

CONTENS

1. Chapters from contemporary Slovak poetry and drama.....	24
2. Contact and areal linguistics.....	22
3. History of Slovak language.....	9
4. Integrated didactics of Slovak language and literature 1.....	12
5. Integrated didactics of Slovak language and literature 2.....	2
6. Linguistic and stylistic text analysis 2.....	20
7. Linguistic and sylistic text analysis 1.....	17
8. Master's thesis and defense.....	32
9. Master's thesis seminar.....	6
10. Methodology of interpretation of lirerary texts.....	28
11. Pedagogic practice V.....	36
12. Pedagogical practice IV.....	33
13. Pedagogical practice VI.....	39
14. Slovak dialectology and historic linguistics.....	53
15. Slovak literature after 1945.....	42
16. Slovak literature after 1989.....	45
17. Sociolinguistics and theory of Slovak literary language.....	48
18. State examination.....	51

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ ID2/22	Name: Integrated didactics of Slovak language and literature 2
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 1 / 1 For the study period: 13 / 13 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Active participation in classes 2 Cr. The final evaluation is based on individual works created during the course. The individual components are agreed with the students individually (also) on the basis of their personal interest. Students will prepare the following possible outputs (according to individual choice) 2 cr.: a) elaboration of a semester work, the topic of which is a selected textbook excerpt from the current reading book of Slovak literature (emphasis is on better "knowledge" of the basic teaching aid from practice), including biographical, bibliographic and other facts and "peculiarities" of the author and text. Part of this elaboration is also an interpretive analysis of the selected text of the author based on the objective-subjective reading experience of the student. Special emphasis is placed on the creative application of selected teaching methods with a specific focus on the teaching of Slovak literature in schools with Slovak and Hungarian languages of instruction. It is actually a kind of practical (didactic) preparation for a specific lesson of Slovak literature. b) mastering the theoretical subject matter of the subject Home preparation, self-study: 1 Cr. Evaluation criteria: a) - Use of creative and innovative forms of work in the preparation of semester work (4 points) - Description and precise diagnostics of one's own approach to work (2 points) - Accurate capture, concretization and application of the selected methodology (and thus the correct methods of teaching Slovak literature) in the semester work (2 points) - Knowledge of professional materials in the elaboration of a semester work (2 beans) - Sophistication of content and form within the presented practical skills of the semester work using selected teaching methods (Extent: 6 pages, 10 points) b) - Evaluation of the acquired theoretical knowledge regarding teaching methods and their applicability in school practice (15 points). c) - Application of innovative practices in complex activities (3 points) - Concretization of selected didactic tasks and activities and its pointing to everyday school practice (2 points). - Application of innovative procedures in a complex activity (5 points)	

The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3).

Results of education:

Knowledge:

- The student will be able to choose and recommend for himself and for others the most suitable method (s) for teaching Slovak literature and to justify it / them,
- The student will be able to independently collect information about the life and literary work of the selected personality in various publications and on the Internet, related to the selected textbook excerpt,
- The student will be able to orientate in individual specific external and internal methods of teaching Slovak literature, to distinguish between important and less important approaches to prototext for a specific output and practice,
- The student will be able to correctly compile, independently search and evaluate various information related to the given reading text of Slovak literature,
- The graduate of the course has adequate theoretical foundations and practical skills related to the methodology of teaching Slovak literature. Masters basic terminology at an above-standard level. He thus has a suitable argumentative material when choosing a suitable didactic method. It specifies and concludes its knowledge from specific lessons of the Slovak language and Slovak literature. Masters the cardinal data, concepts, principles and theoretical and methodological principles needed in the didactic approach to the literary text. He knows the methods of teaching Slovak literature (also) in schools with Hungarian as the language of instruction. The graduate is acquainted with the most important approaches to the (textbook) text on which it is based and to which its specific activity is directed. He has mastered the procedures, skills and strategies related to the content of the course. Controls work with text. He knows the basic procedures, analyzes and interpretations of prose, dramatic and poetic text.
- The student will be able to identify common professional problems, research and formulate the theoretical and practical background needed to solve them and solve them (using practical procedures in practice) on the basis of didactics, methodology of teaching Slovak literature (orally and in writing).

Skills:

- The student will be able to correctly apply the acquired knowledge in specific outputs, especially by choosing appropriate specific teaching methods,
- The student will be able to apply the acquired knowledge on a theoretical and practical basis in the background of a specific type of task and activity,
- The student will be able to plan the individual phases of preparation and concretization of the task in the background of difficulty (how many methods, how many levels of difficulty),
- The student will be able to recognize the level of their own competencies, courts and judgments in selecting the amount of information obtained,
- The student will be able to acquire professional knowledge in creative research methods of Slovak literature in the background of methodology and individual methods,
- The student will be able to understand the social function and importance of textbook texts to shape the personality of the student,
- The student will be able to get acquainted with progressive trends and directions in the established field of literature,
- The student will be able to use new trends in getting acquainted with the current challenges of the methodology of teaching Slovak literature,
- Is able to apply linguistic and literary knowledge in specific texts and related communication activities. At the same time, he develops his own language culture and clears his perception of the text. He is thus able to participate in work in the artistic-creative branches of textology.

Competences:

- The student will be able to apply the system of skills needed for multidimensional contact (for example, parts of this) with a given text from a textbook, which will then be used in their own creative practice at school.
- The student will be able to get acquainted with modern methodological approaches and aspects of job descriptions that are necessary for the development of the required outputs.
- The student will be able to implement a targeted development of knowledge of individual passages from the textbook / reader,
- The student will be able to independently plan selected creative activities and methods that broaden his / her horizons and bring closer the concrete work with the text in the practice of primary school,
- The student will be able to creatively and methodically approach individual textbook texts from the position of working with selected methods,
- The student will be able to manage the work style of others in the school environment.

The student has a basic overview of the social structure of society, its statics and dynamics, understands the educational needs and specifics of diverse social groups. He masters the issue of pedagogical work in the context of the diversity of the educated population. Has basic knowledge of differences in the development of individuals resulting from their health or social disadvantages, or talents and talents so that he can effectively cooperate with special educators, psychologists and other professionals in the implementation of the educational process in the conditions of inclusive education and training and follow their experts' recommendations and conclusions.

Brief syllabus:

1. Integrative relations in communicative teaching of language and literature.
2. Problems of methods of literary education and language education in terms of teacher and student activity.
3. Development of reading and literary competence in primary and secondary school students.
4. Interpretive methodical system of cognition of a literary work. Aesthetic and didactic interpretation in pedagogical communication.
5. Innovative and creative methods of literary education and upbringing in terms of teacher and student activity.
6. On the issue of methods in literary education in schools with Slovak and Hungarian languages of instruction (starting points and concretizations - in theory and practice). Communicative teaching of Slovak literature in schools with Hungarian as the language of instruction - resources, possibilities and directions.
7. Didactics of literature and its presence in textbooks. Interpretive analysis of a sample excerpt from a reader of Slovak literature (as a possible starting point for the later independent activity of the student within the course tasks).
8. External methods of literary education and their application to selected specific texts from school practice.
9. The method of reading and the method of writing as a kind of starting point of the form of work with text in school and outside it.
10. Listening method and interview method and basic forms of approaches to literary text.
11. Method of presentation as an extremely activating form of work with literary text. Role-play and other educational games.
12. The method of observation as the basis of self-discipline towards one's own personality and text.
13. Internal methods in the educational process and their application effects. The method of survival and the method of discovery as a way and a goal in working with a specific literary text in didactic

analysis. Concretization method and evaluation method as a final phase in didactic work with literary text.

Literature:

GAVORA, P. a kol.: Ako rozvíjať porozumenie textu u žiaka. Nitra : Enigma, 2008.
GERMUŠKOVÁ, M.: Literárny text v didaktickej komunikácii (na 2. stupni základnej školy). Prešov : Pedagogická fakulta UPJŠ, 1995.
LIGOŠ, M.: Základy jazykového a literárneho vzdelávania I. –II. Úvod do didaktiky materinského jazyka a literatúry. Ružomberok: FF KU, 2009. 120 s. ISBN 978-80-8084-429-5, ISBN 978-80-8084-430-1
LIPTÁKOVÁ, L.: Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov : Prešovská univerzita, Pedagogická fakulta, 2011. - 579 s. - ISBN 978-80-555-0462-9.
OBERT, V.: Komunikatívnosť v čitateľskej recepcii a interpretácii. Nitra : UKF, 1997.
PRŠOVÁ, E.: Rozvoj literárnej kompetencie metódami tvorivej dramatiky. Banská Bystrica : Fakulta humanitných vied UMB v Banskej Bystrici, 2010.
TUREK, I.: Zvyšovanie efektívnosti vyučovania = Príručka pre učiteľov ZŠ a SŠ. Bratislava : Metodické centrum, 1997.
Učebnice (čítanky) zo slovenskej literatúry pre základné a stredné školy s VJS a VJM

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD.

Date of last update: 30.06.2022

Approved by:

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ DS/22	Name: Master's thesis seminar
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Attendance at the seminar is mandatory. (1 Cr.) Students will write a part of the final work and submit a selected bibliography (1 credit) Submission of design of the research concept and elaboration of a part (approx. 15 pages) of the diploma thesis. (1 Cr.) The work evaluates (1 credit): - analytical-synthetic thought processes of the student, - expression of one's own opinion supported by theoretical knowledge, - determination of problems and goals of work, method of processing, - work structure - logical continuity and balance of individual parts, - work with literature and information sources (selection of the way of their use), - compliance with basic standards for formal work, compliance with citation standards, - aesthetic and linguistic side of the work. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). If the student does not submit his / her work within 7 days of the set deadline, he / she will not be granted credits. The scope of work is determined by the teacher, the format is determined by the Rector's Directive no. 2/2021.	
Results of education: Knowledge: The student can: - state and explain the general requirements for the creation of the final thesis, describe and characterize the content structure of the final thesis and its individual parts (introduction, main text, appendices), - explain the concepts of phenomenon, fact, state and describe the types of research of pedagogical phenomena, - describe in more detail the basic methods of data collection in the final work and the methods of their processing, - name the basic requirements for the author of the professional text, characterize and describe the model, properties of the professional text and its formal construction, - name and explain the formal requirements for the final work,	

- define the concept of abstract, describe the structure of the abstract, characterize the features of a quality abstract, state the most common mistakes in the creation of abstracts, distinguish the abstract from annotation, summary, summary, overview,
- explain the terms citation, citation, citation, paraphrase, compilation, plagiarism, distinguish quotation from paraphrase, illustrate individual techniques of citation and referencing by examples,
- define and interpret in their own words the basic concepts and motives in the field of the chosen topic,
- get to know the basic terms of work,
- clarify the terms used in the work,
- on a theoretical level, create (process) the final work with all the necessary requisites,
- analyze and justify the conclusions of the work,
- critically analyze the acquired knowledge, re-evaluate it and use it in theory.

Abilities:

The student will be able to:

- write a project of their own final work,
- explain the methodological rules of creating a bachelor's thesis,
- define the problem and goal of the final work, formulate possible hypotheses,
- plan the time schedule for the creation of the final thesis, including the content,
- work with professional literature (with primary and secondary sources, search for information in information book databases),
- on the basis of acquired knowledge to create a text with logical and precise formulation of ideas, to create a quality abstract, to write an introduction, a conclusion to the article, to the final work respecting the set requirements,
- present knowledge in the field, manage its complexity and form judgments,
- apply knowledge of ethics and citation techniques in the creation of professional text,
- correctly use the various methods of citation and reference, recording of bibliographic references,
- on a practical level, create (process) the final work with all the necessary requisites,
- analyze, synthesize and compare knowledge and propose solutions accordingly,
- draw conclusions and recommendations for practice on the basis of a critical analysis,
- critically analyze the knowledge gained, re-evaluate it and use it in practice,
- present, discuss and justify their knowledge in terms of the intended objectives of the work,
- present the results of the activity within the whole study group and in front of the teacher and justify their importance and practical application,
- complete the final thesis and prepare for its public defense,
- classify the strengths and weaknesses of the topic of the final thesis as well as the thesis itself,
- critically evaluate the need and possibilities of applying methods and approaches in the chosen work and creatively suggest possibilities of their application,
- independently acquire new knowledge from the chosen field using the acquired skills,
- apply theoretical knowledge to educational practice.

Competences: The student

- be aware of the need and importance of adhering to academic ethics and etiquette for his student and future teaching lives,
- behaves in accordance with the rules of social conduct,
- has mastered the basics of social protocol, is able to dress properly and put on a state exam,
- adheres to the ethics of citation,
- expresses its convictions and opinions directly and honestly, but at the same time is able to recognize that the other party also has the right to its own opinion,

- bears the consequences and accepts responsibility for its actions.

Brief syllabus:

1. Formal regulations of final theses in UJS guidelines.
2. Brief description of the diploma thesis.
3. Importance of diploma thesis.
4. Choice of diploma thesis topic.
5. Preparation of a selected bibliography for the work.
6. Tasks and goals of the diploma thesis.
7. Method of selecting a suitable citation.
8. Choice of diploma thesis methodology.
9. Content of diploma thesis. Design and strategy of processing individual parts - chapters.
10. Work with book and magazine literature.
11. Use of the Internet and online publications
12. Preparation and implementation of research.
13. Preparation for the defense of the diploma thesis.

Literature:

KATUŠČÁK, D.: Ako písať záverečné a kvalifikačné práce. Nitra : Enigma, 2004.
MADARÁSOVÁ, J. (red.): Pravidlá slovenského pravopisu. Bratislava: VEDA, 2000
MARKO, J.: Ako písať záverečnú prácu. Zvolen : TU, 2010.
Smernica rektora č. 2/2021 o úprave, registrácii, sprístupnení a archivácii záverečných, rigorózných a habilitačných prác na Univerzite J. Selyeho. 2021. Komárno: UJS

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: doc. PaedDr. Patrik Šenkár, PhD., Dr. habil. Sándor János Tóth, PhD., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Jaroslav Vlínka, PhD.

Date of last update: 30.06.2022

Approved by:

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ DSS/22	Name: History of Slovak language
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Continuous assessment: <ul style="list-style-type: none"> • Active participation in classes by discussions on the issue of lectures and seminars, as well as by elaboration of specific tasks assigned at seminars. (1 Cr.) • 1 credit can be obtained from alternatives: • A) seminar work • B) project task with etymological dictionaries • C) continuous test • Final test with independent homework based on professional literature (1 cr.) • The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). • Student time load: 90 hours, of which: <ul style="list-style-type: none"> • • combined study: 26 hours, • • elaboration of seminar work: 26 hours, • • self-study of professional and original literature: 38 hours. 	
Results of education: Knowledge: The student will master the complex issues of the history of standard Slovak in terms of the genesis of the Slovak language, its constitution, changes in the language system and codification with regard to the development of society, its social and cultural life. The student will gain a broad chronological overview of the external history and internal language development of Slovak, including in relation to neighboring languages; will master the historical-cultural and social context and peculiarities of the Slovak language, as well as the languages of the relevant language area. Skills: The student will be familiar with the chronology of the development of standard Slovak and will be able to place the individual development phases in the historical context; will be able to independently recognize, analyze and interpret the historical context of the Slovak language in contrast and context with neighboring languages. The student will be able to interpret various (historical) texts from the pre-written and written period of Slovak. Based on the knowledge	

gained from the study of the history of standard Slovak, the student will be able to adequately define and characterize the various phases and tendencies of dynamic changes in the Slovak language system.

Competences:

- The student will be able to apply a set of acquired theoretical knowledge from the history of standard Slovak in language practice; is able to explain and functionally use the acquired knowledge in the scope of the subject syllabus and on this basis lead students to a deeper understanding of the history of standard Slovak in relation to the history of Slovakia in general and especially in connection with the history of Slovak literature and culture.

Brief syllabus:

1. Periodization of the history of standard Slovak. Early predscription period (9th and 10th century). Constitution of Slovak as an independent Slavic language.
2. Older and younger predscription period (11th - 15th century; 15th - 18th century). Church Slavonic in Eastern Slovakia. Latin language monuments, glosses.
3. Czech as a cultural language; Slovakized Czech and their language monuments.
4. Cultural West Slovak, Middle Slovak and East Slovak. Development of word formation and lexicon.
5. Personalities in the younger predscription period (V. Benedikt, D. Sinapius-Horčíčka, M. Bel, P. Doležal, R. Hadbávny) and their linguistic work.
6. Filing period. Bernolák period, characteristics of Bernolákov.
7. Štúr period, codification, reforms. Characteristic features of Štúr standard Slovak.
8. Personalities in the Štúr period and their linguistic work (L. Štúr, J. M. Hurban, M. M. Hodža, J. Kollár, P. J. Šafárik).
9. Reform period. M. Hattala (Short Slovak Grammar, 1852), A. Radlinský.
10. Matica period, codification manuals, development of styles and standards.
11. The Martin period, S. Czambel and its codification.
12. Standard Slovak in the Czechoslovak Republic. The interwar period (1918-1939; 1939-1945).
13. Standard Slovak after the restoration of the Czechoslovak Republic (1945 - 1993) and after the establishment of the Slovak Republic (from 1993 to the present).

Literature:

- BLANÁR, V. – JÓNA, E. – RUŽIČKA, J.: Dejiny spisovnej slovenčiny. II. Bratislava: SPN 1974.
- KOPECKÁ – LALIKOVÁ – ONDREJKOVÁ – SKLADANÁ – VALENTOVÁ: Staršia slovenská lexika v medzijazykových vzťahoch. Bratislava: VEDA 2011.
- KRAJČOVIČ, R. – ŽIGO, P. Dejiny spisovnej slovenčiny. Bratislava: Univerzita Komenského, 2002. ISBN 80-223-1632-6
- KRAJČOVIČ, R. – ŽIGO, P. Príručka k dejinám spisovnej slovenčiny. Bratislava: Univerzita Komenského, 2004. ISBN 80-223-1948-1
- KRÁLIK, L. Stručný etymologický slovník slovenčiny. Bratislava: VEDA, 2016
- PAULINY, Eugen: Dejiny spisovnej slovenčiny. Bratislava: SPN 1983. 248 s.
- TIBENSKÁ, E. Slovenčina v priebehu dejín. Slowakisch im Lauf der Geschichte. Trnava: FF UCM, 2014

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: prof. PhDr. Juraj Vaňko, CSc., Dr. habil. Sándor János Tóth, PhD.					
Date of last update: 30.06.2022					
Approved by:					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ ID1/22	Name: Integrated didactics of Slovak language and literature 1
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 1 / 1 For the study period: 13 / 13 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, students will prepare the following assignments: <ul style="list-style-type: none"> • Activity during seminar classes and exercises (Score: 20 points). Evaluation criteria: <ul style="list-style-type: none"> - Active participation, discussion outputs (5 points). - Continuous problem solving, answers to questions from the current topic (15 points). • Elaboration of a seminar work focused on understanding the issue, mastering basic didactic concepts, pedagogical documentation, gaining orientation in the educational program and teaching methods, (Range: min. 5 pages; Score: 40 points). Evaluation criteria: <ul style="list-style-type: none"> - Adequate processing of the selected topic of the semester work (5 points). - Compositional construction and continuity of the text of the semester work (10 points). - Quality and imaginativeness of professional reflection on the processed issues (15 points). - Formal editing of text, selection and distinguishing of citations and paraphrases (5 points). - Presentation and overall impression of the work (5 points). • Written exam (test) in the scope of the content syllabus (Score: 40 points). Evaluation criteria: <ul style="list-style-type: none"> - Excellent knowledge of the following areas: terminology, pedagogical documentation (10 points), - types of lessons, methods and forms of teaching (15 points), - Diagnostics, performance control and evaluation issues (15 points). The final evaluation is calculated as a summary of the evaluation of the seminar work, student activity and written exam. The evaluation of the subject (A - FX) is in accordance with the classification scale determined by the UJS Study Regulations (Article 19, point 3). Student time load: 120 hours, of which: combined study (P, S, C, consultation): 39 hours, preparation and elaboration of seminar work: 26 hours, additional reading of original and professional literature 26 hours, self-study and regular preparation: 29 hours	
Results of education:	

Knowledge:

- The student will master the basic terminology of didactics of Slovak as a first and second language,
- The student will gain knowledge about pedagogical documentation, understand the relationship between the state educational program and the school educational program,
- The student will be able to explain the specifics of the programs Slovak language and literature and Slovak language and Slovak literature,
- The student will know the content and function of educational standards, curricula and syllabi,
- The student will gain knowledge of how distinguish types of lessons, methods and forms of teaching,
- The student will acquire knowledge and orientation in the control of performance and in the ways of evaluating students,
- The student will gain knowledge about the social function and the importance of the educational process, he/she will understand the basic principles in the theory and practice of teaching the Slovak language,
- The student will gain basic knowledge about documents and regulations that govern the teaching of Slovak language and literature at the 2nd level of elementary school and high school,
- The student will acquire knowledge of how to name the general goals, key competencies and focus of the state educational program,
- The student will know to distinguish between the educational program Slovak language and literature and the educational program Slovak language and Slovak literature and explain their specifics,
- The student will get acquainted with educational standards, further differentiate them and name performance standards and content standards,
- The student will know to present the content and focus of the framework curricula and explain their relationship with the curricula of the relevant school curricula.

Skills:

- The student will be able to choose and recommend specific teaching methods for himself and others and assess them in terms of everyday school practice,
- The student will be able to independently use and create pedagogical documentation,
- The student will be able to orientate in different types of language and spelling exercises, create them and assign them to students,
- The student will be able to correctly select and apply the methodology of work in teaching style and style education,
- The student will be able to systematically connect the various components of the subject: language, literature and style,
- The student will be able to correctly select and apply adequate methods of repetition and practice of the curriculum,
- The student will correctly apply creative forms of fixing the curriculum in the conditions of everyday school practice,
- The student will properly influence students' learning through interaction and communication, an interactive learning environment and group work,
- The student will correctly diagnose and control the performance of students, taking into account their individual dispositions,
- The student will be able to identify individual types, criteria, assessment and classification tools for students and apply them objectively,
- The student will be able to correctly create and evaluate tests, use them appropriately and functionally in the process of evaluation and control of students.

- The student will be able to present and recommend in the basic points the method of developing curricula for a particular school curriculum,
- The student will be able to independently define the educational goals, content and scope of teaching literature according to the curriculum,
- The student will be able to orientate in the curriculum for individual types of schools in the subject Slovak language and literature as well as Slovak language and Slovak literature
- The student will be able to correctly select and assess various textbooks for the second stage of elementary school,
- The student will be able to correctly select and evaluate various textbooks for high schools,
- The student will be able to identify and compare valid school documents and regulations for schools with Slovak and Hungarian as the language of instruction,
- The student will be able to recognize and compare valid textbooks of literature and reading books for the 2nd grade of primary school and for secondary schools with the language of instruction in Slovak and the language of instruction in Hungarian,
- The student will be able to identify common professional problems in the creation of curricula and syllabi, propose solutions and implement their specific solutions.

Competences:

- The student will be competent to apply the basic terminological equipment of the discipline and the acquired theoretical knowledge adequate to the context of educational phenomena and situations in their teaching practice.
- The student will effectively apply the system of knowledge about valid documents of current educational practice in the creation and modification of educational standards, curricula and curricula.
- The student will implement a targeted development of knowledge of didactic models and various educational concepts related to the teaching of the Slovak language and will be able to effectively transform them for didactic purposes.
- The student will independently plan and evaluate the teaching of Slovak language and literature in the specific conditions of school education.
- The student will transform and apply the acquired system of theoretical knowledge for the needs of creating a positive atmosphere of motivating students in teaching practice.
- The student will be able to create a comprehensive picture of what he will actually teach in each grade of schools during their own teaching practice.
- The student will be competent to create atmosphere of collegial cooperation in the creation and writing of documents that govern the process of education and training in their future teaching practice.

Brief syllabus:

1. Content, function and goals of didactics of Slovak language and literature. Interdisciplinary relations and their possibilities of use in teaching. Learning theories, specific features and goals. Cognitive factors and learning. Teacher teaching styles. Types and structure of Slovak language and literature lessons.
2. State educational program as a starting point for the creation of a school educational program. Educational programs: Slovak language and literature, Slovak language and Slovak literature.
3. Characteristics and analysis of curricula at the second stage of primary and secondary schools.
4. Comparison of valid school documents for schools with Slovak and Hungarian as the language of instruction. Formal and content requirements of pedagogical documents.
5. Educational standards. Classification, focus and characteristics of educational standards for the second stage of primary schools and a set of requirements for the acquisition of knowledge, skills and abilities for secondary schools.

6. Analysis of curricula at the second stage of primary schools. Content and scope of teaching Slovak literature. High school curriculum analysis. Educational goals and focus.
7. Active learning, meaningful learning and other current approaches. Pupil involvement in learning. Active knowledge delivery. External and internal motivation. Methods that support students' thinking and creativity. Motivation and its phases in the teaching of literature and language-literary education.
8. Solving methodological problems in teaching. Curriculum fixation and repetition of the learned material.
9. Pedagogical diagnostics, control of students' performance in the teaching process. Testing as an evaluation of performances from the Slovak language. Types of evaluation: formative - final, normative - criteria. Classification.
10. Didactics of style in the subject Slovak language. Written style work in the teaching process.
11. Stylistic procedures, genres and stylistic units. Stylistic process and composition. Style correction: language proofreading and prescribed proofreading marks. Mandatory criteria for the evaluation of stylistic works.
12. Didactic literary-linguistic communication. Communicative aspect in teaching Slovak language and literature. Pupil communication competence and literary communication in pedagogical communication.

Literature:

- BETÁKOVÁ, V. – JACKO, J. – RÝZKOVÁ, A. Teória vyučovania slovenského jazyka. Bratislava : SPN, 1984.
- DARGOVÁ, J.: Tvorivé kompetencie učiteľa. Prešov: Privatpress, 2001.
- FINDRA, J. – GOTTHARDOVÁ, G. – JACKO, J. – TVRDOŇ, E.: Slovenský jazyk a sloh. Bratislava: SPN: 1983. 426 s.
- HINCOVÁ, K. – HÚSKOVÁ, A.: Metodika výučby slovenského jazyka a literatúry v rámci nových pedagogických dokumentoch. Bratislava : Metodicko-pedagogické centrum, 2011.
- IVANOVÁ-ŠALINGOVÁ, M. Slovenčina bez chýb. Bratislava - Veľký Šariš : SAMO, 2002. ISBN 8089123015
- KOŽUCHOVÁ, M. a kol.: Didaktika pre učiteľov základných a stredných škôl. Bratislava: VEDA, 2000.
- LIGOŠ, M.: Základy jazykového a literárneho vzdelávania I. – II. Úvod do didaktiky materinského jazyka a literatúry. Ružomberok: FF KU, 2009. 120 s. ISBN 978-80-8084-429-5, ISBN 978-80-8084-430-1
- LIPTÁKOVÁ, L.: Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov : Prešovská univerzita, Pedagogická fakulta, 2011. - 579 s. - ISBN 978-80-555-0462-9.
- PALENČAROVÁ, J. – KUPCOVÁ, J. – KESSELOVÁ, J., 2003: Učíme slovenčinu – komunikačne a zážitkovo. Bratislava: Slovenské pedagogické nakladateľstvo, 2003. 222s. - ISBN 80 10 00328 X.
- PETLÁK, E. Kapitoly zo súčasnej didaktiky. Bratislava : Iris, 2005. - 190. - ISBN 8089018890
- PRÁŠILOVÁ, M.: Tvorba vzdelávacieho programu. Praha : TRITON, 2006.
- TKÁČIKOVÁ, E. Red.: K problémom vyučovania SJL na ZŠ a SŠ. Bratislava: PF UK, 2006.
- VAŇKO, J.: Lingvistické a nelingvistické aspekty vyučovania slovenčiny ako druhého jazyka. IN: Štúdium a výučba jazykov. Pohľad na stav jazykového vzdelávania menšín. (Red. Kozmács I. – Vančo I.) Nitra: FF KUF, 2015. s. 73–86. ISBN 978 80 558 0814 7
- Vzdelávacie štandardy učebné osnovy a učebnice
www.statpedu.sk (stránky Štátneho pedagogického ústavu, najmä pedagogické dokumenty)
www.minedu.sk (informácie o školskej reforme)

Language, knowledge of which is necessary to complete a course: Slovak					
Notes:					
Evaluation of subjects Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: Dr. habil. Sándor János Tóth, PhD., PaedDr. Jaroslav Vlnka, PhD.					
Date of last update: 30.06.2022					
Approved by:					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ JAT1/22	Name: Linguistic and stylistic text analysis 1
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Active participation in seminars (1 credits) Evaluation criteria: - Active participation in the discussion during the semester - Active solution of exercises, partial tasks and assignments in seminars • Elaboration of a semester work containing linguistic and stylistic analysis of a specific text or linguistic proofreading of a selected factual text, resp. Art Literature (Range: min. 7 pages; 1 cr.) Evaluation criteria: - Justification for the choice of text for analysis, clear processing and construction of the work (5 points) - Formal adjustment of the seminar work in accordance with the standards in the linguistic-stylistic analysis of the selected text, resp. application of proofreading marks and notes in proofreading of a specific text - Quality of language analysis of the selected text - Level of stylistic analysis of the selected text - Ability to transform professional knowledge in practice The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3).	
Results of education: Knowledge: * The student will master the definition of research areas of textual linguistics, principles and procedures of analysis and interpretation of texts of various provenances, even in comparison and confrontation with related disciplines such as stylistics, pragmalinguistics and discourse analysis. * Based on the peculiarities of thematic-content, semantic and syntactic construction, the student will be able to determine the type of text and its peculiarities; can identify the topic of the text, the communication function and the intention of the author of the text. * The student will master the specifics of Internet texts, especially texts on social networks - with special emphasis on the so-called texts. hoaxes and various conspiracy theories. * The student will gain professional knowledge and practical experience in the field of working with factual and artistic texts, can determine their building components, construction procedures, function and meaning.	

- * The student will get acquainted with various approaches and procedures that are applied in the analysis of specific scientific, professional, artistic and journalistic texts,
- * The student will understand the meaning and purpose of language proofreading of the text in its preparation for publication in a publishing or editorial practice.
- * The student will be able to justify the chosen procedure of language proofreading of specific texts of factual and artistic literature.
- * Skills:
- * The student will master the basic terminology of textual linguistics and will be able to work with it in text analysis.
- * The student will be able to single out the basic text units, determine the content-thematic and semantic relationships between text units and on this basis characterize the content-thematic structure of the text.
- * The student will be able to select and recommend a suitable methodological procedure for the analysis of a particular text in terms of its species and genre classification.
- * The student will be able to correctly apply knowledge about morphosyntactic, lexical and phraseological units in functionally targeted text analysis in school practice.
- * The student will be able to orientate in the process of creation, correction and classification of school style works, will acquire the prescribed proofreading marks and structured evaluation criteria.
- * The student will be able to proofread any texts.
- * The student will be able to recognize different approaches to the correction of artistic, professional, educational and journalistic texts within the publishing, respectively. editorial work.
- * The student will be able to identify common professional problems in language proofreading of any texts of factual and artistic literature.
- * The student will be able to comprehensively assess the text from the perspective of its creation, from the perspective of linguistics and from the perspective of its preparation for publication.
- Competences:
- * The student will be able to apply in pedagogical practice knowledge from the study of the specifics of individual types of texts, including texts on social networks, which may be a threat to the mental development of his (future) students.
- * The student will be able to perform a comprehensive linguistic-stylistic analysis of diverse texts against the background of language levels and text theory, t. j. on the basis of deepening knowledge of the grammatical system of Slovak, stylistics and textuology.
- * The student will be able to carry out a comprehensive language analysis of various types of texts for the needs of their own pedagogical practice and, based on the acquired theoretical knowledge, to make language corrections of any texts within the editorial work.
- * The student will be able to independently plan and manage linguistic and stylistic analysis as well as editing and finishing of various texts.
- * The student will be able to demonstrate their professional erudition and ability to work creatively in the design and writing of diverse and genre-diverse texts.

Brief syllabus:

1. Textual linguistics, subject of textual linguistics. Definition properties of text.
2. Text as a subject of analysis. Understanding the text from the sender's and recipient's point of view; static and dynamic text analysis: text as the sender's product versus text as the creation process.
3. Types of texts or: The timetable is also a text.
4. Content-thematic construction of the text: topic of the text, thematic sequences - communication function, intention of the text.

5. How does the topic develop? How is the communication function of the text identified? Communication-pragmatic indicators.
6. Grammatical and semantic aspect of the text: allocation of the basic text unit; language units creating the coherence of the text, its connection; semantic relationships between text units.
7. Specifics of internet texts, including texts on social networks. The so-called texts hoaxes, conspiracy theories, revealing their communication intent.
8. Problems of text comprehension: identification of the intended intention of the text; apperception and interpretation of the text.
9. Linguistic-stylistic corrections in school practice. Binding proofreading marks when correcting school text.
10. Modification of basic text units: delineated sentence element, independent sentence element, connected sentence element, parentheses, ellipse, aposiopesis.
11. Possibilities and procedures of linguistic and stylistic text analysis.
12. The function of lexical means in the construction of the content-thematic and communication level of the text. Phraseologisms in the text and their function.
13. The function of morphological and morphosyntactic means in the construction of the content-thematic and communication level of the text.

Literature:

- ALABÁNOVÁ, M. – GLOVŇA, J.: Slovensko-maďarský frazeologický slovník s cvičeniami z frazeológie. Nitra: FF UKF, 2015
- DOLNÍK, J.: Všeobecná jazykoveda. Kap. Textová lingvistika. Bratislava: Veda 2009.
- FINDRA, J. Štylistika slovenčiny v cvičeniach. Martin : Osveta, 2005.
- FINDRA, J.: Jazyková komunikácia a kultúra vyjadrovania. Martin : Osveta, 2013.
- GLOVŇA, J.: Frazeológia. Nitra: FF UKF, 2015
- HLAVATÁ, Renáta 2015. Tvorba a analýza textu. Nitra: FF UKF
- HUŤKOVÁ, A.: Štylistické zákutia prekladu a prekladania. Hradec Králové: Gaudeamus, 2014. ISBN 978 80 7435428 1
- MANDELÍKOVÁ, L.: Analýza a interpretácia odborného textu. Trenčín: TnUAD, 2012 ISBN 978 80 8075518
- VAŇKO, J.: Syntax slovenského jazyka. Kap. Textová syntax. Nitra: UKF 2015.
- VAŇKO, J.: Vzťah medzi sémantickou a tematickou štruktúrou textu. In: Slovenská reč, 62/1997, 5, s. 297-301.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: prof. PhDr. Juraj Vaňko, CSc.

Date of last update: 30.06.2022

Approved by:

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ JAT2/22	Name: Linguistic and stylistic text analysis 2
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for completing the course is active work in seminars (interpretive analysis of texts, participation in discussions, response to problematic questions, etc.) and submitted seminar work in the form of translation processing or a specific terminological problem. (50 points) During the semester, students must also read theoretical articles on the issue, which will then be discussed. An alternative form of evaluation is the shorter translations that will need to be prepared for each lesson, together with a catalog of the problematic sections that have occurred in the translation process. Alternatively, it can be a group project for the translation of a larger translation or other professional text. (50 points) The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3).	
Results of education: Knowledge The student will gain an overview of various areas of Slovak professional terminology, as well as the issue of translations of professional and fiction texts. He will then be able to place them in a broader linguistic and cultural context. The student will be acquainted with systematic knowledge of the history of literature, methodology of literary science, the issue of interliteracy, the history of artistic translation and literary comparative studies. He will be equipped with systemically connected theoretical and methodological knowledge in the field of translation theory, interpreting and methods of translation and interpreting. The student will be able to independently orient in terminological and translation issues, collect information necessary for it, use manuals, lexicons, dictionaries, etc. They will also be able to orientate in methods of distinguishing important and less important information for practice, they will be able to analyze the obtained information, evaluate it overall and present it publicly. The student will be able to correctly apply the acquired knowledge in specific outputs. The student will be able to apply the acquired knowledge in a theoretical and practical level, against the background of a specific type of task and activity. The student will be able to plan the various stages of preparation and concretization of the task, in the context of complexity for both individuals and groups. The student will be able to recognize the level of their own competencies and judgments in selecting the amount of information obtained. The student will be able to identify common professional	

problems, research and formulate the theoretical and practical starting points needed to solve them at the appropriate professional level.

Skills

The student will be able to motivate their students, students for the acquisition of the subject and the acquisition of the necessary skills, as well as to awaken their overall interest in the process of education for culture, aesthetics and literary taste, respectively. accuracy and language culture. The student will be able to independently acquire additional knowledge in the field. The student will be able to understand the importance of terminological issues, as well as the issue of different types of translations and will be able to identify the content of specific creative tasks in the implementation of the knowledge, The student will be able to get acquainted with new trends in the field, as well as with modern methodological approaches and aspects of job descriptions that are necessary to master the subject and independently develop the required outputs.

Competences

The student will be able to apply the system of knowledge and skills needed for the needs of practice and teaching the subject Slovak language and literature in primary and secondary schools. He will be able to use them in his own creative practice at school. The student will be able to implement a targeted development of knowledge related to synchronous and diachronic language development, will be able to independently plan selected creative activities that expand knowledge of Slovak literature as such. The student will be able to manage the style of work of others in the school environment, focused on getting to know selected personalities and works of Slovak literature of the period.

Brief syllabus:

Literature:

ALABÁNOVÁ, M. – GLOVNÁ, J.: Slovensko-maďarský frazeologický slovník s cvičeniami z frazeológie. Nitra: FF UKF, 2015

FINDRA, J.: Jazyková komunikácia a kultúra vyjadrovania Martin : Osveta, 2013.

GLOVNÁ, J.: Frazeológia. Nitra: FF UKF, 2015

HABOVŠTIAKOVÁ, K.: Poučenia a zaujímavosti o slovenčine : zo staršej i novej slovnej zásoby. Bratislava : VEDA, 2009.

HLAVATÁ, Renáta 2015. Tvorba a analýza textu. Nitra: FF UKF

HUŤKOVÁ, A.: Štylistické zákutia prekladu a prekladania. Hradec Králové: Gaudeamus, 2014.

MANDELÍKOVÁ, L.: Analýza a interpretácia odborného textu. Trenčín: TnUAD, 2012.

MISLOVIČOVÁ, S. – VANČOVÁ, I.: Spytovali ste sa. Bratislava: VEDA, 2017. ISBN: 978-80-224-1615-3

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: PaedDr. Jaroslav Vlínka, PhD.

Date of last update: 30.06.2022

Approved by:

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ KAL/22	Name: Contact and areal linguistics
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Active participation in classes: 1 Cr 1 credit for alternating tasks: A) comparative presentations or didactic boards based on the topic, resp. seminar work B) current project task The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3).	
Results of education: Knowledge: The student will learn the basics of the methodology of area research of languages, including their classification; acquire knowledge of broader linguistic and cultural connections of the Slovak language with languages in the Central European area; will gain a set of knowledge about the manifestations of long-term language contact of Slovak with languages in the Central European cultural space in the level of phonology, morphology, syntax and lexicon. In this way, the student will also get acquainted with the issues of multiculturalism, including the most important cultural and social realities and history of the Central European linguistic and cultural area.	
Skills: <ul style="list-style-type: none"> • The student will be able to define the basic methodological procedures of area research of languages in relation to long-term linguistic and cultural-historical contacts; on this basis, it is able to define the most well-known linguistic and cultural areas with an emphasis on the specifics of the Central European cultural and linguistic area. • The student will be able to define the methodological peculiarities of contact and areal linguistics, both in the Slovak and Slavic languages, as well as in the Slovak and non-Slavic languages, at all language levels. • The student is able to identify and characterize the dynamic tendencies of the Slovak language in parallel with the languages of the Central European area. • The student will be able to interpret the disciplines of structural linguistics on an interlanguage background in the region of Central Europe.	
Competences:	

* The student will be able to apply a set of acquired theoretical knowledge from comparative linguistics in language practice; he will be able to use theoretical knowledge of contact and areal linguistics appropriately in the creation of the curriculum.

• Acquired knowledge, especially from the study of the Central European cultural and linguistic area, can also be used in educating students to be tolerant of other ethnic groups and cultures, especially taking into account the dynamism of our socio-cultural environment.

Brief syllabus:

1. Dynamics, convergence, divergence in language
2. The origin of the discipline and the subject of research in areal linguistics. Previous site research
3. Contact phenomena and their typology. Methodology of areal linguistics
4. Phonological level of area convergence
5. Grammatical level of area convergence
6. Lexical level of area convergence
7. Phrases of Central European languages
8. Slovak in interlanguage contacts
9. Fortification role of Hungarian for Slovak
10. Germanisms in Central European languages
11. Slavisms in Central European languages
12. Czech and Slovak in contact and contrast
13. Slovak-Hungarian language contacts

Literature:

BLÁHA, O. Jazyky střední Evropy. Olomouc: Univerzita Palackého, 2015.

DOLNÍK, J. Sila jazyka. Bratislava: Kalligram, 2010.

LANSTYÁK I. Nyelvből nyelvbe. Pozsony: Kalligram 2006.

LEHOCKÁ, I.: Úvod do areálovej lingvistiky. Nitra: FSŠ UKF, 2015.

KRÁLIK, L. Stručný etymologický slovník slovenčiny. Bratislava: VEDA, 2019.

NÁBĚLKOVÁ, M. Slovenčina a čeština v kontakte. Bratislava – Praha: VEDA 2008

TÓTH S. J. Z funkčno-pragmatických aspektov kontaktovej a areálovej lingvistiky. Ružomberok: Verbum, 2013.

ŽIGO, P. Historická a areálová lingvistika. Bratislava: FF UK, 2011.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: Dr. habil. Sándor János Tóth, PhD.

Date of last update: 30.06.2022

Approved by:

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ KSP/22	Name: Chapters from contemporary Slovak poetry and drama
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: <p>The individual partial components are agreed with the students individually (also) on the basis of their personal interest and choice from the aspect of selected texts of the poetry of the Slovak author. Students will prepare a semester work as an applied attribute of their own independent creative activity of literary interpretation, but as a mandatory component should be the elaboration of a semester work on a given author-poet, including biographical, bibliographic and other conditions and "peculiarities" of his life. Part of this elaboration is also an interpretive analysis of the selected text of the author based on the objective-subjective reading experience of the student. At the end of the semester, the defense of the student's semester work will be presented in front of the whole group, where the student's argumentative potential and his comprehensive view of a selected poetic work of Slovak literature are observed.</p> <p>Evaluation criteria:</p> <ul style="list-style-type: none"> - Adequacy of selected methods in the elaboration of a semester work (4 points) - Use of creative and innovative forms of work in the elaboration of a semester work (2 points) - Description and precise diagnosis of one's own approach to work with regard to the prose aspect (2 points) - Knowledge of professional materials, especially from the aspect of used literature in the elaboration of the semester work (5 points) - Sophistication of content and form within the selected topic of the semester work (Extent: 10 pages, 10 points) - Application of innovative practices in complex activities (3 points) - Concretization of selected tasks and activities and its pointing to everyday school practice (4 points). <p>The classification scale used in the assessment of the course (A - FX) is in accordance with the UJS Study Regulations (Article 19, point 3).</p>	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student will be able to orientate in the development of Slovak poetry with a specific regard to the individual (especially from the current aspect extremely positively evaluated) its creative peaks, 	

- The student will be able to choose and recommend for himself and for others a suitable poetry of Slovak literature and to justify it (even in private life),
- The student will be able to independently collect information about the life and literary work of a Slovak poet (emphasis is placed on his non-traditional, current promotion for the general public),
- The student will be able to orientate in methods of distinguishing important and less important information for practice, which relate to selected poems,
- The student will be able to correctly compile, independently search and evaluate various information related to the poetry in the Slovak literature,
- The student will be able to correctly apply the acquired knowledge in specific outputs, defenses, presentations and the like,
- The student will be able to apply the acquired knowledge on a theoretical and practical (also) basis in the background of the popularization of the (specific) poetry,
- The student will be able to recognize the level of their own competencies, judgments and judgments in the selection of a number of poems,
- The student will be able to identify common professional problems, research and formulate the theoretical and practical background needed to solve them and solve them (using practical procedures in practice), especially on the basis of their own reading experience.
- The graduate has adequate professional and methodological knowledge from several areas of the field of study or school practice. On this basis, he has appropriate access to the literary text. He is competent to independently formulate the basis of interpretation, relational-analytical thinking about the researched issues within the field of study with accessible interdisciplinary overlaps. Can search for and formulate tasks, consider recommendations for practice. He is able to point out the specificity of the selected literary type, find a suitable and effective methodological background.
- Has demonstrable knowledge of the history of Slovak literature and methodology of literary science. Masters the methods and principles of working with text, is able to identify interpretive support in the text.

Skills:

- The student is able to point out the possibilities of literature (poetry) in education for culture, aesthetics and literary taste in the background of their own objective-subjective evaluation experience,
- The student will be able to acquire professional knowledge related to the views of other experts on Slovak poetry and appropriately create their own interpretive criteria and insights,
- The student will be able to understand the social function of parts for this selected texts, identify the content of the activities of the created creative tasks in the implementation of the presented knowledge,
- The student will be able to get acquainted with the progressive trends of poetry research and to explain and put them into contexts accordingly,
- The student will be able to present the most important personalities and key works of contemporary Slovak poetry on the basis of their own reading experience and literary-historical, literary-theoretical and literary-critical aspects, resp. from the point of view of objective-subjective interpretation.
- He is ready to carry out adequate research, based on a specific passage, with a high degree of creativity and independence, respectively. evaluate its results on the basis of a separate output. He can apply contextuality and interliteracy in the analysis of a literary text. He has developed innovative and creative thinking, resulting in concrete work with literary texts. He is able to work effectively with a given text of a given literary type.

Competences:

- The student will be able to apply the system of skills needed for multidimensional contact (for example) in the selection of a specific text of Slovak literature, which can then be used in their own creative practice at school.
 - The student will be able to take a specific evaluation opinion on the selected text,
 - The student will be able to solve selected life situations in and out of school using selected texts.
 - The student will be able to implement a targeted development of knowledge related to the synchronous and diachronic development of Slovak poetry,
 - The student will be able to independently plan selected creative activities that expand knowledge of the given literary-species area of Slovak literature,
 - The student will be able to manage the style of work of others in the school environment, especially in the selection and interpretation of selected poems, aimed at recognizing and promoting selected texts of Slovak literature.
 - Can clearly and convincingly promote the results of research to the general cultural public.
- Demonstrates a high degree of work independence in the process of interpretation.

Brief syllabus:

1. Tradition and innovation (M. Válek and M. Rúfus).
2. Lone runners.
3. J. Urban and I. Kolenič: new generation and new poetics.
4. Respect for words and form: J. Buzássy.
5. Game and irony: P. Macsofský.
6. Poetry as an intellectual unrest: M. Milčák.
7. The image of normalization in literature (R. Sloboda, P. Viličkovský, S. Rakús).
8. The image of society after 1989 (P. Pišťanek, J. Johanides).
9. Magical realism and postmodernism in prose (V. Pankovčín, P. Viličkovský, T. Horváth, D. Mitana).
10. Subject and identity (Balla, Mitana, Kopcsay, Rankov).
11. Authors and female subject (M. Haugová, D. Podracká, V. Šikulová, J. Juráňová, M. Kompaníková).
12. Drama and theater after 1989.
13. Traditions and possibilities of drama (P. Kováčik, K. Horák, V. Klimáček, S. Štepka).

Literature:

- HOCHTEL, I.: Slovenská literatúra po roku 1989 Bratislava : Eterna Press, 2007.
 ČÚZY, L. a kol.: Panoráma slovenskej literatúry III. : Literárne dejiny od roku 1945 po súčasnosť. Bratislava : Slovenské pedagogické nakladateľstvo, 2006.
 SEDLÁK, I.: Dejiny slovenskej literatúry II. Martin : Matica slovenská, 2009.
 ŠTEVČEK, J.: Dejiny slovenského románu. Bratislava : Tatran 1989.
 ŠTEVČEK, J.: Moderný slovenský román. Tatran 1983.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: PaedDr. Jaroslav Vlínka, PhD.

Date of last update: 30.06.2022
--

Approved by:

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ MIT/22	Name: Methodology of interpretation of literary texts
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 1 / 1 For the study period: 13 / 13 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Assessment and completion of the course: mark, written exam. The course is completed by a written exam (test) during the exam period During the semester, students will implement the following outputs and assignments, which will be the basis for the final evaluation: <ul style="list-style-type: none"> • Activity in seminars and exercises (Score: 10 points). Evaluation criteria: <ul style="list-style-type: none"> - Active discussion Correct application of knowledge from lectures at individual seminars and exercises (5 points). - Active solution Elaboration of assigned tasks during the semester (5 points). • Elaboration of a seminar work - processed as a portrait of a selected representative of a certain interpretive school, which is listed in the syllabus in the range of 5 - 6 standard pages (Score: 50 points). Evaluation criteria: <ul style="list-style-type: none"> - Adherence to basic standards of formal work and its construction (10 points). - Consistent elaboration of the issue, its understanding and self-evaluation (25 points) - Adherence to citation standards, and correct method of paraphrasing and citation of professional sources (15 points). • Written exam according to the content syllabus (Score: max. 40 points). The final evaluation is calculated as a summary of the evaluation of the seminar work, the student's activities in the seminar classes and exercises and the written exam. The evaluation of the subject (A - FX) is in accordance with the classification scale set by the UJS Study Regulations (Article 19, point 3). Student time load: A total of 120 hours, of which: combined study (P, S, C, consultation): 39 hours, elaboration of seminar papers: 26 hours, self-study and reading of professional literature: 55 hours.	
Results of education: Knowledge:	

- Student has acquired a summary of professional and methodological knowledge in the theoretical field of interpretation of a literary text.

He is competent to independently formulate a scientific problem and then look for it and solve it in the form of a selected methodology with certain natural interdisciplinary overlaps. He is able to design and select appropriate procedures and implement them in solving professional issues, including the design of (mini) projects. He is ready to research a literary text with a high degree of independent creativity - on the basis of individual theoretical axioms - and to evaluate its results at the appropriate level. The student will gain knowledge of the history of the methodology of interpretation of a literary text, will gain knowledge about individual schools, currents, directions, as well as the issue of interliteracy.

- The student will master the basic concepts, starting points and methods of interpretation of a literary text.
- The student acquires the basic orientation in literary methods of working with artistic literary text.
- The student will master the function, goal and importance of individual interpretive methods, which will be able to distinguish and compare.
- The student will gain knowledge about individual methodological approaches and aspects of approaches to literary text in historical development.

Skills:

- The student will be able to identify and explain a specific interpretive method and clearly specify its procedures and objectives.
- The student will be able to independently collect information about essential interpretation schools, respectively literary methodologies and their representatives in the 19th to 21st centuries in various publications and on the Internet.
- The student will be able to correctly assess and place interpretive approaches in the context of historical development.
- The student will be able to correctly present the main literary methodologies in terms of basic concepts and interpretive preferences.
- The student will be able to correctly apply basic interpretive methods in their own scientific-research, professional, resp. school practice.
- The student will be able to plan and characterize the interpretation process from the perspective of a specific methodology.
- The student will be able to recognize the level of their own competencies in the field.
- The student will be able to identify common professional problems related to the field of text interpretation methodology, to examine theoretical and practical solutions.
- The student will be able to present and explain to students the basic concepts, starting points and goals of various strategies for the interpretation of literary texts.

Competences:

- The student will be competent to independently formulate and subsequently solve a scientific problem in the form of a selected methodology with certain natural interdisciplinary overlaps.
- The student will be effectively able to apply the system of theoretical knowledge and practical skills needed for the work of a qualified professional with pupils and students, respectively. with the various institutions on the specific interpretation of literary texts.
- The student will actively expand their theoretical and methodological knowledge in the field of methodology of interpretation of literary texts.
- The student will independently plan their own education and didactically apply it to deepen their knowledge in everyday life, which they apply in professional school practice.

- The student will be competent to create the inspiring atmosphere needed for students to acquire these knowledge, will be able to mediate different perceptions and literature and provide an overview of methodological procedures for interpreting literary texts.

Brief syllabus:

1. Overview, differentiation and basic characteristics of literary methods of interpretation of literary texts in historical development.
2. Perspectives on the history of interpretation of literary texts. Mimesis, hermeneutics, interpretation, exegesis, classical philology.
3. Positivism and text interpretation. Biographical, sociological and historical approach to literary work and literature. Interpretation of a specific literary work.
4. Formalism, Russian formal school and its method of interpretation. Representatives, starting points and goals of interpretation. The concept of literacy. Application of knowledge in the interpretation of a specific literary work.
5. Psychoanalysis and literary interpretation. Influences of S. Freud and G. Bachelard. Archetypes of poetic imagination, children's play as a model of poetic work. Interpretation of a specific lyrical text
6. Structuralism. Prague Linguistic Circle. Structuralism in Slovakia. Starting points, goals and basic features of the interpretation method. Aesthetic function of language and the concept of structure. Application of knowledge in the interpretation of a specific literary text.
7. Poststructuralism, deconstructivism. Basic starting points, goals and methods of reading the text. Representatives (J. Derrida, R. Barthes) and their literary-interpretive concepts. Application of knowledge in the interpretation of a specific literary text.
8. Nitra school, theory of literary communication and development of interpretation of literary texts.
9. Basic concepts and characteristics of access to literary text. Use of knowledge in the interpretation of a prose or dramatic text.
10. Interpretation according to socialist realism. Requirements for literature, preferred topics, personality of the writer and literary protagonist. The principle of realism and partisanship. Application of knowledge in the interpretation of a specific prose text.
11. Postmodernism. Understanding the author and literary text. The reader as a partner and co-creator. Basic concepts and representatives. Use of knowledge in the interpretation of a literary text.
12. The concept of open work and open reading according to Umberto Ec. Principles of interpretation, understanding of literary communication. Application of knowledge in the interpretation of a specific text.
13. Critique of postmodernism. W. Welsch, his notion of anesthetics and the way of interpretation of a work of art. Application of knowledge in the interpretation of a literary text.

Literature:

- ECO, U.: Interpretácia a nadinterpretácia. Bratislava : Archa, 1995.
- HARPÁŇ, M.: Teória literatúry. Bratislava : Esa, 2004.
- MIKO, F.: Analýza literárneho diela. Bratislava : Veda, 1987.
- POPOVIČ, A. et al.: Interpretácia umeleckého textu. Bratislava : Slovenské pedagogické nakladateľstvo, 1981.
- SABOL, J., RUŠČÁK, F., SABOLOVÁ, O.: Interpretácia umeleckého textu: vysokoškolské učebné texty. Košice : Filozofická fakulta v Prešove, 1992.
- ŠENKÁR, P.: Možnosti interpretácie literárneho textu. Nitra : FSS, 2008.
- VAŇKO, J.: Interpretácia jazyka literárneho diela. Nitra : Pedagogická fakulta, 1986. VAŇKO, J., TATÁR, J., LOMENČÍK, J., PLUTKO, P.: Kapitoly z literárneho diela. Banská Bystrica : Univerzita Mateja Bela, Filologická fakulta, 1998.

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

Slovak					
Notes:					
Evaluation of subjects					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: doc. PaedDr. Patrik Šenkár, PhD.					
Date of last update: 30.06.2022					
Approved by:					

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KSL/SJdm/ OB/22		Name: Master's thesis and defense			
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present					
Number of credits: 8					
Recommended semester/trimester of study:					
Level of study: II.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature: KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004. Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher:					
Date of last update: 30.06.2022					
Approved by:					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ PPX4/22	Name: Pedagogical practice IV.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 20s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final evaluation is based on portfolio materials developed during the pedagogical practice. The conditions for graduating from the course are regulated by the Dean's Decree on the Principles of Pedagogical Practice at the SJE TKK. The student is required to follow the sections of this document on active pedagogical practice (PPX4). Mandatory parts of the portfolio: <ul style="list-style-type: none"> • Protocol certifying the completion of the pedagogical practice (completed) • Analysis of observed lessons and completed observation sheets • Lesson outline, evaluation and analysis of the lessons taught • Other documents and appendices of the pedagogical practice Course evaluation: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be awarded if the student achieves less than 50% of the total score. Student workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (for the observed hours), 5 hours of teaching, 5 hours of analysis (for the lessons taught); 30 hours of preparation: preparation for the pedagogical practice - consultation with the practice teacher, preparation for the lesson, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student is able to observe and analyze upper secondary and high school activities. • The student is able to professionally evaluate the observed upper secondary and high school activities and activities. • The student is able to document the observed upper secondary and high school activities and activities. • The student is able to orientate in school documents. • The student is familiar with the staffing structure and financial equipment of the school. • The student is aware of the specific activities of the teacher during the lessons. • The student knows and understands the environment, culture and organization of primary and secondary schools. Skills:	

- Is able to identify different manifestations of the structural elements of the personality, the psychological processes of the learner in the teaching process and social interactions.
- Knows the specific activities of the teacher during the day, in the classroom and in the teaching of subjects in his / her field in primary and secondary school.
- Defines the teaching goals formulated by the teacher, the procedures used to achieve them, and the extent to which the goals are achieved.
- Can identify teaching methods used during the lesson.
- Describes the didactic tools, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programs and software, dynamic systems, interactive teaching materials and portals in the teaching of subjects in your field.
- Describes the processes of student assessment in the teaching process.
- Defines the teacher's teaching and communication style as well as professional skills.
- Able to process, evaluate and reflect on the results of observation in the context of educational theory.
- The learner recognizes his or her own level of competence.
- The student is able to identify common professional problems, to search for, formulate and solve the theoretical and practical background necessary for their solution (using practical procedures in practice).
- Ability to identify gifted students, students with learning difficulties or special educational needs, disadvantaged students, students with multiple disadvantages and students with special needs, in order to provide them with appropriate advice on entering the labor market.
- Able to prepare didactically correct written lessons (including all its components) that include elements of creativity, independence, individualization, and alternativeness.
- Ability to consult the practitioner about their own written preparation.
- Ability to properly prepare, teach, and evaluate a particular lesson.
- The student is able to document the results, professionally describe reflection and self-reflection in relation to the lesson planned, prepared, executed and evaluated.

Competencies:

- Takes a position on the observed phenomena based on previous theoretical knowledge.
- Conducts self-reflection and receives feedback on their own performance from students, colleagues and practitioners.
- Demonstrates his / her own personality traits, communication style, values and professional skills responsibly.
- Provides feedback and evaluates students' learning outcomes in accordance with the assessment principles for the appropriate level of education.
- Facilitates interaction between students.
- Accepts the manifestations of students' individuality in the context of a formal social group within the school classroom, applies the characteristics of students' learning, special educational needs, and applies elements of differentiation to teaching.
- Implements classroom teaching using teaching methods, strategies, resources and tools optimized by the disciplinary-didactic theory of his / her field, as well as information and communication technologies.
- Understands the relationship between teaching principles, consequences and effectiveness of learning.
- Reflects on your own pedagogical skills.
- The student will be able to purposefully develop self-knowledge related to the teaching profession.

- The student will be able to independently plan activities that expand their knowledge in the context of the teaching profession.
- The student will be able to create an atmosphere of trusting, helpful, encouraging, attentive, accepting behavior and openness, recognizing and managing the work style of others.
- Optimize the atmosphere in the student group (school classroom) and create a stimulating and non-threatening environment for students to teach and learn by applying rules and safe working conditions, as well as ways to motivate and activate students.

Brief syllabus:

Observing and evaluating the external and internal environment of a practicing primary and secondary school.

Getting to know and working with the pedagogical documentation of the class and the school.

Observing the creation of conditions, the implementation and evaluation of lessons in upper primary and secondary schools.

Professional analysis of the observed lessons together with the practice teacher.

Document the process and results of each observed hour.

Didactic procedures for preparing written preparations (with all its components), consultation with the practitioner.

Preparation of the necessary conditions for the implementation of the lesson.

Implement the planned and prepared lesson using innovative strategies using appropriate educational tools in primary and secondary schools.

Lesson evaluation using planned and selected methods and assessment tools from your own perspective, from the perspective of the students (and the elements of self-evaluation).

Professional analysis with the practice teacher: documenting and evaluating the preparation and its use, and other components of the lesson.

Preparation of a portfolio of intercepted lessons with all its components, based on pre-defined criteria by the head of teaching practice, using autonomy and alternativity, based on current trends in didactics

Literature:

BAZÁLIKOVÁ, J.: Pedagogická prax. Bratislava: Stimul, 1992.

GAVORA, P.: ABC pozorovania vyučovania. Prešov: MC, 1997.

ŠVEC, Š.: Kategoriaálny systém analýzy humanistickej výučby. Bulletin ÚMC MŠaV SR, roč.1, 1992b, č. 12, s. 21 - 28.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: PaedDr. Jaroslav Vlínka, PhD.

Date of last update: 30.06.2022

Approved by:

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ PPX5/22	Name: Pedagogic practice V.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 20s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final evaluation is based on portfolio materials developed during the pedagogical practice. The conditions for graduating from the course are regulated by the Dean's Decree on the Principles of Pedagogical Practice at the SJE TKK. The student is required to follow the sections of this document on active pedagogical practice (PPX5). Mandatory parts of the portfolio: <ul style="list-style-type: none"> • Protocol certifying the completion of the pedagogical practice (completed) • Analysis of observed lessons and completed observation sheets • Lesson outline, evaluation and analysis of the lessons taught • Other documents and appendices of the pedagogical practice Course evaluation: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be awarded if the student achieves less than 50% of the total score. Student workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (for the observed hours), 5 hours of teaching, 5 hours of analysis (for the lessons taught); 30 hours of preparation: preparation for the pedagogical practice - consultation with the practice teacher, preparation for the lesson, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Knowledges: <ul style="list-style-type: none"> • The student is able to observe and analyze upper secondary and high school activities. • The student is able to professionally evaluate the observed upper secondary and high school activities and activities. • The student is able to document the observed upper secondary and high school activities and activities. • The student is able to orientate in school documents. • The student is familiar with the staffing structure and financial equipment of the school. • The student is aware of the specific activities of the teacher during the lessons. • The student knows and understands the environment, culture and organization of primary and secondary schools. Skills:	

- Is able to identify different manifestations of the structural elements of the personality, the psychological processes of the learner in the teaching process and social interactions.
- Knows the specific activities of the teacher during the day, in the classroom and in the teaching of subjects in his / her field in primary and secondary school.
- Defines the teaching goals formulated by the teacher, the procedures used to achieve them, and the extent to which the goals are achieved.
- Can identify teaching methods used during the lesson.
- Describes the didactic tools, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programs and software, dynamic systems, interactive teaching materials and portals in the teaching of subjects in your field.
- Describes the processes of student assessment in the teaching process.
- Defines the teacher's teaching and communication style as well as professional skills.
- Able to process, evaluate and reflect on the results of observation in the context of educational theory.
- The learner recognizes his or her own level of competence.
- The student is able to identify common professional problems, to search for, formulate and solve the theoretical and practical background necessary for their solution (using practical procedures in practice).
- Ability to identify gifted students, students with learning difficulties or special educational needs, disadvantaged students, students with multiple disadvantages and students with special needs, in order to provide them with appropriate advice on entering the labor market.
- Able to prepare didactically correct written lessons (including all its components) that include elements of creativity, independence, individualization, and alternativeness.
- Ability to consult the practitioner about their own written preparation.
- Ability to properly prepare, teach, and evaluate a particular lesson.
- The student is able to document the results, professionally describe reflection and self-reflection in relation to the lesson planned, prepared, executed and evaluated.

Competencies:

- Takes a position on the observed phenomena based on previous theoretical knowledge.
- Conducts self-reflection and receives feedback on their own performance from students, colleagues and practitioners.
- Demonstrates his / her own personality traits, communication style, values and professional skills responsibly.
- Provides feedback and evaluates students' learning outcomes in accordance with the assessment principles for the appropriate level of education.
- Facilitates interaction between students.
- Accepts the manifestations of students' individuality in the context of a formal social group within the school classroom, applies the characteristics of students' learning, special educational needs, and applies elements of differentiation to teaching.
- Implements classroom teaching using teaching methods, strategies, resources and tools optimized by the disciplinary-didactic theory of his / her field, as well as information and communication technologies.
- Understands the relationship between teaching principles, consequences and effectiveness of learning.
- Reflects on your own pedagogical skills.
- The student will be able to purposefully develop self-knowledge related to the teaching profession.

- The student will be able to independently plan activities that expand their knowledge in the context of the teaching profession.
- The student will be able to create an atmosphere of trusting, helpful, encouraging, attentive, accepting behavior and openness, recognizing and managing the work style of others.
- Optimizes the atmosphere in the student group (school classroom) and creates a stimulating and non-threatening environment for students to teach and learn by applying rules and safe working conditions, as well as ways to motivate and activate pupils

Brief syllabus:

Observing and evaluating the external and internal environment of a practicing primary and secondary school.

Getting to know and working with the pedagogical documentation of the class and the school.

Observing the creation of conditions, the implementation and evaluation of lessons in upper primary and secondary schools.

Professional analysis of the observed lessons together with the practice teacher.

Document the process and results of each observed hour.

Didactic procedures for preparing written preparations (with all its components), consultation with the practitioner.

Preparation of the necessary conditions for the implementation of the lesson.

Implement the planned and prepared lesson using innovative strategies using appropriate educational tools in primary and secondary schools.

Lesson evaluation using planned and selected methods and assessment tools from your own perspective, from the perspective of the students (and the elements of self-evaluation).

Professional analysis with the practice teacher: documenting and evaluating the preparation and its use, and other components of the lesson.

Preparation of a portfolio of intercepted lessons with all its components, based on pre-defined criteria by the head of teaching practice, using autonomy and alternativity, based on current trends in didactics.

Literature:

BAZÁLIKOVÁ, J.: Pedagogická prax. Bratislava: Stimul, 1992.

GAVORA, P.: ABC pozorovania vyučovania. Prešov: MC, 1997.

ŠVEC, Š.: Kategoriaálny systém analýzy humanistickej výučby. Bulletin ÚMC MŠaV SR, roč.1, 1992b, č. 12, s. 21 - 28.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: PaedDr. Jaroslav Vlínka, PhD.

Date of last update: 30.06.2022

Approved by:

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ PPX6/22	Name: Pedagogical practice VI.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 40s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final evaluation is based on portfolio materials developed during the pedagogical practice. The conditions for graduating from the course are regulated by the Dean's Decree on the Principles of Pedagogical Practice at the PF UJS. The student is required to follow the sections of this document on active pedagogical practice (PPX6). Mandatory parts of the portfolio: <ul style="list-style-type: none"> • Protocol certifying the completion of the pedagogical practice (completed) • Analysis of observed lessons and completed observation sheets • Lesson outline, evaluation and analysis of the lessons taught • Other documents and appendices of the pedagogical practice Course evaluation: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be awarded if the student achieves less than 50% of the total score. Student workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (for the observed hours), 5 hours of teaching, 5 hours of analysis (for the lessons taught); 30 hours of preparation: preparation for the pedagogical practice - consultation with the practice teacher, preparation for the lesson, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student is able to observe and analyze upper secondary and high school activities. • The student is able to professionally evaluate the observed upper secondary and high school activities and activities. • The student is able to document the observed upper secondary and high school activities and activities. • The student is able to orientate in school documents. • The student is familiar with the staffing structure and financial equipment of the school. • The student is aware of the specific activities of the teacher during the lessons. • The student knows and understands the environment, culture and organization of primary and secondary schools. Skills:	

- Is able to identify different manifestations of the structural elements of the personality, the psychological processes of the learner in the teaching process and social interactions.
- Knows the specific activities of the teacher during the day, in the classroom and in the teaching of subjects in his / her field in primary and secondary school.
- Defines the teaching goals formulated by the teacher, the procedures used to achieve them, and the extent to which the goals are achieved.
- Can identify teaching methods used during the lesson.
- Describes the didactic tools, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programs and software, dynamic systems, interactive teaching materials and portals in the teaching of subjects in your field.
- Describes the processes of student assessment in the teaching process.
- Defines the teacher's teaching and communication style as well as professional skills.
- Able to process, evaluate and reflect on the results of observation in the context of educational theory.
- The learner recognizes his or her own level of competence.
- The student is able to identify common professional problems, to search for, formulate and solve the theoretical and practical background necessary for their solution (using practical procedures in practice).
- Ability to identify gifted students, students with learning difficulties or special educational needs, disadvantaged students, students with multiple disadvantages and students with special needs, in order to provide them with appropriate advice on entering the labor market.
- Able to prepare didactically correct written lessons (including all its components) that include elements of creativity, independence, individualization, and alternativeness.
- Ability to consult the practitioner about their own written preparation.
- Ability to properly prepare, teach, and evaluate a particular lesson.
- The student is able to document the results, professionally describe reflection and self-reflection in relation to the lesson planned, prepared, executed and evaluated.

Competencies:

- Takes a position on the observed phenomena based on previous theoretical knowledge.
- Conducts self-reflection and receives feedback on their own performance from students, colleagues and practitioners.
- Demonstrates his / her own personality traits, communication style, values and professional skills responsibly.
- Provides feedback and evaluates students' learning outcomes in accordance with the assessment principles for the appropriate level of education.
- Facilitates interaction between students.
- Accepts the manifestations of students' individuality in the context of a formal social group within the school classroom, applies the characteristics of students' learning, special educational needs, and applies elements of differentiation to teaching.
- Implements classroom teaching using teaching methods, strategies, resources and tools optimized by the disciplinary-didactic theory of his / her field, as well as information and communication technologies.
- Understands the relationship between teaching principles, consequences and effectiveness of learning.
- Reflects on your own pedagogical skills.
- The student will be able to purposefully develop self-knowledge related to the teaching profession.

- The student will be able to independently plan activities that expand their knowledge in the context of the teaching profession.
- The student will be able to create an atmosphere of trusting, helpful, encouraging, attentive, accepting behavior and openness, recognizing and managing the work style of others.
- Optimizes the atmosphere in the student group (school classroom) and creates a stimulating and non-threatening environment for students to teach and learn by applying rules and safe working conditions, as well as ways to motivate and activate pupils

Brief syllabus:

Observing and evaluating the external and internal environment of a practicing primary and secondary school.

Getting to know and working with the pedagogical documentation of the class and the school.

Observing the creation of conditions, the implementation and evaluation of lessons in upper primary and secondary schools.

Professional analysis of the observed lessons together with the practice teacher.

Document the process and results of each observed hour.

Didactic procedures for preparing written preparations (with all its components), consultation with the practitioner.

Preparation of the necessary conditions for the implementation of the lesson.

Implement the planned and prepared lesson using innovative strategies using appropriate educational tools in primary and secondary schools.

Lesson evaluation using planned and selected methods and assessment tools from your own perspective, from the perspective of the students (and the elements of self-evaluation).

Professional analysis with the practice teacher: documenting and evaluating the preparation and its use, and other components of the lesson.

Preparation of a portfolio of intercepted lessons with all its components, based on pre-defined criteria by the head of teaching practice, using autonomy and alternativity, based on current trends in didactics.

Literature:

BAZÁLIKOVÁ, J.: Pedagogická prax. Bratislava: Stimul, 1992.

GAVORA, P.: ABC pozorovania vyučovania. Prešov: MC, 1997.

ŠVEC, Š.: Kategoriaálny systém analýzy humanistickej výučby. Bulletin ÚMC MŠaV SR, roč.1, 1992b, č. 12, s. 21 - 28.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: PaedDr. Jaroslav Vlínka, PhD.

Date of last update: 30.06.2022

Approved by:

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ SL45/22	Name: Slovak literature after 1945
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Assessment and completion of the course: grade, exam. The course is completed by an oral exam, which will take place during the exam period. During the semester, the student implements the following outputs and assignments: <ul style="list-style-type: none"> • Elaboration of a seminar work on the work of a selected author who belongs to Slovak literature after 1945, which contains biographical, bibliographic information, his own interpretation of his work, correctly cited citations and paraphrases from professional sources, list of literature (Extent: min. 54 pages; Score: 20 points). Evaluation criteria: <ul style="list-style-type: none"> - Level of processing biographical and bibliographic information about the author (5 points). - Innovative approach, individuality of own opinions realized in interpretation (10 points). - Critical processing of professional materials, citations, paraphrases (5 points). Written test in the scope of the course syllabus (Score: 50 points.) Evaluation criteria: <ul style="list-style-type: none"> - Demonstration of excellent knowledge about the periodization of literature after 1945, about the typological and poethological characteristics of literature in the years 1945 - 1989: about development trends, influences, literary trends, and authors (10 points). - Demonstration of excellent knowledge of Slovak literature in the late 40s, in the 50s and 60s (20 points). - Demonstration of excellent knowledge of Slovak literature during standardization in the 70s and 80s (20 points). • Oral examination of important literary works from the period of development of Slovak literature after 1945 according to the fiction minimum (Score: 30 points). The final evaluation is calculated as a summary of the evaluation of the seminar paper, written test and oral exam. The evaluation of the subject (A - FX) is in accordance with the classification scale determined by the UJS Study Regulations (Article 19, point 3). Student time load: 150 hours, of which: combined study (P, S, consultation): 39 hours, elaboration of seminar work: 26 hours, additional reading of original and professional texts: 30 hours,	

self-study: 55 hours

Results of education:

Knowledge

- The student will acquire knowledge about developmentally progressive personalities of Slovak literature after 1945, developmental tendencies, thematic and genre preferences, various inspirational influences, literary trends and groups.
- The student will gain knowledge about the periodization of the literary development of Slovak literature from 1945 to 1989, will gain knowledge about knowing the basic development trends of this literary period.
- The student will gain knowledge about the Slovak literature of the development period in the years 1945 - 1948, which was characterized by an attempt to restore plurality, will gain knowledge about the period of socialist realism in literature (1948-1954) on overcoming the simplified model in the following years in the period of political emancipation, in the period of so-called normalization, as well as in the period of the 1980s.
- The student will acquire knowledge about Slovak poetry in the years 1945 - 1989, about important representatives and their poetic work, gain knowledge about ideological pressures nha poetry, knowledge about and search for new, modern poetic imagery in the development period.
- The student will gain knowledge about Slovak prose in the years 1945 - 1989, the developmental tendencies of prose, its sources of inspiration, thematic and genre peculiarities, the author's strategy of individual prose writers and will also gain knowledge about important prose texts of a specific period.
- The student will gain knowledge about Slovak drama in the years 1945 - 1989, about the personalities of Slovak drama and their dramatic work, will gain knowledge about the focus, theme and genre spectrum of dramatic texts.
- The student will be able to identify the historical and social context of development, will know the stimulating and key works of literature after 1945 and will be able to formulate theoretical and practical solutions to professional problems related to the stage of literature development.

Skills

- The student is able to point out the important specifics of the development period of Slovak literature (1945 - 1989) and characterize the literary work of its representatives and will be able to motivate their students to learn about the area and awaken their interest in the process of education, culture, aesthetics and literary taste.
- The student will be able to understand development trends, author groups and the work of individual authors in a broader social, political and cultural conditions and contexts.
- The student will be able to present the basic features and periodization of this period, approach the creation of prominent personalities and interpret important works in the educational process.
- The student will be able to follow new trends in the research of the established stage of the development of Slovak literature and use them in their educational activities.
- The student will be able to comprehensively understand the importance of Slovak literature as an important component of social and cultural development.
- The student will be able to identify the content of specific creative tasks in the implementation of the presented knowledge into the daily practice of the teacher.

Competences

- The student will be competent to apply the system of theoretical knowledge, practical reading experience and interpretive skills to a comprehensive assessment of the nature of Slovak literature after 1945, will be able to place its prominent representatives in the development context, critically assess their creative development, value hierarchies and present literary works for needs of school practice.

- The student will be deepen the acquired knowledge and develop their overview related to the synchronous and diachronic development of Slovak literature in the period 1945 - 1989.
- The student will be independently plan activities that systematically expand knowledge about a given literary period in the coordinates of historical, social and cultural development.
- The student will be competent to lead students for getting to know the leading authors of the period of literary development (1945 - 1989) and encourage students to read and interpret valuable literary texts in the conditions of school practice.

Brief syllabus:

Periodisation of the age

War topic, SNP: Rudolf Sloboda, Ladislav Mňačko

Socialism: Vladimír Mináč, Dominik Tatarka

Alfonz Bednár

'60-s: Leopold Lahola

'70-s: Vincent Šikula, Pavel Vilikovský, Dušan Mitana, Ján Johanides

History romans: A. Hykisch, M. Bátorová, M. Ferko, Peter Jaroš

Emigrants

Dominik Tatarka, Ivan Kadlečík, Hana Ponická

Miroslav Válek, Milan Rúfus

Theatre

Literature:

HOCHÉL, I. - ČÚZY, L., - DAROVEC, P. - KÁKOŠOVÁ, Z.: Panoráma slovenskej literatúry III. Literárne dejiny od roku 1945 po súčasnosť. Bratislava : Slovenské pedagogické nakladateľstvo, 2006. 171 s. ISBN 80-10-00846-X

CHMEL, R. a kol.: Slovník diel slovenskej literatúry 20. storočia. Bratislava : Kalligram – Ústav slovenskej literatúry SAV, 2006. 525 s. ISBN 80-7149-918-9

MARČOK, V.: Dejiny slovenskej literatúry III. Cesty slovenskej literatúry druhou polovicou XX. storočia. Bratislava : Literárne informačné centrum, 2004. 472 s. ISBN 80-88878-87-X

SEDLÁK, I. a kol.: Dejiny slovenskej literatúry II. Martin : Matica slovenská, Bratislava : Literárne informačné centrum, 2009. 785 s. ISBN 978-80-090-945-4

MIKULA, V. a kol.: Slovník slovenských spisovateľov. Bratislava : Kalligram – Ústav slovenskej literatúry SAV, 2005. 651 s. ISBN 80-7149-801-7

ŠTEVČEK, J.: Moderný slovenský román. Bratislava : Tatran, 1983. 334 s.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD.

Date of last update: 30.06.2022

Approved by:

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ SL89/22	Name: Slovak literature after 1989
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Assessment and completion of the course: Exam During the semester, students will implement the following outputs and assignments, which will be the basis for the final evaluation: <ul style="list-style-type: none"> • Elaboration and submission of a seminar paper on the literary work of a selected author, which belongs to the period of development of Slovak literature after 1989. Part of the work is biographical, bibliographic information, his own interpretation of his work, correctly quoted and paraphrases from professional sources, bibliography: (at least 5 pages, Score: 20 points). Evaluation criteria: <ul style="list-style-type: none"> - Logical continuity and balance of parts of the seminar work Clear biography and creative development of the selected author (5 points). - Professionally convincing well-founded interpretation, critical and evaluation of a specific work of a selected author (10 points). - Work with information sources, adherence to citation standards, overall language-stylistic level of the text (5 points). <ul style="list-style-type: none"> • Written test of pre-assigned questions related to the course syllabus (Score: 50 points). Evaluation criteria: <ul style="list-style-type: none"> - Proven excellent knowledge about the development of Slovak literature after 1989 (10 points), Slovak poetry after 1989 (10 points), about Prose-making works after 1989 (20 points) and about Representatives of Slovak drama after 1989 (10 points). • Oral examination of literary works of Slovak literature after 1945 according to the updated fiction minimum (Score: 30 points). The final evaluation is calculated as the sum of the evaluation of the seminar work, written test and oral exam. The evaluation of the subject (A - FX) is carried out in accordance with the classification scale given by the UJS Study Regulations (Article 19, point 3). Student time load: 150 hours, of which: combined study (P, S, consultation): 39 hours, elaboration of seminar papers: 26 hours, reading professional and original literature 26 hours, self-study and regular preparation: 59 hours.	
Results of education:	

Knowledge:

- The student will gain knowledge about important poets, prose writers and playwrights of the development period of Slovak literature after 1989 and progressively progressive literary works.
- The student will gain knowledge about broader contemporary and cultural contexts, the development trends and social conditions in which Slovak literature was formed after 1989. resp. will be able to select and recommend a suitable personality of Slovak literature from the period after 1989 and will be able to justify his choice.
- The student will acquire knowledge about working with literature of the period and its professional reflection, as well as knowledge about the possibilities of collecting information about the life and literary work of the author from the period after 1989 in various publications and on the Internet, resp. will be able to orientate in methods of distinguishing important and less important information for practice, will be able to analyze the obtained information, evaluate it overall and present it publicly.
- The student will acquire knowledge of literary life after 1989, about the elimination of ideology and censorship in the new social conditions after 1989, will also gain knowledge about writers' organizations, publishers and literary magazines.
- The student will gain knowledge about the new position of writers and literature in society.
- The student will acquire knowledge about poets debuting after 1989 and their poetic work, about poetic directions and groups, knowledge about tendencies and experiments in poetry.
- The student will gain knowledge about thematic and genre preferences of prose writers who debuted after 1989.
- The student will gain knowledge about the situation in the field of theater and drama after 1989, will gain knowledge about prominent representatives of the drama of the period and their significant dramatic works.

Skills:

- The student will be able to motivate their students to master contemporary Slovak literature after 1989 and will be able to awaken their overall interest in the process of education for culture, aesthetics and literary taste.
 - The student will be able to independently acquire and deepen their knowledge in the field of development of contemporary Slovak literature.
 - The student will be able to understand the social function and importance of Slovak literature in general as well as specifically regarding the literary period from 1989 to understand the Slovak social and cultural development, respectively. current situation, and will be able to identify the content of specific creative tasks in the implementation of the presented knowledge.
 - The student will be able to get acquainted with new trends in Slovak literature after 1989, as well as modern methodological approaches and aspects of literary research of contemporary Slovak literature, that are necessary to master the subject and independently develop the required outputs in professional practice.
 - The student will be able to apply the acquired knowledge in specific outputs in lessons, lectures, presentations, etc.
 - The student will be able to apply the acquired knowledge in a theoretical and practical level against the background of a specific type of task and activity.
 - The student will be able to identify common professional problems in the context of Slovak literature after 1989, to examine and formulate the theoretical and practical starting points needed to solve them at an appropriate professional level.
- Competences:
- The student will be competent to apply the system of acquired knowledge and skills in the field of Slovak literature after 1989 for the needs of teaching at primary and secondary schools.

- The student will be able to implement a targeted development of knowledge related to the synchronous and diachronic development of contemporary Slovak literature, will be able to independently plan selected creative activities that expand knowledge about Slovak literature as such.
- The student will be competent to manage the style of work of others in the school environment, focused on getting to know selected personalities and works of Slovak literature of the period.

Brief syllabus:

Cultural politics and book publishing around
 New contexts of forbidden authors
 D. Tatarka, I. Kadlečík, L. Mňačko
 Postmodern: P. Vilikovský, P. Pišťanek, D. Mitana
 Poetry: J. E. Groch, P. Macsovský, M. Milčák
 Fiction: J. Johanides, S. Rakús, P. Vilikovský, P. Pišťanek, P. Rankov
 Slovak drama and film of the period

Literature:

ČÚZY, L. – HOCHÉL, I. – KÁKOŠOVÁ, Z.: Slovenská literatúra po roku 1989 Bratislava : Literárne informačné centrum, 2007. 162 s. ISBN 978-80-89222-34-6
 ČÚZY, L., – DAROVEC, P. – HOCHÉL, I. – KÁKOŠOVÁ, Z.: Panoráma slovenskej literatúry III. Literárne dejiny od roku 1945 po súčasnosť. Bratislava : Slovenské pedagogické nakladateľstvo, 2006. 171 s. ISBN 80-10-00846-X
 SEDLÁK, I. a kol.: Dejiny slovenskej literatúry II. Martin : Matica slovenská, 2009. 785 s. ISBN 978-80-090-945-4
 SOUČKOVÁ, M.: P/r/ózy po roku 1989. Bratislava : Ars Poetica, 2009. 418 s. ISBN: 978-80-89283-28-6
 ŠRANK, J.: Individualizovaná poézia. Bratislava : Cathedra, 2013. 470 s. ISBN 978-80-89495-12-2

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD.

Date of last update: 30.06.2022

Approved by:

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ SOC/22	Name: Sociolinguistics and theory of Slovak literary language
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Active participation in classes (1kr) 1 credit can be obtained from alternatives: A) current project task in the form of a questionnaire survey, sound recording or bulletin board; B) continuous tests Final test or colloquial exam with individual preparation (1 credit) The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). Student time load: 90 hours, of which: <ul style="list-style-type: none"> • combined study: 26 hours, • elaboration of seminar work: 26 hours, • self-study of professional and original literature: 38 hours. 	
Results of education: Knowledge: The general knowledge of the relationship between language and society that the student has acquired in the introduction to language study will be extended by knowledge of many aspects of a broad-spectrum discipline integrating knowledge from society research with the results of linguistic research focused on language functioning in a particular national community. The student will get acquainted with the methods of sociolinguistic research and with the procedures of processing the results of (mainly) empirical research, which will be a prerequisite for the implementation of independent sociolinguistic research. Due to the ethnic and cultural specifics of the Komárno region, special attention will be paid to the issue of multiculturalism and the use of the Slovak language in Hungary. Thanks to this, the student will know the differences of cultures in a multicultural environment and their impact on the personality and school performance of the student, will learn the methods and tools to determine the individual characteristics of the student, based on his socio-cultural environment. Abilities: • Based on knowledge of the social, ethnic and cultural specifics of the region, the student will be able to identify the peculiarities of their students' language expression, especially interference phenomena, and on this basis to make decisions in the application of effective teaching methods. • The student will be able to independently recognize, analyze and interpret especially the turning points in the life of Slovak society and their impact on language; in	

connection with this he will be able to explain especially the consequences of intraterritorial and extraterritorial contacts of Slovak (eg the expansion of Anglicisms after 1989). • The student will be able to determine the relationships and connections between the social, cultural, ethnic and territorial stratification of society and the variability of the Slovak language, especially with emphasis on the bilingual Slovak-Hungarian environment of southwestern Slovakia.

• Competences: The student will apply the set of acquired theoretical knowledge from sociolinguistics and the theory of literary language in school practice; thanks to his knowledge of the ethnic and cultural specifics of the region / regions of southern Slovakia, including his bilingual competence, he is able to choose effective methods in teaching the Slovak language (especially) in schools with Hungarian as the language of instruction. The student will demonstrate a high degree of work independence and foresight in a known and unknown environment as a specialist in a specific language area in a dynamically changing socio-cultural environment. * * The student will have a committed attitude to the issues of sociolinguistics and the theory of literary language, the development of the discipline will continue to monitor and the results of current sociolinguistic research can be used in teaching practice. At the same time, the competent person will present the results of his / her own professional research, observations, analyzes, interpretations and generalizations in a well-founded and convincing way before the professional community, resp. at pedagogical seminars, workshops, etc.

Brief syllabus:

1. Sociolinguistics as a discipline. History of sociolinguistic research. Pragmatic - communicative turn in linguistics.
2. Methods of dialect and sociolinguistic research. Relationship between sociolinguistics and dialectology.
3. Contemporary Slovak from an eco-linguistic point of view. Slovak dialects abroad.
4. Contemporary Slovak language in Hungary.
5. Languages of national minorities in Slovakia - sociolinguistic / eco-linguistic view.
6. Bilingualism issues. Code switching.
7. Language policy and planning.
8. Linguistic landscape
9. Variational sociolinguistics. Existential forms (varieties) of the national language. Dialect prestige and national language.
10. Stratification sociolinguistics. National language, its functional division. Literary language, standard language, substandard language, sociolect, discourse.
11. Theory of literary language
12. Standard and codification. Linguistic ideology. Language cultivation, language culture.
13. Attitudes towards language. Language socialization.

Literature:

- BELL, A. The Guidebook to Sociolinguistics. Blackwell, 2016
- DOLNÍK, J.: Teória spisovného jazyka. Bratislava : VEDA, 2010.
- DOLNÍK, J.: Jazyk v sociálnej praxi. Bratislava : VEDA, 2021. ISBN 978-80-224-1882-9.
- HELLER, M. (ed.) 2007: Bilingualism: a social approach. New York: Palgrave Macmillan
- KIRÁLY, P. Atlas slovenských nárečí v Maďarsku. Budapest: VÚSM, 1993.
- KOVÁČOVÁ, A. – UHRINOVÁ, A. (eds.): Slovenský jazyk a kultúra v menšinovom prostredí. Békešská Čaba: Výskumný ústav Celostátnej slovenskej samosprávy v Maďarsku. 64 – 69.
- KRALČÁK Ľ.: Slovenčina v pohybe. Nitra: FF UKF, 2015
- KRALČÁK, Ľ.: Dynamika súčasnej slovenčiny : Sociolingvistické aspekty dynamiky jazyka. Nitra : Univerzita Konštantína Filozofa, 2009.

ONDREJOVIČ, S.: Jazyk, veda o jazyku, societa. Sociolingvistické etudy. Bratislava : Veda, 2008.
 Sociolinguistika slovac http://www.juls.savba.sk/ediela/sociolinguistica_slovaca/
 STOCKWELL, P.: Sociolinguistics. A resource book for students. London – New York: Routledge, 2007.
 ŠTEFÁNIK, J. (ed.) Antológia bilingvizmu Bratislava: AEP. 101 – 113.
 ŠTOLC, J.: Reč Slovákov v Juhoslávii. Bratislava: Vydavateľstvo SAV, 1968.
 ŽILÁKOVÁ, M. – UHRINOVÁ, A.: Slovenský jazyk v Maďarsku I.- II. Békešská Čaba : Výskumný ústav Slovákov v Maďarsku, 2008.
 ŽILÁKOVÁ, M.: Dynamika jazyka Slovákov v Maďarsku. Opera Slavica Budapestinensia Linguae Slavicae. Budapest : ELTE BTK Szlav Filológiai Tanszék, 2004.
 VAŇKO, J.: Otázky jazykovej kultúry. (Jazyková kultúra a jazyková ekológia). Nitra: UKF, 2004. ISBN: 80-

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: Dr. habil. Sándor János Tóth, PhD.

Date of last update: 30.06.2022

Approved by:

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ ŠS/22	Name: State examination
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study:	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: All students who have met the requirements of the study program during the examination in the last year of their studies may participate in the state examination at the usual time according to the study schedule. In the oral state examination, the student reports on the knowledge and skills acquired in his / her own field, as well as on the interdisciplinary connections with the relevant fields. Demonstrates the ability to select the content of education in a manner appropriate to the required and expected educational goals and to enrich it with school and regional characteristics. The state exam takes the form of a colloquium, during which the student's performance is assessed on a scale from A to FX. The ticket is included in the total state exam evaluation. The oral examination is evaluated on the basis of the following classification scale: A - 100–91%, B - 90–81%, C - 80–71%, D - 70–61%, E - 60–50%. A student who does not reach 50% will not receive credit. The chairman of the committee shall announce the results of the state examination and the defense in a public setting.	
Results of education: Knowledge: <ul style="list-style-type: none"> - the student has acquired knowledge from the compulsory and profile subjects of the study program, - the student is able to define and interpret the basic concepts in his / her own words, to explain and describe the basic processes, to characterize and apply the scientific methods of the research in the areas given in the thematic plan of the subject, - the student is able to analyze and evaluate the knowledge of his / her field so far, - the student can characterize the concept of teaching, list its different types and characterize the framework of teaching and teaching for 11-19 year olds. Abilities: <ul style="list-style-type: none"> - the student is able to present his / her expertise, - the student is able to transfer his / her knowledge, - the student is able to systematize and apply the acquired theoretical knowledge during his / her practical teaching activities, - the student is able to select the appropriate teaching procedures and apply them, 	

- the student is able to guide the student on the path to acquiring knowledge, taking into account the individual needs of the student,
- the student has the ability to study independently, which allows him / her to continue his / her studies.

Competencies:

- the student is able to express his / her language and professional culture in the oral examination,
- the student can use the acquired knowledge in a broader context,
- the student is able to put the acquired knowledge into practice and systematize it,
- the student is able to use his / her knowledge in a creative way in solving the tasks, as well as to analyze the problem and systematize new solutions,
- the student is able to answer the questions of the committee at the expected level

További információ erről a forrásszövegről További fordítási információhoz forrásszöveg szükséges

Visszajelzés küldése

Oldalsó panelek

Brief syllabus:

Slovak literature from 1945 until nowadays. Interpretation of literary text.

Diachronic aspects of the Slovak language and the variability in the relationship with the standard language. Text linguistics.

Integrated didactics and methodologies of Slovak language and Slovak literature.

Literature:

Literature listed in the study program information sheets

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher:

Date of last update: 30.06.2022

Approved by:

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SLdm/ DIA/22	Name: Slovak dialectology and historic linguistics
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Active participation in classes and study of professional literature (2 credit (s)) 1 credit can be obtained from alternatives: a) a comprehensive presentation of the selected dialect using sound material (Múcsková et al.), the Atlas of the Slovak Language and other professional literature in the form of a bulletin board. Synthesis ability is evaluated; b) current project task, e.g. preparation and analysis of a sound recording from the private sphere of the listener from the aspect of the interdialect of the Slovak language in southern Slovakia with regard to the possible influence of Hungarian. The ability to analyze is evaluated; c) continuous tests. Final test or colloquial exam with individual preparation (1 cr) The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). Student time load: 90 hours, of which: <ul style="list-style-type: none"> • combined study: 26 hours, • elaboration of seminar work: 26 hours, • self-study of literature: 38 hours. 	
Results of education: Knowledge: The student will gain knowledge about the language system of Slovak from a diachronic point of view; will get acquainted with the continuous development of Slovak as an independent Slavic language, documented by comparison with the situation in individual Slavic languages, as well as linguistic phenomena in Slovak dialects. The student will gain knowledge about the methods of dialect research, about the macro-areas of Slovak dialects and about the results of previous research in the field of Slovak dialectology; will know dialect atlases and dictionaries, will be able to define the distinctive features of the basic dialect areas of the Slovak language. Skills: <ul style="list-style-type: none"> • The student will be able to independently recognize and analyze the historical context of the Slovak language in the context of dialects and can work effectively with them in the analysis and interpretation of historical and dialect material. In the analysis of dialectological material, he will be able to effectively use the results of previous research of Slovak dialects, recorded 	

mainly in dialect atlases and dictionaries. The student will be familiar with the chronology of the development of standard Slovak, can define and characterize the various stages of development of Slovak dialects, including internal and external influences on their development. He will also use the acquired theoretical knowledge from the dialectology of the Slovak language in the creation of the curriculum.

• **Competences:**

The set of acquired theoretical knowledge from the dialectology of Slovak in relation to the development of the Slovak language will be used in the explanation of several phenomena / elements, especially the phonological and morphological level of the current Slovak language. This procedure can have a positive impact, e.g. to explain some irregularities in the structure of word forms, as well as to explain some spelling phenomena. The student will lead his students to actively observe the language of the relevant dialect region and on this basis inspire their interest in learning about its cultural, historical or ethnic characteristics. The student is able to explain the dialect phenomena appropriately, attractively and thus create a favorable atmosphere for the acquisition of this knowledge by students in their teaching work, in the creation, writing and correction of written expressions.

Brief syllabus:

1. Dialect and national language. Subject of dialectological research. History and motivation of research of Slovak dialects.
2. Methods of collecting dialect material. Field research. Basic concepts of dialectology: isoglosses, isoglossal zone, area, diglossia ...
3. Processing and presentation of dialect material. Atlas of the Slovak language. Dictionary of Slovak dialects.
4. All-Slavic contexts of Slovak dialects based on the Slavonic language atlas. Changes in the Proto-Slavic basis of Slovak in the 10th century.
5. Development of phonology, morphology and lexicon of Slovak in connection with dialects. Samples from the relevant part of the Slovak Language Atlas.
6. Diachronic view of older language phenomena through knowledge of the state in contemporary Slovak dialects.
7. Formation of Slovak dialects - influences on their development.
8. Division of Slovak dialects. Macro areas, regions, basic and border areas.
10. Characteristics of West Slovak dialects.
11. Characteristics of Central Slovak dialects.
12. Characteristics of East Slovak dialects.
13. Slovak dialects in Hungary.

Literature:

Atlas slovenského jazyka I – IV. Bratislava, VEDA, 1984.

KOVÁČOVÁ, V. Vybrané kapitoly z dialektológie. Učebné texty a materiály. Ružomberok : Verbum, 2013. ISBN 9788080849337

KIRÁLY, P. Atlas slovenských nárečí v Maďarsku. Budapest: VÚSM, 1993. ISBN 963 04 3280 3

KRAJČOVIČ, R. Vývin slovenského jazyka a dialektológia. Bratislava : SPN, 2009. ISBN 978-80-223-2526-4

MÚCSKOVÁ, G. – MUZIKOVÁ, K., – WAMBACH, V. Praktická dialektológia : vysokoškolská príručka na nárečovú interpretáciu. Wien : Facultas Verlags- & Buchhandels AG, 2012. 138 s. + CD. ISBN 978-3-200-02560-8.

Slovanský jazykový atlas. Lexikálno-slovotvorná séria. Zv. 4. Poľnohospodárstvo ISBN 978-80-224-1236-0

Slovník slovenských nářečí. I. A – K. Red. I. Ripka. Bratislava : Veda, 1994. ISBN 80-224-0183-8					
Slovník slovenských nářečí. II. L – P. Red. I. Ripka. Bratislava, Veda, 2006. ISBN 80-244-0900-6					
Language, knowledge of which is necessary to complete a course: Slovak					
Notes:					
Evaluation of subjects Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: prof. PhDr. Juraj Vaňko, CSc., Dr. habil. Sándor János Tóth, PhD.					
Date of last update: 30.06.2022					
Approved by:					