

# CONTENS

1. Area studies of German-speaking countries.....	27
2. Contemporary German literature.....	33
3. Current trends in contemporary German.....	30
4. Didactics of German as a Foreign Language 1.....	2
5. Didactics of German as a Foreign Language 2.....	5
6. Master's Thesis Seminar.....	8
7. Master's Thesis and Defense.....	12
8. Multilingualism, identity and society.....	36
9. Special Language Seminar 1.....	39
10. Special Language Seminar 2.....	41
11. State Examination.....	44
12. Teaching Practice 4.....	15
13. Teaching Practice 5.....	19
14. Teaching Practice 6.....	23

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ DNJ1dm/NJ/22	<b>Name:</b> Didactics of German as a Foreign Language 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> <li>- active participation in classes,</li> <li>- development of a model lesson plan,</li> <li>- written elaboration of selected literature in the form of a seminar paper and oral presentation of a part of the paper.</li> </ul> The evaluation of the model lesson plan is the result of the following components: <ul style="list-style-type: none"> <li>- application of knowledge from didactics courses within the study,</li> <li>- incorporation of own experience from teaching practice,</li> <li>- ability to work actively with learning materials.</li> </ul> The assessment of the seminar work (written elaboration of selected literature) and its presentation is the result of the following components: <ul style="list-style-type: none"> <li>- a literature review; in particular, the ability to read an academic text critically and then discuss it, and the ability to effectively search for and actively engage with academic sources are assessed,</li> <li>- written and oral argumentation,</li> <li>- structuring text and speech, formulating own opinion, writing clear, effective paragraphs,</li> <li>- mastery of the ethics of academic writing.</li> </ul> Weighting of midterm/final assessment: active participation 10%, model lesson plan 40%, seminar paper 50%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX.           Total study load: 100 hours, of which: <ul style="list-style-type: none"> <li>- participation in seminars 26 h</li> <li>- preparation for seminars 20 h</li> <li>- preparation of seminar assignments 25 h</li> <li>- preparation of seminar paper 29 h</li> </ul>	
<b>Results of education:</b> Students will gain an overview of the specifics of teaching German in primary school. <b>Knowledge:</b> The graduate of the course can comprehensively define the foreign language learning process, identify the factors that influence the foreign language learning process at	

primary school and explain their importance for learning progress, orient themselves in the approaches applied in foreign language teaching in the past and today, know the forms and methods of teaching German as a foreign language at primary school taking into account age and level specifics, identify appropriate procedures for assessing the performance of the pupil.

Skills: Graduates of the course can plan the teaching process in accordance with the objectives for primary schools, modify teaching material to meet the needs of different learning preferences, analyze teaching materials and identify potential bottlenecks, design the implementation of new technologies in the teaching of German as a foreign language, choose appropriate procedures for giving feedback and assessment of primary school students.

Competencies: The graduate of the course is able to make autonomous and independent decisions regarding his/her own development. He/she is able to present his/her knowledge in a clear manner, to argue his/her opinions appropriately and to respond constructively to criticism.

They can critically reflect on their own practice and take initiative to find solutions to identified problems, and can work collaboratively with colleagues and give feedback on their performance. He is able to analytically evaluate the content of the teaching material and draw conclusions for his own pedagogical activities in the classroom.

### **Brief syllabus:**

The course focuses on the theoretical and practical pedagogical-psychological aspects of didactization of foreign languages in order to comprehensively prepare students for the complexity of factors determining the effectiveness of the teaching process of German as a foreign language in the modern era.

1. Basics of Foreign Language Teaching Theory with regard to German
2. Factors influencing the foreign language learning process
3. Theories of language acquisition
4. Modern Approaches to Teaching German
5. Teacher and learner personality as influencing factors in the course of teaching of German as foreign language
6. Types and styles of learning
7. Interaction in the German as foreign language class
8. Methods and strategies for differentiated teaching of German as foreign language
9. Use of textbooks, use of texts in the German as foreign language classroom
10. Typology of exercises and tasks in teaching of German as foreign language
11. Managing the teaching of the German as foreign language lesson
12. Modern technologies in teaching of German as foreign language

### **Literature:**

BAUSCH., K.R. (Hrsg.): Handbuch Fremdsprachenunterricht. Stuttgart: UTB, 2003.

DALHAUS, B.: Fertigkeit Hörverstehen. München: Langenscheidt, 1995.

FEDÁKOVÁ, K.: Deutsch als Fremdsprache. Eine Einführung in die Fachdidaktik und – methodik. 2015

HELBIG, G./GÖTZE, L./HENRICI, G./KRUMM, H-J. (Hrsg.): Deutsch als Fremdsprache. Berlin (HSK; 19.1-2), 2001.

KAST, B.: Fertigkeit Schreiben. München: Langenscheidt, 1995.

NEUF-MÜNDEL, G./ROLAND, R.: Fertigkeit Sprechen. München: Langenscheidt, 1994.

NEUNER, G./HUNFELD, H.: Methoden des fremdsprachlichen Deutschunterrichts. München: Langenscheidt, 1993.

WESTHOFF, G.: Fertigkeit Lesen. München: Langenscheidt, 1997.

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

German

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b>					
<b>Date of last update:</b> 04.07.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ DNJ2dm/NJ/22	<b>Name:</b> Didactics of German as a Foreign Language 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> <li>- active participation in classes,</li> <li>- presentation of a part of the lesson (micro-teaching),</li> <li>- written elaboration of the assigned topic (content analysis of the teaching material) in the form of a seminar paper and oral presentation of a part of the paper.</li> </ul> The evaluation of the presentation portion of the lesson is the result of the following components: <ul style="list-style-type: none"> <li>- application of knowledge from didactics courses within the study,</li> <li>- incorporation of own experience from teaching practice,</li> <li>- ability to work actively with learning materials,</li> </ul> The evaluation of the seminar paper and its presentation is the result of the following components: <ul style="list-style-type: none"> <li>- a literature review; in particular, the ability to read an academic text critically and then discuss it, and the ability to effectively search for and actively engage with academic sources are assessed,</li> <li>- implementation of knowledge in the field of learning materials analysis,</li> <li>- written and oral argumentation,</li> <li>- structuring text and speech, formulating own opinion, writing clear, effective paragraphs,</li> <li>- mastery of the ethics of academic writing.</li> </ul> Weighting of midterm/final assessment: active participation 10%, microteaching 40%, seminar paper 50%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX.           Total study load: 100 hours, of which: <ul style="list-style-type: none"> <li>- participation in seminars 26 h</li> <li>- preparation for seminars 20 h</li> <li>- preparation of seminar assignments 25 h</li> <li>- preparation of seminar paper 29 h</li> </ul>	
<b>Results of education:</b> Students will gain an overview of the specifics of teaching German in secondary school.	

**Knowledge:** The graduate of the course can comprehensively define the foreign language learning process, identify the factors that influence the foreign language learning process at secondary school and explain their importance for learning progress, orient themselves in the approaches applied in foreign language teaching in the past and today, know the forms and methods of teaching German as a foreign language at secondary school taking into account age and level specifics, identify appropriate procedures for assessing the performance of the learner. He has comprehensive professional and methodological knowledge in the field of foreign language teaching and is able to integrate it with knowledge of general pedagogy and psychology and apply it in multidisciplinary contexts.

**Skills:** The graduate of this course is able to plan the instructional process in accordance with the objectives for the high school, modify instructional material to meet the needs of different learning preferences, analyze instructional materials, and identify potential trouble spots. He/she is able to choose an appropriate and adequate approach, to solve independently and to react creatively and flexibly to situations that arise in the teaching of a foreign language in secondary school. He/she can use modern teaching aids, including modern technologies, and design lessons for online platforms. Can apply appropriate and effective procedures for assessing pupil performance and involve other pupils in the assessment, as well as enabling learner self-evaluation.

**Competencies:** The graduate of the course is able to make autonomous and independent decisions regarding his/her own development. He/she is able to present his/her knowledge in a clear manner, to argue his/her opinions appropriately and to respond constructively to criticism. They can critically reflect on their own practice and take initiative to find solutions to identified problems and can work collaboratively with colleagues and give feedback on their performance. He is able to analytically evaluate the content of the teaching material and draw conclusions for his own pedagogical activities in the classroom. The student is able to conduct pedagogical research in the context of the classroom, evaluate and present the results and propose a solution to the problem under investigation in the field of foreign language teaching.

**Brief syllabus:**

1. Specifics of teaching German as foreign language in primary school
2. Specifics of teaching German as foreign language in secondary school
3. Teaching receptive language skills
4. Teaching productive language skills
5. Teaching vocabulary
6. Teaching grammar
7. Interaction in the German as foreign language class
8. Specifics of the evaluation process in primary school
9. Specifics of the evaluation process in secondary school
10. Teaching materials for primary school
11. Teaching materials for secondary school
12. Specifics of teaching German as foreign language in the online space

**Literature:**

- BAUSCH., K.R. (Hrsg.): Handbuch Fremdsprachenunterricht. Stuttgart: UTB, 2003.
- DALHAUS, B.: Fertigkeit Hörverstehen. München: Langenscheidt, 1995.
- FEDÁKOVÁ, K.: Deutsch als Fremdsprache. Eine Einführung in die Fachdidaktik und –methodik. 2015
- HELBIG, G./GÖTZE, L./HENRICI, G./KRUMM, H-J. (Hrsg.): Deutsch als Fremdsprache. Berlin (HSK; 19.1-2), 2001.
- KAST, B.: Fertigkeit Schreiben. München: Langenscheidt, 1995.

<p>NEUF-MÜNDEL, G./ ROLAND, R.: Fertigkeit Sprechen. München: Langenscheidt, 1994.          NEUNER, G./HUNFELD, H.: Methoden des fremdsprachlichen Deutschunterrichts. München: Langenscheidt, 1993.          WESTHOFF, G.: Fertigkeit Lesen. München: Langenscheidt, 1997.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b>          German</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b>          Total number of evaluated students: 0</p>					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<p><b>Teacher:</b></p>					
<p><b>Date of last update:</b> 04.07.2022</p>					
<p><b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/DSdm/ NJ/22	<b>Name:</b> Master's Thesis Seminar
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Submission of a selected bibliography and research plan related to the topic of the thesis, and drafting of a part of the thesis (about 15 pages). Attendance at the seminar is compulsory. The student prepares part of the Master's thesis and submits the bibliography. The student must hand in a ready part of the thesis to the tutor by the deadline. If the student does not hand in the ready part of the thesis within 7 days after the deadline, he/she will not receive the credits for the course. The length of the ready part of the thesis to be handed in is determined by the tutor, the formal requirements are specified in the Rector's Directive 2/2021. The work must comply with the technical rules and ethics of citation. <b>Criteria for the evaluation of the work:</b> – the student's analytical-synthetic thought process, – expression of personal opinion supported by theoretical knowledge, – the definition of the problem and the aim of the work, the way in which it has been developed, – the structure of the work - logical structure and proportional length of each part, – work with literature and sources of information (how they are selected and used), – compliance with the basic formal requirements of the essay, compliance with citation requirements, – aesthetic and linguistic quality of the essay. <b>Percentages for each task:</b> Work done in seminars: 20 %. Seminar paper: 80 %. The student must complete at least 50 % of all assignments.	
<b>Results of education:</b> <b>Knowledge:</b> The student is able to: - list and explain the general requirements for the preparation of the Master's thesis, describe and characterize the content structure of the Master's thesis and its parts (introduction, main body, appendices),	



- explain the concepts of phenomenon and fact, list and describe ways of investigating educational phenomena,
- describe in more detail the main methods of collecting and processing the data presented in the Master's thesis,
- identify the basic requirements for the author of a thesis, describe and characterise the model, characteristics and formal structure of a thesis,
- list and explain the formal requirements for the Master's thesis,
- define the concept of an abstract, describe its structure, describe the characteristics of a quality abstract, list the most common mistakes in abstract preparation, distinguish between an abstract and an annotation, an extract, a summary and an overview,
- explain the concepts of citation, quotation, paraphrasing, compilation, plagiarism, distinguish between quoting and paraphrasing, and illustrate different citation and referencing techniques with examples,
- define and interpret in his (her) own words the basic concepts and motifs of the chosen subject area,
- be familiar with the basic terms used in the thesis,
- explain the basic terms used in an essay,
- construct (elaborate) the theoretical plane of the thesis, including all its important aspects,
- analyse and justify the conclusions of the thesis,
- critically analyse, re-evaluate and use in theory the knowledge gained.

#### Skills:

The student is able to:

- write a draft of his (her) own Master's thesis,
- explain the methodological rules for writing a Master's thesis,
- define the main question and the aim of the thesis, formulate hypotheses where appropriate,
- plan a timetable for the preparation of the Master's thesis, including its table of contents,
- work with literature (primary and secondary sources), search for information in library information databases,
- prepare the text of the Master's thesis, based on the knowledge acquired, by formulating ideas in a logical and precise way, producing a quality abstract, writing an introduction and conclusion, taking into account the criteria given,
- present the knowledge acquired in the field, recognising its complexity and drawing conclusions,
- apply knowledge of the ethics and techniques of citation and drafting,
- use correctly the various methods of citation and referencing and compile a bibliography correctly,
- create (develop) the practical aspects of the thesis, including all relevant aspects,
- analyse, synthesise and compare knowledge and propose solutions on this basis,
- draw conclusions and formulate practical implications through critical analysis,
- critically analyse, reassess and apply the knowledge acquired in practice,
- present, discuss and support the ideas with proper arguments, while writing the thesis,
- present, in a group of students and in the presence of the tutor, the outputs of the activity and justify their relevance and practical use,
- complete the Master's thesis and prepare for its public defence,
- to grade the strengths and weaknesses of the topic of the thesis and the thesis itself,
- critically evaluate the methods and procedures used in the thesis and make suggestions for their practical application,
- acquire independent knowledge in the chosen field,
- apply theoretical knowledge to teaching practice.

**Competences:**

The student

- is aware of the importance of respecting academic ethics and the ethical implications for his/her own student and future teaching activities,
- acts in accordance with the rules of good conduct,
- has mastered the basics of social appearance, and is dressed appropriately for the state examination,
- adheres to the ethical principles of citation
- expresses his/her beliefs and opinions in a straightforward and honest manner, while accepting that the other party has the right to form his/her own opinion,
- bears and accepts the consequences of his/her own actions.

**Brief syllabus:**

1. Requirements for the Master's thesis in the JSU guidelines.
2. A concise description of the Master's thesis.
3. The importance of the Master's thesis
4. Selection of the topic for the Master's thesis.
5. Preparation of a selected bibliography for the thesis.
6. Tasks and objectives of the Master's thesis.
7. Choosing the appropriate citation.
8. Content of the Master's thesis.
9. Formulating a strategy for the development of each part (chapter).
10. Working with reference books and journals.
11. Use of the Internet and online publications.
12. Preparing and carrying out the research, and getting ready for the defence of the Master's thesis.

**Literature:**

- Smernica rektora Univerzity J. Selyeho Komárno o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho
- ESSELBORN-KRUMBIEGEL, H.: Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben. 3., überarb. Aufl. Paderborn: Ferdinand Schöningh, 2008.
- LANGER, I./VON THUN, F. S./TAUSCH, R.: Sich verständlich ausdrücken. 8. Aufl. München/Basel: Ernst Reinhardt Verlag, 2006.
- MEYER-KELLER, E.: Arbeitstechniken. Literaturwissenschaft. 4. Aufl. München: Wilhelm Fink, 1994.
- POENICKE, K.: Wie verfaßt man wissenschaftliche Arbeiten? Ein Leitfaden vom ersten Studiensemester bis zur Promotion. 2., neu bearb. Aufl. Mannheim: Dudenverlag, 1988.
- ROTHMANN, K.: Anleitung zur Abfassung literaturwissenschaftlicher Arbeiten. Arbeitstexte für den Unterricht. Stuttgart: Reclam, 1979.
- ECO, U.: Wie man eine wissenschaftliche Abschlussarbeit schreibt. Doktor-, Diplom- und Magisterarbeit in den Geistes- und Sozialwissenschaften. Heidelberg: Verlag C. F. Müller. (= UTB 1512), 2010.
- FELD-KNAPP, I.: Schreiben und Sprechen. Handreichungen zur schriftlichen und mündlichen Präsentation wissenschaftlicher Arbeiten für Lehre und Forschung. Budapest: Eötvös-József-Collegium, 2017.
- KORNMEIER, M.: Wissenschaftlich schreiben leicht gemacht: für Bachelor, Master und Dissertation. 7., aktualisierte und ergänzte Auflage. Bern/Stuttgart: UTB. (= UTB 3154), 2016.

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

German

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b>					
<b>Date of last update:</b> 04.07.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/OBdm/ NJ/22	<b>Name:</b> Master's Thesis and Defense
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 8	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<p><b>Conditions for passing the subject:</b></p> <p>While writing the Master's thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of Bachelor and Master's theses, dissertations and habilitation theses written at Selye János University. The recommended length of the Master's thesis is 50 to 70 pages (90000 to 126 000 characters with spaces). The deadline for submission of the Master's thesis is specified in the timetable for the academic year. The Master's thesis is checked for authenticity in the central register of final theses. A report is drawn up on the outcome.</p> <p>The examination of authenticity is a prerequisite for the defence. The submission of the Master's thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Master's thesis.</p> <p>The Master's thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided.</p> <p>The supervisor mainly assesses the fulfilment of the objective, the student's autonomy and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the Master's thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis.</p> <p>The assessor focuses on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the Master's thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis.</p> <p>The examination board will assess the originality of the thesis, the degree of student involvement in the solution of the academic problem, the student's self-reliance and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc.</p>	

The committee will also assess the ability to present the results, including answers to questions on the topic, adherence to time constraints, etc.

The State Examination Board will evaluate the examination in an informal meeting and decide the mark. The grading is a complex assessment of the quality of the Master's thesis and its defence, taking into account the reviews and the process of thesis defence. The committee will mark the defence with an aggregate mark. The mark may be the same as, or better or worse than, the mark given in the marks, depending on the thesis defence.

The grading scale is A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who does not achieve 50% will not receive credit.

The results of the oral and theoretical part of the examination will be announced publicly by the chairperson of the board in public

### **Results of education:**

Knowledge:

- The student is familiar with the structure of an academic publication,
- The student can use the resources in an independent and creative way,
- The student is able to analyse and evaluate the problem under study in his/her field of research,
- The student is able to organise and apply the theoretical knowledge acquired by him (her) in teaching practice,
- The student is able to select research methods and procedures appropriately and to apply them effectively.

Skills:

- The Master's thesis demonstrates the student's knowledge of the theoretical and practical aspects of the problem under study,
- The student is able to present and defend his/her own professional viewpoints on issues related to teaching, and is able to find solutions to these problems,
- The student is able to learn independently, enabling him (her) to continue his (her) studies,
- The student is able to understand the complexity of phenomena and to make decisions even when information is limited, including his (her) social and ethical responsibility in making decisions,
- The student is able to collect and interpret relevant data (facts) in the field of his (her) study and to make decisions that take into account social, scientific and ethical aspects,
- The student is able to support the ideas presented with arguments and to draw practical conclusions and formulate proposals,
- The student is able to present the results of the Master's thesis,
- The student is able to respect the principles of academic integrity and ethics.

Competences:

The student is able to

- express his/her own linguistic and professional culture and approach to the professional issues encountered in the course of his/her studies, in an appropriate way
- reason and apply knowledge methodologically, both theoretically and practically,
- put knowledge into practice and to organise it,
- apply his (her) knowledge in a creative way in the performance of basic tasks, furthermore, the students is able to analyse the problem and to organise new knowledge,
- answer the questions of the supervisor and the assessor to the required standard and thus be able to defend their Master's thesis successfully.

### **Brief syllabus:**

The procedure for defending the Master's Thesis is as follows:

1. The student presents his/her thesis.

2. The main points of the thesis supervisor' and opponent's reviews are presented.
3. The student answers the questions of the supervisor and the opponent.
4. Professional discussion of the Master's Thesis, when the student answers questions.

The presentation of the Master's thesis should mainly include the following points:

1. A brief justification of the choice of topic, its relevance and practical utility.
2. Explanation of the objectives of the thesis and the methods used.
3. The main content of the thesis.
4. The conclusions and proposals drawn by the student.

A copy of the thesis and its electronic presentation are provided to the student during the presentation. The student presents the thesis on his own for a minimum of 10 minutes. He/she may use computing devices.

The final thesis is available to the committee before and during thesis defence.

**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](https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf)

ESSELBORN-KRUMBIEGEL, H.: Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben. 3., überarb. Aufl. Paderborn: Ferdinand Schöningh, 2008.

LANGER, I./VON THUN, F. S./TAUSCH, R.: Sich verständlich ausdrücken. 8. Aufl. München/Basel: Ernst Reinhardt Verlag, 2006.

MEYER-KELLER, E.: Arbeitstechniken. Literaturwissenschaft. 4. Aufl. München: Wilhelm Fink, 1994.

POENICKE, K.: Wie verfaßt man wissenschaftliche Arbeiten? Ein Leitfaden vom ersten Studiensemester bis zur Promotion. 2., neu bearb. Aufl. Mannheim: Dudenverlag, 1988.

ROTHMANN, K.: Anleitung zur Abfassung literaturwissenschaftlicher Arbeiten. Arbeitstexte für den Unterricht. Stuttgart: Reclam, 1979.

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

German

**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:** 04.07.2022

**Approved by:** prof. Dr. Erzsébet Komlósiné Knipf, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ PPX4dm/NJ/22	<b>Name:</b> Teaching Practice 4
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX4). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
<b>Results of education:</b> Educational outputs: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills:	

#### The student

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during the lesson.
- describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity).
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

#### Competences:

##### The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.



- is able to plan independently activities that develop knowledge in the context of the teaching profession.
- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

**Brief syllabus:**

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.

Learning about and working with the pedagogical documentation of the class and the school.

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

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

Preparation of a portfolio of the lessons observed, with all its components, based on criteria predefined by the practice teacher, using autonomy and alternativity, based on current trends in didactics.

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

German

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0
<b>Teacher:</b> Dr. phil. Mgr. Attila Mészáros	
<b>Date of last update:</b> 04.07.2022	
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ PPX5dm/NJ/22	<b>Name:</b> Teaching Practice 5
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX5). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
<b>Results of education:</b> Educational outputs: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills:	

#### The student

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during the lesson.
- describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity).
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

#### Competences:

##### The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.

- is able to plan independently activities that develop knowledge in the context of the teaching profession.
- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

**Brief syllabus:**

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.

Learning about and working with the pedagogical documentation of the class and the school.

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

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

Preparation of a portfolio of the lessons observed, with all its components, based on criteria predefined by the practice teacher, using autonomy and alternativity, based on current trends in didactics.

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

GADUŠOVÁ, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021, 268 s.

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

German

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0
<b>Teacher:</b> Dr. phil. Mgr. Attila Mészáros	
<b>Date of last update:</b> 04.07.2022	
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ PPX6dm/NJ/22	<b>Name:</b> Teaching Practice 6
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 40s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX6). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
<b>Results of education:</b> Educational outputs: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills:	

#### The student

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during the lesson.
- describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity).
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

#### Competences:

##### The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.



- is able to plan independently activities that develop knowledge in the context of the teaching profession.
- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

**Brief syllabus:**

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.

Learning about and working with the pedagogical documentation of the class and the school.

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

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

Preparation of a portfolio of the lessons observed, with all its components, based on criteria predefined by the practice teacher, using autonomy and alternativity, based on current trends in didactics.

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

GADUŠOVÁ, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s.

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

German

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0
<b>Teacher:</b> Dr. phil. Mgr. Attila Mészáros	
<b>Date of last update:</b> 04.07.2022	
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ REAdm/NJ/22	<b>Name:</b> Area studies of German-speaking countries
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 2 <b>For the study period:</b> 26 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student will prepare, present at the seminar and hand in a seminar paper of min. 8 000 characters. During the exam period, an oral exam in the form of a colloquium will be realized. The oral exam assesses in particular: <ul style="list-style-type: none"> <li>- oral argumentation,</li> <li>- structuring a speech, formulating one's own opinion,</li> <li>- mastery of the principles of scientific ethics and active participation in class.</li> </ul> The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> <li>- active participation in classes,</li> <li>- written elaboration and presentation of the assigned topic, in particular:</li> <li>- the ability to effectively seek out and actively work with academic resources,</li> <li>- written and oral argumentation,</li> <li>- structuring text and speech, formulating own opinion, writing clear, effective paragraphs,</li> <li>- mastery of the ethics of academic writing.</li> </ul> The final grade is calculated as the average of the oral examination grade (40% of the grade), the seminar paper grade (50% of the grade) and the active participation grade (10% of the grade). The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 125 hours, of which: <ul style="list-style-type: none"> <li>- attendance at lectures 26 h</li> <li>- participation in seminars 26 h</li> <li>- preparation for seminars 23 h</li> <li>- preparation for the exam 25 h</li> <li>- preparation of a seminar paper: 25 h</li> </ul>	
<b>Results of education:</b> Knowledge: Graduates of the course will have new knowledge and information about German-speaking countries (Germany, Austria and Switzerland) and will be able to use this knowledge in practical situations in their future teaching practice. They will provide an overview of important events, institutions and personalities that have influenced the society and culture of these	

countries, including in the context of the EU, with particular emphasis on the Central European region. In addition to knowledge of history, geography and social sciences, they will also have a basic understanding of the development of the German language from its beginnings to the present day.

**Skills:** The students are able to apply the acquired theoretical knowledge about German-speaking countries in various situations, are able to independently search for and process other relevant information in the field, as well as to classify and present it. They can express their opinion, respond to other students' opinions and discuss topics related to the content of the course. They are able to systematize and synthesize knowledge from other related disciplines and creatively solve problems.

**Competencies:** The students will demonstrate that he/she is competent to communicate adequately and factually about various aspects of German-speaking countries. They can take a position, defend their claim, and at the same time provide feedback to other students on their positions. They can work collaboratively in a team on assigned tasks.

### **Brief syllabus:**

Topics of lectures:

1. History and culture of the German Middle Ages.
2. Middle High German Knightly and courtly culture and literature
3. Humanism in Germany
4. Cultural and Historical Significance of the Reformation
5. The Thirty Years' War
6. Baroque culture and art. Language societies
7. Culture of the Enlightenment
8. History and culture of the 19th century. Napoleon and the Habsburgs. Revolution 1849-49
9. The cultural conditions of modernity. World War I and the Weimar Republic
10. World War II and its consequences in Germany
11. History and culture of Germany and the GDR in the 1960s-1970s
12. Language and culture today in German-speaking countries

Topics of the seminars:

1. Germany after 1989, German reunification
2. Berlin
3. Germany in the European Union
4. Germany as a destination for immigrants, nationalities in Germany
5. Federal countries
6. School system in Germany, academic mobility
7. Germany and German-Slovak/Hungarian relations
8. Austria in the 20th century
9. Austrian German
10. Life in Austria
11. Importance of Austria for Slovakia and Hungary
12. Political system of Switzerland, cantons. Typically Swiss.

### **Literature:**

ANDERSEN, U./WOYKE, W. (Hrsg): Handwörterbuch des politischen Systems der Bundesrepublik Deutschland. Bonn: Bundeszentrale für politische Bildung, 2000.

MAI, M.: Deutsche Geschichte. Gelberg: Gulliver, 2006.

MÜLLER, Reiner: Deutsche Geschichte in Quellen und Darstellung. Band 1-11. Stuttgart: Philipp Reclam jun., 2002.

[http:// www.bpb.de/nachschlagen/lexika/handwoerterbuch-politisches-system/](http://www.bpb.de/nachschlagen/lexika/handwoerterbuch-politisches-system/)

<p>Multimediale Österreich-Chronik 1900–2000 (Österreichische Mediathek)  <a href="http://www.akustische-chronik.at/1958-1959/">http:// www.akustische-chronik.at/1958-1959/</a>  Tatsachen über Deutschland.  URL: <a href="http://nemet.ektf.hu/files/konyvek/tatsachen_ueber_deutschland.pdf">http://nemet.ektf.hu/files/konyvek/ tatsachen_ueber_deutschland.pdf</a>  Fragen an die deutsche Geschichte / Bonn Deutscher Bundestag Referat Öffentlichkeitsarbeit,  Bonn Deutscher Bundestag Referat Öffentlichkeitsarbeit, Bonn Deutscher Bundestag Referat  Öffentlichkeitsarbeit. Köln: Sonderausgabe, 1990.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b>  German</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 0</p>					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<p><b>Teacher:</b> Dr. habil. László V. Szabó, PhD.</p>					
<p><b>Date of last update:</b> 04.07.2022</p>					
<p><b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/SNJdm/ NJ/22	<b>Name:</b> Current trends in contemporary German
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 2 <b>For the study period:</b> 26 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student will prepare, present at the seminar and hand in a seminar paper of min. of 8 000 characters (60% of the final grade). During the exam period, an oral exam in the form of a colloquium will be realized (40% of the final grade). The oral exam assesses in particular: <ul style="list-style-type: none"> <li>- oral argumentation,</li> <li>- structuring a speech, formulating one's own opinion,</li> <li>- mastery of the principles of scientific ethics and active participation in class.</li> </ul> The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> <li>- active participation in classes,</li> <li>- written elaboration and presentation of the assigned topic, in particular:               <ul style="list-style-type: none"> <li>- the ability to effectively seek out and actively work with academic resources,</li> <li>- written and oral argumentation,</li> <li>- structuring text and speech, formulating own opinion, writing clear, effective paragraphs,</li> <li>- mastery of the ethics of academic writing.</li> </ul> </li> </ul> The final grade is calculated as the average of the oral examination grade (40% of the grade), the seminar paper grade (50% of the grade) and the active participation grade (10% of the grade). The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX.           Total study load: 125 hours, of which: <ul style="list-style-type: none"> <li>- attendance at lectures 26 h</li> <li>- participation in seminars 26 h</li> <li>- preparation for seminars 23 h</li> <li>- preparation for the exam 25 h</li> <li>- preparation of a seminar paper: 25 h</li> </ul>	
<b>Results of education:</b> Knowledge: Graduates of the course will get a general overview and master the most important sub-areas and terminology of the sub-areas of linguistics. They will be familiar with the current tendencies that characterise the development of the German language and will have knowledge of	

the conditions of its functioning in all linguistic levels and its relations to other languages. They will know the links between language and society.

Skills: They will have enhanced linguistic skills based on the knowledge they have acquired so far, they will be able to integrate this knowledge of linguistics into the use of language. On the basis of their theoretical knowledge in the relevant areas of linguistics, they will be able to formulate their own opinions and attitudes.

Competencies: They will develop their linguistic awareness as well as their analytical instrumentation for the study of linguistic phenomena. They will master the concepts, principles and theoretical and methodological principles of the linguistic and cultural-historical area of German, to apply the German language on an applied-communicative level in oral communication and written communication.

### **Brief syllabus:**

Topics of lectures:

1. Introduction to the topic, objective and requirements
2. German in his own environment. Language - system - application
3. Basics of communication
- 4-5. Language contacts in German in their development (historical and contemporary)
- 6-7-8. Linguistic variability and dynamics in vocabulary (selection)
9. Recent research questions in sociolinguistics
10. Linguistic implications of gender linguistics in German
11. Autonomous learning. Language in the digital world
12. Summary, evaluation, exam preparation

Topics of the seminars:

1. The German language and its place in the globalized world
2. Current language contacts in German
3. Multilingualism
4. German as a minority language
- 5.-6. German as a scientific language
7. German as a foreign language in Europe and the world
- 8-9. Political communication and the media. Language and discourse.
10. German language of the "corona"
11. German for young generations
12. Summary, evaluation, exam preparation

### **Literature:**

ADAMZIK, K.: Sprache: Wege zum Verstehen . (S. 216-235) Tübingen: A. Francke. UTB, 2001.

ELSEN, H.: Gender – Sprache – Stereotype. Tübingen: Narr / Francke / Attempto, 2020. (S. 73-84, 145-164, 165-180).

ELSEN, H.: Wortschatzanalyse. Tübingen: A. Francke, 2013. UTB (Kap. 3.,4., 7)

DENKER, M. et al.: Frischwärts und unkaputtbar. Münster: Aschendorff, 2008.

LOBIN, H.: Engelbarts Traum. Wie der Computer uns Lesen und Schreiben abnimmt. Frankfurt/Main: Campus Verlag, 2014.

SPIEGEL, C.: Kommunikation in Social Media.. In: Neuland, E./Schlobinski, P. (Hgg.) Soziolinguistik. Der Deutschunterricht, Heft 4/2017, 64-74.

DÜRSCHIED, Ch./FRICK, K.: Schreiben digital. Wie das Internet unsere Alltagskommunikation verändert. Stuttgart: Kröner Verlag, 2016.

ZIMMER, D. E.: Deutsch und anders. Die Sprache im Modernisierungsfieber. Reinbek bei Hamburg: Rowohlt, 1997.

OBERREUTER, H. et al.: Deutsch in der Wissenschaft. Olzog: München, 2012.

<p>GIRNTH, H.: Sprache und Sprachverwendung in der Politik. Berlin: De Gruyter, 2015.          KNIPF-KOMLÓSI, E.: Dilemma zwischen Norm und Variation der deutschen Sprache in Ungarn. In: Lenz, A./ Plewnia, A. (Hgg.): Variation- Normen- Identitäten. Berlin (Deutschland) New York (USA): De Gruyter Verlag, 2018, pp. 197-218. 22.p.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b>          German</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b>          Total number of evaluated students: 0</p>					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<p><b>Teacher:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc.</p>					
<p><b>Date of last update:</b> 04.07.2022</p>					
<p><b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc.</p>					



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/SNLdm/ NJ/22	<b>Name:</b> Contemporary German literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student will prepare, present at the seminar and hand in a seminar paper of at least 8,000 characters (60% of the final grade). During the exam period, an oral exam in the form of a colloquium will be realized (40% of the final grade). The oral exam assesses in particular: <ul style="list-style-type: none"> <li>- oral argumentation,</li> <li>- structuring a speech, formulating one's own opinion,</li> <li>- mastery of the principles of scientific ethics and active participation in class.</li> </ul> The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> <li>- active participation in classes,</li> <li>- written elaboration and presentation of the assigned topic, in particular:</li> <li>- the ability to effectively seek out and actively work with academic resources,</li> <li>- written and oral argumentation,</li> <li>- structuring text and speech, formulating own opinion, writing clear, effective paragraphs,</li> <li>- mastery of the ethics of academic writing.</li> </ul> The final grade is calculated as the average of the oral exam and seminar paper grades. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX.           Total study load: 100 hours, of which: <ul style="list-style-type: none"> <li>- attendance at lectures 13 h</li> <li>- participation in seminars 13 h</li> <li>- preparation of seminar paper 34 h</li> <li>- preparation for the exam 40 h</li> </ul>	
<b>Results of education:</b> Knowledge: Upon completion of the course, students will have an advanced knowledge of different reading strategies in relation to literary texts of contemporary German/German-language literature. They will have knowledge of the most important cultural and social realities and the history of the linguistic and cultural area, the basic practices of analysis and interpretation of prose, dramatic and poetic texts.	

**Skills:** Students will have the ability to creatively understand and interpret literary texts from the literary eras listed, recognize and distinguish different types of literary text, and demonstrate their structural features using correct textual examples. They will be able to apply the acquired knowledge in seminar discussions, but also in the preparation of seminar or thesis papers. They will be able to analyse individual literary texts and apply literary-critical approaches and will be able to perceive contemporary literature as an intersection of different discourses. They can express their opinion, formulate arguments and synthesize the results of their findings, draw conclusions and generalizations, critically evaluate the literary excerpts read and suggest possible meanings of particular aspects of a literary work.

**Competencies:** Students' reading competences are promoted in the course through interpretive readings of contemporary texts. Graduates of the course will be prepared to take responsibility for their actions and be able to communicate their conclusions and justifications to both the professional and lay public.

**Brief syllabus:**

1. Contemporary literature: an attempt to define the term
2. Changes after 1989 and literature
3. From the GDR to a unified German literature - Christa Wolf
4. Günter Grass - Mein Jahrhundert
5. Contemporary poetry
6. Contemporary Austrian authors: Peter Handke and Elfriede Jelinek
7. Intercultural literature: definition and poetic approaches
8. Interculturality and postcolonialism: Urs Widmer: In Congo
9. Interculturality and postmodernism: Ilya Trojanov and Daniel Kehlmann
10. Cross-cultural literature between Germany and Turkey: E. S. Özdamar and F. Zaimoglu
11. Cross-cultural literature between Germany and Hungary: Terezia Mora and Zsuzsa Bánk
12. Cross-cultural literature between Germany and Romania: Herta Müller and Hans Bergel

**Literature:**

ADAMCZAK, S.: Literatur als Kultursensibilisierung? Zur Arbeit mit literarischen Texten im interkulturellen Fremdsprachenunterricht. In: Glottodidactica 27 (1999), S. 5–25.

WWW: <https://pressto.amu.edu.pl/index.php/gl/article/view/16076/15897>

VARGA-MÓNOK, E.: Kompetenzförderung mit literarischen Texten im Deutsch als Fremdsprache-Unterricht. In: Initium 3 (2021), S. 318–369. WWW:

<https://ojs.elte.hu/index.php/initium/article/view/3012/2718>

V. SZABÓ, L.: Literaturvermittlung als Herausforderung für eine interkulturelle Hermeneutik am Beispiel Ungarns. In: Földes, Cs. / Antos, G. (Hrsg.): Interkulturalität: Methodenprobleme der Forschung. München: Iudicium 2007, S. 257–268.

V. SZABÓ, L.: Überlegungen zu einer transkulturellen Literaturhermeneutik im Zeitalter des ökonomisierten Wissens. In: Knápek, P. / Beníšková, B. (eds.): Interkulturalität in Sprache, Literatur und Bildung – Interculturality in Language, Literature and Education – Interkulturalita v jazyce, literatuře a vzdělání 4/2020. Univerzita Pardubice 2020, S. 33–43.

WILD, R. (Hrsg.): Geschichte der deutschen Kinder- und Jugendliteratur. 3. Aufl. Stuttgart: Metzler 2008.

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

German

**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
<b>Teacher:</b> Dr. habil. László V. Szabó, PhD.					
<b>Date of last update:</b> 04.07.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/SOCdm/ NJ/22	<b>Name:</b> Multilingualism, identity and society
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 2 <b>For the study period:</b> 26 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student will prepare, present at the seminar and hand in a seminar paper of min. 8 000 characters. During the exam period, an oral exam in the form of a colloquium will be realized. The oral exam assesses in particular: <ul style="list-style-type: none"> <li>- oral argumentation,</li> <li>- structuring a speech, formulating one's own opinion,</li> <li>- mastery of the principles of scientific ethics and active participation in class.</li> </ul> The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> <li>- active participation in classes,</li> <li>- written elaboration and presentation of the assigned topic, in particular:</li> <li>- the ability to effectively seek out and actively work with academic resources,</li> <li>- written and oral argumentation,</li> <li>- structuring text and speech, formulating own opinion, writing clear, effective paragraphs,</li> <li>- mastery of the ethics of academic writing.</li> </ul> The final grade is calculated as the average of the oral examination grade (40% of the grade), the seminar paper grade (50% of the grade) and the active participation grade (10% of the grade). The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 125 hours, of which: <ul style="list-style-type: none"> <li>- attendance at lectures 26 h</li> <li>- participation in seminars 26 h</li> <li>- preparation for seminars 23 h</li> <li>- preparation for the exam 25 h</li> <li>- preparation of a seminar paper: 25 h</li> </ul>	
<b>Results of education:</b> Knowledge: Graduates of the course will have knowledge of the new social challenges in the field of language and communication of individuals, groups, social classes, they will gain a new perspective on the relationship between language and society, they will have knowledge of the language of different social classes.	

Skills: Graduates of the course will be able to recognize new multilingual constellations in individual countries and respond appropriately to them.

Competencies: Graduates of the course will be able to formulate attitudes and opinions on new thematic areas, on their social, societal and linguistic aspects, will develop intercultural competence and will have a high level of linguistic sensitivity for dealing with multilingual communicative situations in everyday social life.

**Brief syllabus:**

Topics of lectures and seminars:

1. Introduction to the topic: contemporary sociolinguistic issues in the German-speaking area. Methods of research on language contact
2. Multilingualism - multilingualism as a common case, causes and definitions of multilingualism, dynamics in multilingualism
- 3-4. Effects of language contact
5. Forms of multilingual societies
6. Individual multilingualism (controlled, uncontrolled, bilingual language acquisition), fossilization, language erosion
7. Simplified languages: Pidgin/Pidgindeutsch, xenolect, etnolect, Kiezdeutsch
8. Language contact and ethnic identity in multilingual situations
9. Maintaining and changing the language
- 10 -11. Aspects of teaching multilingualism
12. Evaluation, summary

**Literature:**

RIEHL, C. M.: Mehrsprachigkeit. Tübingen: Narr, 2014.

ROCHE, J.: Mehrsprachigkeitstheorie. Erwerb-Kognition-Transkulturation-Ökologie. Tübingen: Narr, 2013.

DIETRICH, R./ GERWEIN, J.: Psycholinguistik. Eine Einführung. Heidelberg: Metzler, 2017.

LINKE, A. et al.: Studienbuch Linguistik. Kap. Psycholinguistik. Tübingen: Niemeyer, 1991.

TRACY, R.: Themenschwerpunkt „Spracherwerb“. Deutsch als Erstsprache: Was wissen wir über die wichtigsten Meilensteine des Erwerbs. Informationsbroschüre 1/2002 der Forschungs- und Kontaktstelle Mehrsprachigkeit. Mannheim: Universität Mannheim, 2002.. URL: <http://www0.ids-mannheim.de/prag/sprachvariation/fgvaria/Info-Spracherwerb-2002.PDF>

BARBOUR, S., STEVENSON, P.: Variation im Deutschen. Berlin: De Gruyter, 1998.

BEREND, Nina; KNIPF-KOMLÓSI, E.: Sprachliche Variation als Herausforderung für den Deutschunterricht in Osteuropa. In: Neuland, E. (ed.) Variation im heutigen Deutsch: Perspektiven für den Sprachunterricht. Frankfurt am Main: Peter Lang Verlag, 2006, pp. 161-175.

KNIPF-KOMLÓSI, E.: Ungarn: Form und Gebrauch des Deutschen in Ungarn. In: Eichinger, L M; Riehl, C; Plewnia, R. (eds.) Handbuch der deutschen Sprachminderheiten in Mittel- und Osteuropa. Tübingen: Gunter Narr Verlag, 2008, pp. 265-329.

MÜLLER, M.; KNIPF-KOMLÓSI, E.: Sprachfördermaßnahmen zur Erhaltung der deutschen Sprache in Ungarn. In: Ammon, U.; Schmidt, G. (eds.): Förderung der deutschen Sprache weltweit: Vorschläge, Ansätze und Konzepte. Berlin: Walter de Gruyter, 2019, pp. 483-500.

KNIPF-KOMLÓSI, E.: Dilemma zwischen Norm und Variation der deutschen Sprache in Ungarn. In: Lenz, A./ Plewnia, A. (Hgg.): Variation- Normen- Identitäten. Berlin (Deutschland) New York (USA): De Gruyter Verlag, 2018 , pp. 197-218. 22.p.

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

German

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc.					
<b>Date of last update:</b> 04.07.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ SPS1dm/NJ/22	<b>Name:</b> Special Language Seminar 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> <li>- active participation in classes,</li> <li>- continuous assessment during the semester based on 3 written tests,</li> <li>- written final test.</li> </ul> Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, final test 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 75 hours, of which: <ul style="list-style-type: none"> <li>- participation in seminars 26 h</li> <li>- preparation for midterm tests 20 h</li> <li>- preparation for final test 29 h</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> Graduates of the course will acquire new knowledge of selected grammatical aspects (at C1/C2 level), building on those acquired during the previous semesters, and will be able to apply them in practical situations and, after adaptation, to make use of them in their future teaching practice. <b>Skills:</b> Graduates of the course are able to apply linguistic rules to different communicative intentions and apply them appropriately to the situation when using the language. Be able to form complex sentence constructions and express a variety of relationships within sentences, choose an appropriate phrase from the immediately available range of discourse features, produce clear, smooth-flowing, well-structured speech, express themselves fluently and spontaneously and express themselves with a high degree of grammatical correctness, or be able to identify and correct errors in their speech. <b>Competencies:</b> Graduates of the course will demonstrate that they are competent to explain and practically use selected grammatical phenomena in German (at C1/C2 CEFR level) and to reflect on their own progress. They can evaluate the effectiveness of their own language use as well as provide feedback to their colleagues or students.	

**Brief syllabus:**

The course focuses on grammatical phenomena in German which, according to experience, can cause difficulties for learners of German as foreign language, and thus in particular on solving these learning problems, i.e. it refines and consolidates grammatical rules and intensively practises their application in language practice.

Topics:

1. Gender of nouns
2. Three types of inflection of adjectives
3. Conjugation of adjectives after pronouns
4. Conjugation types
5. Use of tenses
6. Past tense (Perfekt) with the verbs haben and sein
7. Imperative
8. Conjunction in indirect speech and outside indirect speech
9. Objective use of modal verbs
10. Subjective use of modal verbs
11. Passive structures - Vorgangspassiv and Zustandspassiv
12. Competing forms of passive formation
13. Valence of German verbs

**Literature:**

DRAHOTA-SZABÓ, E.: Das Verb. Ein Studienbuch für DaF- und DaZ-Lernende. Szeged: Grimm, 2010.

DRAHOTA-SZABÓ, E.: Morphologie des Deutschen im Überblick. Ein Studien- und Arbeitsbuch für Studierende des Faches Germanistik. 3., verbesserte Auflage. Szeged: Grimm, 2015.

KOCSÁNY, P./LÁSZLÓ, S.: Die Wortklassen des Deutschen. Eine praktische Darstellung mit Übungen für Fortgeschrittene. Budapest: Nemzeti Tankönyvkiadó, 2005.

DUDEN-Grammatik = Der Duden in zwölf Bänden. Das Standardwerk zur deutschen Sprache. Herausgegeben vom Wissenschaftlichen Rat der Dudenredaktion. Bd. 4: Die Grammatik.

Unentbehrlich für richtiges Deutsch. 7., völlig neu erarbeitete und erweiterte Auflage. Mannheim/Leipzig/Wien/Zürich: Dudenverlag, 2005.

HELBIG, G./BUSCHA, J.: Leitfaden der deutschen Grammatik. Berlin/München/Wien/Zürich/New York: Langenscheidt, 2001.

HELBIG, G./BUSCHA, J.: Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht. Berlin/München/Wien/Zürich/New York: Langenscheidt, 2001.

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

German

**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:** 04.07.2022

**Approved by:** prof. Dr. Erzsébet Komlósiné Knipf, DSc.



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ SPS2dm/NJ/22	<b>Name:</b> Special Language Seminar 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> <li>- active participation in classes,</li> <li>- continuous assessment during the semester based on 3 written assignments.</li> <li>- written final test.</li> </ul> Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, final test 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 50 hours, of which: <ul style="list-style-type: none"> <li>- participation in seminars 26 h</li> <li>- preparation of written assignments 10 h</li> <li>- preparation for final test 14 h</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> Students have an advanced knowledge of the types of written and oral mediation of language; they are familiar with translation methods and procedures; they know the requirements for text equivalence depending on the type of text. They will acquire a comprehensive terminological toolkit of translatology with a special focus on the translation of professional texts. They are able to define, characterize in their own words and then interpret different typologies of translation shifts, expressive changes and translation practices in the context of professional translation. <b>Skills:</b> Based on the theoretical knowledge acquired, students are able to apply this knowledge in language mediation processes; they develop advanced skills in language mediation. They can adequately translate a foreign language text of appropriate difficulty into their mother tongue. They are able to master the basic problems of professional translation, such as preserving or transforming the author's style, equivalence, choosing appropriate translation strategies and procedures, translating culturally specific lexis, etc., taking into account the lexical, stylistic and technical dimensions of the source and target text. <b>Competencies:</b> Students continuously strive to deepen and improve their linguistic mediation competence, in particular by developing their linguistic competence; they follow and creatively	

use the latest developments in their field; they read texts both in the original and in translation. They are able to take responsibility for the implementation of their translation action in relation to the text and to deal autonomously with basic translational situations. They are able to reflect on their own translations and defend their translation solutions if they are adequate.

**Brief syllabus:**

1. Intra-lingual and inter-lingual types of linguistic mediation; translation competence
2. Key concepts of translatology - types of equivalence
3. Basic problems of translation
4. The role of contrastive linguistics in the development of translation competence
5. Translation methods (formal and dynamic equivalence)
6. Translation methods (lexical and grammatical operations)
7. Specificity of professional texts
8. Translation as cultural transfer
9. The problem of translating culturally-specific lexicon
9. Types of language mediation - translation, transfer and adaptation, localization
11. The limits of translatability - the transfer of linguistic creativity
12. Oral mediation of the language

**Literature:**

- DRAHOTA-SZABÓ, E.: Realien – Intertextualität – Übersetzung. Landau: Verlag Empirische Pädagogik, 2013.
- DRAHOTA-SZABÓ, E.: Fordíthatóság, fordíthatatlanság és ami között van. A kultúraspecifikus nyelvi elemek átültetéséről. Szeged: Grimm Kiadó, 2015.
- DRAHOTA-SZABÓ, E.: Ein Plädoyer für die Rehabilitierung und Retablierung der Übersetzung im DaF-Unterricht. In: JLSP (Journal of Languages for Specific Purposes). 2019/März, S. 193-207, 2019.
- URL: [http://jlsp.steconomieuoradea.ro/archives/006/JLSP6\\_17.pdf](http://jlsp.steconomieuoradea.ro/archives/006/JLSP6_17.pdf)
- KLAUDY, K./ SALÁNKI, Á.: Német-magyar fordítástechnika. Budapest: Nemzeti Tankönyvkiadó, 2000.
- KOLLER, W.: Einführung in die Übersetzungswissenschaft. Unter Mitarbeit von Kjetil Berg Henjum. 8., neubearbeitete Auflage. Tübingen/Basel: A. Francke Verlag. (= UTB 3520), 2011.
- REIB, K.: Grundfragen der Übersetzungswissenschaft. Wien: WUV-Universitätsverlag. (= WUV Studienbücher, Geisteswissenschaften, Bd. 1), 2000.
- MÉSZÁROS, A.: Übersetzung als interkultureller Wissenstransfer. In: Dibóné Borbély Ágnes. Kulcs a világhoz. Drahot-Szabó Erzsébet köszöntésére. Szeged: Juhász Gyula Felsőoktatási Kiadó, 2020, S. 131-144.
- MÉSZÁROS, A.: Metaphorizität im computerfachlichen Wortschatz des Deutschen. Prace germanistyczne 3. Opole: Uniwersitätsverlag, 2008. S. 153-162.
- MÉSZÁROS, A.: Metaphern in den Fachsprachen – verbotene Früchte oder kognitive Krücke?: Die Rolle von tropischen Konstruktionen beim Fachwissenstransfer am Beispiel der Computerfachsprache. Aktuelle Probleme der germanischen Philologie in der Ukraine und der Bologna-Prozess. Tschernowitz: Universitätsverlag, 2007. S. 26-29.
- MÉSZÁROS, A.: Wissenstransfer in computerfachlichen Zeitschriftenartikeln: Eine linguistische Analyse der fachexternen Wissensvermittlung. Duisburg: Universitätsverlag Rhein-Ruhr, 2009.

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

German

**Notes:**

<b>Evaluation of subjects</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b>					
<b>Date of last update:</b> 04.07.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ŠSdm/ NJ/22	<b>Name:</b> State Examination
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> <p>All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule. In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. He/she demonstrates the ability to select the content of education in accordance with the required and expected educational objectives and to enrich it with school and regional characteristics. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience.</p> <p>The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit.</p> <p>The results of the state examination and the thesis defence are publicly announced by the chair of the board.</p>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has acquired knowledge in the compulsory and profile subjects of the study programme,</li> <li>- the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan,</li> <li>- the student is able to analyse and evaluate the knowledge acquired in the subject.</li> <li>- be able to characterise the concept of teaching, to list the different types of teaching and to describe the framework for teaching and learning for 11-19 year olds.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- the student is able to present his/her expertise,</li> <li>- the student is able to hand over his/her knowledge</li> <li>- the student is able to organise and apply the theoretical knowledge acquired in practical teaching activities,</li> <li>- the student can select and apply teaching procedures appropriately,</li> </ul>	

<ul style="list-style-type: none"> <li>- the student is able to guide the learner in the acquisition of knowledge, taking into account the individual needs of the learner,</li> <li>- the student has the ability to organise and apply the knowledge acquired in the course of his (her) studies.</li> </ul> <p>Competences:</p> <ul style="list-style-type: none"> <li>- the student is able to express his/her linguistic and professional culture in the oral examination,</li> <li>- the student is able to use the knowledge acquired in a wider context,</li> <li>- the student is able to put the knowledge acquired into practice and organise it,</li> <li>- the student is able to use his/her knowledge in a creative way while solving problems, as well as to analyse the problem and organise new solutions,</li> <li>- the student is able to answer the questions of the committee at the expected level.</li> </ul>					
<b>Brief syllabus:</b>					
<b>Literature:</b> Literature listed in the information sheets of individual courses of the study programme.					
<b>Language, knowledge of which is necessary to complete a course:</b> German					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b>					
<b>Date of last update:</b> 04.07.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc.					