

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University					
<b>Name of the faculty:</b> Faculty of Education					
<b>Code:</b> KPD/OBH/ BPb/09		<b>Name:</b> Defense of Thesis			
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present					
<b>Number of credits:</b> 0					
<b>Recommended semester/trimester of study:</b>					
<b>Level of study:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for passing the subject:</b>					
<b>Results of education:</b>					
<b>Brief syllabus:</b>					
<b>Literature:</b>					
<b>Language, knowledge of which is necessary to complete a course:</b>					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 750					
A	B	C	D	E	FX
32.0	25.6	21.2	10.8	9.2	1.2
<b>Teacher:</b>					
<b>Date of last update:</b> 17.01.2019					
<b>Approved by:</b> Guaranteeprof. Dr. Béla István Pukánszki, DSc.Guaranteedoc. RNDr. Róbert Gyepes, PhD.GuaranteeDr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMF/ŠS/AJ/09	<b>Name:</b> English Language and Literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 0	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> KMF/JAS1/AJ/09 and KMF/ULIN/AJ/09 and KMF/JAS2/AJ/09 and KMF/ULIT/AJ/09 and KMF/JASZ/AJ/09 and KMF/DAL1/AJ/09 and KMF/FONE/AJ/09 and KMF/DAL2/AJ/09 and KMF/MORF/AJ/09 and KMF/DAM1/AJ/09 and KMF/MET1/AJ/09 and KMF/SYNT/AJ/09 and KMF/MET2/AJ/09 and KMF/VYAJ/AJ/09	
<b>Conditions for passing the subject:</b>	
<b>Results of education:</b>	
<b>Brief syllabus:</b> LINGUISTICS 1. The definition and scope of linguistics. The main characteristics of communication; language universals. Diachrony/synchrony; descriptivism/prescriptivism. 2. The notion and main branches of phonetics. The production of speech sounds. Voiced and voiceless sounds. Consonants (place of articulation, manner of articulation). The vowels of English (place and manner of articulation); diphthongs. 3. Phonology, the notion of phoneme. Minimal pairs, allophones. The international phonetic alphabet (IPA). Suprasegmental features, stress, rhythm, intonation. 4. Morphology. The notions of morphemes, allomorphs.; the segmentability of words. Inflectional and derivational morphology. 5. Word classes, word-formation processes (compounding, clipping, blending, coinage, acronym, conversion, affixation). 6. Noun and the noun phrase. Classification of nouns, noun categories, structure of the noun phrase. 7. Verb and the verb phrase. Classification of verbs, verb categories, structure of the verb phrase. 8. The structure of the phrase; major types of phrase and their functions. 9. Simple sentence; sentence and clause; basic clause patterns; types of sentence (form and function) 10. Complex sentence, coordination and subordination; finite – non-finite sentences; reported speech. 11. Modal verbs in English 12. Tense, aspect and mood in English 13. Adjectives (definition, characteristics, classification) 14. Adverbs (types, characteristics, adverbs as clause elements, positions) 15. Semantics. The relationships between lexical items: synonymy, antonymy, hyponymy, polysemy; homophones, homographs. Idioms, Collocations.	

16. The place of English among languages of the world (Indo-European languages, Germanic languages). Typological and genetical classification of languages.
17. Main periods in the development of English. Old English, Middle English, Modern English: main characteristics.
18. Regional varieties of English. British English – American English: similarities and differences (spelling, pronunciation, vocabulary, grammar).
19. Social variation in English (socioeconomic status, ethnicity, age, gender, education).
20. English as a native language, as a second language, as a foreign language. Pidgin and creole; English as a lingua franca. Levels of formality (frozen, formal, consultative, informal and intimate style characteristics).

#### LITERATURE

1. Theory of Literature – Poetry (Elements of Poetry, Figures of Speech, Classification of Poems)
2. Theory of Literature – Fiction (Elements of Fiction, Classification of Fiction)
3. Theory of Literature – Drama (Elements of Drama, Classification of Drama, Theatre of the Absurd)
4. Mediaeval English Literature (Beowulf, Arthurian Legends)
5. The Renaissance English Literature (Geoffrey Chaucer, William Shakespeare)
6. English Literature in the 17-18th Century (John Milton, Jonathan Swift, Daniel Defoe)
7. Pre-Romantic English Poetry (Robert Burns, William Blake, Samuel Taylor Coleridge, William Wordsworth)
8. English Poetry in the 19th Century (George Gordon Byron, Percy Bysshe Shelley, John Keats, Robert Browning)
9. English Prose in the 19th Century (Jane Austen, Emily Brontë, Charles Dickens, Oscar Wilde)
10. Modernism (Virginia Woolf, Catherine Mansfield, D. H. Lawrence, E. M. Forster, James Joyce)
11. English Poetry in the 20th Century (W. B. Yeats, T. S. Eliot, Dylan Thomas, W. H. Auden, Philip Larkin, Seamus Heaney)
12. English Drama in the 20th Century (J. M. Synge, G. B. Shaw, Samuel Beckett, Harold Pinter, John Osborne, Tom Stoppard)
13. Negative Utopian Novels in the 20th Century (Aldous Huxley, George Orwell, William Golding)
14. English Short Stories in the Second Half of the 20th (Alan Sillitoe, David Lodge, Salman Rushdie, Kazuo Ishiguro, Adam Mars-Jones)
15. The Beginnings of American Literature (The writings of the explorers; Colonization and Puritanism; The 18th century: Benjamin Franklin, Thomas Paine, John Adams )
16. Romanticism in American Literature (Washington Irving, James Fenimore Cooper, Edgar Allen Poe, Herman Melville, Nathaniel Hawthorne)
17. The American Renaissance (Transcendentalism, Ralph Waldo Emerson, Henry David Thoreau)
18. American Poetry in the 19th Century (Walt Whitman, Emily Dickinson)
19. American Prose in the Second Half of the 19th Century (Mark Twain, Henry James, Frank Norris, Stephen Crane, Jack London, Theodore Dreiser)
20. Early 20th Century American Poetry (Robert Frost, Ezra Pound, T. S. Eliot, William Carlos Williams, Wallace Stevens, e. e. cummings)

#### METHODOLOGY

1. The roles of a teacher
2. Factors affecting second language learning: Learning styles.
3. Factors affecting second language learning: Learner motivation and interest.
4. Theories of language acquisition and their influence on language teaching. (Behaviourism, Innatism)
5. Theories of language acquisition: Krashen's hypotheses. Method, approach, technique.
6. The Grammar Translation Method

7. The Direct Method
8. The Audio-Lingual Method
9. Alternative methodologies: Suggestopedia
10. Alternative methodologies: The Silent Way
11. Total Physical Response
12. Community Language Learning
13. The Communicative Approach
14. Classroom management. Pairwork and groupwork, individual work
15. Introducing new language structure. Teaching models
16. Coursebooks
17. Teaching Equipment. Visuals
18. Internet and video applications
19. Mistakes and feedback. Dealing with spoken and written errors. Correction
20. Lesson planning

**Literature:**

**Language, knowledge of which is necessary to complete a course:**

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 248

A	B	C	D	E	FX
19.35	16.13	25.4	22.58	11.69	4.84

**Teacher:**

**Date of last update:** 16.01.2019

**Approved by:** Guaranteeprof. Dr. Béla István Pukánszki, DSc.Guaranteedoc. RNDr. Róbert Gyepes, PhD.GuaranteeDr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/ŠS/ SZ/09	<b>Name:</b> Principles of Teaching and the Teaching of Psychology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 0	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> (KPD/PSY1/SZ/10) and (KPD/DID1/SZ/10) and (KPD/PED1/SZ/10) and (KPD/PED2/SZ/10) and (KPD/DID2/SZ/10) and (KPD/PSY2/SZ/10) and (KPD/DID3/SZ/10) and (KPD/PSY3/SZ/10) and (KPD/PX1-SZ/SZ/10) and (KPD/DID4/SZ/10) and (KPD/PED3/SZ/10) and KPD/BIO/SZ/11	
<b>Conditions for passing the subject:</b> Participation in the Final exam and its successful completion	
<b>Results of education:</b>	
<b>Brief syllabus:</b> <ol style="list-style-type: none"> <li>1. Methodology as scientific discipline</li> <li>2. Content of teaching</li> <li>3. Check, evaluation and classification</li> <li>4. Educational Communication</li> <li>5. Education as a discipline in the system of pedagogical sciences</li> <li>6. Planning activities teacher</li> <li>7. Specific (specific) educational objectives and taxonomy</li> <li>8. Traditional teaching methods</li> <li>9. Innovative Teaching Methods</li> <li>10. Differentiated work of students.</li> <li>11. The emergence and shaping European education systems. Characteristics of the model man The content of education and its methodology, resources</li> <li>12. Pedagogical link JA Comenius. Csere János Apáczaiho importance and its role in the development of educational theory</li> <li>13. technology education and teaching aids</li> <li>14. Prevention of health in school: The daily routine of mental hygiene, physical exercise, modification of the school environment, principles of first aid</li> <li>15. Options in the prevention of school. Personality of a teacher, teacher as a role model.</li> <li>16. Biological, psychological and social development of the specifics of 10-19-year-olds</li> <li>17. Characteristics of developmental scales Freud, Erikson, Piaget to develop personality</li> <li>18. The role of the teacher in the building team</li> <li>19. Psychological questions ťažkovychovátel'nosti (ADHD)</li> <li>20. The importance of cognitive processes in education</li> <li>21. Possibilities of education of pupils with special educational needs teaching</li> </ol>	

22. The importance of educational therapy					
<b>Literature:</b> According to the topic of the final state exam					
<b>Language, knowledge of which is necessary to complete a course:</b>					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 755					
A	B	C	D	E	FX
24.11	27.15	22.38	15.89	9.4	1.06
<b>Teacher:</b>					
<b>Date of last update:</b> 17.01.2019					
<b>Approved by:</b> Guaranteeprof. Dr. Béla István Pukánszki, DSc.Guaranteedoc. RNDr. Róbert Gyepes, PhD.GuaranteeDr. habil. Anna Tóthné Litovkina, PhD.					