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## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/MGRAOTaD/22	<b>Name of course:</b> Analysis of Professional Text and Discourse
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 26</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2., 4.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> course evaluation: passed (A) Total student workload: 50 hours (seminars 26 hours, self study for seminars 13 hours, preparation for presentation 11 hours) Requirements: active participation in classroom discussions (20%) and presentation on a given topic (60%). Credits will not be awarded to a student who earns in overall score less than 70%.	
<b>Learning outcomes:</b> Upon successful completion of this course, students have demonstrated the ability to understand and evaluate different types of professional discourse , to make link between theoretical and practical knowledge about professional discourse, to use analytical, creative and critical skills to participate in semester activities, and to work in teams and defend their arguments and confront them with scientific theories.	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Discourse. Its terminology, theoretical and methodological concepts.</li> <li>2. Professional discourse and its main characteristics.</li> <li>3. Main aspects of professional communication. Workplace culture.</li> <li>4. Main approaches to discourse analysis –Critical discourse analysis (CDA).</li> <li>5. Main approaches to discourse analysis –Critical discourse analysis –analytical tools.</li> <li>6. Main approaches to discourse analysis –Corpus-assisted discourse studies (CADS).</li> <li>7. Academic discourse and it main characteristics.</li> <li>8. Medical discourse and it main characteristics</li> <li>9. Political discourse and it main characteristics</li> <li>10. Media discourse and its main characteristics.</li> <li>11. Business discourse and its main characteristics.</li> <li>12. Legal discourse and its main characteristics.</li> <li>13. Main challenges and problems of professional discourse studies.</li> </ol>	
<b>Recommended literature:</b> Authentic professional texts	

BEŇUŠ, Š. (2014). Conversational Entrainment in the Use of Discourse Markers. In: S. Basis et al. (eds.) Recent Advances of Neural Networks Models and Applications, Smart innovations, systems, and technologies 26. Springer, pp. 345-352

BHATIA, V. 1993. Analysing genre: Language use in professional settings. New York: Longman

GELUYKENS, R. & PERLMAEKER, K. (eds.) 1999. Discourses in Professional contexts, Lincom

GUNNARSSON, P.L., LINELL, P., NORDBERG, B. 1997. The Construction of Professional Discourse, London: Routledge

HIRSCHBERG, J., BEŇUŠ, Š., GRAVANO, A., LEVITAN, R. (2020). Prosody in discourse and speaker state. In Gussenhoven, Carlos and Chen, Aiju (eds.) The Oxford Handbook of Language Prosody. Oxford University Press, pp. 468-476.

HULKOVÁ, I. -JANČARIKOVÁ, R.(eds). 2009. Exploring cohesion and coherence in English discourse, Brno: Masaryk University

JANČARIKOVÁ, R.(ed. ) 2010. Interpretation of meaning across discourses Brno: Masaryk University

KOESTER, A. 2010. Workplace Discourse. London: Bloomsbury Publishing

KONG, K. 1994. Professional discourse. Cambridge: CUP

SCHNURR, S. 2013. Exploring Language of Professional Communication. Language in Action, London: Routledge

Introduction to Applied Linguistics

**Language knowledge required for passing the course:**

English

**Notes:**

**Assessment of courses**

The total number of assessed students: 0

ABS	N
0.0	0.0

**Teachers:** Mgr. Zuzana Kozáčíková, PhD., prof. Mgr. Štefan Beňuš, PhD.,

**Date of last change:** 22.06.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/MGRAOTaD/22	<b>Name of course:</b> Analysis of Professional Text and Discourse
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 26</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> course evaluation: passed (A) Total student workload: 50 hours (seminars 26 hours, self study for seminars 13 hours, preparation for presentation 11 hours) Requirements: active participation in classroom discussions (20%) and presentation on a given topic (60%). Credits will not be awarded to a student who earns in overall score less than 70%.	
<b>Learning outcomes:</b> Upon successful completion of this course, students have demonstrated the ability to understand and evaluate different types of professional discourse , to make link between theoretical and practical knowledge about professional discourse, to use analytical, creative and critical skills to participate in semester activities, and to work in teams and defend their arguments and confront them with scientific theories.	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Discourse. Its terminology, theoretical and methodological concepts.</li> <li>2. Professional discourse and its main characteristics.</li> <li>3. Main aspects of professional communication. Workplace culture.</li> <li>4. Main approaches to discourse analysis –Critical discourse analysis (CDA).</li> <li>5. Main approaches to discourse analysis –Critical discourse analysis –analytical tools.</li> <li>6. Main approaches to discourse analysis –Corpus-assisted discourse studies (CADS).</li> <li>7. Academic discourse and it main characteristics.</li> <li>8. Medical discourse and it main characteristics</li> <li>9. Political discourse and it main characteristics</li> <li>10. Media discourse and its main characteristics.</li> <li>11. Business discourse and its main characteristics.</li> <li>12. Legal discourse and its main characteristics.</li> <li>13. Main challenges and problems of professional discourse studies.</li> </ol>	
<b>Recommended literature:</b> Authentic professional texts	

BEŇUŠ, Š. (2014). Conversational Entrainment in the Use of Discourse Markers. In: S. Basis et al. (eds.) Recent Advances of Neural Networks Models and Applications, Smart innovations, systems, and technologies 26. Springer, pp. 345-352

BHATIA, V. 1993. Analysing genre: Language use in professional settings. New York: Longman

GELUYKENS, R. & PERLMAEKER, K. (eds.) 1999. Discourses in Professional contexts, Lincom

GUNNARSSON, P.L., LINELL, P., NORDBERG, B. 1997. The Construction of Professional Discourse, London: Routledge

HIRSCHBERG, J., BEŇUŠ, Š., GRAVANO, A., LEVITAN, R. (2020). Prosody in discourse and speaker state. In Gussenhoven, Carlos and Chen, Aiju (eds.) The Oxford Handbook of Language Prosody. Oxford University Press, pp. 468-476.

HULKOVÁ, I. -JANČARIKOVÁ, R.(eds). 2009. Exploring cohesion and coherence in English discourse, Brno: Masaryk University

JANČARIKOVÁ, R.(ed. ) 2010. Interpretation of meaning across discourses Brno: Masaryk University

KOESTER, A. 2010. Workplace Discourse. London: Bloomsbury Publishing

KONG, K. 1994. Professional discourse. Cambridge: CUP

SCHNURR, S. 2013. Exploring Language of Professional Communication. Language in Action, London: Routledge

Introduction to Applied Linguistics

**Language knowledge required for passing the course:**

English

**Notes:**

**Assessment of courses**

The total number of assessed students: 0

ABS	N
0.0	0.0

**Teachers:** Mgr. Zuzana Kozáčíková, PhD., prof. Mgr. Štefan Beňuš, PhD.,

**Date of last change:** 22.06.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/MGRALi/22	<b>Name of course:</b> Anglophone Literature
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 26</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Evaluation: continuous evaluation (PH) Total student workload: 125 hours seminars 26 hours + preparation for seminars (elaboration of activities, reading of compulsory and recommended literature) 75 hours + preparation of the presentation 24 hours Requirements: Active participation in seminars and presentation. During the semester, the student prepares a presentation and presents it at a seminar (20 points); the student does practical activities and presents their results, while the evaluation also includes completed homework assignments and adequate study of compulsory literature (80 points). In total, the student can get 100 points. Credits will not be awarded to a student who will receive less than 70 points in the overall score. Grading: A = 100% - 95%, B = 94% - 90%, C = 89% - 85%, D = 84% -80%, E = 79%- 70%, FX = 69% - 0%	
<b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>• The student will gain a comprehensive historical overview of the development of English-language literature. They acquire specific experience with literary works, which they can put into the relevant cultural and social context.</li> <li>• The student is able to critically reflect on the studied works, operatively use critical terminology and can defend their arguments.</li> <li>• The student actively uses critical and creative thinking, can work individually, in pairs and in groups. The student is able to effectively participate in the discussion, solves problems in a group and participates in intellectual teamwork.</li> <li>• The student acquires practical presentation skills, is able to present independently and engagingly selected problem and convince about their arguments. They are competent in preparing the presentation by using professional secondary resources.</li> </ul>	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Old English and medieval literature. Beowulf and Canterbury Tales (selected parts)</li> <li>2. Renaissance theater. Shakespeare: King Lear</li> </ol>	

3. Perspectives on man from the perspective of modern thinking: Alexander Pope: 'Elegy to the Memory of an Unfortunate Lady', Samuel Johnson: 'The Vanity of Human Wishes' (first ten lines), R.W. Emerson: 'Self-Reliance'
4. 18th Century Literature: Jonathan Swift: Gulliver's Travels, Laurence Sterne: The Life and Opinions of Tristram Shandy, Gentleman (selection)
5. Romanticism: Emily Bronte: Wuthering Heights
6. Poetry of the early 20th century: Siegfried Sassoon: Everyone sang and other poems, Wilfred Owen: Dulce et Decorum est, and other poems;
7. Modern poetry: T.S. Eliot: The Love Song of J. Alfred Prufrock, D.H. Lawrence: 'Bat', 'Snake'; W. B. Yeats: 'Leda and the Swan', 'Sailing to Byzantium'
8. Poetry of the 20th and 21st centuries: Dylan Thomas: 'Do Not Go Gentle Into That Good Night'; Philip Larkin, 'Church Going'; Stephen Dunn: 'Happiness'; Wole Soyinka: 'Telephone Conversation'
9. Women's Voices in Literature: Virginia Woolf: 'A Room of One's Own'; Doris Lessing: To Room 19', Mary Oliver: 'The Journey', 'Wild Geese'; Sheila Wingfield: 'A Bird'
10. The Art of Storytelling of the 20th Century: W. Trevor: 'After Rain'; R. Carver: 'Cathedral'; T. Capote: A Christmas Memory'
11. Postmodern literature: J. Barth: 'Lost in the Funhouse'; W. Allen: 'Kugelmass Episode'
12. Contemporary Novels: Marilynne Robinson: Gilead; Cormac McCarthy: The Road (selected parts)
13. Contemporary Novels: Toni Morrison: Mercy (selected parts)

#### **Recommended literature:**

P. Barry: Beginning Theory. An Introduction to Literary and Cultural Theory. Manchester: Manchester University Press, 2017.

A. Burgess: English Literature. London: Longman, 1999.

Hevešiová, S. - Kiššová, M. Contemporary short stories in English I. Nitra: UKF, 2010.

Hevešiová, S. - Kiššová, M. - Čechová, N. Short stories in English II. Nitra: UKF, 2015.

M. Hilský: Modernist. Praha : TORST, 1995.

B. McHale: Constructing Postmodernism. London & New York: Routledge, 1992.

B. McHale, B: Postmodernist Fiction. London: Routledge. 1996.

A. E. Kaplan: Postmodernism and its Discontents. London: Verso, 1993

Ch. MacGowan: The Twentieth-Century American Fiction Handbook. New York: Wiley-Blackwell, 2007.

R. Ruland, M. Bradbury: From Puritanism to Postmodernism. New York: Penguin Books, 1991.

P. Poplawski: English Literature in Context. Cambridge University Press, 2008.

P. Rogers: The Oxford illustrated History of English Literature. London: Guild Publishing, 1987.

L. Wagner-Martin: A History of American Literature 1950 to the Present. New York: WileyBlackwell, 2015.

#### **Language knowledge required for passing the course:**

#### **Notes:**

#### **Assessment of courses**

The total number of assessed students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

**Teachers:** doc. PaedDr. Jana Waldnerová, PhD., doc. PhDr. Mária Hricková, PhD.,

**Date of last change:** 22.05.2022

**Guarantor program:**



## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/MGRKIK/22	<b>Name of course:</b> Culture of Interpersonal Communication
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 26</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2., 4.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Course evaluation: passed (A) Total student workload: 50 hours seminars 26 hours + preparation for seminars 13 hours + preparation of presentation 11 hours Requirements: Active participation in seminars and presentation. During the semester, the student prepares a presentation and presents it at a seminar (20 points); the student does practical activities and presents their results, while the evaluation also includes completed homework assignments (80 points). In total, the student can get 100 points. Credits will not be awarded to a student who earns in overall score less than 70 points.	
<b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>• The student acquires basic theoretical knowledge as well as practical experience in the field of interpersonal communication. They expand their competencies in various areas of communication, improve their interview skills and learn how to receive and express feedback.</li> <li>• The student is able to participate effectively in the discussion, solves problems in the group and participates in intellectual teamwork.</li> <li>• The student masters working climate issues and knows the principles of creating a positive workplace environment.</li> <li>• The student acquires skills in managing conflict situations, learns advanced skills in coaching and leading people.</li> <li>• The student knows and understands the issues of intercultural communication. They can critically evaluate aspects of interpersonal communication in the age of digital technologies as well as aspects of interpersonal communication and a culture of success.</li> <li>• The student acquires practical presentation skills, can independently and engagingly present the selected problem and convince the audience of their arguments. They can competently use secondary sources in the preparation of the presentation.</li> </ul>	
<b>Brief outline of the course:</b> 1. The subject of interpersonal communication. Competences and personality traits of participants in communication.	

2. Conducting successful interviews. Principles of successful business communication.
3. Receiving and expressing feedback.
4. Effective group discussions and problem solving.
5. Intellectual teamwork and interpersonal communication.
6. Positive atmosphere in the workplace. Issues of working climate and interpersonal communication.
7. Conflict management.
8. Advanced coaching skills.
9. Practical skills of coaching. Coaching interview.
10. Advanced leadership skills.
11. Intercultural communication.
12. Interpersonal communication in the age of digital technologies.
13. Interpersonal communication and culture of success.

**Recommended literature:**

BENTON, D. A.: Executive Charisma: Six Steps to Mastering the Art of Leadership. New York: McGraw-Hill, 2005.

BOLTON, Robert: People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts. Prentice Hall of Australia, 1986.

COVEY, Stephen: The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. New York: Free Press, 2004.

GIBLIN, Les: How to Have Confidence and Power in Dealing with People. Les Giblin LLC, 1956.

MAXWELL, John C.: Developing the Leader Within You. Nashville: Thomas Nelson, 2005.

MELOUNY, James: The Art of Success: What No One Ever Taught You (But You Still Need to Know). New York: Blue Cord Books, 2016.

NICHOLS, Michael: The Lost Art of Listening. How Learning to Listen Can Improve Relationships. New York: Guilford Press, 1996.

ROSENBERG, Marshall: Nonviolent Communication: A Language of Life. Encinitas: PuddleDancer Press, 2003.

SINEK, Simon: Start with Why. How Great Leaders Inspire Everyone to Take Action. New York: Portfolio.

SULLIVAN, Jay: Simply Said: Communicating Better at Work and Beyond. New York: Wiley, 2018.

**Language knowledge required for passing the course:**

**Notes:**

**Assessment of courses**

The total number of assessed students: 0

ABS	N
0.0	0.0

**Teachers:** Mgr. Martina Szabóová, PhD., doc. PhDr. Mária Hricková, PhD.,

**Date of last change:** 22.05.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/MGRKIK/22	<b>Name of course:</b> Culture of Interpersonal Communication
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 26</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Course evaluation: passed (A) Total student workload: 50 hours seminars 26 hours + preparation for seminars 13 hours + preparation of presentation 11 hours Requirements: Active participation in seminars and presentation. During the semester, the student prepares a presentation and presents it at a seminar (20 points); the student does practical activities and presents their results, while the evaluation also includes completed homework assignments (80 points). In total, the student can get 100 points. Credits will not be awarded to a student who earns in overall score less than 70 points.	
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COVEY, Stephen: The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. New York: Free Press, 2004.

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MAXWELL, John C.: Developing the Leader Within You. Nashville: Thomas Nelson, 2005.

MELOUNY, James: The Art of Success: What No One Ever Taught You (But You Still Need to Know). New York: Blue Cord Books, 2016.

NICHOLS, Michael: The Lost Art of Listening. How Learning to Listen Can Improve Relationships. New York: Guilford Press, 1996.

ROSENBERG, Marshall: Nonviolent Communication: A Language of Life. Encinitas: PuddleDancer Press, 2003.

SINEK, Simon: Start with Why. How Great Leaders Inspire Everyone to Take Action. New York: Portfolio.

SULLIVAN, Jay: Simply Said: Communicating Better at Work and Beyond. New York: Wiley, 2018.

**Language knowledge required for passing the course:**

**Notes:**

**Assessment of courses**

The total number of assessed students: 0

ABS	N
0.0	0.0

**Teachers:** Mgr. Martina Szabóová, PhD., doc. PhDr. Mária Hricková, PhD.,

**Date of last change:** 22.05.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/AJaLi/22	<b>Name of course:</b> English Language and Literature
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3., 4..	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> The requirements are defined by the number of credits in the study plan, including the requirements for compulsory and elective courses.	
<b>Learning outcomes:</b> The student will master the individual literary/linguistic research methods and uses the quantitative and qualitative method of research presentation.	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Teaching grammatical phenomena of language: structural and functional approach. Teaching pronunciation (segmental and suprasegmental phonetic phenomena) and vocabulary.</li> <li>2. Teaching reading comprehension and listening comprehension skills.</li> <li>3. Teaching speaking and writing skills.</li> <li>4. Teaching students across age groups and degrees of proficiency in a foreign language.</li> <li>5. Project teaching. Role-play and problem-solving activities.</li> <li>6. Evaluation and testing of foreign language proficiency (at the level of competence and performance). Typology and correction of errors in written and oral communication.</li> <li>7. Management of foreign language teaching, teaching aids (including ICT).</li> <li>8. Methodical eclecticism, communicative and active approach to foreign language teaching.</li> <li>9. Modern English vocabulary as a result of historical development. Dialects of Old English. From synthetic to the analytical morphological system. Semantic change of English vocabulary in the social, scientific and technological progress of the language community.</li> <li>10. Contemporary English language: basic terms and definitions. Expressive and stylistic means for individual language levels. Extralinguistic expressive means and stylistic devices.</li> <li>11. Functional styles of the English language. Classification of language functions according to R. Jakobson.</li> <li>12. A contextual approach to lexical semantics. Meaning and grammar. Lexical relations. Congruence variants: partial relations, quasi, pseudo and para relations. Lexical configurations. Hierarchies and proportional series.</li> <li>13. What is pragmatics - main concepts. The co-operative principle and its maxims. Speech acts and speech events. Politeness and interaction. Discourse, text, context and co-text. Discourse analysis. Cohesion and coherence. Inference.</li> </ol>	

14. Discourse and culture.
15. Old English and medieval literature. Beowulf and Canterbury Tales (selected parts). Renaissance theatre. Shakespeare.
16. English and American romanticism. Main characters and works. (e.g., W. Wordsworth, S. T. Coleridge, N. Hawthorne, E. A. Poe, and others)
17. Modern poetry. Selected authors (e.g., T.S. Eliot, D. H. Lawrence, W. B. Yeats, and others).
18. Authors of 20th and 21st-century poetry (e.g., Dylan Thomas, Philip Larkin, Stephen Dunn, Wole Soyinka and others). Content and formal characteristics of selected works.
19. Female voices in modern and contemporary literature (e.g., Virginia Woolf, Doris Lessing, Mary Oliver, Sheila Wingfield, Margaret Atwood and other authors).
20. Contemporary novelists (e.g., Marilynne Robinson, Cormac McCarthy, Toni Morrison). Content and formal characteristics of selected works.

### **Recommended literature:**

#### **LINGUISTICS SOURCES:**

- Baugh A.C., Cable Th. (2000). A History of the English Language. Upper Saddle River, Prentice Hall, 2000.
- Brown, G. - Yule, G.: Discourse Analysis. CUP: Cambridge, 1983.
- Cruse, D.A.: Lexical Semantics. Cambridge: CUP 1989.
- Cruse, D.A.: Meaning in Language. An Introduction to Semantics and
- Crystal, D.: The Cambridge Encyclopaedia of the English Language. CUP, 1992.
- Grundy, P.: (2008) Doing Pragmatics. Routledge. Taylor & Francis Group. London and New York.
- Jeffries, L. - Dan McIntyre (2010) Stylistics. Cambridge: CUP.
- G. N. LEECH - Principles of Pragmatics, London: Longman, 1983
- Miššiková, G.: Linguistic Stylistics. FF UKF Nitra, 2003.
- Miššiková, G. (2007) Analysing Translation as Text and Discourse. Praha: JTP.
- Nunan, D.: Introducing Discourse Analysis. Penguin: London, 1993.
- Yule, G.: The Study of Language. CUP 1985.
- Yule, G.: Pragmatics. Oxford: OUP, 1996.
- Vachek, J.: A Brief Survey of the Historical Development of English. SPN Praha, 1978.
- Vachek, J: Standard English in Historical Perspective. FF UPJŠ Prešov, 1984.
- Verdonk, P. (2002) Stylistics. Oxford: Oxford University Press.
- Wales, K.: A Dictionary of Stylistics. Longman, 1990.

#### **BRITISH AND AMERICAN LITERATURE SOURCES:**

- Anthologies of American Literature
- Aristotle: Poetics.
- Bačová, D.: Caryl Churchill and the Theatre of Cultural Change. In: Teaching Foreign Languages to Adults. Conference Proceedings, 12 and 13 July 2000. Nitra: UKF, pp. 279-283.
- Berkowitz, G.M.: American Drama of the Twentieth Century. London and New York: Longman, 1992.
- Bigsby, C.W.E.: Modern American Drama 1945 – 2000. Cambridge. Cambridge University Press, 2000.
- Bradbury, M. (ed.): The Novel Today. London: Fontana Press, 1990.
- Bradbury, M.: The Modern American Novel. New York: Penguin Books, 1992.
- Burgess, A.: English Literature.
- Cott, N. F.: The Grounding of Modern Feminism. New Haven and London: Yale University Press, 1987.
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- Preložníková, E.: An Introduction to Literary Studies
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- Preložníková, E.: An Introduction to Literary Studies.
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- Thomson, P.: Shakespeare's Theatre. London and New York: Routledge, 1994.
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#### METHODOLOGY SOURCES:

Harmer, J.: The Practice of English Language Teaching. London: Longman, 2015.

Scrivener, J.: Learning Teaching. The Essential Guide to English Language Teaching. Macmillan Publishers Ltd., 2011.

Scrivener, J.: Classroom Management Techniques. CUP, 2013.

Watkins, P.: Learning to Teach English. Ernst Klett Sprachen GmbH, 2017

Doff, A.: Teach English. Trainer's Handbook. A training Course for Teachers. CUP, 2011.

Ur, P.: A Course in English Language Teaching, CUP, 2012.

Tanner, R., Green, C.: Tasks for Teacher Education. Longman 2007.

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) Available at [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf).

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Gadušová, Z. a kol.: Nástroje hodnotenia kompetencií učiteľa. Praha: Verbum, 2019.

Gadušová, Z. a kol.: Pedagogická dokumentácia z anglického jazyka. Úroveň B1. Bratislava: ŠPÚ, 2009.

Gadušová, Z. a kol.: Pedagogická dokumentácia z anglického jazyka. Úroveň B2. Bratislava: ŠPÚ, 2009.

Mügllová, D. a kol.: Cudzie jazyky s deťmi – kreatívne a hravo. Nitra, UKF, 2010.

Hart'anská, J.: Vyučovanie anglického jazyka na 1. stupni základnej školy. Nitra, UKF, 2004.

Gadušová, Z. a Hart'anská, J.: Vzdelávanie - Vyučovanie – Jazyk. Nitra, UKF, 2002.

Billíková, A. a Kiššová, M.: Drama Techniques in the Foreign Language Classroom. UKF, Nitra, 2013.

Hvozdíková, S.: Teaching Foreign Languages with Creative Drama Intervention Techniques. Praha: 2014.

Horváthová, I.: Skúmanie cudzojazyčných a metodických kompetencií učiteľa anglického jazyka a ich vplyvu na deti na predprimárnom stupni vzdelávania. Praha, Verbum, 2021.

#### Language knowledge required for passing the course:

English

#### Notes:

#### Assessment of courses

The total number of assessed students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

#### Teachers:

**Date of last change:** 22.06.2022

#### Guarantor program:



## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/MGRIPkV/22	<b>Name of course:</b> Innovative Approaches to English Language Teaching
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 26</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2., 4.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Assessment: Active participation (A) Active participation and portfolio. Total student workload: 50 hours. Seminars 26 hours + preparation for seminars and elaboration of assignments - 24 hours. Requirements: Active participation in seminars and elaboration and presentation of a lesson plan specifically designed for the purpose of the course emphasizing innovative approaches to teaching English as a foreign language. During the semester the student will prepare his/her own lesson plan and will simulate to teach the classmates in the group (35 points). Student will actively and eruditely discuss and work on specifically selected and professionally directed assignments (35 points). Credits will not be awarded to a student who obtains less than 70 points in the overall score. Rating: 100% - 95% = A, 94% - 89% = B, 88% - 83% = C, 82% - 77% = D, 76% - 70% = E, 69 % - 0% - FX.	
<b>Learning outcomes:</b> Student is introduced to the innovative approaches to teaching English as a foreign language emphasizing the communicative approach. Student is introduced to the selected techniques of creative drama utilising its focus on communication in its verbal and non-verbal forms. Student is provided the opportunity to improve his/her teaching skills. The premise of the course is the analyses of the lesson plans and the lessons. Every student prepares a lesson plan with the special emphasis on the use of drama techniques. Student is able to modify existing lesson plans for the purpose of an alternative teaching approach.	
<b>Brief outline of the course:</b> 1. Introduction to the current situation of teaching English in school settings. 2. Introduction of advanced techniques and strategies of creative drama. 3. Drama games I. 4. Drama games II. 5. Storytelling I. 6. Storytelling II. 7. Storytelling III. 8. Improvisation games I. 9. Improvisation games II.	

10. Structured Drama games. 11. Semistructured drama games. 12. Development of lesson planning skills and classroom management while teaching drama techniques. 13. Summary of innovative techniques and strategies (still-images, pantomime, Role-on-the wall, theatre alley).	
<b>Recommended literature:</b> Hvozdíková, S.: Teaching Foreign Languages with Creative Drama Intervention Techniques. Praha: Verbum, 2014. Hvozdíková, S., Stranovská, E.: Certainty and the Linguistic Intervention Program in Foreign Language Learning. In: American Journal of Educational Research. Roč. 3, č. 6, 2015, pp. 753-757. Stranovská, E, Hvozdíková, S., Gadušová, Z., Munková, D.: Foreign Language Education and Dynamics of Foreign Language Competence 2016. In: The European Journal of Social and Behavioural Sciences. Roč. 17, č. 3, 2016, pp. 2141-2153. Hvozdíková, S.: Willingness to Communicate and Motivation of English Language Learners. In: American Journal of Educational Research, roč. 9, č. 8, 2021, pp. 543-548. Stranovská, E., Hvozdíková, S., Munková, D.: Selected Factors and Successfulness in Foreign Language Learning, Hamburg: Verlag Dr. Kovač, 2019. Billíková, A., Kiššová, M.: Drama Techniques in the Foreign Language Classroom. UKF, Nitra, 2013. Maley, A., Duff, A.: Drama Techniques in Language Learning. Cambridge. 1997. Farmer, D.: Learning through Drama in the Primary Years. Drama resource, 2011. Morgan, N., Saxton, J.: Teaching Drama. A Mind Full of Wonders. The Bath Press, Avon, 1986.	
<b>Language knowledge required for passing the course:</b> English	
<b>Notes:</b>	
<b>Assessment of courses</b> The total number of assessed students: 0	
ABS	N
0.0	0.0
<b>Teachers:</b> Mgr. Silvia Hvozdíková, PhD.,	
<b>Date of last change:</b> 07.06.2022	
<b>Guarantor program:</b>	

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/SSDPO/22	<b>Name of course:</b> Master's Thesis Defence
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 20	
<b>Recommended semester/trimester of study:</b> 3., 4..	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Credits are assigned to students who finish and defend their master's thesis. The decision is made by the members of the state examination committee.	
<b>Learning outcomes:</b> Students master and respect the methodological requirements for writing master's theses. Students can work with various sources and literature and use them creatively while investigating a given topic. Students can apply the acquired knowledge to solve problems related to the topic of the thesis. Students can appropriately cite primary and secondary scholarly literature.	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Studying the history of interpretation, i.e. methods of creating scholarly methods of understanding literary text</li> <li>2. Studying the essential theory of interpreting scholarly literature</li> <li>3. Studying the essential theory of interpreting scholarly literature II</li> <li>4. Studying the essential theory of interpreting scholarly literature III</li> <li>5. Understanding the formal linguistic features of academic writing</li> <li>6. Understanding the content features of academic writing</li> <li>7. Conventions and style characteristics</li> <li>8. Learning to analyse texts using (critical) discourse analysis</li> <li>9. Preparing a presentation of research results and research methods</li> <li>10. Comprehension of thesis reviews</li> <li>11. Preparing arguments for questions and recommendations</li> <li>12. Thesis defence</li> <li>13. Discussion</li> </ol>	
<b>Recommended literature:</b> Bázlik, M.-Ambrus, P.: A Grammar of Legal English. Bratislava 2008 Brown, G.-Yule, G.: Discourse Analysis. Cambridge, 1983. Crystal, D.-Davy, D.: Investigating English Style. London, 1969 Malmjakaer, K.(ed.): The Linguistics Encyclopedia. London, 1995. Miššíková, G.: Linguistic Stylistics, UKF Nitra, 2003	

Pípalová, R.: Thematic Organization of Paragraphs and Higher Text Units. Praha, 2008.  
Van Dijk, T.: Text and Context. London, 1977.

**Language knowledge required for passing the course:**

English

**Notes:**

**Assessment of courses**

The total number of assessed students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

**Teachers:**

**Date of last change:** 22.06.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/mSDP1/22	<b>Name of course:</b> Master's Thesis Seminar 1
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 26</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Form of assessment: passed (A) Total student workload: 50 hours consultations with a supervisor: 10 hours + self-study and research: 30 hours + writing: 10 hours For external students: 50 hours consultations with a supervisor: 10 hours + self-study and research: 30 hours + writing: 10 hours Students must carefully study the official university and department guidelines regarding final theses. Students must hand in a carefully planned thesis proposal and an accompanying bibliography of sources they plan to use. The proposal must contain: 1, proposed structure (chapters, sub-chapters, keywords, sources the student intends to use to construct each chapter), 2, proposed research questions/hypotheses, 3, characterisation of research materials or the research sample, 4, proposed methods of research/analysis	
<b>Learning outcomes:</b> Students will learn to work with primary and secondary sources, i.e. to analyse them critically, synthesise results, and define research questions and hypotheses. Students will also learn viable methods for gathering necessary data.	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Defining the research area</li> <li>2. Specifying research tasks, hypotheses and questions</li> <li>3. The aims and objectives of the master's thesis</li> <li>4. Standard formal aspects and essential elements of a master's thesis</li> <li>5. Instructions for writing the thesis</li> <li>6. Working with scholarly literature: quotations and paraphrases</li> <li>7. Bibliography: guidelines and norms</li> <li>8. Analysing and synthesising data and theoretical knowledge from the available literature</li> <li>9. Analysing and processing available knowledge and research</li> <li>10. Research methodology</li> <li>11. Conducting research</li> <li>12. The principles of analysis</li> <li>13. Presenting research results</li> </ol>	

<b>Recommended literature:</b> Podesva, R.J., Sharma, D. (eds.), 2014. Research Methods in Linguistics. Cambridge: CUP. Litosseliti, L. (ed.), 2010. Research Methods in Linguistics . London: Bloomsbury. Titscher, S. 2003. Methods of Text and Discourse Analysis. London: Sage Publications. Wray, A., Trott, K., Bloomer, A. 2005. Projects in Linguistics: A Practical Guide Researching Language. London : Arnold.	
<b>Language knowledge required for passing the course:</b>	
<b>Notes:</b>	
<b>Assessment of courses</b> The total number of assessed students: 0	
ABS	N
0.0	0.0
<b>Teachers:</b> prof. Mgr. Štefan Beňuš, PhD., prof. PhDr. Gabriela Miššíková, CSc., doc. Mgr. Elena Ciprianová, PhD., prof. PaedDr. Zdenka Gadušová, CSc., Mgr. Ivana Horváthová, PhD., doc. PhDr. Mária Hricková, PhD., Mgr. Silvia Hvozdíková, PhD., Mgr. Martin Kažimír, PhD., doc. Mgr. Simona Klimková, PhD., Mgr. Zuzana Kozáčíková, PhD.,	
<b>Date of last change:</b> 21.06.2022	
<b>Guarantor program:</b>	

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/mSDP2/22	<b>Name of course:</b> Master's Thesis Seminar 2
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 26</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Form of assessment: passed (A) Total student workload: 60 hours consultations with a supervisor: 15 hours + self-study and research: 30 hours + writing: 15 hours Students must present the theoretical framework and the chapter (or a concept of the chapter) discussing the research methodology. With literary analyses, students must present 6 to 8 standard pages, where students should follow the initial plan and work with key materials. Credits can only be assigned to students who upload their thesis in the AIS.	
<b>Learning outcomes:</b> Students can conduct linguistic, literary or methodological analyses. They can work with qualitative and quantitative research methods or other methods suitable for the defined topic or research questions.	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Specifying the aims and objectives of the master's thesis</li> <li>2. Specifying hypotheses</li> <li>3. Choosing the appropriate research methods</li> <li>4. Processing the chosen material(s)</li> <li>5. Annotating and categorising the available approaches and concepts</li> <li>6. Preparing and conducting research</li> <li>7. Analysing the chosen material(s)</li> <li>8. Analysing the chosen material(s) II</li> <li>9. Testing hypotheses</li> <li>10. Formulating and processing conclusions</li> <li>11. Summarising research results</li> <li>12. Working on the formal arrangement of the thesis</li> <li>13. Presenting research results</li> </ol>	
<b>Recommended literature:</b> Podesva, R.J., Sharma, D. (eds.), 2014. Research Methods in Linguistics. Cambridge: CUP. Litosseliti, L. (ed.), 2010. Research Methods in Linguistics . London: Bloomsbury. Titscher, S. 2003. Methods of Text and Discourse Analysis. London: Sage Publications. Wray, A., Trott, K.,	

Bloomer,A. 2005. Projects in Linguistics: A Practical Guide Researching Language. London : Arnold. Vaux, B., Cooper, J., 2005. Linguistic Field Methods. Munchen: LINCOM.	
<b>Language knowledge required for passing the course:</b>	
<b>Notes:</b>	
<b>Assessment of courses</b>	
The total number of assessed students: 0	
ABS	N
0.0	0.0
<b>Teachers:</b> prof. Mgr. Štefan Beňuš, PhD., prof. PhDr. Gabriela Miššíková, CSc., doc. Mgr. Elena Ciprianová, PhD., prof. PaedDr. Zdenka Gadušová, CSc., Mgr. Ivana Horváthová, PhD., doc. PhDr. Mária Hricková, PhD., Mgr. Silvia Hvozdíková, PhD., Mgr. Martin Kažimír, PhD., doc. Mgr. Simona Klimková, PhD., Mgr. Zuzana Kozáčíková, PhD.,	
<b>Date of last change:</b> 21.06.2022	
<b>Guarantor program:</b>	



## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/mSDP2/22	<b>Name of course:</b> Master's Thesis Seminar 2
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 26</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Form of assessment: passed (A) Total student workload: 60 hours consultations with a supervisor: 15 hours + self-study and research: 30 hours + writing: 15 hours Students must present the theoretical framework and the chapter (or a concept of the chapter) discussing the research methodology. With literary analyses, students must present 6 to 8 standard pages, where students should follow the initial plan and work with key materials. Credits can only be assigned to students who upload their thesis in the AIS.	
<b>Learning outcomes:</b> Students can conduct linguistic, literary or methodological analyses. They can work with qualitative and quantitative research methods or other methods suitable for the defined topic or research questions.	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Specifying the aims and objectives of the master's thesis</li> <li>2. Specifying hypotheses</li> <li>3. Choosing the appropriate research methods</li> <li>4. Processing the chosen material(s)</li> <li>5. Annotating and categorising the available approaches and concepts</li> <li>6. Preparing and conducting research</li> <li>7. Analysing the chosen material(s)</li> <li>8. Analysing the chosen material(s) II</li> <li>9. Testing hypotheses</li> <li>10. Formulating and processing conclusions</li> <li>11. Summarising research results</li> <li>12. Working on the formal arrangement of the thesis</li> <li>13. Presenting research results</li> </ol>	
<b>Recommended literature:</b> Podesva, R.J., Sharma, D. (eds.), 2014. Research Methods in Linguistics. Cambridge: CUP. Litosseliti, L. (ed.), 2010. Research Methods in Linguistics . London: Bloomsbury. Titscher, S. 2003. Methods of Text and Discourse Analysis. London: Sage Publications. Wray, A., Trott, K.,	

Bloomer, A. 2005. Projects in Linguistics: A Practical Guide Researching Language. London : Arnold. Vaux, B., Cooper, J., 2005. Linguistic Field Methods. Munchen: LINCOM.

**Language knowledge required for passing the course:**

**Notes:**

**Assessment of courses**

The total number of assessed students: 0

ABS	N
0.0	0.0

**Teachers:** prof. Mgr. Štefan Beňuš, PhD., prof. PhDr. Gabriela Miššíková, CSc., doc. Mgr. Elena Ciprianová, PhD., prof. PaedDr. Zdenka Gadušová, CSc., Mgr. Ivana Horváthová, PhD., doc. PhDr. Mária Hricková, PhD., Mgr. Silvia Hvozdíková, PhD., Mgr. Martin Kažimír, PhD., doc. Mgr. Simona Klimková, PhD., Mgr. Zuzana Kozáčíková, PhD.,

**Date of last change:** 21.06.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/MGRTVRZ/22	<b>Name of course:</b> Methodology of Teaching FL Skills
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 2 <b>Per study period:</b> 13 / 26 <b>Method of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Requirements for passing the subject (course): Type of evaluation: exam (S) Total student workload: 125 hours Lectures 13 hours + seminars 26 hours + preparation for seminars and writing 3 simulated lesson plans for micro teaching - 45 hours, elaboration of a portfolio of materials from seminars - 18 hours, preparation for the exam - 23 hours. Requirements: Regular and active participation in seminars and elaboration and presentation of 3 lesson plans for simulated micro-teaching on selected topics of the course. At the end of the semester, the student passes an exam. Credits will not be awarded to a student who obtains less than 70 points in the overall score. Rating: 100% - 95% = A, 94% - 89% = B, 88% - 83% = C, 82% - 77% = D, 76% - 70% = E, 69 % - 0% - FX.	
<b>Learning outcomes:</b> Learning outcomes The student: <ul style="list-style-type: none"> <li>• is able to apply their knowledge about the specifics of teaching different foreign language skills (listening and reading comprehension, monologue and interactive speaking, writing) in their teaching and in working with different types of textual and speech material,</li> <li>• can use translation as a fifth skill, but also as a teaching technique,</li> <li>• understands the issue of teaching a foreign language to students of different ages and is able to apply their knowledge in teaching in a relevant way,</li> <li>• is able to apply different teaching methods and approaches to students with different levels of language proficiency,</li> <li>• will acquire knowledge and practical skills about the evaluation and testing of students' performance,</li> <li>• is able to apply the learned knowledge about language skills in simulated and real learning situations,</li> <li>• is able to analyze the teaching methods and techniques used to develop language skills of learners and can modify known learning activities in order to create their own,</li> </ul>	

- is able to monitor and reflect on the development of their teaching abilities and skills and is interested in their further development.

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

Subject (course) contents:

- 1 Teaching listening comprehension skills.
- 2 Teaching reading comprehension skills.
- 3 Teaching speaking skills.
- 4 Teaching writing skills.
- 5 Teaching translation and interpreting as a fifth (mediation) speech skill.
- 6 Use of literature in language teaching.
- 7 Teaching professional language.
- 8 Teaching across language proficiency levels (beginners, intermediate, advanced).
- 9 Teaching across age groups of learners (very younger learners, younger learners, teenagers, adults).
- 10 Evaluation of students' language knowledge and performance in a foreign language.
- 11 Testing students - types of tests and testing techniques.
- 12 Technical and non-technical teaching aids I.
- 13 Technical and non-technical teaching aids II.

### **Recommended literature:**

Recommended literature:

Course for distance form of teaching: <https://edu.ukf.sk/>

Harmer, J.: The Practice of English Language Teaching. London: Longman, 2015.

Watkins, P.: Learning to Teach English. Ernst Klett Sprachen GmbH, 2017

Doff, A.: Teach English Trainer's Handbook: A Training Course for Teachers. CUP,

Ur, P.: A Course in English Language Teaching. CUP, 2012.

Dörnyei, Z.: The Psychology of the Language Learner. London, Lawrence Erlbaum Associates, Publishers 2005.

Gadušová, Z. – Hartánská, J: Methodology of Teaching English as a Foreign Language. Nitra: VŠPg, 1995.

Repka, R.: An Introduction to English Language Didactics – Fundamental Concepts Bratislava: Lingos, 2003

Oxford, R. L.: Language Learning Strategies: What every teacher should know. Newbury House 1990

Larsen – Freeman, D.: Techniques and Principles in Language Teaching. OUP 1986.

Doff, A.: Teach English. CUP 1993.

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) Available at [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

Gadušová, Z. a kol.: Intervenčný program čítania s porozumením pre anglický jazyk: úroveň A2. Praha: Verbum, 2020.

Gadušová, Z. a kol.: Intervenčný program čítania s porozumením pre anglický jazyk: úroveň B1. Praha: Verbum, 2020.

Gadušová, Z.: Teória a prax osvojovania cudzích jazykov: príjemca diťa. Nitra: UKF, 2004.

Gadušová, Z. - Müglová, D.: Eklektika pri voľbe vyučovacích metód pre žiakov mladšieho školského veku, 2010. In: Cudzie jazyky s deťmi - kreatívne a hravo. Nitra: UKF, 2010. s. 9-26

Gadušová, Z. & Pokrivčáková, S.: Primary CLIL in Slovakia: Developments - Experiences - Case Studies - (2005-2010). In: Primary CLIL Around Europe: Learning in Two Languages in Primary Education. Marburg: Tectum Verlag, 2012, pp. 135-155.

Hvozdíková, S., Stranovská, E.: Certainty and the Linguistic Intervention Program in Foreign

Language Learning. In: American Journal of Educational Research. Roč. 3, č. 6, 2015, pp. 753-757.

Stranovská, E., Hvozdková, S., Gadušová, Z., Munková, D.: Foreign Language Education and Dynamics of Foreign Language Competence 2016. In: The European Journal of Social and Behavioural Sciences. Roč. 17, č. 3, 2016, pp. 2141-2153.

Hvozdková, S.: Willingness to Communicate and Motivation of English Language Learners. In: American Journal of Educational Research, roč. 9, č. 8, 2021, pp. 543-548.

Stranovská, E., Hvozdková, S., Munková, D.: Selected Factors and Successfulness in Foreign Language Learning, Hamburg: Verlag Dr. Kovač, 2019.

Stranovská, E., Hvozdková, S.: Reading Comprehension in Foreign Language Learning and Personal Need for Structure. In: Inted 2019 IATED ACADEMY 2019, Spain: Valencia, pp. 1164-1169.

**Language knowledge required for passing the course:**

Language, knowledge of which is necessary to complete the subject (course): English language

**Notes:**

**Assessment of courses**

The total number of assessed students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

**Teachers:** Mgr. Ivana Horváthová, PhD., prof. PaedDr. Zdenka Gadušová, CSc., Mgr. Silvia Hvozdková, PhD.,

**Date of last change:** 02.06.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/MGRTVJP/22	<b>Name of course:</b> Methodology of Teaching Language
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 2 <b>Per study period:</b> 13 / 26 <b>Method of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Requirements for passing the subject (course): Type of evaluation: exam (S) Total student workload: 125 hours Lectures 13 hours + seminars 26 hours + preparation for seminars and writing 3 simulated lesson plans for micro teaching - 45 hours, elaboration of a portfolio of materials from seminars - 18 hours, preparation for the exam - 23 hours. Requirements: Regular and active participation in seminars and elaboration and presentation of 3 lesson plans for simulated micro-teaching on selected topics of the course. At the end of the semester, the student passes an exam. Credits will not be awarded to a student who obtains less than 70 points in the overall exam score. Rating: 100% - 95% = A, 94% - 89% = B, 88% - 83% = C, 82% - 77% = D, 76% - 70% = E, 69 % - 0% - FX.	
<b>Learning outcomes:</b> Learning outcomes The student will: <ul style="list-style-type: none"> <li>• acquire theoretical knowledge and practical skills related to principles and techniques applied in the teaching of language resources (segmental and suprasegmental phonetic phenomena, vocabulary, grammar and discourse),</li> <li>• be able to apply the acquired knowledge of various interactive teaching techniques based on simulation, role-playing, problem-solving, project work, dramatic activities, and others,</li> <li>• be able to use the stated techniques and forms of work (individual, pair, group / team, frontal) in various situations, both learning and close to real ones,</li> <li>• be able to argue and analyze the teaching methods and techniques used for the acquisition of language,</li> <li>• be able to flexibly modify existing learning activities and assignments and create their own,</li> <li>• be able to use self-reflection to develop their professional skills.</li> </ul>	
<b>Brief outline of the course:</b> Subject (course) contents: 1 Teaching pronunciation, segmental and suprasegmental phonetic phenomena.	

- 2 Teaching vocabulary.
- 3 Teaching grammar - structural and functional approach to teaching foreign language grammar phenomena.
- 4 Teaching discourse.
- 5 Types of language errors and their correction.
- 6 Principles and techniques in communicative language teaching - information gap activities.
- 7 Project work and assignments and their use in learning a foreign language.
- 8 Language games and problem assignments.
- 9 Role playing and simulation.
- 10 Use of story and dramatic techniques in foreign language teaching.
- 11 Use of authentic materials for teaching purposes (songs, films, maps, and others) I.
- 12 Use of authentic materials for teaching purposes (songs, films, maps, and others) II.
- 13 Use of internet materials in foreign language teaching.

### **Recommended literature:**

Recommended literature:

Course for distance form of teaching: <https://edu.ukf.sk/>

Harmer, J.: The Practice of English Language Teaching. London: Longman, 2015.

Watkins, P.: Learning to Teach English. Ernst Klett Sprachen GmbH, 2017

Doff, A.: Teach English Trainer's Handbook: A Training Course for Teachers. CUP,

Ur, P.: A Course in English Language Teaching. CUP, 2012.

Tanner, R., Green, C.: Tasks for Teacher Education. Longman 2007.

Gadušová, Z. – Hartánská, J.: Methodology of Teaching English as a Foreign Language. Nitra: VŠPg, 1995.

Gadušová, Z. - Hartánská, J.: Vzdelávanie-Vyučovanie-Jazyk/Education-Teaching-Language. FF UKF Nitra 2002.

Doff, A.: Teach English. CUP 1993.

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) Available at [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

Gadušová, Z.: Teória a prax osvojovania cudzích jazykov: príjemca dieťa. Nitra: UKF, 2004.

Gadušová, Z. a kol.: Nástroje hodnotenia kompetencií učiteľa. Praha: Verbum, 2019.

Gadušová, Z.: Otázniky nad hodnotením úrovne ovládania cudzích jazykov. In: Teoretické východiská a perspektívy vyučovania cudzích jazykov na rôznych typoch škôl. Bratislava: Univerzita Komenského, 2004, s. 67-73.

Gadušová, Z. a kol.: Pedagogická dokumentácia z anglického jazyka. Úroveň B1. Bratislava: ŠPÚ, 2009.

Gadušová, Z. a kol.: Pedagogická dokumentácia z anglického jazyka. Úroveň B2. Bratislava: ŠPÚ, 2009.

Billíková, A., Kiššová, M.: Drama Techniques in the Foreign Language Classroom. UKF, Nitra, 2013.

Hvozdíková, S.: Teaching Foreign Languages with Creative Drama Intervention Techniques. Praha: 2014.

Stranovská, E., Hvozdíková, S., Gadušová, Z., Munková, D.: Foreign Language Education and Dynamics of Foreign Language Competence 2016. In: The European Journal of Social and Behavioural Sciences. Roč. 17, č. 3, 2016, pp. 2141-2153.

Hvozdíková, S.: Willingness to Communicate and Motivation of English Language Learners. In: American Journal of Educational Research, roč. 9, č. 8, 2021, pp. 543-548.

Stranovská, E., Hvozdíková, S., Munková, D.: Selected Factors and Successfulness in Foreign Language Learning, Hamburg: Verlag Dr. Kovač, 2019.

<b>Language knowledge required for passing the course:</b>					
Language, knowledge of which is necessary to complete the subject (course): English language					
<b>Notes:</b>					
<b>Assessment of courses</b>					
The total number of assessed students: 313					
A	B	C	D	E	FX
14.38	23.32	22.68	15.02	16.61	7.99
<b>Teachers:</b> prof. PaedDr. Zdenka Gadušová, CSc., Mgr. Silvia Hvozdíková, PhD.,					
<b>Date of last change:</b> 02.06.2022					
<b>Guarantor program:</b>					



## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/MGRPM/22	<b>Name of course:</b> Project Management
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 26</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2., 4.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Type of evaluation: passed (ABS) Total student workload: 50 hours seminars - 26 hours + preparation for seminars (self-study resources) - 12 hours + writing presentations - 12 hours. Requirements: Regular and active participation in seminars (20 points), elaboration of partial project proposals presentation and their presentation. During the semester, the student has the opportunity to obtain 80 points for submitting and presenting 3 parts of the semester assignment: 1) Presentation of a concrete topic at theoretical level - 20 points, 2) Presentation of a specific topic at practical level (based on a concrete organization) - 20 points, 3) Developed internal methodology for project management - 40 points. Credits will not be awarded to a student who obtains less than 70 points in the overall score.	
<b>Learning outcomes:</b> The student will gain theoretical knowledge about project management and experience in creating school and educational projects supported by various sources of funding, including EU projects. He will be able to describe situation and problem solved in the project, set intentions, goals, measurable criteria and project indicators, determine the intervention strategy, implementation assumptions and project risks, plan activities, outputs, results and impacts of the project, prepare the staff matrix, budget and financial plan of the project, design a management, monitoring and checking system, and a method of publicity and dissemination of project results and achievements. Within the course, the student will get acquainted with the preparation of Slovak, but also international projects. Part of the training is the development of proposals for several project components in the selected area of school/school institution management.	
<b>Brief outline of the course:</b> 1 Introduction to project management - the importance of projects and project management in schools and school institutions. 2 Basic concepts, relationships and processes in project management - definition of basic concepts: project, project management.	

- 3 Basic concepts, relationships and processes in project management - types of projects in schools and school institutions, project cycle.
- 4 Analysis of the external and internal school/school institution environment - SWOT analysis, determination of the priorities of strategic development and goals of the school/school institution.
- 5 Project intention, goals and indicators of project goals achievement, project intervention strategy - formulation of the project focus and aims, objectives and indicators of project implementation and intervention strategy.
- 6 Design of the school/school institution development project, project feasibility and threats to its implementation - planning project implementation. Input assumptions of the project. Selection of project intervention strategy.
- 7 Activities, outputs and results of the project.
- 8 Risks, sustainability, impacts and dissemination of the project.
- 9 Project budget and planning project financing.
- 10 Creation and management of the project team - definition of requirements for the selection of partners and project team members, main principles of project team management,
- 11 Creation and management of the project team - critical project resources, personnel matrix, project team leadership and management system.
- 12 Monitoring, checking and evaluation of the implementation and results of the project - monitoring and checking of project implementation against the schedule, critical checking points and project milestones.
- 13 Monitoring, checking and evaluation of the implementation and results of the project - administrative project documentation, financial checking, project evaluation - interim and final report, measures for the use of project outputs and results in school practice.

#### **Recommended literature:**

E-course: <https://edu.ukf.sk/>

DOLEŽAL, J. - KRÁTKÝ J. (2016) Projektový management v praxi. Praha: Grada, 2016.

KREMEŇOVÁ, I. a kol. (2009) Projektový manažment. EDIS, 2009.

SVOZILOVÁ, A. (2011) Projektový management. Praha: Grada, 2011.

SVOZILOVÁ, A. (2016) Projektový management, 3. vydanie, Praha: Grada 2016.

BARKER, S. – COLE, R. (2011) Projektový management pro praxi. Praha: Grada, 2011.

KORECKÝ, M. - TRKOVSKÝ, V. 2012. Management rizík projektu. Praha: Grada, 2012.

GADUŠOVÁ, Z. (2012) European Project Management. In: Topical Issues of Modernization: the Economy, Education, Management, Politics and Business: Materials of the international scientifically-practical conference. Semey: Kazachskaja finansovo-ekonomitceskaja akademija, 2012.

PAPULA, J. (2012) Strategický manažment projektov. Pagoda, 2012.

RUSSEV, S. - GREGUŠ, M. (2010) Riadenie projektov s Microsoft Project 2010. Krátky a rýchly návod na prácu s MS Project 2010. MICROSOFT, Bratislava, 2010.

RUSSEV, S. (2011) Manažment projektov, Bratislava: Univerzita Komenského, 2011.

DOLEŽAL, J. – MÁCHAL, P. – LACKO, B. a kol. (2009) Projektový management podle IPMA. Praha: Grada, 2009.

PROJECT MANAGEMENT INSTITUTE: A Guide to the Project Management Body of Knowledge (PMBOK Guide) – Fourth Edition. An American National Standard ANSI/PMI 99-001-2008.

ROSENAU M. D. (2006) Řízení projektů. Praha: Computer press, 2006.

SCHWALBE, K. (2007) Řízení projektů v IT. Brno, Computer Press, a.s., 2007.

SCHWALBE, K. (2008) Information Technology Project Management, Course Technology. Fifth edition, 2008.

<b>Language knowledge required for passing the course:</b> Slovak/English	
<b>Notes:</b>	
<b>Assessment of courses</b> The total number of assessed students: 0	
ABS	N
0.0	0.0
<b>Teachers:</b> prof. PaedDr. Zdenka Gadušová, CSc.,	
<b>Date of last change:</b> 22.06.2022	
<b>Guarantor program:</b>	

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/MGRPM/22	<b>Name of course:</b> Project Management
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 26</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Type of evaluation: passed (ABS) Total student workload: 50 hours seminars - 26 hours + preparation for seminars (self-study resources) - 12 hours + writing presentations - 12 hours. Requirements: Regular and active participation in seminars (20 points), elaboration of partial project proposals presentation and their presentation. During the semester, the student has the opportunity to obtain 80 points for submitting and presenting 3 parts of the semester assignment: 1) Presentation of a concrete topic at theoretical level - 20 points, 2) Presentation of a specific topic at practical level (based on a concrete organization) - 20 points, 3) Developed internal methodology for project management - 40 points. Credits will not be awarded to a student who obtains less than 70 points in the overall score.	
<b>Learning outcomes:</b> The student will gain theoretical knowledge about project management and experience in creating school and educational projects supported by various sources of funding, including EU projects. He will be able to describe situation and problem solved in the project, set intentions, goals, measurable criteria and project indicators, determine the intervention strategy, implementation assumptions and project risks, plan activities, outputs, results and impacts of the project, prepare the staff matrix, budget and financial plan of the project, design a management, monitoring and checking system, and a method of publicity and dissemination of project results and achievements. Within the course, the student will get acquainted with the preparation of Slovak, but also international projects. Part of the training is the development of proposals for several project components in the selected area of school/school institution management.	
<b>Brief outline of the course:</b> 1 Introduction to project management - the importance of projects and project management in schools and school institutions. 2 Basic concepts, relationships and processes in project management - definition of basic concepts: project, project management.	

- 3 Basic concepts, relationships and processes in project management - types of projects in schools and school institutions, project cycle.
- 4 Analysis of the external and internal school/school institution environment - SWOT analysis, determination of the priorities of strategic development and goals of the school/school institution.
- 5 Project intention, goals and indicators of project goals achievement, project intervention strategy - formulation of the project focus and aims, objectives and indicators of project implementation and intervention strategy.
- 6 Design of the school/school institution development project, project feasibility and threats to its implementation - planning project implementation. Input assumptions of the project. Selection of project intervention strategy.
- 7 Activities, outputs and results of the project.
- 8 Risks, sustainability, impacts and dissemination of the project.
- 9 Project budget and planning project financing.
- 10 Creation and management of the project team - definition of requirements for the selection of partners and project team members, main principles of project team management,
- 11 Creation and management of the project team - critical project resources, personnel matrix, project team leadership and management system.
- 12 Monitoring, checking and evaluation of the implementation and results of the project - monitoring and checking of project implementation against the schedule, critical checking points and project milestones.
- 13 Monitoring, checking and evaluation of the implementation and results of the project - administrative project documentation, financial checking, project evaluation - interim and final report, measures for the use of project outputs and results in school practice.

#### **Recommended literature:**

E-course: <https://edu.ukf.sk/>

DOLEŽAL, J. - KRÁTKÝ J. (2016) Projektový management v praxi. Praha: Grada, 2016.

KREMEŇOVÁ, I. a kol. (2009) Projektový manažment. EDIS, 2009.

SVOZILOVÁ, A. (2011) Projektový management. Praha: Grada, 2011.

SVOZILOVÁ, A. (2016) Projektový management, 3. vydanie, Praha: Grada 2016.

BARKER, S. – COLE, R. (2011) Projektový management pro praxi. Praha: Grada, 2011.

KORECKÝ, M. - TRKOVSKÝ, V. 2012. Management rizík projektu. Praha: Grada, 2012.

GADUŠOVÁ, Z. (2012) European Project Management. In: Topical Issues of Modernization: the Economy, Education, Management, Politics and Business: Materials of the international scientifically-practical conference. Semey: Kazachskaja finansovo-ekonomitceskaja akademija, 2012.

PAPULA, J. (2012) Strategický manažment projektov. Pagoda, 2012.

RUSSEV, S. - GREGUŠ, M. (2010) Riadenie projektov s Microsoft Project 2010. Krátky a rýchly návod na prácu s MS Project 2010. MICROSOFT, Bratislava, 2010.

RUSSEV, S. (2011) Manažment projektov, Bratislava: Univerzita Komenského, 2011.

DOLEŽAL, J. – MÁCHAL, P. – LACKO, B. a kol. (2009) Projektový management podle IPMA. Praha: Grada, 2009.

PROJECT MANAGEMENT INSTITUTE: A Guide to the Project Management Body of Knowledge (PMBOK Guide) – Fourth Edition. An American National Standard ANSI/PMI 99-001-2008.

ROSENAU M. D. (2006) Řízení projektů. Praha: Computer press, 2006.

SCHWALBE, K. (2007) Řízení projektů v IT. Brno, Computer Press, a.s., 2007.

SCHWALBE, K. (2008) Information Technology Project Management, Course Technology. Fifth edition, 2008.

<b>Language knowledge required for passing the course:</b> Slovak/English	
<b>Notes:</b>	
<b>Assessment of courses</b> The total number of assessed students: 0	
ABS	N
0.0	0.0
<b>Teachers:</b> prof. PaedDr. Zdenka Gadušová, CSc.,	
<b>Date of last change:</b> 22.06.2022	
<b>Guarantor program:</b>	

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/MGRSEAJA/22	<b>Name of course:</b> Semantic Aspects of Language
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 26 <b>Method of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2., 4.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Evaluation type: passed (A) Total student workload: 50 hours seminars 26 hours; preparation for seminars and self-study 24 hours Requirements: active seminar participation; to earn credits, students must hand in assignments demonstrating their understanding of the studied topics and seminar discussions by means of comparative analyses of theoretical sources and observation of the studied phenomena in language use. Students have to hand in at least 70% of assignments.	
<b>Learning outcomes:</b> Students become acquainted with basic concepts of semantics, internalise terminology of the discipline with focus on lexical semantics; students are able to apply knowledge on the areas of interest in further studies, particularly in fields of semantics, lexicology, cognitive linguistics and pragmatics. Students become familiar with basic principles of propositional logic in the extent necessary for discussing semantic aspects of language. Obtained knowledge can be used in English language teaching, as well as in further studies of other linguistic sub-disciplines and in research.	
<b>Brief outline of the course:</b> 1. Basic terms and definitions, semantics and other disciplines, meaning and sense, meaning types. 2. Basics of propositional logic. 3. Contextual approach to lexical semantics, language relativity. 4. Lingual context, context as meaning, meaning aspects of collocations and idioms. 5. Syntagmatic delimitation of lexical units, semantic constituents and indicators, categorizers and tallies, degrees of meaning opacity. 6. Paradigmatic delimitation of lexical units, sense selection and modulation, tests and criteria of semantic ambiguity, sense-spectra. 7. Lexical-semantic relations and configurations, cognitive synonymy, hyponymy, compatibility, incompatibility, partial relations, pseudo-relations, quasi-relations, para-relations.	

8. Syntagmatic sense relations between lexical units in context.
9. Hierarchies, proportional series, catenary hierarchies, branching hierarchies, hyponymy and incompatibility.
10. Taxonomies and taxonymy, characteristics of natural taxonomies.
11. Meronomies and meronymy, definition of part as a meaning unit, transitivity, characteristics of meronomies.
12. Antonymy, oppositeness, complementary antonyms, inherentness, implicit superlative, types of oppositeness.
13. Synonymy, absolute synonyms, cognitive synonyms, plesionyms, analogies of synonymic categories outside of synonymy.

**Recommended literature:**

ABRAHAM, S., KIEFER, F. 2018. A Theory of Structural Semantics. 2nd ed. Berlin : de Gruyter.

CRUSE, D. A. 2015. Lexical Semantics. Cambridge : Cambridge University Press.

CRUSE, D. A. 2015. Meaning in language: an introduction to semantics and pragmatics. 3rd ed. New York : Oxford University Press.

HURFORD, J. R. et al. 2014. Semantics: a coursebook. 2nd ed. Cambridge : Cambridge University Press.

LYCAN, W. G. 2019. Philosophy of language: a contemporary introduction. 3rd ed. New York, NY : Routledge.

LYONS, J. 2012. Linguistic semantics: an introduction. Cambridge : Cambridge University Press.

**Language knowledge required for passing the course:**

English

**Notes:**

**Assessment of courses**

The total number of assessed students: 0

ABS	N
0.0	0.0

**Teachers:** Mgr. Martin Kažimír, PhD.,

**Date of last change:** 21.06.2022

**Guarantor program:**



## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/MGRSPAJA/22	<b>Name of course:</b> Socio-pragmatic Aspects of Language
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 26</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2., 4.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Requirements for completion: ongoing evaluation (PH) Total student workload: 125 hours Seminars 26 hours + preparation for seminars 24 hours + preparation for presentations 25 hours + self-study and preparation for the test 30 hours + preparation and presentation of learning activities 20 hours. Requirements: Active participation in seminars, writing reflections on compulsory study literature (25%). During the semester, the student prepares a presentation related to the thematic content of the course (25%). At the end of the semester, the student takes a test (25%) and presents learning activities to support intercultural education (25%). Assessment: Credits will not be awarded to a student who obtains less than 70% in the overall score. Rating: 100% - 95% = A, 94% - 89% = B, 88% - 83% = C, 82% - 77% = D, 76% - 70% = E, 69 % - 0% - FX.	
<b>Learning outcomes:</b> Learning outcomes The student will gain knowledge of different variants of the English language depending on factors such as regional and ethnic origin, gender and age. The student is able to analyze standard and non-standard dialects of modern English, gains knowledge of the main approaches to sociolinguistic research such as language variation, intercultural pragmatics and conversational analysis. The student will understand the complex relationship between language, culture and communication. Within the theory of pragmatics, the student will master the basic pragmatic concepts and relevant linguistic terminology, such as the theory of speech acts, the principles of cooperation and courtesy, their strategies and maxims. The student will acquire knowledge about specific pragmatic concepts, about the functioning of language in situational and cultural contexts, will learn to read between the lines and identify the messages communicated without being verbalized.	

The student will improve sociolinguistic and pragmatic competence, be able to apply the acquired knowledge and implement activities supporting the development of intercultural awareness and skills in English language teaching.

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

##### **Recommended literature:**

- Ciprianová, E.: Kultúra a vyučovanie cudzieho jazyka. Nitra: FF UKF, 2008.
- Ciprianová, E. - Vančo, M.: English in the Age of Globalization: Changing ELT Models, Restructuring Relationships. Journal of Linguistic and Intercultural Education, vol. 3, 2010, p. 123-135.
- Ciprianová, E.: Metafora ako kognitívny, jazykový a kultúrny fenomén v angličtine. Nitra: FF UKF, 2013.
- Crystal, D.: English as a Global Language. Cambridge: Cambridge University Press, 2003.
- Goddard, A. – Patterson, M.L.: Language and Gender. London: Routledge, 2000.
- Grundy, P.: Doing Pragmatics. London: Arnold, 2000.
- Huber-Kriegler, M. et al.: Mirrors and Windows: An Intercultural Communication Textbook. Strasbourg: Council of Europe Publishing, 2003.
- Ishihara, N. – Cohen, A.D.: Teaching and Learning Pragmatics. Where Language and Culture Meet. Edinburgh: Pearson Education Limited, 2010.
- Kövecses, Z.: Metaphor in Culture. Universality and Variation. Cambridge: Cambridge University Press, 2005.
- Lakoff, G. – Johnson, M.: Metaphors We Live By. Chicago: The University of Chicago Press, 2003.
- Leech, G.: Principles of Pragmatics. London: Longman, 1983.
- Katan, D.: Translating Cultures: An introduction for Translators, Interpreters and Mediators. Brooklands: St. Jerome Publishing, 1999.
- Miššíková, G. : Cooperation and Politeness in Literary Discourse: A Pragmatic Stylistic Approach. In: Discourse Interpretation: Approaches and Applications. Newcastle upon Tyne: Cambridge Scholars Publishing, 2012, p. 149-162.
- Miššíková, G.: Politeness strategies in academic digital discourse. Discourse and Interaction, vol. 5, no.1, 2012, p. 49-62.
- Miššíková, G.: Literary Discourse as Social Interaction: An Interpersonal Rhetoric Approach. LANGUAGE & LINGUISTICS (ISCAH), 2020.7.1/26., Bulgaria: SGEM Sofia, 2021. p. 215-222.
- Peccei, J.S.: Pragmatics. London and New York: Routledge, 2005.
- Wardhaugh, R.: An Introduction to Sociolinguistics. Oxford: Blackwell Publishers, 2002.
- Wierzbicka, A.: Cross-Cultural Pragmatics. Berlin and New York: Mouton de Gruyter, 2003.
- Yule, G.: Pragmatics. Oxford: OUP, 1996.

#### **Language knowledge required for passing the course:**

##### **Notes:**

##### **Assessment of courses**

The total number of assessed students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

**Teachers:** doc. Mgr. Elena Ciprianová, PhD., prof. PhDr. Gabriela Miššíková, CSc.,

**Date of last change:** 28.05.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/MGRSAJ/22	<b>Name of course:</b> Synchronous English Language Studies
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 26</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Requirements are the same for full-time and external study: ongoing evaluation (PH) Number of hours: 75 seminars 25 hours + preparation for seminars 15 hours + preparation of presentation 10 hours + self-study and preparation of portfolio 25 hours. Prerequisites: Active participation in seminars, preparation and presentation and preparation of the final thesis. During the semester, the student prepares a presentation on a given topic and presents it at a seminar (25 points); within the seminars, the student implements practical activities and presents their results (20 points). At the end of the semester, the student submits a written analysis of the text according to the assignment (55 points). Credits will not be awarded to a student who obtains less than 70 points in the overall score. Rating: 100% - 95% = A, 94% - 89% = B, 88% - 83% = C, 82% - 77% = D, 76% - 70% = E, 69 % - 0% - FX.	
<b>Learning outcomes:</b> The students identify and interpret basic linguistic concepts, understand the specifics and intentions of individual linguistic schools and the approaches they represent, understand the relationships between them and are able to define them. They reliably distinguish between diachronic and synchronous approaches to language learning, identify their different functions and goals. They gain knowledge of the contemporary English language, its specific social and cultural variants, learn to identify these social variants as anchored in a specific context. They will learn to analyze different types of texts and summarize their characteristic stylistic properties in terms of identification of individual language functions in spoken and written communication. Students can recognize the practical importance of phatic, appellative and persuasive functions, identify factual style focused on accuracy and data in contrast to affective expressive style focused on expressing emotions and personal attitudes.	
<b>Brief outline of the course:</b> 1. Diachronic and synchronous language study. 2. Contemporary English language. 3. Language and style. 4. Basic definitions, stylistic terms and concepts.	

5. Stylistic devices and expressive means, functional characteristics, method of stylistic analysis.
6. Classification of functional styles and text typology in English.
7. Text as discourse.
8. Functions and goals of language use.
9. Social variants of language use.
10. Spoken versus written language means.
11. Cohesion, coherence, intertextuality.

**Recommended literature:**

Moodle online course at: <https://edu.ukf.sk/>

BURKE, M. (ed.) (2014) The Routledge Handbook of Stylistics. London, New York: Routledge.

FERENČÍK, M. (2016) English Stylistics as Discourse Analysis. FF PU Prešov.

GIBBONS, A. - S. WHITELEY (2018) Contemporary Stylistics. Language, Cognition, Interpretation Edinburgh University Press Ltd

MIŠŠÍKOVÁ, G. (2020) „Literary discourse as social interaction: an interpersonal rhetoric approach.” In: 7th SWS International Scientific Conference on Arts and Humanities ISCAH 2020. 1/1, pp. 215-222

MIŠŠÍKOVÁ, G. (2012) Coherence in Literary Discourse. In: Coherence and Cohesion in English Discourse. Brno: MU, 2012. pp. 79-102.

SIMPSON, P. (2012) Stylistics. A resource book for students. Routledge, London and New York.

**Language knowledge required for passing the course:**

**Notes:**

**Assessment of courses**

The total number of assessed students: 335

A	B	C	D	E	FX
18.51	20.9	20.0	9.85	19.1	11.64

**Teachers:** prof. PhDr. Gabriela Miššíková, CSc., prof. Mgr. Štefan Beňuš, PhD.,

**Date of last change:** 26.04.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/MGRVOJ/22	<b>Name of course:</b> Teaching ESP
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 26</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Form of assessment: passed (A) Total student workload: 75 hours seminars: 26 hours + preparation for seminars: 26 hours + coursework: 23 hours. Requirements: active participation and writing an essay on teaching English for specific purposes. Students must actively participate in discussions and complete the assignments (35 points). Throughout the semester, students must also create and present a lesson plan according to the guidelines given set by the instructor (30 points). Students must also write an essay on a given topic (35 points). Students who fail to obtain 70 or more points will fail the course.	
<b>Learning outcomes:</b> Students can define and characterise the concept of English for specific purposes and technical English in teaching English. Students are familiar with the essential professional fields in English. The basic premise of the course is that students deepen their knowledge of the lexicon, morphology, syntactic structures and professional style in the English language and recognise the specificities of teaching English for specific purposes at different language levels. Students reflect on teaching English for specific purposes and develop their professional skills. Students work on a project and present the results of their creative work in front of the group; they communicate their views and values and confront those with scientific knowledge; they cooperate with others on practical assignments and present the results of group or individual work.	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Introduction to the basics, origin and development of English for specific purposes</li> <li>2. Business English</li> <li>3. English for the natural sciences</li> <li>4. English for the humanities</li> <li>5. Technical English for industry</li> <li>6. English for medicine</li> <li>7. The role of the teacher in teaching English for specific purposes</li> <li>8. The advantages and specificities of teaching English for specific purposes</li> <li>9. Different types of professional language and their features</li> </ol>	

10. Different types of professional language and their features 11. Developing teaching skills and self-reflection in teaching English for specific purposes 12. Assessing the quality of teaching English for specific purposes in educational settings 13. Assessing the quality of coursebooks for teaching English for specific purposes	
<b>Recommended literature:</b> Harding, K.: English for Specific Purposes 1. published. - Oxford : Oxford University Press, 2007. - Resource Books for Teachers. Hutchinson, T., Waters, A.: English for Specific Purposes a learning-centred approach - Cambridge : Cambridge University Press, 2010. Kováčiková, E.: CLIL methodology through project work within the environment of English for specific purposes. In : New Directions in Teaching Foreign Languages, Brno, 2012. Kováčiková, E.: English for Specific Purposes in Higher Education through Content Language Integrated Learning. Cambridge Scholar Publishing, 2020. Kráľová, Z., Kováčiková, E.: Positive Views and Challenges of Using Project Work in ESP Lessons. In : The Journal of Teaching English for Specific and Academic Purposes. pp. 31-41, 2021. The Journal of Teaching English for Specific and Academic Purposes.	
<b>Language knowledge required for passing the course:</b> English	
<b>Notes:</b>	
<b>Assessment of courses</b> The total number of assessed students: 0	
ABS	N
0.0	0.0
<b>Teachers:</b> Mgr. Martina Szabóová, PhD.,	
<b>Date of last change:</b> 21.06.2022	
<b>Guarantor program:</b>	

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/MGRTYL/22	<b>Name of course:</b> Teaching English to Young Learners
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 26</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2., 4.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Evaluation: passed (A) Total student workload: 75 hours seminars 26 hours + preparation for seminars 24 hours + preparation of lesson plans for simulated lesson 25 hours. requirements: Active participation in seminars and regular preparation of lesson plans for simulated lesson. In course of semester the students prepare individually the lesson plans for simulated lesson according to the task of the teacher and present them at the seminar in the form of microteaching (50 points); the students make lesson analyses of didactic activities prepared by them and by teacher (20 points). At the end of semester the students (teacher trainee) experience teaching practice at primary or lower secondary school during which they implement lesson plans in a group of learners (30 points). If the student gets less than 70 points in terms of overall evaluation, they will not earn credits.	
<b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>• The student is familiar with up-to-date psychological-pedagogical approaches in teaching foreign language.</li> <li>• The student is familiar with psychosomatic peculiarities of young learners.</li> <li>• The student can implement the pedagogical theory preparing a lesson plan for young learners.</li> <li>• The student is familiar with different teaching methods and techniques which effectively uses designing a lesson plan for young learners in terms of four language skills (listening, speaking, reading and writing).</li> <li>• The student is familiar with effective way of class management to young learners.</li> <li>• The student is familiar with different types of evaluation of young learners.</li> </ul>	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Theoretical framework: first language acquisition and foreign language learning.</li> <li>2. Up-to-date psychological-pedagogical approaches in teaching foreign language to young learners.</li> <li>3. Psychosomatic peculiarities of young learners (physical, cognitive, social and emotional development).</li> <li>4. Class management and atmosphere in the classroom to young learners.</li> </ol>	



5. Lesson planning to young learners.
6. Development of listening skill to young learners.
7. Development of speaking skill to young learners.
8. Development of reading skill to young learners.
9. Development of writing skill to young learners.
10. Types of teaching aids and their role during teaching to young learners.
11. The use of stories, didactic games, role-plays, songs, nursery rhymes, jazz chants, picture books.
12. The use of drama techniques, digital technologies to young learners.
13. Evaluation of young learners.

#### **Recommended literature:**

- Gadušová, Z. 2004. Teória a prax osvojovania cudzích jazykov: príjemca : dieťa. Nitra: Univerzita Konštantína Filozofa.
- Hartánská, J. 2004. Vyučovanie anglického jazyka na 1.stupni základnej školy. Nitra: Univerzita Konštantína Filozofa.
- Gadušová, Z. - Hartánská, J. 2004. Impact of Psychosomatic Characteristics of Foreign Language Teaching on Foreign Teaching Methods. In Dieťa-jazyk-svet. Zborník z medzinárodnej konferencie, Nitra: PF UKF, s. 61-72.
- Harmer, J. 2015. The Practice of English Language Teaching. Piate vydanie. Harlow: Pearson Education.
- Ellis, G. - Brewster, J. - Girard, D. 2012. The Primary English Teacher's Guide. Harlow: Pearson Education.
- Bérešová, J. 2016. Teaching English to Young Learners Trnava: Trnavská univerzita v Trnave.
- Cameron, L. - McKay, P. 2010. Bringing creative teaching into the young learner classroom. Oxford: Oxford University Press.
- Shin, J. K. - Crandall, J. A. 2014. Teaching young learners English: From theory to practice. Boston, MA: National Geographic Learning/Cengage Learning.
- Straková, Z. - Cimermanová, I. a kol. 2012. Učiteľ cudzieho jazyka v kontexte primárneho vzdelávania. 2. rozš. vyd. Prešov: Prešovská univerzita.

#### **Language knowledge required for passing the course:**

English

#### **Notes:**

#### **Assessment of courses**

The total number of assessed students: 0

ABS	N
0.0	0.0

**Teachers:** Mgr. Ivana Horváthová, PhD.,

**Date of last change:** 21.06.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/mPRAX01/22	<b>Name of course:</b> Teaching Practice 2 - in Upper Secondary Schools
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> 20s <b>Method of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Type of evaluation: continuous evaluation (PH) Total student workload: 30 hours. Teaching and lesson analysis 20 hours + writing lesson plans for different lessons 8 hours + writing self-reflection 2 hours. Requirements: Active participation in the school teaching and writing 10 lesson plans. The student submits a portfolio from the completed teaching practice at an upper secondary school, which contains: <ul style="list-style-type: none"> <li>• filled in and signed form "Report from the teaching practice at the upper secondary school" with the recommendation of the mentor-teacher to grant credit (5 points),</li> <li>• 10 lesson plans; each lesson plan contains a lesson topic, lesson objectives, course of the lesson - student activities and teacher activities, timing of the lesson, teaching methods, teaching aids and organizational forms of lessons; one record from the lesson - 0 to 9 points (i.e. a total of 0 to 90 points for 10 lessons),</li> <li>• a brief self-reflection from teaching practice in the range of 1 standard page (5 points).</li> </ul> Credits will not be awarded to a student who obtains less than 70 points in the overall score. Rating: 100% - 95% = A, 94% - 89% = B, 88% - 83% = C, 82% - 77% = D, 76% - 70% = E, 69 % - 0% - FX.	
<b>Learning outcomes:</b> The student confronts their theoretical knowledge with practice. They learn to apply methodology and linguistic knowledge in the English language lesson when in the role of a teacher with real learners in school environment. They develop professional skills and learn to identify their professional strengths and weaknesses. They can critically evaluate their pedagogical work. They will learn to compare and argumentatively defend their opinions in a discussion with an experienced teacher and colleagues, amend their attitudes and teaching practices. They are able to ask relevant erudite questions for the purpose of professional advancement. They develop a relationship with their learners, the school and the future profession.	
<b>Brief outline of the course:</b> The student will learn to write lesson plans according to instructions of the mentor-teacher and to teach the lesson on the basis of the prepared lesson plan. At the same time, they will learn to take	

their own position on the lesson, self-critically defend their teaching procedures and to accept any constructive criticism from the mentor-teacher and their colleagues.

In the lesson plan, the student can:

- set lesson aims and goals,
- choose relevant teaching methods and forms of work (during the presentation and practice of the new subject matter as well as in the checking and evaluation of learners' learning outcomes),
- work with the textbook and with teaching aids and teaching ICTs.

In the evaluation of the lesson, they are able to take a position on:

- their role as a teacher in the classroom and to communicate with learners,
- their proven professional skills,
- the result of their teaching activities in the lesson,
- social relationships and classroom climate.

**Recommended literature:**

GADUŠOVÁ, Z., HARTÁNSKÁ, J. 2004. Vademecum pedagogickej praxe. Nitra: KAA FF UKF v Nitre. 2004.

HARTÁNSKÁ, J. 2007. Vplyv pedagogickej praxe na rozvoj pedagogických zručností učiteľa cudzích jazykov. In: Pedagogická prax. Súčasnosť a perspektívy. 422, s. 207 – 216. Nitra: FF UKF, PF UKF, 2007.

HARMER, J. 2001. The Practice of English language Teaching. London: Longman 2001.

Kol. autorov. 2009. Vademecum pedagogickej praxe. Nitra: FF UKF v Nitre. 2009.

KRAMÁREKOVÁ, H. a kol. 2011. Pedagogická prax v príprave učiteľov. Nitra: FF UKF v Nitre. 2012.

WALLACE, M., J. 1993. Training Foreign Language Teachers. Cambridge: CUP, 1983.

WAJNRYB, R. 1992. Classroom observation Tasks. Cambridge: CUP. 1992.

**Language knowledge required for passing the course:**

English, Slovak

**Notes:**

**Assessment of courses**

The total number of assessed students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

**Teachers:** prof. PaedDr. Zdenka Gadušová, CSc., Mgr. Ivana Horváthová, PhD.,

**Date of last change:** 21.06.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/mPRAX02/22	<b>Name of course:</b> Teaching Practice 3 - in Lower Secondary Schools
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> 20s <b>Method of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Type of evaluation: continuous evaluation (PH) Total student workload: 30 hours. Teaching and lesson analysis 20 hours + writing lesson plans for different lessons 8 hours + writing self-reflection 2 hours. Requirements: Active participation in the school teaching and writing 10 lesson plans. The student submits a portfolio from the completed teaching practice at a lower secondary school, which contains: <ul style="list-style-type: none"> <li>• filled in and signed form "Report from the teaching practice at the lower secondary school" with the recommendation of the mentor-teacher to grant credit (5 points),</li> <li>• 10 lesson plans; each lesson plan contains a lesson topic, lesson objectives, course of the lesson - student activities and teacher activities, timing of the lesson, teaching methods, teaching aids and organizational forms of lessons; one record from the lesson - 0 to 9 points (i.e. a total of 0 to 90 points for 10 lessons),</li> <li>• a brief self-reflection from teaching practice in the range of 1 standard page (5 points).</li> </ul> Credits will not be awarded to a student who obtains less than 70 points in the overall score. Rating: 100% - 95% = A, 94% - 89% = B, 88% - 83% = C, 82% - 77% = D, 76% - 70% = E, 69 % - 0% - FX.	
<b>Learning outcomes:</b> The student confronts their theoretical knowledge with practice. They learn to apply methodology and linguistic knowledge in the English language lesson when in the role of a teacher with real learners in school environment. They develop professional skills and learn to identify their professional strengths and weaknesses. They can critically evaluate their pedagogical work. They will learn to compare and argumentatively defend their opinions in a discussion with an experienced teacher and colleagues, amend their attitudes and teaching practices. They are able to ask relevant erudite questions for the purpose of professional advancement. They develop a relationship with their learners, the school and the future profession.	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b>	

GADUŠOVÁ, Z., HARTÁNSKÁ, J. 2004. Vademecum pedagogickej praxe. Nitra: KAA FF UKF v Nitre. 2004.

HARTÁNSKÁ, J. 2007. Vplyv pedagogickej praxe na rozvoj pedagogických zručností učiteľa cudzích jazykov. In: Pedagogická prax. Súčasnosť a perspektívy. 422, s. 207 – 216. Nitra: FF UKF, PF UKF, 2007.

HARMER, J. 2001. The Practice of English language Teaching. London: Longman 2001.

Kol. autorov. 2009. Vademecum pedagogickej praxe. Nitra: FF UKF v Nitre. 2009.

KRAMÁREKOVÁ, H. a kol. 2011. Pedagogická prax v príprave učiteľov. Nitra: FF UKF v Nitre. 2012.

WALLACE, M., J. 1993. Training Foreign Language Teachers. Cambridge: CUP, 1983.

WAJNRYB, R. 1992. Classroom observation Tasks. Cambridge: CUP. 1992.

**Language knowledge required for passing the course:**

Slovak, English

**Notes:**

**Assessment of courses**

The total number of assessed students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

**Teachers:** prof. PaedDr. Zdenka Gadušová, CSc., Mgr. Ivana Horváthová, PhD.,

**Date of last change:** 21.06.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/mPRAX03/22	<b>Name of course:</b> Teaching Practice 4 – Continuous 6-week Internship at Lower and Upper Secondary School
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> 60s <b>Method of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Type of evaluation: continuous evaluation (PH) Total student workload: 90 hours. Teaching and lesson analysis 30 hours + writing lesson plans for different lessons 55 hours + writing self-reflection 5 hours. Requirements: Active participation in the continuous school teaching practice and writing 15 lesson plans for teaching in lower secondary schools and 15 lesson plans for teaching in upper secondary schools. The student submits a portfolio from the completed teaching practice, which contains: <ul style="list-style-type: none"> <li>• filled in and signed form "Report from the teaching practice at the lower secondary school" and "Report from the teaching practice at the upper secondary school" with the recommendation of the mentor-teachers to grant credit (5 points),</li> <li>• 30 lesson plans; each lesson plan contains a lesson topic, lesson objectives, course of the lesson - student activities and teacher activities, timing of the lesson, teaching methods, teaching aids and organizational forms of lessons; one record from the lesson - 0 to 3 points (i.e. a total of 0 to 90 points for 30 lessons),</li> <li>• self-reflection from teaching practice in the range of 1 standard page (5 points).</li> </ul> Credits will not be awarded to a student who obtains less than 70 points in the overall score. Rating: 100% - 95% = A, 94% - 89% = B, 88% - 83% = C, 82% - 77% = D, 76% - 70% = E, 69 % - 0% - FX.	
<b>Learning outcomes:</b> During the continuous teaching practice the student will learn to apply methodological and linguistic knowledge in real English language lessons when in the role of a teacher with real learners in school environment. They acquire relevant professional skills and are able to apply and defend them. They can apply modern teaching methods, procedures and techniques. They will get acquainted with school documentation and participate in extracurricular school activities. The student acquires self-confidence and can reflect their performance. They will establish relationships with their learners, the school and the future profession.	
<b>Brief outline of the course:</b> The student will learn to write lesson plans for different lessons independently but under the supervision of their mentor-teacher and to teach the lesson on the basis of the prepared lesson plan.	

At the same time, they will learn to take their own position on the lesson, self-critically defend their teaching procedures and to accept any constructive criticism from the mentor-teacher and their colleagues.

In the lesson plan, the student can:

- set lesson aims and goals,
- choose relevant teaching methods and forms of work (during the presentation and practice of the new subject matter as well as in the checking and evaluation of learners' learning outcomes),
- work with the textbook and with teaching aids and teaching ICTs.

In the evaluation of the lesson, they are able to take a position on:

- their role as a teacher in the classroom and to communicate with learners,
- their proven professional skills,
- the results of their teaching activities in the lesson,
- social relationships and classroom climate.

They will also get acquainted with the school pedagogical documentation and the extracurricular work of the teacher.

**Recommended literature:**

GADUŠOVÁ, Z., HARTÁNSKÁ, J. 2004. Vademecum pedagogickej praxe. Nitra: KAA FF UKF v Nitre. 2004.

HARTÁNSKÁ, J. 2007. Vplyv pedagogickej praxe na rozvoj pedagogických zručností učiteľa cudzích jazykov. In: Pedagogická prax. Súčasnosť a perspektívy. 422, s. 207 – 216. Nitra: FF UKF, PF UKF, 2007.

HARMER, J. 2001. The Practice of English language Teaching. London: Longman 2001.

Kol. autorov. 2009. Vademecum pedagogickej praxe. Nitra: FF UKF v Nitre. 2009.

KRAMÁREKOVÁ, H. a kol. 2011. Pedagogická prax v príprave učiteľov. Nitra: FF UKF v Nitre. 2012.

WALLACE, M., J. 1993. Training Foreign Language Teachers. Cambridge: CUP, 1983.

WAJNRYB, R. 1992. Classroom observation Tasks. Cambridge: CUP. 1992.

**Language knowledge required for passing the course:**

English, Slovak

**Notes:**

**Assessment of courses**

The total number of assessed students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

**Teachers:** prof. PaedDr. Zdenka Gadušová, CSc., Mgr. Silvia Hvozdíková, PhD., Mgr. Ivana Horváthová, PhD.,

**Date of last change:** 21.06.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/N- PRAXU4/22	<b>Name of course:</b> Teaching and Assistance Practice 1
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Practical / Seminar <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> 20s / 20s <b>Method of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2., 4.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Evaluation: Passed (A) - completion of pedagogical practice in a contractual institution and submission of a completed report from pedagogical practice with the evaluation of a mentor-teacher. Total student workload: 100 hours direct practice on-site 20 hours + lesson analyses with mentor-teacher 20 hours + preparation for outputs and assistant activities and report writing 60 hours. The basis for the evaluation of the course is a written statement of the mentor-teacher, which contains a certificate of completion and a recommendation to award an assessment.	
<b>Learning outcomes:</b> Student completing the teaching and assistant practice 1: <ul style="list-style-type: none"> <li>• implements pedagogical and professional teaching theory into the educational process;</li> <li>• independently specifies the goals of education and training based on the analysis of the state and school educational program;</li> <li>• independently designs teaching plans with an appropriate time schedule of individual activities, teaching methods and means with the support of current information and communication technologies according to the formulated goals and the determined content of the lesson;</li> <li>• designs and implements independent educational activities carried out as an extracurricular activities;</li> <li>• implements teaching/educational activities in successive organizational forms and transfers basic content in terms of basic school documents;</li> <li>• implements interdisciplinary links and interdisciplinary knowledge in the presentation of topics taught;</li> <li>• applies methods, strategies, tools, aids and information technologies and identifies their efficiency in the context of the diverse needs of pupils in a classroom/educational group;</li> <li>• identifies and respects manifestations of the pupil's individuality within the class/educational group, applies elements of differentiation in teaching and uses methods of diagnosing their effectiveness;</li> <li>• optimizes the atmosphere in the study group and creates a stimulating and non-threatening environment for teaching and learning by applying compliance techniques and safe working conditions;</li> </ul>	



- appropriately motivates students to learn and encourages interactions between students;
- masters and appropriately applies strategies to ensure group discipline; implements elements of improper class behavior prevention;
- applies methods of microdiagnostics and takes into account the results in selection of follow-up activities;
- provides feedback, independently and responsibly assesses students' learning outcomes in accordance with the principles of assessment at the appropriate level of education; obtains feedback on the fulfillment of teaching goals;
- is able to create and develop interpersonal relationships with students, parents and school management, using appropriate means of communication;
- prepares teaching aids and competently uses current teaching technologies and e-learning environments;
- applies methods and tools of pedagogical methodology in the implementation of action research within the topic of the final thesis;
- argues their own methodological procedures in the portfolio and in interaction with the mentor-teacher.
- reflects on the teaching experience and has an objective self-image of own level of professional skills.

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

Teaching and assistance practice is a form of practical experience carried out in a school and/or educational facility included in the network of schools and educational facilities. It is a form of practice that has the characteristics of a teaching internship and represents a space for developing experience gained through observation, assistance and teaching practice and a space for developing knowledge of skills, experience and values through direct active teaching and assistant activities carried out by students under the supervision of mentoring pedagogical or professional staff of the chosen educational facility. As part of the practice, the student works continuously in the educational environment with subsequent methodological and professional analysis and feedback from the mentor-teacher and reflection on their own didactic skills and pedagogical abilities.

The practice is structured so that the student has an opportunity to carry out educational activities or teaching in the classroom, apply methods, strategies, resources and aids, and the acquired theory, and to verify their own educational project or educational process at a particular level of education, grade and class or educational group, or to apply an assistance program when working with an individual or a group of students in the context of their individual educational needs. The practice also represents a space for research and methodological activities related to the production of the final thesis of the practicing student.

#### **Specific aims**

Through teaching and assistance practice, to enable the student to:

- verify one's own psychodidactic and vocational didactic concepts of teaching in real conditions;
- implement classroom teaching, apply teaching methods, strategies, tools and aids with an emphasis on stimulating cognitive processes, critical and creative thinking of students;
- verify pedagogical strategies for recognizing the diverse needs of students in the classroom or educational group and their pedagogical-didactic mastery:
  - to address, within the framework of teaching and education, the various manifestations of pupils' behavior at school resulting from their diversity (peculiarities of the developmental period, social and cultural environment, gender, etc.);
  - to respect the manifestations of the pupils' individuality in the context of a formal social group within classroom;
  - to respect the specificities of pupils' learning needs in the classroom and adapt own teaching style to them;

- to accept the peculiarities of students' learning outside the classroom, the peculiarities of interests and the diversity of students in leisure facilities;
- to accept and design elements of differentiation in the teaching of pupils with special educational needs into educational activities;
- to create positive socializing effects and master discipline in the study group, manage manifestations of undisciplined behavior and group reactions to such manifestations;
- to optimize the atmosphere in the learning group;
- develop psychodidactic skills and competences:
- formulate cognitive, socio-affective and psychomotoric goals of the lesson, the educational unit and communicate them to the learners;
- use strategies to define the key concepts of the presented content in the context of the scientific field structure and in the context of the pupils' cognitive and developmental characteristics;
- use strategies that support students' critical, engaged and creative thinking;
- develop a psychosocial, projective, implementing and reflective component of teacher competence;
- plan and implement the teaching/educational process:
- plan and organize the activities of individuals and groups in the educational process;
- apply methods and forms that support active student learning;
- apply methods of maintaining students' attention during educational activities;
- implement interdisciplinary links and interdisciplinary knowledge in the presentation of the topic, in the structure of the basic and advanced curriculum;
- use aids, textbooks and other teaching resources and ICT in education and learning, apply methods and means of developing pupils' digital literacy, computer, interactive whiteboard, internet, specific teaching programmes and software, dynamic systems and interactive teaching materials, etc.;
- create a stimulating and non-threatening environment for teaching and learning:
- apply techniques for compliance with rules and safe working conditions;
- apply methods and strategies of external motivation and activation of students, support interactions between students;
- apply methods of diagnosing students' learning outcomes, their evaluation and providing feedback in accordance with the principles of evaluation at the given level of education;
- present own personality characteristics, communication style (in communication with students, parents, teachers and professional staff of the facility) and professional skills, carry out self-reflection and receive feedback on own output from students, peers and mentor-teachers;
- reflect on the teaching experience in a group of students, share own experiences, knowledge and values and argue them in methodological analysis in interaction with the mentor-teacher and in creating a self-reflective report and thus develop personal understanding of teaching and student responsibility.

#### **Recommended literature:**

Pedagogická prax v príprave učiteľov/ Kramáreková, H., Szíjjártóová, K. 2012. Nitra : PF UKF, 162 s. ISBN 978-80-558-0160-5.

Pedagogická prax : nástroj skvalitňovania vzdelávania učiteľov / Katarína Szíjjártóová, Hilda Kramáreková. - Nitra : PF UKF Nitra, 2019. - 171. - ISBN 978-80-558-1443-8.

Kompetencie učiteľa. Hodnotenie. Sebahodnotenie/ Soňa Čeretková a kol : Praha : Verbum, 2019. - 182 s. - ISBN 978-80-87800-54-6.

Rozvoj kritického myslenia vo vyučovaní psychológie/ Tomšík, R. 2019. Nitra: UKF, 64 s. ISBN 978-80-558-1389-8.

Tvorivé a kritické myslenie v príprave učiteľov občianskej náuky/ Predanociová, Ľ. - Jomášková, G. 2019. Nitra: UKF, ISBN 978-80-558-1482-7.

Stratégie kritického a tvorivého myslenia v príprave učiteľov informatiky / Gabriela Lovászová, Nika Klimová, 2019. - 1. vyd. - Nitra : UKF, 2019. - 62 s. - ISBN 978-80-558-1499-5

Tvorivé a kritické myslenie v príprave vyučujúcich v technickom vzdelávaní / Valentová Monika, Brečka Peter, Depešová Jana, 2019; - 1. vyd. - Nitra : UKF, 2019. - 92 s. - ISBN 978-80-558-1463-6.

Edukácia slovenského jazyka a slohu z aspektu poznávacích procesov žiaka / Zuzana Kováčová. - 1. vyd. - Nitra : UKF, 2019. - 148 s. - ISBN 978-80-558-1484-1.

Tvorivé a kritické myslenie v príprave učiteľov etickej výchovy/ Igor Lomnický, Andrea Lesková, Lenka Magová, 2019. - Nitra : UKF, 2019. - 85 s. - ISBN 978-80-558-1460-5.

Didaktiky spoločenskovedných predmetov občianska náuka a etická výchova / Gabriela Jonášková, Igor Lomnický, Ľubica Predanócyová ; recenzent: Ladislav Mura, Eva Pechorčiaková Svitačová. - 1. vyd. - Nitra : UKF, 2018. - 131 s. - ISBN 978-80-558-1288-5.

Stratégie výučby s podporou IKT v technickom vzdelávaní. Peter BREČKA, Monika VALENTOVÁ. 2018. 1. vyd. Nitra: UKF, 2018. 198 s. ISBN 978-80-558-1299-1.

Matematika a CLIL : úlohy a aktivity pre CLIL vyučovanie matematiky / Kitti Páleníková a kol. - Nitra : UKF, 2018. - 106 s. - ISBN 978-80-558-1364-6. [Páleníková Kitti (30%) - Naštická Zuzana (30%) - Šubová Lenka (20%) - Medová Janka (10%) - Rumanová Lucia (5%) - Plothová Lucia (5%)]

Didaktika etickej výchovy pre pedagogickú prax ./ Igor Lomnický a kol.; Nitra : UKF, 2017. - CD-ROM – 130s. - ISBN 978-80-558-1224-3.

**Language knowledge required for passing the course:**

Slovak

**Notes:**

Until 2022, the course is implemented as a part of the ESF project Improving the practical training of future teaching staff at CPU Nitra.

**Assessment of courses**

The total number of assessed students: 0

ABS	N
0.0	0.0

**Teachers:** Mgr. Silvia Hvozdíková, PhD., Mgr. Ivana Horváthová, PhD.,

**Date of last change:** 22.06.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/N- PRAXU4/22	<b>Name of course:</b> Teaching and Assistance Practice 1
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Practical / Seminar <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> 20s / 20s <b>Method of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Evaluation: Passed (A) - completion of pedagogical practice in a contractual institution and submission of a completed report from pedagogical practice with the evaluation of a mentor-teacher. Total student workload: 100 hours direct practice on-site 20 hours + lesson analyses with mentor-teacher 20 hours + preparation for outputs and assistant activities and report writing 60 hours. The basis for the evaluation of the course is a written statement of the mentor-teacher, which contains a certificate of completion and a recommendation to award an assessment.	
<b>Learning outcomes:</b> Student completing the teaching and assistant practice 1: <ul style="list-style-type: none"> <li>• implements pedagogical and professional teaching theory into the educational process;</li> <li>• independently specifies the goals of education and training based on the analysis of the state and school educational program;</li> <li>• independently designs teaching plans with an appropriate time schedule of individual activities, teaching methods and means with the support of current information and communication technologies according to the formulated goals and the determined content of the lesson;</li> <li>• designs and implements independent educational activities carried out as an extracurricular activities;</li> <li>• implements teaching/educational activities in successive organizational forms and transfers basic content in terms of basic school documents;</li> <li>• implements interdisciplinary links and interdisciplinary knowledge in the presentation of topics taught;</li> <li>• applies methods, strategies, tools, aids and information technologies and identifies their efficiency in the context of the diverse needs of pupils in a classroom/educational group;</li> <li>• identifies and respects manifestations of the pupil's individuality within the class/educational group, applies elements of differentiation in teaching and uses methods of diagnosing their effectiveness;</li> <li>• optimizes the atmosphere in the study group and creates a stimulating and non-threatening environment for teaching and learning by applying compliance techniques and safe working conditions;</li> </ul>	

- appropriately motivates students to learn and encourages interactions between students;
- masters and appropriately applies strategies to ensure group discipline; implements elements of improper class behavior prevention;
- applies methods of microdiagnostics and takes into account the results in selection of follow-up activities;
- provides feedback, independently and responsibly assesses students' learning outcomes in accordance with the principles of assessment at the appropriate level of education; obtains feedback on the fulfillment of teaching goals;
- is able to create and develop interpersonal relationships with students, parents and school management, using appropriate means of communication;
- prepares teaching aids and competently uses current teaching technologies and e-learning environments;
- applies methods and tools of pedagogical methodology in the implementation of action research within the topic of the final thesis;
- argues their own methodological procedures in the portfolio and in interaction with the mentor-teacher.
- reflects on the teaching experience and has an objective self-image of own level of professional skills.

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

Teaching and assistance practice is a form of practical experience carried out in a school and/or educational facility included in the network of schools and educational facilities. It is a form of practice that has the characteristics of a teaching internship and represents a space for developing experience gained through observation, assistance and teaching practice and a space for developing knowledge of skills, experience and values through direct active teaching and assistant activities carried out by students under the supervision of mentoring pedagogical or professional staff of the chosen educational facility. As part of the practice, the student works continuously in the educational environment with subsequent methodological and professional analysis and feedback from the mentor-teacher and reflection on their own didactic skills and pedagogical abilities.

The practice is structured so that the student has an opportunity to carry out educational activities or teaching in the classroom, apply methods, strategies, resources and aids, and the acquired theory, and to verify their own educational project or educational process at a particular level of education, grade and class or educational group, or to apply an assistance program when working with an individual or a group of students in the context of their individual educational needs. The practice also represents a space for research and methodological activities related to the production of the final thesis of the practicing student.

#### **Specific aims**

Through teaching and assistance practice, to enable the student to:

- verify one's own psychodidactic and vocational didactic concepts of teaching in real conditions;
- implement classroom teaching, apply teaching methods, strategies, tools and aids with an emphasis on stimulating cognitive processes, critical and creative thinking of students;
- verify pedagogical strategies for recognizing the diverse needs of students in the classroom or educational group and their pedagogical-didactic mastery:
  - to address, within the framework of teaching and education, the various manifestations of pupils' behavior at school resulting from their diversity (peculiarities of the developmental period, social and cultural environment, gender, etc.);
  - to respect the manifestations of the pupils' individuality in the context of a formal social group within classroom;
  - to respect the specificities of pupils' learning needs in the classroom and adapt own teaching style to them;

- to accept the peculiarities of students' learning outside the classroom, the peculiarities of interests and the diversity of students in leisure facilities;
- to accept and design elements of differentiation in the teaching of pupils with special educational needs into educational activities;
- to create positive socializing effects and master discipline in the study group, manage manifestations of undisciplined behavior and group reactions to such manifestations;
- to optimize the atmosphere in the learning group;
- develop psychodidactic skills and competences:
- formulate cognitive, socio-affective and psychomotoric goals of the lesson, the educational unit and communicate them to the learners;
- use strategies to define the key concepts of the presented content in the context of the scientific field structure and in the context of the pupils' cognitive and developmental characteristics;
- use strategies that support students' critical, engaged and creative thinking;
- develop a psychosocial, projective, implementing and reflective component of teacher competence;
- plan and implement the teaching/educational process:
- plan and organize the activities of individuals and groups in the educational process;
- apply methods and forms that support active student learning;
- apply methods of maintaining students' attention during educational activities;
- implement interdisciplinary links and interdisciplinary knowledge in the presentation of the topic, in the structure of the basic and advanced curriculum;
- use aids, textbooks and other teaching resources and ICT in education and learning, apply methods and means of developing pupils' digital literacy, computer, interactive whiteboard, internet, specific teaching programmes and software, dynamic systems and interactive teaching materials, etc.;
- create a stimulating and non-threatening environment for teaching and learning:
- apply techniques for compliance with rules and safe working conditions;
- apply methods and strategies of external motivation and activation of students, support interactions between students;
- apply methods of diagnosing students' learning outcomes, their evaluation and providing feedback in accordance with the principles of evaluation at the given level of education;
- present own personality characteristics, communication style (in communication with students, parents, teachers and professional staff of the facility) and professional skills, carry out self-reflection and receive feedback on own output from students, peers and mentor-teachers;
- reflect on the teaching experience in a group of students, share own experiences, knowledge and values and argue them in methodological analysis in interaction with the mentor-teacher and in creating a self-reflective report and thus develop personal understanding of teaching and student responsibility.

#### **Recommended literature:**

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Kompetencie učiteľa. Hodnotenie. Sebahodnotenie/ Soňa Čeretková a kol : Praha : Verbum, 2019. - 182 s. - ISBN 978-80-87800-54-6.

Rozvoj kritického myslenia vo vyučovaní psychológie/ Tomšík, R. 2019. Nitra: UKF, 64 s. ISBN 978-80-558-1389-8.

Tvorivé a kritické myslenie v príprave učiteľov občianskej náuky/ Predanociová, Ľ. - Jomášková, G. 2019. Nitra: UKF, ISBN 978-80-558-1482-7.

Stratégie kritického a tvorivého myslenia v príprave učiteľov informatiky / Gabriela Lovászová, Nika Klimová, 2019. - 1. vyd. - Nitra : UKF, 2019. - 62 s. - ISBN 978-80-558-1499-5

Tvorivé a kritické myslenie v príprave vyučujúcich v technickom vzdelávaní / Valentová Monika, Brečka Peter, Depešová Jana, 2019; - 1. vyd. - Nitra : UKF, 2019. - 92 s. - ISBN 978-80-558-1463-6.

Edukácia slovenského jazyka a slohu z aspektu poznávacích procesov žiaka / Zuzana Kováčová. - 1. vyd. - Nitra : UKF, 2019. - 148 s. - ISBN 978-80-558-1484-1.

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Didaktika etickej výchovy pre pedagogickú prax ./ Igor Lomnický a kol.; Nitra : UKF, 2017. - CD-ROM – 130s. - ISBN 978-80-558-1224-3.

**Language knowledge required for passing the course:**

Slovak

**Notes:**

Until 2022, the course is implemented as a part of the ESF project Improving the practical training of future teaching staff at CPU Nitra.

**Assessment of courses**

The total number of assessed students: 0

ABS	N
0.0	0.0

**Teachers:** Mgr. Silvia Hvozdíková, PhD., Mgr. Ivana Horváthová, PhD.,

**Date of last change:** 22.06.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/N- PRAXU5/22	<b>Name of course:</b> Teaching and Assistance Practice 2
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Practical / Seminar <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> 20s / 20s <b>Method of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Evaluation: Passed (A) - completion of pedagogical practice in a contractual institution and submission of a completed report from pedagogical practice with the evaluation of a mentor-teacher. Total student workload: 100 hours direct practice on-site 20 hours + lesson analyses with mentor-teacher 20 hours + preparation for outputs and assistant activities and report writing 60 hours. The basis for the evaluation of the course is a written statement of the mentor-teacher, which contains a certificate of completion and a recommendation to award an assessment.	
<b>Learning outcomes:</b> Student completing the teaching and assistant practice 1: <ul style="list-style-type: none"> <li>• implements pedagogical and professional teaching theory into the educational process;</li> <li>• independently specifies the goals of education and training based on the analysis of the state and school educational program;</li> <li>• independently designs teaching plans with an appropriate time schedule of individual activities, teaching methods and means with the support of current information and communication technologies according to the formulated goals and the determined content of the lesson;</li> <li>• designs and implements independent educational activities carried out as an extracurricular activities;</li> <li>• implements teaching/educational activities in successive organizational forms and transfers basic content in terms of basic school documents;</li> <li>• implements interdisciplinary links and interdisciplinary knowledge in the presentation of topics taught;</li> <li>• applies methods, strategies, tools, aids and information technologies and identifies their efficiency in the context of the diverse needs of pupils in a classroom/educational group;</li> <li>• identifies and respects manifestations of the pupil's individuality within the class/educational group, applies elements of differentiation in teaching and uses methods of diagnosing their effectiveness;</li> <li>• optimizes the atmosphere in the study group and creates a stimulating and non-threatening environment for teaching and learning by applying compliance techniques and safe working conditions;</li> </ul>	



- appropriately motivates students to learn and encourages interactions between students;
- masters and appropriately applies strategies to ensure group discipline; implements elements of improper class behavior prevention;
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- is able to create and develop interpersonal relationships with students, parents and school management, using appropriate means of communication;
- prepares teaching aids and competently uses current teaching technologies and e-learning environments;
- applies methods and tools of pedagogical methodology in the implementation of action research within the topic of the final thesis;
- argues their own methodological procedures in the portfolio and in interaction with the mentor-teacher.
- reflects on the teaching experience and has an objective self-image of own level of professional skills.

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#### **Specific aims**

Through teaching and assistance practice, to enable the student to:

- verify one's own psychodidactic and vocational didactic concepts of teaching in real conditions;
  - implement classroom teaching, apply teaching methods, strategies, tools and aids with an emphasis on stimulating cognitive processes, critical and creative thinking of students;
  - verify pedagogical strategies for recognizing the diverse needs of students in the classroom or educational group and their pedagogical-didactic mastery:
- to address, within the framework of teaching and education, the various manifestations of pupils' behavior at school resulting from their diversity (peculiarities of the developmental period, social and cultural environment, gender, etc.);
  - to respect the manifestations of the pupils' individuality in the context of a formal social group within classroom;
  - to respect the specificities of pupils' learning needs in the classroom and adapt own teaching style to them;

- to accept the peculiarities of students' learning outside the classroom, the peculiarities of interests and the diversity of students in leisure facilities;
- to accept and design elements of differentiation in the teaching of pupils with special educational needs into educational activities;
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- develop psychodidactic skills and competences:
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- use strategies to define the key concepts of the presented content in the context of the scientific field structure and in the context of the pupils' cognitive and developmental characteristics;
- use strategies that support students' critical, engaged and creative thinking;
- develop a psychosocial, projective, implementing and reflective component of teacher competence;
- plan and implement the teaching/educational process:
- plan and organize the activities of individuals and groups in the educational process;
- apply methods and forms that support active student learning;
- apply methods of maintaining students' attention during educational activities;
- implement interdisciplinary links and interdisciplinary knowledge in the presentation of the topic, in the structure of the basic and advanced curriculum;
- use aids, textbooks and other teaching resources and ICT in education and learning, apply methods and means of developing pupils' digital literacy, computer, interactive whiteboard, internet, specific teaching programmes and software, dynamic systems and interactive teaching materials, etc.;
- create a stimulating and non-threatening environment for teaching and learning:
- apply techniques for compliance with rules and safe working conditions;
- apply methods and strategies of external motivation and activation of students, support interactions between students;
- apply methods of diagnosing students' learning outcomes, their evaluation and providing feedback in accordance with the principles of evaluation at the given level of education;
- present own personality characteristics, communication style (in communication with students, parents, teachers and professional staff of the facility) and professional skills, carry out self-reflection and receive feedback on own output from students, peers and mentor-teachers;
- reflect on the teaching experience in a group of students, share own experiences, knowledge and values and argue them in methodological analysis in interaction with the mentor-teacher and in creating a self-reflective report and thus develop personal understanding of teaching and student responsibility.

#### **Recommended literature:**

Pedagogická prax v príprave učiteľov/ Kramáreková, H., Szíjjártóová, K. 2012. Nitra : PF UKF, 162 s. ISBN 978-80-558-0160-5.

Pedagogická prax: nástroj skvalitňovania vzdelávania učiteľov / Katarína Szíjjártóová, Hilda Kramáreková. - Nitra : PF UKF Nitra, 2019. - 171. - ISBN 978-80-558-1443-8.

Kompetencie učiteľa. Hodnotenie. Sebahodnotenie/ Soňa Čeretková a kol : Praha : Verbum, 2019. - 182 s. - ISBN 978-80-87800-54-6.

Rozvoj kritického myslenia vo vyučovaní psychológie/ Tomšík, R. 2019. Nitra: UKF, 64 s. ISBN 978-80-558-1389-8.

Tvorivé a kritické myslenie v príprave učiteľov občianskej náuky/ Predanocyová, Ľ. - Jomášková, G. 2019. Nitra: UKF, ISBN 978-80-558-1482-7.

Stratégie kritického a tvorivého myslenia v príprave učiteľov informatiky / Gabriela Lovászová, Nika Klimová, 2019. - 1. vyd. - Nitra : UKF, 2019. - 62 s. - ISBN 978-80-558-1499-5

Tvorivé a kritické myslenie v príprave vyučujúcich v technickom vzdelávaní / Valentová Monika, Brečka Peter, Depešová Jana, 2019; - 1. vyd. - Nitra : UKF, 2019. - 92 s. - ISBN 978-80-558-1463-6.

Edukácia slovenského jazyka a slohu z aspektu poznávacích procesov žiaka / Zuzana Kováčová. - 1. vyd. - Nitra : UKF, 2019. - 148 s. - ISBN 978-80-558-1484-1.

Tvorivé a kritické myslenie v príprave učiteľov etickej výchovy/ Igor Lomnický, Andrea Lesková, Lenka Magová, 2019. - Nitra : UKF, 2019. - 85 s. - ISBN 978-80-558-1460-5.

Didaktiky spoločenskovedných predmetov občianska náuka a etická výchova / Gabriela Jonášková, Igor Lomnický, Ľubica Predanócyová ; recenzent: Ladislav Mura, Eva Pechorčiaková Svitačová. - 1. vyd. - Nitra : UKF, 2018. - 131 s. - ISBN 978-80-558-1288-5.

Stratégie výučby s podporou IKT v technickom vzdelávaní. Peter BREČKA, Monika VALENTOVÁ. 2018. 1. vyd. Nitra: UKF, 2018. 198 s. ISBN 978-80-558-1299-1.

Matematika a CLIL : úlohy a aktivity pre CLIL vyučovanie matematiky / Kitti Páleníková a kol. - Nitra : UKF, 2018. - 106 s. - ISBN 978-80-558-1364-6. [Páleníková Kitti (30%) - Naštická Zuzana (30%) - Šubová Lenka (20%) - Medová Janka (10%) - Rumanová Lucia (5%) - Plothová Lucia (5%)]

Didaktika etickej výchovy pre pedagogickú prax ./ Igor Lomnický a kol.; Nitra : UKF, 2017. - CD-ROM – 130s. - ISBN 978-80-558-1224-3.

**Language knowledge required for passing the course:**

Slovak

**Notes:**

Until 2022, the course is implemented as a part of the ESF project Improving the practical training of future teaching staff at CPU Nitra.

**Assessment of courses**

The total number of assessed students: 0

ABS	N
0.0	0.0

**Teachers:** Mgr. Ivana Horváthová, PhD.,

**Date of last change:** 22.06.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/N- PRAXU5/22	<b>Name of course:</b> Teaching and Assistance Practice 2
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Practical / Seminar <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> 20s / 20s <b>Method of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2., 4.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Evaluation: Passed (A) - completion of pedagogical practice in a contractual institution and submission of a completed report from pedagogical practice with the evaluation of a mentor-teacher. Total student workload: 100 hours direct practice on-site 20 hours + lesson analyses with mentor-teacher 20 hours + preparation for outputs and assistant activities and report writing 60 hours. The basis for the evaluation of the course is a written statement of the mentor-teacher, which contains a certificate of completion and a recommendation to award an assessment.	
<b>Learning outcomes:</b> Student completing the teaching and assistant practice 1: <ul style="list-style-type: none"> <li>• implements pedagogical and professional teaching theory into the educational process;</li> <li>• independently specifies the goals of education and training based on the analysis of the state and school educational program;</li> <li>• independently designs teaching plans with an appropriate time schedule of individual activities, teaching methods and means with the support of current information and communication technologies according to the formulated goals and the determined content of the lesson;</li> <li>• designs and implements independent educational activities carried out as an extracurricular activities;</li> <li>• implements teaching/educational activities in successive organizational forms and transfers basic content in terms of basic school documents;</li> <li>• implements interdisciplinary links and interdisciplinary knowledge in the presentation of topics taught;</li> <li>• applies methods, strategies, tools, aids and information technologies and identifies their efficiency in the context of the diverse needs of pupils in a classroom/educational group;</li> <li>• identifies and respects manifestations of the pupil's individuality within the class/educational group, applies elements of differentiation in teaching and uses methods of diagnosing their effectiveness;</li> <li>• optimizes the atmosphere in the study group and creates a stimulating and non-threatening environment for teaching and learning by applying compliance techniques and safe working conditions;</li> </ul>	

- appropriately motivates students to learn and encourages interactions between students;
- masters and appropriately applies strategies to ensure group discipline; implements elements of improper class behavior prevention;
- applies methods of microdiagnostics and takes into account the results in selection of follow-up activities;
- provides feedback, independently and responsibly assesses students' learning outcomes in accordance with the principles of assessment at the appropriate level of education; obtains feedback on the fulfillment of teaching goals;
- is able to create and develop interpersonal relationships with students, parents and school management, using appropriate means of communication;
- prepares teaching aids and competently uses current teaching technologies and e-learning environments;
- applies methods and tools of pedagogical methodology in the implementation of action research within the topic of the final thesis;
- argues their own methodological procedures in the portfolio and in interaction with the mentor-teacher.
- reflects on the teaching experience and has an objective self-image of own level of professional skills.

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

Teaching and assistance practice is a form of practical experience carried out in a school and/or educational facility included in the network of schools and educational facilities. It is a form of practice that has the characteristics of a teaching internship and represents a space for developing experience gained through observation, assistance and teaching practice and a space for developing knowledge of skills, experience and values through direct active teaching and assistant activities carried out by students under the supervision of mentoring pedagogical or professional staff of the chosen educational facility. As part of the practice, the student works continuously in the educational environment with subsequent methodological and professional analysis and feedback from the mentor-teacher and reflection on their own didactic skills and pedagogical abilities.

The practice is structured so that the student has an opportunity to carry out educational activities or teaching in the classroom, apply methods, strategies, resources and aids, and the acquired theory, and to verify their own educational project or educational process at a particular level of education, grade and class or educational group, or to apply an assistance program when working with an individual or a group of students in the context of their individual educational needs. The practice also represents a space for research and methodological activities related to the production of the final thesis of the practicing student.

#### **Specific aims**

Through teaching and assistance practice, to enable the student to:

- verify one's own psychodidactic and vocational didactic concepts of teaching in real conditions;
  - implement classroom teaching, apply teaching methods, strategies, tools and aids with an emphasis on stimulating cognitive processes, critical and creative thinking of students;
  - verify pedagogical strategies for recognizing the diverse needs of students in the classroom or educational group and their pedagogical-didactic mastery:
- to address, within the framework of teaching and education, the various manifestations of pupils' behavior at school resulting from their diversity (peculiarities of the developmental period, social and cultural environment, gender, etc.);
  - to respect the manifestations of the pupils' individuality in the context of a formal social group within classroom;
  - to respect the specificities of pupils' learning needs in the classroom and adapt own teaching style to them;

- to accept the peculiarities of students' learning outside the classroom, the peculiarities of interests and the diversity of students in leisure facilities;
- to accept and design elements of differentiation in the teaching of pupils with special educational needs into educational activities;
- to create positive socializing effects and master discipline in the study group, manage manifestations of undisciplined behavior and group reactions to such manifestations;
- to optimize the atmosphere in the learning group;
- develop psychodidactic skills and competences:
- formulate cognitive, socio-affective and psychomotoric goals of the lesson, the educational unit and communicate them to the learners;
- use strategies to define the key concepts of the presented content in the context of the scientific field structure and in the context of the pupils' cognitive and developmental characteristics;
- use strategies that support students' critical, engaged and creative thinking;
- develop a psychosocial, projective, implementing and reflective component of teacher competence;
- plan and implement the teaching/educational process:
- plan and organize the activities of individuals and groups in the educational process;
- apply methods and forms that support active student learning;
- apply methods of maintaining students' attention during educational activities;
- implement interdisciplinary links and interdisciplinary knowledge in the presentation of the topic, in the structure of the basic and advanced curriculum;
- use aids, textbooks and other teaching resources and ICT in education and learning, apply methods and means of developing pupils' digital literacy, computer, interactive whiteboard, internet, specific teaching programmes and software, dynamic systems and interactive teaching materials, etc.;
- create a stimulating and non-threatening environment for teaching and learning:
- apply techniques for compliance with rules and safe working conditions;
- apply methods and strategies of external motivation and activation of students, support interactions between students;
- apply methods of diagnosing students' learning outcomes, their evaluation and providing feedback in accordance with the principles of evaluation at the given level of education;
- present own personality characteristics, communication style (in communication with students, parents, teachers and professional staff of the facility) and professional skills, carry out self-reflection and receive feedback on own output from students, peers and mentor-teachers;
- reflect on the teaching experience in a group of students, share own experiences, knowledge and values and argue them in methodological analysis in interaction with the mentor-teacher and in creating a self-reflective report and thus develop personal understanding of teaching and student responsibility.

#### **Recommended literature:**

Pedagogická prax v príprave učiteľov/ Kramáreková, H., Szíjjártóová, K. 2012. Nitra : PF UKF, 162 s. ISBN 978-80-558-0160-5.

Pedagogická prax: nástroj skvalitňovania vzdelávania učiteľov / Katarína Szíjjártóová, Hilda Kramáreková. - Nitra : PF UKF Nitra, 2019. - 171. - ISBN 978-80-558-1443-8.

Kompetencie učiteľa. Hodnotenie. Sebahodnotenie/ Soňa Čeretková a kol : Praha : Verbum, 2019. - 182 s. - ISBN 978-80-87800-54-6.

Rozvoj kritického myslenia vo vyučovaní psychológie/ Tomšík, R. 2019. Nitra: UKF, 64 s. ISBN 978-80-558-1389-8.

Tvorivé a kritické myslenie v príprave učiteľov občianskej náuky/ Predanocyová, Ľ. - Jomášková, G. 2019. Nitra: UKF, ISBN 978-80-558-1482-7.

Stratégie kritického a tvorivého myslenia v príprave učiteľov informatiky / Gabriela Lovászová, Nika Klimová, 2019. - 1. vyd. - Nitra : UKF, 2019. - 62 s. - ISBN 978-80-558-1499-5

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Edukácia slovenského jazyka a slohu z aspektu poznávacích procesov žiaka / Zuzana Kováčová. - 1. vyd. - Nitra : UKF, 2019. - 148 s. - ISBN 978-80-558-1484-1.

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Stratégie výučby s podporou IKT v technickom vzdelávaní. Peter BREČKA, Monika VALENTOVÁ. 2018. 1. vyd. Nitra: UKF, 2018. 198 s. ISBN 978-80-558-1299-1.

Matematika a CLIL : úlohy a aktivity pre CLIL vyučovanie matematiky / Kitti Páleníková a kol. - Nitra : UKF, 2018. - 106 s. - ISBN 978-80-558-1364-6. [Páleníková Kitti (30%) - Naštická Zuzana (30%) - Šubová Lenka (20%) - Medová Janka (10%) - Rumanová Lucia (5%) - Plothová Lucia (5%)]

Didaktika etickej výchovy pre pedagogickú prax ./ Igor Lomnický a kol.; Nitra : UKF, 2017. - CD-ROM – 130s. - ISBN 978-80-558-1224-3.

**Language knowledge required for passing the course:**

Slovak

**Notes:**

Until 2022, the course is implemented as a part of the ESF project Improving the practical training of future teaching staff at CPU Nitra.

**Assessment of courses**

The total number of assessed students: 0

ABS	N
0.0	0.0

**Teachers:** Mgr. Ivana Horváthová, PhD.,

**Date of last change:** 22.06.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/MGRTT/22	<b>Name of course:</b> Testing Techniques
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 26</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2., 4.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Type of evaluation: passed (ABS) Total student workload: 50 hours Seminars 26 hours + preparation for seminars and elaboration of min. 6 seminar assignments 24 hours Requirements: Regular and active participation in seminars (40 points), elaboration and presentation of at least 6 seminar assignments for selected course topics (60 points). Credits will not be awarded to a student who obtains less than 70 points in the overall exam score.	
<b>Learning outcomes:</b> The student will: <ul style="list-style-type: none"> <li>• deepen their knowledge in the field of testing the level of command of foreign languages,</li> <li>• familiarize with different types of tests and testing techniques,</li> <li>• learn to formulate testing tasks and create test items,</li> <li>• be able to analyze and evaluate different test items as well as the whole test based on the principles of creating a good test,</li> <li>• develop skills in developing various tests focused on language (grammar, vocabulary, pronunciation and intonation) as well as skills (reading, listening, writing and speaking) for different levels of language proficiency.</li> </ul>	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Evaluation and testing.</li> <li>2. Foreign language testing - basic concepts and terms.</li> <li>3. Types of foreign language tests I.</li> <li>4. Types of foreign language tests II.</li> <li>5. Testing techniques - writing test items.</li> <li>6. Formulation of tasks.</li> <li>7. Analysis and evaluation of test items.</li> <li>8. Principles of a good test.</li> <li>9. Partial and overall evaluation of performance in tests.</li> <li>10. Testing language I.</li> <li>11. Testing language II.</li> </ol>	



12. Testing skills I.  
13. Testing skills II.

**Recommended literature:**

Course for distance form of teaching: <https://edu.ukf.sk/>

Fulcher, G.: Routledge Handbook of Language Testing. Taylor & Francis Ltd., 2016

Hughes, A.: Testing for Language Teachers. CUP, 2012.

Fulcher, G. & Davidson, F.: Language Testing and Assessment: An Advanced Resource Book. Routledge, 2007.

Gadušová, Z.: Otázniky nad hodnotením úrovne ovládania cudzích jazykov. In: Teoretické východiská a perspektívy vyučovania cudzích jazykov na rôznych typoch škôl. Bratislava: Univerzita Komenského, 2004, s. 67-73.

Gadušová, Z. & Billíková, A.: English Tests for Secondary School Leavers in Slovakia. In: Language Testing in Europe: Time for a New Framework ? Proceedings from International Scientific Conference. Antwerp: University of Antwerp, 2013, pp. 116-123.

Rafajlovičová, R. – Štulrajterová, M.: Skúšanie, testovanie a hodnotenie v edukačnom procese. Bratislava, ŠPÚ 2002.

Burjan, V.: Tvorba a využívanie školských testov v pedagogickej praxi. Bratislava, MPC 2005.

Bachman L.F., Palmer A.S.: Language Testing in Practice. OUP, 1996.

Purpura, J. E.: Assessing Grammar. CUP, 2004.

Luoma, S.: Assessing Speaking, CUP, 2004.

Read, J.: Assessing Vocabulary, CUP, 2000

Cushing Weigle, S.: Assessing Writing, CUP, 2002.

Buck, G.: Assessing Listening, CUP, 2001.

Alderson, J. Ch.: Assessing Reading, CUP, 2000.

Chapelle, C. A. and Douglas J. D.: Assessing Language through Computer Technology, CUP, 2006.

Bachman, L. F.: Statistical Analyses for Language Assessment, CUP, 2004.

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) [http://www.coe.int/t/dg4/linguistic/cadre\\_en.asp](http://www.coe.int/t/dg4/linguistic/cadre_en.asp)

**Language knowledge required for passing the course:**

English

**Notes:**

**Assessment of courses**

The total number of assessed students: 0

ABS	N
0.0	0.0

**Teachers:** Mgr. Silvia Hvozdíková, PhD., prof. PaedDr. Zdenka Gadušová, CSc.,

**Date of last change:** 22.06.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/MGRTT/22	<b>Name of course:</b> Testing Techniques
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 26</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Type of evaluation: passed (ABS) Total student workload: 50 hours Seminars 26 hours + preparation for seminars and elaboration of min. 6 seminar assignments 24 hours Requirements: Regular and active participation in seminars (40 points), elaboration and presentation of at least 6 seminar assignments for selected course topics (60 points). Credits will not be awarded to a student who obtains less than 70 points in the overall exam score.	
<b>Learning outcomes:</b> The student will: <ul style="list-style-type: none"> <li>• deepen their knowledge in the field of testing the level of command of foreign languages,</li> <li>• familiarize with different types of tests and testing techniques,</li> <li>• learn to formulate testing tasks and create test items,</li> <li>• be able to analyze and evaluate different test items as well as the whole test based on the principles of creating a good test,</li> <li>• develop skills in developing various tests focused on language (grammar, vocabulary, pronunciation and intonation) as well as skills (reading, listening, writing and speaking) for different levels of language proficiency.</li> </ul>	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Evaluation and testing.</li> <li>2. Foreign language testing - basic concepts and terms.</li> <li>3. Types of foreign language tests I.</li> <li>4. Types of foreign language tests II.</li> <li>5. Testing techniques - writing test items.</li> <li>6. Formulation of tasks.</li> <li>7. Analysis and evaluation of test items.</li> <li>8. Principles of a good test.</li> <li>9. Partial and overall evaluation of performance in tests.</li> <li>10. Testing language I.</li> <li>11. Testing language II.</li> </ol>	

12. Testing skills I.  
13. Testing skills II.

**Recommended literature:**

Course for distance form of teaching: <https://edu.ukf.sk/>

Fulcher, G.: Routledge Handbook of Language Testing. Taylor & Francis Ltd., 2016

Hughes, A.: Testing for Language Teachers. CUP, 2012.

Fulcher, G. & Davidson, F.: Language Testing and Assessment: An Advanced Resource Book. Routledge, 2007.

Gadušová, Z.: Otázniky nad hodnotením úrovne ovládania cudzích jazykov. In: Teoretické východiská a perspektívy vyučovania cudzích jazykov na rôznych typoch škôl. Bratislava: Univerzita Komenského, 2004, s. 67-73.

Gadušová, Z. & Billíková, A.: English Tests for Secondary School Leavers in Slovakia. In: Language Testing in Europe: Time for a New Framework ? Proceedings from International Scientific Conference. Antwerp: University of Antwerp, 2013, pp. 116-123.

Rafajlovičová, R. – Štulrajterová, M.: Skúšanie, testovanie a hodnotenie v edukačnom procese. Bratislava, ŠPÚ 2002.

Burjan, V.: Tvorba a využívanie školských testov v pedagogickej praxi. Bratislava, MPC 2005.

Bachman L.F., Palmer A.S.: Language Testing in Practice. OUP, 1996.

Purpura, J. E.: Assessing Grammar. CUP, 2004.

Luoma, S.: Assessing Speaking, CUP, 2004.

Read, J.: Assessing Vocabulary, CUP, 2000

Cushing Weigle, S.: Assessing Writing, CUP, 2002.

Buck, G.: Assessing Listening, CUP, 2001.

Alderson, J. Ch.: Assessing Reading, CUP, 2000.

Chapelle, C. A. and Douglas J. D.: Assessing Language through Computer Technology, CUP, 2006.

Bachman, L. F.: Statistical Analyses for Language Assessment, CUP, 2004.

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) [http://www.coe.int/t/dg4/linguistic/cadre\\_en.asp](http://www.coe.int/t/dg4/linguistic/cadre_en.asp)

**Language knowledge required for passing the course:**

English

**Notes:**

**Assessment of courses**

The total number of assessed students: 0

ABS	N
0.0	0.0

**Teachers:** Mgr. Silvia Hvozdíková, PhD., prof. PaedDr. Zdenka Gadušová, CSc.,

**Date of last change:** 22.06.2022

**Guarantor program:**

## COURSE INFORMATION LETTER

<b>University:</b> Constantine the Philosopher University in Nitra	
<b>Faculty:</b> Faculty of Arts	
<b>Code of course:</b> KAA/MGRSvLi/22	<b>Name of course:</b> World Literature
<b>Type, extent and method of learning activities:</b> <b>Form of study:</b> Seminar <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 26</b> <b>Method of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Study level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for completion the course:</b> Evaluation: passed (A) Overall load of student: 75 hours seminars 26 hours + preparation for seminars 24 hours + preparation of the presentation and for the test 25 hours. Conditions: Active participation at seminars and final test. In course of semester the student prepares individually or in groups PowerPoint presentation according to the task of the teacher and he/she presents it at the seminar. The presentation includes min. three activities for the classmates, e.g. role-play, true/false, crossword (30 points), which help to revise the most important aspects of selected literary work; at seminars the student performs practical analytical and interpretation activities and presents their results (20 points). At the end of semester the student writes down a final test (50 points). If the student gets less than 70 points in terms of overall evaluation, they will not earn credits.	
<b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>• The student can analyse and interpret selected works of world literature on the basis of criteria stated by the teacher.</li> <li>• The student can take a critical stand on the main idea of literary work and to selected situations in literary work and in this way they develop professional skills and personality traits.</li> <li>• The student can appropriately compare selected work of world literature with another literary work and with own recent reading experiences.</li> <li>• The student can present selected work of world literature in front of other students and can include them in the prepared activities.</li> </ul>	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Book Genesis 1.1 – 4.26.</li> <li>2. Homer: Iliad.</li> <li>3. Homer: Odyssey.</li> <li>4. Chinua Achebe: Things Fall Apart.</li> <li>5. The Tain.</li> <li>6. Beowulf.</li> <li>7. The Prophecy of the Seeress (Voluspa).</li> </ol>	

8. The Sayings of Har (Hávamál). 9. Sir Gawain and the Green Knight. 10. Fyodor Dostoevsky: The Dream of a Ridiculous Man. 11. Leo Tolstoy: The Death of Ivan Ilyich. 12. Thomas Mann: Death in Venice. 13. The Book of Margery Kempe.	
<b>Recommended literature:</b> <ul style="list-style-type: none"> <li>• Biblia. Starý a Nový zákon.</li> <li>• Homér: Ilias (<a href="https://www.theoi.com/Text/HomerIliad1.html">https://www.theoi.com/Text/HomerIliad1.html</a>)</li> <li>• Homér: Odysea (<a href="https://www.theoi.com/Text/HomerOdyssey1.html">https://www.theoi.com/Text/HomerOdyssey1.html</a>)</li> <li>• Chinua Achebe: Things Fall Apart (<a href="https://mrskrabill.weebly.com/uploads/2/1/5/1/21518086/things_fall_apart--_full_text.pdf">https://mrskrabill.weebly.com/uploads/2/1/5/1/21518086/things_fall_apart--_full_text.pdf</a>)</li> <li>• The Tain (<a href="http://www.yorku.ca/inpar/tain_faraday.pdf">http://www.yorku.ca/inpar/tain_faraday.pdf</a>)</li> <li>• Beowulf: <a href="https://classroom.kleinisd.net/users/1391/Beowulf-Seamus%20Heaney%20Translation%20Text.pdf">https://classroom.kleinisd.net/users/1391/Beowulf-Seamus%20Heaney%20Translation%20Text.pdf</a></li> <li>• The Prophecy of the Seeress (Voluspa) (<a href="http://www.sacred-texts.com/neu/poe/poe03.htm">http://www.sacred-texts.com/neu/poe/poe03.htm</a>)</li> <li>• The Sayings of Har (Hávamál) (<a href="http://www.sacred-texts.com/neu/poe/poe04.htm">http://www.sacred-texts.com/neu/poe/poe04.htm</a>)</li> <li>• Sir Gawain and the Green Knight (<a href="http://www.yorku.ca/inpar/sggk_weston.pdf">http://www.yorku.ca/inpar/sggk_weston.pdf</a>)</li> <li>• Fyodor Dostoevsky: The Dream of a Ridiculous Man (<a href="https://gustavus.edu/threecrowns/files/The%20Dream%20of%20a%20Ridiculous%20Man,%20Fyodor%20Dostoevsky.pdf">https://gustavus.edu/threecrowns/files/The%20Dream%20of%20a%20Ridiculous%20Man,%20Fyodor%20Dostoevsky.pdf</a>)</li> <li>• Leo Tolstoy: The Death of Ivan Ilyich (<a href="http://www.lonestar.edu/departments/english/Tolstoy_Ivan.pdf">http://www.lonestar.edu/departments/english/Tolstoy_Ivan.pdf</a>)</li> <li>• Thomas Mann: Death in Venice (<a href="https://archive.org/stream/DeathInVenice/DeathInVenice-ThomasMann#page/n0">https://archive.org/stream/DeathInVenice/DeathInVenice-ThomasMann#page/n0</a>)</li> <li>• The Book of Margery Kempe (<a href="https://archive.org/stream/in.ernet.dli.2015.176319/2015.176319.The-Book-Of-Margery-Kempe-Vol-103#page/n27">https://archive.org/stream/in.ernet.dli.2015.176319/2015.176319.The-Book-Of-Margery-Kempe-Vol-103#page/n27</a>)</li> <li>• World Literature Studies: časopis pre výskum svetovej literatúry (<a href="https://www.sav.sk/?lang=sk&amp;doc=journal-list&amp;journal_no=76">https://www.sav.sk/?lang=sk&amp;doc=journal-list&amp;journal_no=76</a>)</li> </ul>	
<b>Language knowledge required for passing the course:</b> English	
<b>Notes:</b>	
<b>Assessment of courses</b> The total number of assessed students: 0	
ABS	N
0.0	0.0
<b>Teachers:</b> doc. PaedDr. Jana Waldnerová, PhD., Mgr. Ivana Horváthová, PhD.,	
<b>Date of last change:</b> 21.06.2022	
<b>Guarantor program:</b>	