. in total, of which:

Combined study: 26 hrs.
Preparation of the portfolio: 20 hrs.
Consultations: 14 hrs.

Course assessment
The final number of assessed students: 192

A	B	C	D	E	FX(0)	FX(1)	n
87.5	9.9	2.08	0.0	0.0	0.52	0.0	0.0

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

Last changed: 14.12.2021

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-ppr-63	**Course name:** Continuous/Report Practice 2

Type, extent and method of instruction:
Form of instruction: Prax
Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 26s
Method of study: combined

Number of credits: 2

Recommended semester/trimester: 3.

Level: II.

Prerequisites:

Course completion conditions:
a) continuous assessment:
-completing the pedagogical practice - observations and individual reports.
b) final assessment:
Material portfolio from pedagogical practice:
-written reports from the didactic observations of the teaching classes - observations by the supervising teacher and observations of the student's colleagues.
-written preparations for the direct teaching activity including the didactic analysis of the curriculum.
-the student's own evaluation of the pedagogical practice - report from the practice including suggestions and recommendations.
-written evaluations of the particularly taught teaching lessons by the supervising teacher (the assessment is written on an assessment sheet in which the supervising teacher comments on particular parts of the teaching process).
The maximum number of points obtained from the continuous and final assessment is 100.
The overall final assessment comes out from the sum of the part from the continuous and final assessment and is based on the grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquires a minimum of 65 points for fulfilling certain conditions.
Requirements and recommended literature are updated every year in the course's syllabies.
a) continuous assessment:
- completing the pedagogical practice - observations and individual reports.
b) final assessment:
Material portfolio from pedagogical practice:
- written reports from the didactic observations of the teaching classes - observations by the supervising teacher and observations of the student's colleagues.
- written preparations for the direct teaching activity including the didactic analysis of the curriculum.
- the student's own evaluation of the pedagogical practice - report from the practice including suggestions and recommendations.

- written evaluations of the particularly taught teaching lessons by the supervising teacher (the assessment is written on an assessment sheet in which the supervising teacher comments on particular parts of the teaching process).
The maximum number of points obtained from the continuous and final assessment is 100.
The overall final assessment comes out from the sum of the part from the continuous and final assessment and is based on the grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquires a minimum of 65 points for fulfilling certain conditions.
Requirements and recommended literature are updated every year in the course's syllabies.

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

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

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

Language of instruction:
Slovak

Notes:student time load:
60 hrs. in total, of which:
Combined study: 26 hrs.
Preparation of the portfolio: 20 hrs.
Consultations: 14 hrs.

Course assessment
The final number of assessed students: 122

A	B	C	D	E	FX(0)	FX(1)	n
81.15	16.39	2.46	0.0	0.0	0.0	0.0	0.0

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

Last changed: 14.12.2021

Approved by: prof. PaedDr. Martin Golema, PhD.

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. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-rzp-01 | **Course name:** Department representation

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:

Level: II.

Prerequisites:

Course completion conditions:

Learning objectives:

Brief outline of the course:

Recommended literature:

Language of instruction:

Notes:student time load:

Course assessment
The final number of assessed students: 2

abs	n	p	v
100.0	0.0	0.0	0.0

Instructor: Mgr. Gabriel Rožai, PhD., univ. doc., Mgr. Martina Kubealaková, PhD., univ. doc.

Last changed: 17.02.2025

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-dslo-41	**Course name:** Didactics of Slovak Language and Composition

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 52 / 52
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 1.

Level: II.

Prerequisites:

Course completion conditions:
a) continuous assessment:
a) continuous assessment: regular practical exercises (0 -10 points), assessment of professional discussions (0 – 10 points)
b) final assessment:
b) final assessment: colloquium – presentation of chosen professional article, presentation of professional didactic problem, oral exam, elaboration of project of model preparation for teaching process of language and composition (0 – 80 points)
Maximum number of points covering continual and final assessment is 100. Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100.

Learning objectives:
1. Student gains theoretical knowledge about didactical elaboration of studying material and composition in subject Slovak language and literature in lower secondary and higher secondary education.
2. Student is able to gain and develop professional competences needed for standard execution of profession: teacher of Slovak language and literature (language and composition component) of lower secondary and higher secondary education.
3. Student applies practically didactic and psychoanalytic competences of teacher needed for teaching process and composition of subject Slovak language and literature.
4. Student judges professionally and critically contemporary curricular and educational materials.
5. Student creates own project of model preparation for lesson of Slovak language from language and composition components in lower secondary and higher secondary education.

Brief outline of the course:
Curricular reform and its version in subject Slovak language and literature (language and composition component). Basic pedagogic documents – state teaching program and school teaching program. Content and performance standard of education - language and composition component. Models of education and their usage in language and composition component of subject Slovak language and literature. Content and aims of education of Slovak language in primary and secondary school. Classification of educational methods and their usage in educational process of Slovak language. Mativation, activisation and creativity in educationa of language and composition component. Communicational-compositional education, its aim and content. Process of creating

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

Recommended literature:

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

Language of instruction:

Notes:student time load:

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

Course assessment

The final number of assessed students: 192

A	B	C	D	E	FX(0)	FX(1)	n
70.83	23.44	4.17	1.04	0.0	0.52	0.0	0.0

Instructor: doc. PaedDr. Július Lomenčík, PhD.

Last changed: 13.12.2021

Approved by: prof. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-gpl-01 | **Course name:** Evolution of Popular Literature

Type, extent and method of instruction:
Form of instruction: Lecture
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 26
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 1., 3.

Level: II.

Prerequisites:

Course completion conditions:
Seminar paper, essay, and activity during the semester. The maximum number of points is 100. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.
continuous assessment:
essay (0–40 p.)
discussion-based presentation of the paper (0–30 p.) group seminar work (0–30 p.) Total: (0–100 p.)

Learning objectives:
The student:
• can explain the basic terminology and concepts
• can explain the specificities of popular literature – evolution, poetics
• can form their own opinion on a specific text.

Brief outline of the course:
Seminar instructions, syllabus, task assignment. Popular literature – discussion. The evolution of books for common reading, the poetics of older and more recent works. The position of popular literature within the system of national literature. The past and present contexts in Slovakia and the Czech Republic. Gothic script. Analysing and interpreting a representative sample of folk books. Assignment completion (essay). Essay presentation followed by a discussion.

Recommended literature:
HURTAJOVÁ, Zuzana. 1980. Utešené, zábavné ale i príkladné rytierske príbehy. Bratislava : Tatran, 1980. 379 s.
HURTAJOVÁ, Zuzana. 1988. Kratochvíľne, úsmevné ale i príkladné šibalské príbehy. Bratislava : Tatran, 1988. 247 s.
HURTAJOVÁ, Zuzana. 1997. Život, skutky a rozhovory ohavného Ezopa, ktorý bol znamenitý mudrc a vychýrený bájkar, a čo všetko kratochvíľne navyčíňal. Liptovský Mikuláš : Tranoscius, 1997. 128 s. ISBN 80-7140-139-0
HURTAJOVÁ, Zuzana. 1998. Humor a tragédia Ezopovho života. Banská Bystrica : Metodické centrum, 1998. 40 s.
HURTAJOVÁ, Zuzana. 1985. Doktor Faust. Bratislava : Tatran, 1985. 104 s.

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

Language of instruction:
Slovak

Notes:student time load:
150 h.
Combined study (lectures/seminars/consultations): 36.
Essay preparation: 40
Working with specialised literature and sources: 34.
Seminar paper preparation: 40. Other:

Course assessment
The final number of assessed students: 78

A	B	C	D	E	FX(0)	FX(1)	n
98.72	1.28	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Martina Kubealaková, PhD., univ. doc.

Last changed: 27.10.2022

Approved by: prof. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-jar-01 | **Course name:** Language and Gender

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 13 / 13
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 2.

Level: II.

Prerequisites:

Course completion conditions:
The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements.
a) continuous assessment:
Presentation 1: 0–20 p. Presentation 2: 0–20 p.
b) final assessment:
Written and oral presentation of the project: 0–60 p.

Learning objectives:
The student:
1. can describe how gender as a social category relates to language, explain gender stereotypes and identify them in communication
2. navigates specialised literature and can identify at least two approaches to facts
3. uses their theoretical knowledge in their own research project.

Brief outline of the course:
Grammatical gender. Gender as a social category. Gender in sociolinguistics. The relationship between language and gender. Gender research in CZ and SK. Current research abroad. Gender specificities in communication.

Recommended literature:
1. ČMEJRKOVÁ, S: 1995. Žena v jazyce. In: Slovo a slovesnost, 56, 1995, s. 43-55.
2. ECKERT, P. 2013. Language and gender. Cambridge : Cambridge University Press, 2013.
3. RENZETTI, C. M. 2005. Ženy, muži, společnost. Praha : Karolinum, 2005.
4. URBANCOVÁ, L. 2010. Rodovo citlivá slovenčina – súčasný stav, možnosti jej tvorby a využitia. In: Odkazy a výzvy modernej jazykovej komunikácie. Banská Bystrica : UMB, 2010.
5. VALDROVÁ, J. 2000/2001. Jazyk jako nástroj demokratizace společnosti. Lingvistika odhaluje genderové asymetrie. In: Aspekt. Patriarchát. 2/2000 – 1/2001, s. 98-100.
6. VODÁKOVÁ, A. 2003. Rod ženský. Praha : SLON, 2003.

Language of instruction:
Slovak

Notes:student time load:

150 h.
Combined study (L, S, C): 26 p.
Self-study and preparation of the presentations: 60 h.
Project preparation: 64 h.

Course assessment
The final number of assessed students: 11

A	B	C	D	E	FX(0)	FX(1)	n
81.82	0.0	18.18	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Gabriel Rožai, PhD., univ. doc.

Last changed: 27.10.2022

Approved by: prof. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-dil-59	**Course name:** Literary Didactic

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 26 / 26
Method of study: combined

Number of credits: 4

Recommended semester/trimester: 2.

Level: II.

Prerequisites:

Course completion conditions:
a) continuous assessment:
set of seminar papers: 50 points
written exam: 25 points
b) final assessment:
oral exam: 25 points + points acquired from the continuous assessment.
The maximum number of points covering a continuous and final assessment is 100. Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100.

a) continuous assessment:
set of seminar papers: 50 points
written exam: 25 points

b) final assessment:
oral exam: 25 points + points acquired from the continuous assessment.
The maximum number of points covering a continuous and final assessment is 100. Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100.

Learning objectives:
The student will be able to:
1. Use knowledge from the history of literature, theory and criticism in the specialized didactic as an interdisciplinary discipline for text interpretation in the literary communication and didactic literary communication; he/she will use the information from the National Institute for Education to become acquainted with the course.
2. Interpret different types of texts and prepare them for didactic literary communication on different levels.
3. Apply the knowledge from the general didactic and technical didactic and work with technical literature, magazines, textbooks and methodological handbooks.
4. Evaluate the didactic problem of literature teaching (magazines, practice), textbook, the didactical transfer of literary texts during the preparation of other students.
5. Evaluate the methodology of literature teaching in different systems, models of literature teaching, preparation and work of a teacher.
6. Produce one theoretical and two practical works (projects of the teaching class).

Brief outline of the course:

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

Recommended literature:

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

Language of instruction:

Slovak

Notes:student time load:

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

Course assessment

The final number of assessed students: 192

A	B	C	D	E	FX(0)	FX(1)	n
45.83	36.98	13.02	2.6	0.52	0.52	0.52	0.0

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

Last changed: 13.12.2021

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-liex-88	**Course name:** Literary Excursion 3
Type, extent and method of instruction: **Form of instruction:** 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: 4	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: Preparation for the role of a guide – a presentation addressing the selected topic related to the excursion programme. Oral presentation during the excursion itself. Participation in the excursion. 0–100 p. **a) continuous assessment:** The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements. **b) final assessment:** Based on the continuous assessment.	
Learning objectives: The student: - can assume the role of a guide and prepare a presentation addressing the selected points of interest - can give the presentation in a fluent and interesting way - visits interesting places Slovakia and abroad (history, arts, culture) to broaden their knowledge base.	
Brief outline of the course: Topic assignment. Excursion.	
Recommended literature: Related to the country and places to be visited during the excursion.	
Language of instruction: Slovak	
Notes:student time load: The student can collect 4 credits (60 h.). This time load covers preparation and presentation. The excursion itself is not included in the time load.	

Course assessment
The final number of assessed students: 67

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

Instructor: PaedDr. Zuzana Bariaková, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-liex-87	**Course name:** Literary Excursion 4
Type, extent and method of instruction: **Form of instruction:** 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: 4	
Recommended semester/trimester: 1., 3.	
Level: II.	
Prerequisites:	
Course completion conditions: Preparation for the role of a guide – a presentation addressing the selected topic related to the excursion programme. Oral presentation during the excursion itself. Participation in the excursion. 0–100 p. **a) continuous assessment:** The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements. **b) final assessment:** Based on the continuous assessment.	
Learning objectives: The student: - can assume the role of a guide and prepare a presentation addressing the selected points of interest - can give the presentation in a fluent and interesting way - visits interesting places Slovakia and abroad (history, arts, culture) to broaden their knowledge base.	
Brief outline of the course: Topic assignment. Excursion.	
Recommended literature: Related to the country and places to be visited during the excursion.	
Language of instruction: Slovak	
Notes:student time load: The student can collect 4 credits (60 h.). This time load covers preparation and presentation. The excursion itself is not included in the time load.	

Course assessment
The final number of assessed students: 16

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

Instructor: PaedDr. Zuzana Bariaková, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-lkm-60 | **Course name:** Literature and Culture for Children and Youth

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 26 / 26
Method of study: combined

Number of credits: 4

Recommended semester/trimester: 3.

Level: II.

Prerequisites:

Course completion conditions:
During the semester the student prepares an essay with the length of 4 pages and a seminar paper with the length of 8 pages. The maximum number of points covering a continual and final assessment is 100. The assessment corresponds to the standard grading scale: A (100 – 94%), B (93 – 87%), C (86 – 80%), D (79 – 73%), E (72 – 65%). Credits are assigned to the student who acquires a minimum of 65 points out of a possible 100. The student has to acquire a minimum of 65% for each part of the assessment.

a) continuous assessment:
essay (0 – 10 points)
seminar paper (0 – 40 points)
in total 0 – 50 points

b) final assessment:
written exam (0 – 50 points)

Learning objectives:
The student will be able to:
1. Effectively absorb and evaluate the methodological peculiarities in the approach to study and understanding literature for children and youth.
2. Argumentatively justify and in theory productively consider the possibilities of scientific-literary thinking for generalizing technical thinking,
3. Acquire the specialized term-terminological instrumentarium and on the relational and knowledge level to adequately process the chosen issues of literature for children and youth and media.
4. Apply theoretical knowledge with the aim of effectively analyzing texts of the heterogeneous origin and placing them into broader relational links.

Brief outline of the course:
From the theory for children and youth. Children's aspect. Literature genres for children and youth. Chapters from the history of Slovak literature for children and youth. Age opinions, modern Slovak literature. Development and genre changes between the two wars. Prose with a social motif. Author's fairy tale. Artistic-educational literature. Legend and historical prose. Rustic-folklore model of poetry. Adventurous literature. Literature after 1945. Problems of periodization. Urban-civil model of poetry. The modern fairy tale. Society prose. Prose with a referential hero. Returning

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

Recommended literature:

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

Language of instruction:

Slovak

Notes:student time load:

120 hrs. in total, of which:
In-class work (L,S,C): 52 hrs.
Lecture of primary literary texts: 30 hrs.
Analysis of technical texts: 13 hrs.
Essay: 5 hrs.
Seminar paper: 20 hrs.
Lecture of primary literary texts, analysis of technical texts and the seminar paper are part of the preparation for the final assessment.

Course assessment

The final number of assessed students: 122

A	B	C	D	E	FX(0)	FX(1)	n
49.18	29.51	15.57	5.74	0.0	0.0	0.0	0.0

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

Last changed: 13.12.2021

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-lsl3-03 | **Course name:** Literature and Service Learning 3

Type, extent and method of instruction:
Form of instruction: 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 undergoes theoretical preparation to understand the point of service learning as a strategy and develops the selected competences (team work, planning, promotion, evaluation). They actively participate in the identification of community needs and presents the findings. Based on this, the student describes the default situation in which the service learning activity will take place and consults it with the instructor. Subsequently, the student drafts their service learning project (default situation, service goals, educational goals, schedule, information of partners, promotion, funding, evaluation methods). The project draft is, again, consulted with the instructor.
The student selects the target group and project goals in accordance with their study field and focuses on developing their own text-work competences as well.
This course builds on the Literature and Service learning 1 course and enhances the theoretical knowledge of service learning.
a) continuous assessment:
(10) Active participation in block classes (3 blocks)
(10) Consultations
(10) Flexibility and appropriate communication
(20) Identification of the needs and formulation of the goals
(20) Quality of the project draft (the plan form)
b) final assessment:
Based on the continuous assessment (70%), self-assessment (15%), group assessment (15%).
The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). To collect the credits, the student has to score at least 65% in each activity (or at least 65% in total).

Learning objectives:
Upon completion of this course, the student
1. can explain the point of service learning
2. can work in a team and communicate in an appropriate way
3. can analyse their own needs as well as the needs of the community
4. can formulate the service learning goals based on these needs
5. can prepare a service learning project addressing actual needs and achieve the goals specified
6. understands the importance of personal and social responsibility and civic engagement

Brief outline of the course:

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

Recommended literature:

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

Language of instruction:

Notes:student time load:

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

Course assessment

The final number of assessed students: 83

A	B	C	D	E	FX(0)	FX(1)	n
92.77	7.23	0.0	0.0	0.0	0.0	0.0	0.0

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

Last changed: 28.10.2022
Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-lsl4-04 | **Course name:** Literature and Service Learning 4

Type, extent and method of instruction:
Form of instruction: 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 implements the service learning project planned in the previous semester (Literature and Service Learning 1) or works in the long-term service learning projects (e.g. University Literature Night, Reading as Therapy). The implementation involves active performance of the tasks planned, appropriate response to the emerging situations, project promotion (e.g. creating press releases and articles in print or online, interviews in media, etc.). Subsequently, the final report on the service learning activity is created (a critical reflection of the project upon its implementation).
This course builds on the Literature and Service learning 1, 2, and 3 courses.
a) continuous assessment:
(5) Flexibility and appropriate communication.
(20) Participation in the service learning project implementation, flexible response to changing needs (plan flexibility), efficiency, teamwork.
(5) Critical self-reflection and continuous reflection of the service learning (SL) activity and interim results.
(5) Active participation in the final evaluation.
(10) Quality of the SL activity presentation.
(15) Quality of the final report.
b) final assessment:
Based on the continuous assessment (60%), self-assessment (20%), group assessment (20%).
The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points (%).

Learning objectives:
Upon completion of this course, the student
1. can work in a team and communicate in an appropriate way
2. can implement a SL project addressing the needs of a selected community and achieve the goals determined
3. can evaluate the implementation of a SL project
4. can present the activity results.
5. engages in problem-solving in a personal and socially responsible way.

Brief outline of the course:

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

Recommended literature:

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

Language of instruction:

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

Course assessment
The final number of assessed students: 123

A	B	C	D	E	FX(0)	FX(1)	n
99.19	0.0	0.0	0.0	0.0	0.81	0.0	0.0

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

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-lsp-01 | **Course name:** Literature in School Practice

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 13 / 13
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 2., 4.

Level: II.

Prerequisites:

Course completion conditions:
During the semester, the student gives their presentation during a seminar (30 minutes). The project is 8 pgs long. The maximum number of points consisting of continuous and final assessment is
100. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements.
a) Continuous assessment: presentation (0–50 p.)
b) Final assessment: project preparation (0–50 p.)

Learning objectives:
The student:
1. understands and can evaluate the methodological aspects of literary education
2. can interpret different texts and transform them into literary communication on different levels
3. knows and uses the relevant concepts and terminology and based on their knowledge, addresses the selected topics of contemporary didactics in the school environment
4. can evaluate the methodology of literature teaching in different systems, literature teaching models, and teacher's preparation
5. can create didactic materials for the purpose of practical teaching.

Brief outline of the course:
Literary and didactic literary communication. The specificities of literary education, the aesthetic-educational process, literary text and its interpretation. The methodological systems and models of literature teaching. The place of literary teaching in the contemporary schools (concepts, problems). Reading, reader, reading and literary competences. The analytical and interpretation system in schools. Stages of the aesthetic-educational process. The methodology of using different literary texts and genres. Motivation, interpretation, aesthetic-educational activities. The variability of methodological preparation.
Untraditional forms and methods of literature teaching. Experiential methods in practice.

Recommended literature:
1. GERMUŠKOVÁ, M.: Literárny text v didaktickej komunikácii (na 2. stupni základnej školy). Prešov : Pedagogická fakulta UPJŠ, 1995.
2. HOUŠKA, T.: Škola hrou. Praha : Tomáš Houška, 1991.

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

Language of instruction:
Slovak

Notes:student time load:
150 h.
Presence study (L, S, C): 26 h.
Reading practical educational materials: 29 h.
Specialised text analysis: 30 h.
Presentation: 30 h.
Project preparation: 35 h.

Course assessment
The final number of assessed students: 107

A	B	C	D	E	FX(0)	FX(1)	n
67.29	24.3	7.48	0.0	0.0	0.93	0.0	0.0

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

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-lkkp	**Course name:** Literárna kritika a kultúrna publicistika

Type, extent and method of instruction:
Form of instruction: Seminar
Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 26
Method of study: combined

Number of credits: 3

Recommended semester/trimester:

Level: II.

Prerequisites:

Course completion conditions:

Learning objectives:

Brief outline of the course:

Recommended literature:

Language of instruction:

Notes:student time load:

Course assessment
The final number of assessed students: 0

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

Instructor: Mgr. Eva Urbanová Šimková, PhD.

Last changed: 23.03.2026

Approved by: prof. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-msp-01	**Course name:** Methodology of Literary Studies and School Practice

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 13 / 13
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 1., 3.

Level: II.

Prerequisites:

Course completion conditions:
a) continuous assessment:
short text interpretation (4 x 2.5 =10 p.)
seminar paper (2 x 10 = 20 p.)
b) final assessment: written test focused on the selected topics.
The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements.
Credits will not be awarded to a student who scores less than 10 points in the continuous assessment. The student has the right to one resit.
The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).
Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements.
a) continuous assessment:
See the course completion conditions.
b) final assessment:
See the course completion conditions.

Learning objectives:
The student enhances their pragmatic study of the selected texts addressing literary studies, which influence literature teaching in schools. They can identify the typical subject-didactic consequences of selecting specific methodological platforms from the major directions, schools, and currents in literary studies. They understand the relationships between contradictory methodological and subject-didactic viewpoints and can compare them. The student can critically evaluate the selected texts addressing literary studies and reflect on them from the viewpoint of teaching Slovak language and literature. They improve their ability to analyse the material and formulate opinions. They learn how to evaluate different professional approaches and verify their justification, evaluate their own arguments and the efficiency of teaching methods. The student learns how to design school literary education based on multiple methodological viewpoints and follows the development of methodology in literary studies. They develop their own professional profile based on the possibilities provided by up-to-date literary studies.

Brief outline of the course:

Literary studies – P. V. Zima's classification of approaches and their subject-didactic consequences: literary studies between Hegel and Kant.
– Marxism and Russian formalism.
– M. Bakhtin.
– The critical theory of the Frankfurt School (T. Adorno)
– Prague structuralism.
– Reader-response criticism (Konstanzer School), phenomenological literary studies.
– Semiotic approaches (R. Barthés, U. Eco, A. Greimas).
– Deconstruction.
– Critical and dialogic literary studies (P. V. Zima).
Zima's model of thinking in literary studies, the plurality of approaches in Slovak literary studies and subject didactics.
Selected relevant scholarly publications – reading, commenting, analysis (T. Adorno, M. M. Bachtin, R. Barthes, A. Compagnon, J. Culler, J. Derrida, U. Eco, R. Ingarden, W. Iser, R. Jakobson, H. R. Jauss, J. Kristeva, J. Lacan, C. Lévi-Strauss, D. S. Lichatchov, J. M. Lotman, G. Lukács, J. F. Lyotard, H. M. McLuhan, J. M. Meletinskij, V. J. Propp, P. Ricoeur, J. P. Sartre, T. Todorov, H. White, V. M. Zhirmunsky, etc.).

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

Language of instruction:
Slovak

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

Course assessment
The final number of assessed students: 0

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

Instructor: prof. PaedDr. Martin Golema, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD.

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. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-tra-01	**Course name:** More Recent Transdisciplinary Approaches in Literary Studies and School Practice

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 13 / 13
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 1., 3.

Level: II.

Prerequisites:

Course completion conditions:
a) continuous assessment:
short text interpretation (4 x 2.5 =10 p.)
seminar paper (2 x 10 = 20 p.)
b) final assessment: written test focused on the selected topics.
The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements.
Credits will not be awarded to a student who scores less than 10 points in the continuous assessment. The student has the right to one resit. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points out of the possible 100 for completing the given requirements.
a) continuous assessment:
See the course completion conditions.
b) final assessment:
See the course completion conditions.

Learning objectives:
The student enhances their pragmatic study of the selected texts addressing literary studies and transdisciplinary texts which influence literature teaching in schools. They can identify the typical subject-didactic consequences of selecting specific methodological platforms from the more recent directions, schools, and currents in literary studies. They understand the relationships between contradictory methodological and subject-didactic viewpoints and can compare them. The student can critically evaluate the selected (transdisciplinary) texts addressing literary studies and reflect on them from the viewpoint of teaching Slovak language and literature. They improve their ability to analyse the material and formulate opinions. They learn how to evaluate different professional approaches and verify their justification, evaluate their own arguments and the efficiency of teaching methods. They learn to approach literary education through combining multiple interlinked perspectives and viewpoints, and to design school literary education based on multiple methodological viewpoints and follows the development of methodology in literary studies and the related disciplines.

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

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

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

Language of instruction:
Slovak

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

Course assessment
The final number of assessed students: 0

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

Instructor: prof. PaedDr. Martin Golema, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-mvjp-01 | **Course name:** Names of Products and Unique Items

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 13 / 13
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 2.

Level: II.

Prerequisites:

Course completion conditions:
a) Continuous assessment: project presentation Names of products and unique items in a specific social area, e.g. proper names referring to cheeses or diamonds and gems (0–25 p.), evaluation of specialised discussions (0–5 p.)
b) Continuous assessment: seminar paper (0–70 p.)
Maximum score: 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 65 for completing the given requirements.

Learning objectives:
The student:
1. understands terms and concepts in chrematonomastics.
2. can characterise chrematonyms and onyms in terms of communication and types.
3. understands the relationships between chrematonyms vs. anthroponyms and toponyms/geonyms and understands that chrematonyms are a dynamic factor in the development of onymy.
4. can effectively apply the existing specialised knowledge to their own research activities focused on abstract chrematonyms as the proper names referring to abstract human creations.
5. Can evaluate how the research of abstract chrematonyms contributes to onymy research in general.

Brief outline of the course:
Chrematonomastics as part of onomastics. Onyms in communication and their typology. Chrematonym classification: abstract and concrete chrematonyms. Specific types of chrematonyms. Characteristics of concrete chrematonyms. Serionyms (tyronyms, proper names referring to food products, electronics, furniture, clothing, cigarettes and tobacco products, perfumes, alcoholic and non-alcoholic beverages, etc.). Uniconyms (proper names referring to diamonds and gems, bells, jewellery products, shells, etc.). The formation of concrete chrematonyms. Functions of concrete chrematonyms. Modelling concrete chrematonyms. Concrete chrematonyms in communication. Chrematonymic dynamics as a factor of onymic dynamics.

Recommended literature:
1. BLANÁR, V.: Teória vlastného mena. (Status, organizácia a fungovanie v spoločenskej komunikácii). Bratislava: Veda, 1996. 250 s.
2. HORECKÝ, J.: Logonomastika ako onomastická disciplína. In: Jazyková a mimojazyková stránka vlastných mien. 11. slovenská onomastická konferencia. Nitra 19. – 20. mája 1994.

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

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

Language of instruction:
Slovak

Notes:student time load:
Total: 150 h.
Presence study (L, S, C): 26 h.
Working with specialised literature and sources: 13 h.
Seminar preparation: 13 h.
Research: 26 h.
Preparation of the presentation: 26 h.
Seminar paper preparation: 46 h.

Course assessment
The final number of assessed students: 0

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

Instructor: Dr. h. c. prof. PaedDr. Pavol Odaloš, CSc.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD.

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. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-pkc-01 | **Course name:** Older Popular Book Translation

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 13 / 13
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 1., 3.

Level: II.

Prerequisites:

Course completion conditions:
Translation practice, translation, completing assignments throughout the semester. Maximum score: 100 p. The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).
Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements.
continuous assessment:
Translation practice (0–25 p.)
Translation (0–45 p.)
Discussion-based presentation (0–30 p.). Total: 0–100 p.

Learning objectives:
The student:
• can explain the concepts and basic terminology.
• can explain the specificities of popular literature (evolution, poetics) in their own words
• can formulate an opinion of a specific text.
• knows basic concepts in translation, types, and norms in translation.
• can read a text written in the Gothic script.
• understands the specificities of older texts, specifically older popular literature.
• attempts to translate an older literary text.

Brief outline of the course:
Seminar instructions. Syllabus. Task assignment. Popular literature – discussion. The evolution of popular reading, older and newer poetry. The position of popular literature within the system of the national literature. The past and present contexts in Slovakia and the Czech Republic. Gothic script. Specialised translation, types and norms. Reading Aesop, individual translation training. Confrontation of individual translations with prof. Zuzana Hurtajová's translation and the radio version of the text. Editor's notes on the translation. Translation of an older literary text – presentation. Presentation of the translation and its evaluation.

Recommended literature:
Aspekty vnútroliterárneho prekladu. Bratislava : Ústav umeleckej kritiky a divadelnej dokumentácie, 1989. 112 s.

ECO, Umberto. 2001. Hledání dokonalého jazyka v evropské kultuře. Praha : Lidové noviny, 2001. 355 s. ISBN 80-7106-389-4
HEČKO, Blahoslav. 1991. Dobrodružstvo prekladu. Bratislava : Slovenský spisovateľ, 1991. 363 s. ISBN 80-220-0160-0
HOCHEL, Braňo. 1990. Preklad ako komunikácia. Bratislava : Slovenský spisovateľ, 1990. 152 s. ISBN 80-220-0003-5
MIKO, František. 1987. Analýza literárneho diela. Bratislava : Veda, 1987. 175 s.
PECHAR, Jiří. 1986. Otázky literárního překladu. Praha : Československý spistovatel, 1986. 88 s.
VILIKOVSKÝ, Ján. 1984. Preklad ako tvorba. Bratislava : Slovenský spisovateľ, 1984. 234 s.
ZAMBOR, Ján. 2000. Preklad ako umenie. Bratislava : UK, 2000. 240 s. ISBN 80-223-1407-2
Historický slovník slovenského jazyka I. Bratislava : VEDA 1991. 535 s. ISBN 80-224-0228-1
Historický slovník slovenského jazyka II. Bratislava : VEDA 1992. 614 s. ISBN 80-224-0385-7
Historický slovník slovenského jazyka III. Bratislava : VEDA 1994. 653 s. ISBN 80-224-0429-2
Historický slovník slovenského jazyka IV. Bratislava : VEDA 1995. 581 s. ISBN 80-224-0432-2
Historický slovník slovenského jazyka V. Bratislava : VEDA 2000. 690 s. ISBN 80-224-0628-7
HURTAJOVÁ, Zuzana. 1980. Utešené, zábavné ale i príkladné rytierske príbehy. Bratislava : Tatran, 1980. 379 s.
HURTAJOVÁ, Zuzana. 1988. Kratochvíľne, úsmevné ale i príkladné šibalské príbehy. Bratislava : Tatran, 1988. 247 s.
HURTAJOVÁ, Zuzana. 1997. Život, skutky a rozhovory ohavného Ezopa, ktorý bol znamenitý mudrc a vychýrený bájkar, a čo všetko kratochvíľne navyčíňal. Liptovský Mikuláš : Tranoscius, 1997. 128 s. ISBN 80-7140-139-0
HURTAJOVÁ, Zuzana. 1998. Humor a tragédia Ezopovho života. Banská Bystrica : Metodické centrum, 1998. 40 s.
KUBEALAKOVA, Martina. 2011. Knižky ľudového čítania mladšej proveniencie v kontexte slovenskej národnej kultúry : dobrodružno-ľúbostné prózy. Ostrava : Ostravská univerzita, 2011. 278 s. ISBN 978-80-7368-949-0
LIBA, Peter. 1970. Čítanie starých otcov. Martin : Matica slovenská, 1970.
LIBA, Peter. 1981. Kontexty populárnej literatúry. Bratislava : Tatran, 1981. 253 s.
SIROVÁTKA, Oldřich. 1990. Literatura na okraji. Praha : Československý spisovateľ, 1990. 104 s. ISBN 80-202-0122-X

Language of instruction:
Slovak

Notes:student time load:
150 h.
Combined study (lectures/seminars/consultations): 36 h.
Translation practice: 30 h.
Working with specialised literature: 30 h.
Translation: 54 h.
Other.

Course assessment
The final number of assessed students: 79

A	B	C	D	E	FX(0)	FX(1)	n
98.73	1.27	0.0	0.0	0.0	0.0	0.0	0.0

Instructor: Mgr. Martina Kubealaková, PhD., univ. doc.

Last changed: 28.10.2022
Approved by: prof. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-gvs-01	**Course name:** School Grammar

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 13 / 13
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 2.

Level: II.

Prerequisites:

Course completion conditions:
Based on the continuous assessment.
a) continuous assessment:
specialised discussion, individual creative work, semestral paper/study, lesson preparation project focused on grammar (primary school or high school)
b) final assessment:
based on the continuous assessment.

Learning objectives:
The student:
1. enhances their knowledge of the Slovak grammar
2. uses their theoretical knowledge to perform a morphological and syntactical sentence/text analysis and in the communication process
3. uses their knowledge of morphology and syntax to create different types of texts
4. can apply their theoretical knowledge of morphology and syntax to the selected subject matter taught in terms of primary and secondary education
5. can select appropriate language exercises for teaching
6. creates and presents their lesson preparation project.

Brief outline of the course:
Slovak grammar in the pedagogical documents for primary and secondary education. School grammar – orthography, i/y writing algorithm. Morphological categories and analysis at school. The theory of semantic and communication-pragmatic syntax. Syntactical competence as a tool for developing textual competences. Teaching morphology and syntax at the 2nd level of primary schools and high schools. Complex morphological and syntactical sentence analysis (school practice). Slovak language exercises. General linguistic analysis. Online and other electronic tools at school.

Recommended literature:
JACKO, Jozef: Slovenská morfológia v škole. Bratislava: Slovenské pedagogické nakladateľstvo, 1974. 231 s.
KAČALA, Ján: Súčasný spisovný jazyk. Vydavateľstvo Matice slovenskej, 2021. 142 s.
GIANITSOVÁ-OLOŠTIAKOVÁ, Lucia: Aké i/y sa píše? Bratislava: Fragment, 2009. 84 s.

OLOŠTIAK, Martin – GIANITSOVÁ-OLOŠTIAKOVÁ, Lucia: Kde sa píšu veľké písmená? Bratislava: Fragment, 2011. 80 s.
OLOŠTIAK, Martin – GIANITSOVÁ-OLOŠTIAKOVÁ, Lucia: Slovenský jazyk. Ed. Krok za krokom k maturite. Bratislava: Fragment, 2007. 192 s.
SOKOLOVÁ, Miloslava: Nový deklinačný systém slovenských substantív. Prešov: Filozofická fakulta Prešovskej univerzity, 2007. 338 s. Dostupné na internete: http://www.juls.savba.sk/ediela/novy_deklinacny_system/
FINDRA, Ján: Expresívne syntaktické konštrukcie. Banská Bystrica: UMB, 2004.
KAČALA, Ján: Fenomén zložitosti v jazyku, osobitne v syntaxi. Martin: Vydavateľstvo MS, 2019. 224 s.
KAČALA, Ján: Polopredikatívne konštrukcie v slovenčine. Martin: Vydavateľstvo MS, 2017. 192 s.
KAČALA, Ján: Teória vedného člena. Martin: Vydavateľstvo S, 2015. 176 s.
KAČALA, Ján: Syntagmatický slovosled v slovenčine. Martin: Vydavateľstvo MS, 2013. 220 s.
MOŠKO. Gustáv: Príručka vetného rozboru. 2., doplnené a upravené vyd. Prešov: Náuka, 2006.
BETÁKOVÁ, Valéria: Triedenie jazykových cvičení. Bratislava: SPN, 1976.
Syntax vo vyučovaní III. Zost. et. al. Vaňko, J. Nitra: UKF, 2005.
PALENČÁROVÁ, Jana – KESSELOVÁ, Jana – KUPCOVÁ, Jana: Učíme slovenčinu komunikačne a zážitkovo. Bratislava: SPN – Mladé letá, 2003.
LIPTÁKOVÁ, Ľudmila: Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov: Prešovská univerzita, 2011.
LIGOŠ, Milan: Základy jazykového a literárneho vzdelávania I. Ružomberok: FF KU v Ružomberku, 2009.
LIGOŠ, Milan: Základy jazykového a literárneho vzdelávania II. Ružomberok: FF KU v Ružomberku, 2009.
LOMENČÍK, Július: Jazyk a literatúra v edukácii. Diachrónno-synchrónny pohľad. Banská Bystrica: Belianum. Vydavateľstvo UMB v Banskej Bystrici, 2019.
Slovenský jazyk: Učebnice, cvičebnice a zbierky úloh pre 5. – 9. ročník ZŠ a stredné školy.
Slovenský jazyk a literatúra v škole: časopis pre otázky jazyka a literatúry.
Slovenčinár: časopis Slovenskej asociácie učiteľov slovenčiny.
Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. Bratislava: Štátny pedagogický ústav, 2009. Dostupné na internete: https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/sjl_nsv_2014.pdf
https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/slovensky_jazyk_a_literatura_isced3.pdf

Language of instruction:
Slovak

Notes:student time load:
150 h.
Combined study (lectures/seminars/consultations): 26 h.
Self-study: 34 h.
Training practical skills: 35 h.
Studying for the final assessment: 55 h.

Course assessment
The final number of assessed students: 74

A	B	C	D	E	FX(0)	FX(1)	n
87.84	6.76	5.41	0.0	0.0	0.0	0.0	0.0

Instructor: doc. PaedDr. Július Lomenčík, PhD.

Last changed: 27.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-svs-01 | **Course name:** School Stylistics

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 13 / 13
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 2.

Level: II.

Prerequisites:

Course completion conditions:
a) continuous assessment:
regular practical exercises (0–20 p.), evaluation of specialised discussions (0–10 p.).
b) final assessment:
a project addressing the selected aspect of teaching syntax and its presentation (0–70 p.)
Maximum score: 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 65 for completing the given requirements.

Learning objectives:
The student:
1. enhances their knowledge of the Slovak stylistics
2. develops their language skills through the stylistic analysis of a sentence/text
3. can apply their theoretical knowledge of stylistics to the selected subject matter taught in terms of primary and secondary education
4. can select appropriate exercises for teaching stylistics in practice
5. creates and presents their lesson preparation project.

Brief outline of the course:
Model text structures. The classification and hierarchy of stylistic phenomena in teaching. Methods and forms acquiring stylistic knowledge. Stylistic exercises. Text exercises. Essay writing. The stylistics of oral and written texts. Evaluation and classification of oral and written communication. Didactic characteristics of the writing procedures and forms.

Recommended literature:
1. FINDRA, J.: Štylistika súčasnej slovenčiny .Martin : Osveta, 2013.
2. FINDRA, J.: Štylistika slovenčiny v cvičeniach. Martin : Osveta, 2005.
3. ČECHOVÁ, M. – KRČMOVÁ, M. – MINÁŘOVÁ, E.: Současná česká stylistika. Praha : Nakladatelství LN, 2008.
4. MISTRÍK, J.: Štylistika. Bratislava : SPN, 1997 (príp. niektoré staršie vyd.).
5. STYBLÍK, V. – ČECHOVÁ, M.: Mluvnická a slohová cvičení. Praha : Fortuna, 1994.
Strana: 2
6. PALENČÁROVÁ, J. – KESSELOVÁ, J. – KUPCOVÁ, J.: Učíme slovenčinu komunikačne a zážitkovo. Bratislava : SPN – Mladé letá, 2003.
7. LIPTÁKOVÁ, Ľ. A kol.: Integrovaná didaktika slovenského jazyka a literatúry pre primárne

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

Language of instruction:
Slovak

Notes:student time load:
Total: 150 h.
Presence study (L, S, C): 26 h.
Working with specialised literature and sources: 34 h.
Training practical skills: 35 h.
Preparation for the final assessment: 55 h.

Course assessment
The final number of assessed students: 63

A	B	C	D	E	FX(0)	FX(1)	n
90.48	3.17	6.35	0.0	0.0	0.0	0.0	0.0

Instructor: doc. PaedDr. Július Lomenčík, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD.

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. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-skr-01 | **Course name:** Slovak Literary Criticism and Practical Reviewing

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 13 / 13
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 2., 4.

Level: II.

Prerequisites:

Course completion conditions:
During the semester, the student creates presentation addressing the selected topics, discusses literary/literary science works, creates two seminar papers – literary reviews, and take the final exam.
The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%).
Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements.
final assessment: written exam: 50 p.
The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements.
written test: 50 p.
seminar paper preparation: 25, poetry: 25 p.

Learning objectives:
The student learns about the development of Slovak literary criticism in the context of European literature and its critical reflection. They can identify the constant evaluation criteria and their variants. The student learns about the major figures, publishing opportunities, importance, transformations, and communication statute of literary criticism. The student can perform critical analytical and interpretative reading (of a literary critique) and understands how literature is evaluated. They learn how to write a literary critique using the correct terminology.

Brief outline of the course:
Cultural-historical and aesthetic starting points of Slovak literary criticism. Characteristcs and specific features of Slovak literary criticism and its development in Slovakia (literary criticism during Classicism, Romanticism, Realism, Modernism, inter-war period, after 1945, and today). The discourse of literary criticism. Critical types of recipients in and outside schools. Practical skill development – operative genres of literary critique and their reception. The object of critical analysis, evaluation, expressions and terminology. Creation of a literary review focused on the pragmatic-operative aspects.

Recommended literature:
CHMEL, R. 1991. Dejiny slovenskej literárnej kritiky. Bratislava : Tatran, 1991.
CHMEL, R. 1980. Literárnokritické konfrontácie. Bratislava : Tatran, 1980.

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

Language of instruction:
Slovak

Notes:student time load:
Total: 150 h. Self-study: 40 h.
Combined study (L, S, C): 40 h.
Presentations: 30 h.
Seminar paper preparation: 40 h.

Course assessment
The final number of assessed students: 0

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

Instructor: Mgr. Martina Kubealaková, PhD., univ. doc.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-szs-01	**Course name:** Slovak Vocabulary after 1989

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 13 / 13
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 2.

Level: II.

Prerequisites:

Course completion conditions:
a) continuous assessment: presentation of a project focused on contemporary Slovak lexis in a specific social group e.g. Slovak lexis used by teachers (0–25 p.) evaluation of specialised discussions (0–5 p.).
b) Continuous assessment: seminar paper (0–70 p.)
Maximum score: 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 65 for completing the given requirements.

Learning objectives:
1. The student: understands the aspects of Slovak vocabulary after 1989
2. understands the relationship between Slovak vocabulary before 1989 and after it, i.e. dynamic understanding of lexis as a synchronous-diachronous category
3. can effectively apply the existing specialised knowledge to their own research activities focused on the vocabulary used by a specific social group
4. can evaluate the quality and quantity of Slovak vocabulary after 1989 based on synchronous-diachronous study of the subject matter.

Brief outline of the course:
Characteristics of Slovak vocabulary. Tendencies in Slovak vocabulary after 1989: devitalisation, revitalisation, vitalisation; changes in political, economic, technical, cultural, religious, school, sports, and healthcare vocabulary. Qualitative and quantitative changes in Slovak vocabulary. The vocabulary of teachers, workers, Slovak compatriots and other social and ethnics groups and among Slovak citizens.

Recommended literature:
1. HORECKÝ, J.: O preberaní slov z latinčiny. Kultúra slova, 25, 1991, č. 7, s. 225 – 228.
2. HORECKÝ, J. – BUZÁSSYOVÁ, K. – BOSÁK, J. a kol: Dynamika slovnej zásoby súčasnej slovenčiny. Bratislava, Veda 1989. 436 s.
JÓNA, E.: Slovenčina v rokoch 1945--1960. Slovenská reč, 25, 1960, s. 129 – 132.
3. ODALOŠ, P.: Lexika slovenčiny po roku 1989. In: Fluminensia, časopis za filološka istraživanja (Rijeka), roč. 9, 1997, č. 1 – 2, s. 105 – 120.
4. ODALOŠ, P.: "Stará a nová" lexika v komunikácii učiteliek. In: Lingvoservis. Informačný spravodaj 3. konferencie o komunikácii Retrospektívne a perspektívne pohľady na jazykovú

komunikáciu. Banská Bystrica – Donovaly 11. – 13. septembra 1997. Banská Bystrica: Pedagogická fakulta Univerzity Mateja Bela, 1997, s. 33.
5. ODALOŠ, P.: Vývinové tendencie názvov ulíc a námestí miest a obcí na Slovensku. Sloveská reč, 58, 1993, č. 6, s. 332 – 338.
6. ODALOŠ, P.: Lexika slovenčiny versus zahraniční Slováci. In: Sociolingustica Slovaca 4. Slovenčina v kontaktoch a konfliktoch. Ed. S. Ondrejovič. Bratislava: Veda, 1999, s. 98 – 104.
7. ODALOŠ, P.: Nová lexika v komunikácii sociálnej skupiny robotníkov. In: Mesto a jeho jazyk. Sociolinguistica Slovaca. 5. Ed. S. Ondrejovič. Bratislava: Veda, 2000, s. 217 – 229.
8. ODALOŠ, P.: Dynamika špecifických sfér komunikácie. 1. vyd. Banská Bystrica: Pedagogická fakulta, UMB 2002. 160 s.
9. RUŽIČKA, J.: Rozvoj slovenčiny v socialistickom Československu. Bratislava 1975.
10. ŠKAPINCOVÁ, A. – ODALOŠ, P.: Korešpondencia slovotvorných typov s časťou -gate a s príponou -iáda. Slovenská reč, 66, 1991, č. 5 – 6, s. 318 – 323.

Language of instruction:
Slovak

Notes:student time load:
Total: 150 h.
Presence study (L, S, C): 26 h.
Working with specialised literature and sources: 13 h.
Seminar preparation: 13 h.
Research: 26 h.
Preparation of the presentation: 26 h.
Seminar paper preparation: 46 h.

Course assessment
The final number of assessed students: 0

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

Instructor: Dr. h. c. prof. PaedDr. Pavol Odaloš, CSc.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD.

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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-smg-01	**Course name:** State Examination – Diploma Thesis and Defence

Type, extent and method of instruction:
Form of instruction:
Course type: A (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods:
Method of study: combined

Number of credits: 20

Recommended semester/trimester: 3., 4..

Level: II.

Prerequisites:

Course completion conditions:
Completion of all compulsory courses in the study programme.
Completion of elective and voluntary courses in the quantity prescribed for the study programme (min. 100 credits).
Final assessment: The state exam consists of two parts:
(1) Diploma thesis (DT) defence. The DT supervisor and opponent create reviews and propose assessment. The State Examination Commission provides a complex evaluation of the DT's quality based on the reviews and student's thesis defence.
(2) The state examination also includes a specialised discussion (Methodological Instruction on the State Examination, 2022). During the discussion, the student responds to questions addressing the broader context of their DT subject matter to prove they have the knowledge pertaining to the state examination topics. These topics address the subject didactics, basics of social sciences, pedagogy, and psychology in the psychodidactic context of education.
The conditions for obtaining grades A to E take into account both parts of the state examination. They are specified in the current state examination topics.

Learning objectives:
1. The student has advanced knowledge and understanding of the subject matter addressed in the Diploma thesis including its broader context. They can formulate clear conclusions and practical recommendations. The student has developed systematic knowledge of the individual disciplines addressed during their university study.
2. In accordance with the field of study description, the student is required to prove the following (especially in the core curriculum disciplines – pedagogical psychology and social sciences) knowledge: 1) theoretical knowledge 2) practical skills and the ability to apply them in teaching the selected target group of students by providing a specific example of modelling the selected didactic variables in the general psychodidactic context (in accordance with the pedagogical and psychological disciplines that were part of the study).
3. In accordance with the field of study description, the student is required to prove the following knowledge of Slovak language teaching didactics, teaching basic writing, and literature didactics in the context of linguistics and literary studies: 1) theoretical knowledge, 2) practical skills and the ability to apply them in teaching at primary and secondary schools by providing a specific example of modelling the selected didactic variables in teaching Slovak language and

literature as an academic subject (in accordance with the linguistic, literary studies, and didactic courses that were part of the study).
4. The student can identify relevant specialised sources as well as the ideas important for the context of their thesis. They have theoretical knowledge of the research topic in practical diagnostic and didactic contexts. They understand the research methodology, and the broader pedagogical, psychological, and social context of the problem. The student follows the bibliographic and citation standards.
5. The student can analyse the subject matter and arrange it into logically and systematically separated and interconnected structural parts of the thesis, design and verify the didactic procedures applied to the subject matter addressed in their thesis, design and implement research, and interpret its results. They can use the theory critically, synthesize the contextual knowledge, and use it in specialised communication, i.e. argumentation and defence of their opinion on the subject matter.
6. The student creates a consistent specialised text (focused on theory/didactics or theory/research) in which they approach the relevant specialised sources in a critical manner and uses the relevant sources in a creative way.
They can creatively process the relevant specialised sources, offer own original ideas and ways of addressing the subject matter.

Brief outline of the course:
1. Expert knowledge of the diploma thesis (DT) topic including its broader international, social, pedagogical and psychological contexts.
2. DT thesis topic in the context of the Teacher Training and Education Science FoS (ISCED 2 and 3).
3. Didactic transformation of the selected theoretical knowledge of the academic subject.
4. Research methodology.
5. Integrated knowledge of the disciplines studied including their broader context in accordance with the state examination topics. Integrated knowledge of the theory of upbringing applied to the DT topic.
6. Specialised communication and argumentation.
7. Working with literature, bibliographic and citation standards.
8. Presentation skills.

Recommended literature:
1. In accordance with the DT topic.
2. Directive No. 9/2021 on final, rigorous, and habilitation theses at MBU in Banská Bystrica: Dostupné na: https://www.pdf.umb.sk/app/cmsFile.php? disposition=a&ID=22360
3. STN ISO 690:2012. Informácie a dokumentácia. Návod na tvorbu bibliografických odkazov na informačné pramene a ich citovanie.
4. ISO 7144:1986. Documentation – Presentation of theses and similar documents.
5. Methodological Guideline of the Ministry of Education, Science, Research and Sport of the Slovak Republic No. 56/2011 on the requirements for final theses, their bibliographic registration, storage, and accessibility.
6. STN ISO 2145:1997. Dokumentácia. Číslovanie oddielov a pododdielov písaných dokumentov.
7. STN ISO 214:1998. Dokumentácia. Abstrakty (referáty) pre publikácie a dokumentáciu.
8. STN ISO 690:2012. Informácie a dokumentácia. Návod na tvorbu bibliografických odkazov na informačné pramene a ich citovanie.
9. Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 246/2019 Z. z. o postupe získavania vedecko-pedagogických titulov a umelecko-pedagogických titulov docent a profesor.

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

Language of instruction:
Slovak
(or a foreign language depending on the student's study combination)

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

Course assessment
The final number of assessed students: 57

A	B	C	D	E	FX(0)	FX(1)
68.42	10.53	7.02	10.53	1.75	0.0	1.75

Instructor:

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-SVA-05 | **Course name:** Student Research Conference

Type, extent and method of instruction:
Form of instruction:
Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods:
Method of study: combined

Number of credits: 2

Recommended semester/trimester: 2., 4.

Level: II.

Prerequisites:

Course completion conditions:

Learning objectives:

Brief outline of the course:

Recommended literature:

Language of instruction:

Notes:student time load:

Course assessment
The final number of assessed students: 9

abs	n	p	v
100.0	0.0	0.0	0.0

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

Last changed:

Approved by: prof. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-stu-803 | **Course name:** Student Tutoring SL 1

Type, extent and method of instruction:
Form of instruction:
Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods:
Method of study: combined

Number of credits: 3

Recommended semester/trimester: 1., 3.

Level: II.

Prerequisites:

Course completion conditions:
At the beginning of the semester, the student reads the study regulations and identifies the needs of students who need tutorship. Upon consulting with the department study advisor, the student creates a plan of awareness raising activities. During the semester, the student performs awareness raising activities. Upon completion of the semester, they draft a self-reflective evaluation report.

a) continuous assessment:
analysis and evaluation of complaints/needs/issues: 0–20 p. Preparation of activities: 0–25 p. Implementation of these activities: 0–25 p.
Total: 0–70 p.

b) final assessment:
completing the final self-reflective evaluation report addressing the activities performed and their results including the relevant appendices (activity plan, promotion, list of attendees, photo documentation), and recommendations
0–30 p.
The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points (%).

Learning objectives:
The student:
1. is able to identify the needs and problems of the tutored students
2. can communicate properly within the student community
3. can independently provide consulting activities
4. navigates the academic environment well enough to provide useful advice
5. creates a communication platform on a social network and uses it efficiently
6. can evaluate other students' needs
7. can select appropriate forms of promotion of their activities
8. can evaluate the benefit of their creative activities and present their results.

Brief outline of the course:
The tutor cooperates with the department ECTS coordinators in consulting and providing information on study issues to students in accordance with the study rules and valid legislation.

They self-study the study regulations. In cooperation with the study advisor, they arrange meetings with new students at the beginning of the academic year. They inform the new students about life at the university, their rights and responsibilities, and explain the principles of credit study. They advise students on the selection of courses and creation of study plans in AiS2. They share their own experience with the selection and acquisition of study literature, studying for exams, individual study possibilities, scholarships, and participating in student organisations. They identify, analyse, and evaluate the tutored students' needs (e.g. via an online survey). In cooperation with the department study advisor and other student tutors, they prepare informational presentations and discussions, and promotes them. They inform other students on important dates in the academic schedule. They collect complaints and ideas, evaluate, and communicate them to the responsible staff. They communicate via an appropriate social media platform as well.

Recommended literature:

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

Language of instruction:

Slovak

Notes:student time load:

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

Course assessment

The final number of assessed students: 22

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

Instructor: Mgr. Veronika Gondeková, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-stu-804 | **Course name:** Student Tutoring SL 2

Type, extent and method of instruction:
Form of instruction:
Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods:
Method of study: combined

Number of credits: 3

Recommended semester/trimester: 2., 4.

Level: II.

Prerequisites:

Course completion conditions:
At the beginning of the semester, the student reads the study regulations and identifies the needs of students who need tutorship. Upon consulting with the department study advisor, the student creates a plan of awareness raising activities. During the semester, the student performs awareness raising activities. Upon completion of the semester, they draft a self-reflective evaluation report.

a) continuous assessment:
analysis and evaluation of complaints/needs/issues: 0–20 p.
Preparation of activities: 0–25 p.
Implementation of these activities: 0–25 p.
Total: 0–70 p.

b) final assessment:
completing the final self-reflective evaluation report addressing the activities performed and their results including the relevant appendices (activity plan, promotion, list of attendees, photo documentation), and recommendations
0–30 p.
The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who collects the minimum of 65 points (%).

Learning objectives:
The student:
1. is able to identify the needs and problems of the tutored students
2. can communicate properly within the student community
3. can independently provide consulting activities
4. navigates the academic environment well enough to provide useful advice
5. creates a communication platform on a social network and uses it efficiently
6. can evaluate other students' needs
7. can select appropriate forms of promotion of their activities
8. can evaluate the benefit of their creative activities and present their results.

Brief outline of the course:
The tutor cooperates with the department ECTS coordinators in consulting and providing information on study issues to students in accordance with the study rules and valid legislation.

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

Recommended literature:

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

Language of instruction:

Slovak

Notes:student time load:

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

Course assessment

The final number of assessed students: 14

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

Instructor: Mgr. Veronika Gondeková, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-SVA-04 | **Course name:** Student scientific activity Sj

Type, extent and method of instruction:
Form of instruction:
Course type: C (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods:
Method of study: combined

Number of credits: 2

Recommended semester/trimester: 2., 4.

Level: II.

Prerequisites:

Course completion conditions:

Learning objectives:

Brief outline of the course:

Recommended literature:

Language of instruction:

Notes:student time load:

Course assessment
The final number of assessed students: 1

abs	n	p	v
100.0	0.0	0.0	0.0

Instructor: Mgr. Viera Luptáková, PhD.

Last changed:

Approved by: prof. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, PhD.

Course Description

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

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

Language of instruction:
Slovak

Notes:student time load:
90 h.
Presence study (L, S, C): 26 h.
Working with specialised literature and sources: 20 h.
E-learning: 10 h.
Case studies: 20 h.
Preparation for the final assessment: 14 h.

Course assessment
The final number of assessed students: 20

A	B	C	D	E	FX(0)	FX(1)	n
80.0	0.0	20.0	0.0	0.0	0.0	0.0	0.0

Instructor: prof. PaedDr. Vladimír Patráš, CSc., Mgr. Veronika Gondeková, PhD.

Last changed: 31.01.2024

Approved by: prof. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-tlk-01 | **Course name:** Theory of Literary Criticism

Type, extent and method of instruction:
Form of instruction: Lecture
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 26
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 2., 4.

Level: II.

Prerequisites:

Course completion conditions:
Upon completion of the semester, the student takes the final test. Credits will not be awarded to a student who scores less than 65 points. The student has the right to one resit.
The grading scale: A (100–94%), B (93–87%), C (86–80%), D (79–73%), E (72–65%). Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements.
Written exam: 100 p.
The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements.
Written exam: 100 p.

Learning objectives:
The student learns about the phases of the literary-critical process and analytical-interpretive reading of specific texts and develops the ability of literary-critical thinking, which can be applied to other courses within their master study.

Brief outline of the course:
The concept, subject matter, and place of literary criticism in literary studies. The relationship of literary studies, literary criticism, and other humanities. Types and methods of literary criticism throughout the history. Literary criticism – nature, procedures, critical cognitive process and its phases. Literary criticism in practice. Literary criticism and readers. Genres of literary criticism. The pragmatic function of literary criticism and the structure of expressive means in a critical text. Review as a genre – author, topics, functions. Up-to-date reflection of literary values.

Recommended literature:
HÁJEK, J. 1986. Teorie umělecké kritiky. Praha : SPN, 1986.
ČERNÝ, V. 1968. Co je kritika, co není a k čemu je na světě. Brno : Nakladatelství Blok, 1968.
ŠMATLÁK, S. 1973. Komunikačný štatút literárnej kritiky. In: Literárna komunikácia. Editor A. Popovič. Martin : Matica slovenská, 1973.
K teoretickým a praktickým aspektom slovenskej literárnej kritiky po roku 2000. Ed. Marta Součková. Prešov : Filozofická fakulta PU v Prešove, 2019.

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

Language of instruction:
Slovak

Notes:student time load:
150 h.
Combined study (L, S, C): 46 h.
Self-study for the written test: 104 h.

Course assessment
The final number of assessed students: 3

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

Instructor: Mgr. Martina Kubealaková, PhD., univ. doc.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, 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. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica	
Faculty: Faculty of Arts	
Code: 2d-mvl-01	**Course name:** Untraditional Methods in Literature Teaching

Type, extent and method of instruction:
Form of instruction: Lecture / Seminar
Course type: B (A - Compulsory courses, B - Compulsory elective courses, C - Elective courses)
Recommended number of periods: 13 / 13
Method of study: combined

Number of credits: 5

Recommended semester/trimester: 2., 4.

Level: II.

Prerequisites:

Course completion conditions:
a) continuous assessment:
Presentation topic 1: 30 p. Presentation topic 2: 30 p. Teaching material preparation: 20 p. Preparation, organisation, and implementation of extracurricular literary education: 20 p.
b) final assessment:
Based on the continuous assessment.
The maximum number of points consisting of continuous and final assessment is 100. Credits are assigned to the student who acquires the minimum of 65 points out of the possible 100 for completing the given requirements.

Learning objectives:
Upon completion of the course, the student:
1. understands, can explain and use the following in their lesson preparation: theoretical knowledge of literary studies, didactics, education sciences
2. can select appropriate didactic methods to mediate the literary subject matter in an untraditional space and time
3. applies theoretical knowledge to model situations focused on investigating literary, cultural, regional, and educational problems
4. can evaluate whether the methodology selected is suitable for the given subject matter
5. can analyse and evaluate literature lessons in terms of procedures and goals, and can interpret texts in terms of specific categories
6. creates model projects using untraditional methods.

Brief outline of the course:
The tradition of literary education in Slovakia. Untraditional methods in literature teaching at primary and secondary levels of education. Creatively application of methodology in different schools and grades. Didactic games. Interdisciplinarity in literary education. Extracurricular literary education. Libraries, discussions, creative writing, art workshops, creative drama in literature teaching, literary excursion at primary and secondary schools. Museums and regional literary education. Literature in a theatre, drama, puppet theatre, theatre for children and youth, literature in music, literature and dance. Interdisciplinary relationships in project-based literature teaching. Untraditional approach to regional literature (topic 1). Literary projects (topic 2).

Recommended literature:

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

Language of instruction:
Slovak

Notes:student time load:
150 h.
Presence study: 26 h.
Self-study: 50 h.
Combined study (S, C): 50 h.
Creating presentations: 24 h.

Course assessment
The final number of assessed students: 103

A	B	C	D	E	FX(0)	FX(1)	n
86.41	7.77	3.88	0.0	0.0	1.94	0.0	0.0

Instructor: Mgr. Eva Pršová, PhD., Mgr. Eva Urbanová Šimková, PhD.

Last changed: 28.10.2022

Approved by: prof. PaedDr. Martin Golema, PhD.

Course Description

University: Matej Bel University in Banská Bystrica

Faculty: Faculty of Arts

Code: 2d-zl2 | **Course name:** Živá literatúra 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:

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: Mgr. Eva Pršová, PhD., PaedDr. Zuzana Bariaková, PhD., Mgr. Martina Kubealaková, PhD., univ. doc., Mgr. Eva Urbanová Šimková, PhD.

Last changed: 23.03.2026

Approved by: prof. PaedDr. Martin Golema, PhD.