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## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJbd/ KLAS/22	<b>Name:</b> Classicism and pre-romantic period of Slovak 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> 2 / 1 <b>For the study period:</b> 26 / 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> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Assessment and completion of the course: Exam The course is completed by an oral exam, which takes place during the exam period. During the semester the student will complete the following assignments and prepare the individual works: <ul style="list-style-type: none"> <li>• Elaboration of a seminar work on the literary work of a selected representative of classicism, resp. Pre-Romanticism (Range: min. 4 pages; Score: 20 points).</li> </ul> Evaluation criteria: <ul style="list-style-type: none"> <li>- Clear Logical continuity of parts of work structure processing, balance of biographical and bibliographic data and own interpretation (5 points).</li> <li>- Professional level of interpretation and evaluation of the contribution of the literary work of the selected author (10 points).</li> <li>- Adequate Placement in the context of the development period, overall linguistic-stylistic level (5 points).</li> <li>• Written test of pre-assigned theses, which are connected with the study material of lectures (Score: 40 points).</li> </ul> Evaluation criteria: <ul style="list-style-type: none"> <li>- Demonstration of excellent knowledge from the following thematic areas:                period of Enlightenment Classicism in Slovakia, characters, poetics (10 points),                the culmination of classicism in Slovak literature (10 points)                and typological characteristics of pre-Romanticism, literary works (20 points).</li> <li>• Oral examination of literary works from the period of classicism and from the period of pre-romanticism according to the fiction minimum (Score: 40 points).</li> </ul> The final evaluation is calculated as a summary of the evaluation of the seminar paper, written test and oral exam. The evaluation of the subject (A - FX) is in accordance with the classification scale determined by the UJS Study Regulations (Article 19, point 3). <b>Student time load:</b> The total student workload is 120 hours, of which: combined study (P, S, consultation): 39 hours, elaboration of seminar work: 26 hours, self-study,	

reading of original and professional literature: 55 hours.

### **Results of education:**

#### Knowledge

- The student will gain knowledge of important and characteristic authors and literary works of the Enlightenment classicism and pre-Romanticism, they will learn the typological characteristics of these periods in the development of Slovak literature.
- The student will master the classification. will be able to choose and recommend a suitable classicist, respectively. pre-romantic author for the presentation of the work of the given period and will be able to justify his choice professionally.
- The student will gain knowledge about working with original and professional literature, will learn to be able to independently collect information about the life and literary work of the personalities of Slovak Enlightenment classicism and pre-Romanticism in various publications and on the Internet, respectively. will be able to orientate in methods of selection of important information for practice, will be able to interpret, assess and publicly present the obtained information.
- The student will gain knowledge about the origin and development of classicism and poetics in this development period, will gain knowledge about the national revival, emancipation process and language issues, knowledge about specific manifestations of the Enlightenment in Slovakia, will gain knowledge about the signs and significant works of poetry, prose and drama of Enlightenment classicism .
- The student will acquire knowledge about the period of the culmination of classicism in Slovakia, about changes in thematic focus and genre structure, will gain knowledge about the promotion of ancient poetic models, especially timekeeping, will gain knowledge about important representatives and their work in the period.
- The student will gain knowledge about the origin, development and features of pre-romanticism, especially in contradiction to classicism, will gain knowledge about genre and species syncretism and folklore inspirations of pre-romanticism, will gain knowledge about pre-romantic stimuli in poetry, prose and drama prominent representatives of that period.

#### Skills

- The student will be able to motivate their students to learn the typological and poetological characteristics of Enlightenment classicism and pre-Romanticism, life destinies, attitudes and literary creation of personalities of classicism and pre-Romanticism and will be able to arouse students' interest in education for culture, aesthetics and literary taste.
- The student will be able to independently acquire and deepen their own knowledge in the field of Slovak classicism and pre-Romanticism.
- The student will be able to understand the social function and importance of Slovak literature in general as well as specifically regarding classicism and pre-Romanticism for understanding Slovak social and cultural development, resp. present, and will be able to identify the content of the specific creative tasks set in the implementation of the presented knowledge,
- The student will be able to adequately use the acquired knowledge in specific outputs in lessons, lectures, presentations, etc.
- The student will be able to apply the acquired knowledge in a theoretical and practical level against the background of a specific type of assignment and activity.
- The student will be able to identify common professional problems in the field of Enlightenment classicism and pre-Romanticism, to examine and formulate the theoretical and practical starting points needed to solve them at an appropriate professional level.
- The student will be able to get acquainted with new trends in research and reception of classicism and pre-Romanticism, as well as with modern pedagogical approaches and aspects of work activities necessary to master the topic and independently develop the required outputs.

### Competences

- The student will be competent able to apply the system of knowledge and skills necessary for the needs of teaching Enlightenment classicism and pre-Romanticism in the subject of Slovak literature at primary and secondary schools.
- Students will be competent able to apply the acquired knowledge and skills and effectively apply them in their own creative professional practice at school.
- The student will be able to implement a targeted development of knowledge related to the synchronous and diachronic development of Slovak literature.
- The student will be able to independently plan creative activities that expand knowledge about classicism and pre-Romanticism.
- The student will be competent to plan the individual phases of preparation and concretization of a given lesson, lectures, in the context of complexity for both individuals and (study) groups,
- The student will be competent able to manage the style of work and education of others in the school environment, aimed at getting to know selected personalities and works of Slovak literature of the period.

### Brief syllabus:

1. Social and political conditions at the end of the 18th century. Enlightenment and enlightened absolutism in Europe and Hungary. Slovak literature in the period of Enlightenment classicism.
2. Josephine school reforms and raising the issue of language of instruction. Anton Bernolák, Bernolák movement and literary language. Slovak learned society.
3. Jozef Ignác Bajza and the first Slovak novel. His views and specific attitudes.
4. Juraj Fándly - life and literary work. Relation to Josephineism and the Church. Organizational activity
5. The poetry of Augustín Doležal in the context of Enlightenment classicism
6. New ideological-aesthetic impulses in literature at the beginning of the 19th century. Juraj Palkovič and his poetic and dramatic work.
7. Poetry by Bohuslav Tablica. Patriotic themes and baroque influences in his work
8. Ján Hollý - a representative of high classicism in Bernolákov.
9. Typological and poetological characteristics of pre-Romanticism, specific features and representatives of pre-Romanticism in Slovak literature.
10. Pavol Jozef Šafárik and his professional and artistic literary work.
11. Ján Kollár and Slavic thought. The author's artistic literary work.
12. Personality of Karol Kuzmány. His publishing and literary work.
13. Ján Chalupka and Slovak drama. G. Fejérpataky-Belopotocký and amateur theater

### Literature:

ČÚZY, L., – KÁKOŠOVÁ, Z. – MICHÁLEK, M. – MIKULOVÁ, M. – VOJTECH, M.: Panoráma slovenskej literatúry I. Literárne dejiny od stredoveku po koniec romantizmu. Bratislava : Slovenské pedagogické nakladateľstvo, 2004. 169 s. ISBN 80-10-00316-6

MAZÁK, P. – GAŠPARÍK, M. – PETRUS, P. – PIŠÚT, M.: Dejiny slovenskej literatúry II. Novšia slovenská literatúra (1780 – 1918). Bratislava : Slovenské pedagogické nakladateľstvo, 1988. 481 s.

SEDLÁK, I. a kol.: Dejiny slovenskej literatúry I. Martin : Matica slovenská; Bratislava: Literárne informačné centrum, 2009. 606 s. ISBN 978-80-7090-935-5

VOJTECH, Miloslav. Od baroka k romantizmu. Literárne smery a tendencie v slovenskej literatúre v rokoch 1780 – 1840. Bratislava : Univerzita Komenského, 2003. 148 s. ISBN 80-223-1902-3

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

Slovak

<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> doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD.					
<b>Date of last update:</b> 30.06.2022					
<b>Approved by:</b>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ BS/22	<b>Name:</b> Bachelor'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> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Maintaining a selected bibliography related to the final thesis and processing its individual parts (pages 10-12) Attendance at the seminar is mandatory. Students will elaborate on a portion of their final dissertation and submit a selected bibliography. Students submit the printed parts of the dissertation and the bibliography to the instructor by the pre-determined deadline. If the student does not submit the dissertation within 7 days after the deadline, he / she will not receive the credit. The scope of the dissertation is set by the instructor. The dissertation must be submitted in A4 format, with 1.5 line spacing and Times New Roman size 12 letters. The reference ethics and technique should be kept in the dissertation. The following must be assessed in the basic dissertation: - the student's analytical and synthesizing train of thought - expressing one's own opinion supported by theoretical knowledge - the definition of the aims and problems of the dissertation and the way of its elaboration - the structure of the dissertation, its logical construction and the balance of its individual parts - access to literature and information sources (how to use the work) - basic observance of the formal requirements of the dissertation, following the reference rules - the aesthetic and linguistic side of the dissertation Percentage of each complex in student assessment: seminar work: 20% Seminar dissertation: 80% Summary evaluation according to the evaluation scale according to the SJE Study and Examination Regulations: A (100% -90%), B (89% -80%), C (79% -70%), D (69% -60%), E ( 59% -50%), below 50%: Fx (student does not receive credit). Student workload: 1 credit = 25 working hours (active participation in the class, study of literature, preparation at home, completion of the above tasks, preparation for a test / exam)	
<b>Results of education:</b> Knowledge	

The student will be able to communicate and explain the general requirements of dissertation writing, be able to describe and characterize the content structure of the dissertation, as well as the same for the individual parts (introduction, main text, appendices).

The student is able to explain the concept of phenomenon and fact and to describe the types of research on each pedagogical phenomenon.

You will be able to characterize in more detail the basic methods of data collection and their use in the thesis.

The student is able to name the basic requirements for the author of the technical text, to describe and characterize the model, properties and formal structure of the technical text.

You will be able to list and explain the formal requirements for your dissertation.

The student will be able to define an abstract concept, describe its structure, be able to characterize the qualitative abstract, communicate the main errors of abstract writing, be able to distinguish the abstract from annotation, summary, abstract and review.

The student will be able to explain the concept of citation, paraphrase, compilation, plagiarism, be able to distinguish between citation and paraphrase, and will be able to illustrate some of the techniques for referring to sources on specific examples.

You will be able to define and explain in your own words the basic concepts and motives belonging to the problem of the topic of your choice.

The student learns the basic terms of the work.

Can explain the terms used in the dissertation.

At the theoretical level, you can create the final dissertation / dissertation with all the necessary supplies.

You can analyze and justify the conclusions of your dissertation.

You will be able to critically analyze the acquired knowledge, who can evaluate it and use it theoretically.

#### Skills

After completing the course, the student will be able to:

- write a draft of your own thesis,
- be able to explain the methodological rules of writing an undergraduate dissertation,
- can define the problem and purpose of the dissertation, can formulate possible hypotheses,
- to plan the schedule of the dissertation, together with its content,
- work with literature (with primary and secondary sources, will be able to search for information in library databases),
- on the basis of the acquired knowledge he will be able to prepare a logically structured and precisely worded text, create a quality abstract, write the introduction and completion of the dissertation, so that he respects certain requirements,
- will be able to present the knowledge of the given field, will cope with its complexity, will be able to form opinions,
- be able to apply the citation rules correctly, including bibliographic references,
- will be able to write the dissertation on a practical level, together with all the necessary supplies,
- will be able to analyze, synthesize and compare the acquired knowledge, and then will be able to suggest solutions,
- draw conclusions and make practical recommendations based on the critical analysis,
- is able to critically analyze the acquired knowledge, evaluate it and apply it in practice,
- present, argue and justify the acquired knowledge in terms of the intended objectives of the work
- to present the results in the framework of the whole study group and to the lecturers, to justify their significance and practical application.
- complete the dissertation and prepare for public defense,

- identify the strengths and weaknesses of the dissertation topic and the dissertation itself,
- critically evaluate the need and possibilities of the methods and attitudes used in the chosen dissertation and creatively suggest the possibilities of their application,
- independently acquire new knowledge in a given field, making use of acquired skills,
- apply theoretical knowledge in educational practice.

#### Competencies

The student

- be aware of the need and importance of adhering to academic ethics and etiquette in the lives of current students and future teachers,
- will act in accordance with the rules of corporate conduct,
- learn the basics of company protocol, be able to dress properly and wear appropriate shoes,
- adheres to the reference ethics,
- express its own convictions and views openly and honestly, but at the same time be able to acknowledge that the other party has the right to its own views,
- bears the consequences of his conduct and assumes responsibility.

#### Brief syllabus:

1. Formal requirements for theses in the UJS guidelines.
2. Brief description of the undergraduate thesis.
3. Significance of the dissertation.
4. Choice of thesis topic.
5. Preparation of a selected bibliography.
6. Tasks and goals of the dissertation.
7. Select the appropriate reference mode.
8. Content of the dissertation.
9. Strategy for outlining and articulating each part.
10. Working with book and journal literature.
11. Conducting research
12. Writing the thesis
13. Preparing for Defense

#### Literature:

KATUŠČÁK, D.: Ako písať záverečné a kvalifikačné práce. Nitra : Enigma, 2004.  
 MADARÁSOVÁ, J. (red.) 2000. Pravidlá slovenského pravopisu. Bratislava: VEDA. ISBN 8022406554  
 MARKO, J.: Ako písať záverečnú prácu. Zvolen : TU, 2010.  
 Smernica rektora č. 2/2021 o úprave, registrácii, sprístupnení a archivácii záverečných, rigorózných a habilitačných prác na Univerzite J. Selyeho. 2021. Komárno: UJS

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

Slovak

#### Notes:

#### Evaluation of subjects

Total number of evaluated students: 0

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

#### Teacher:

Date of last update: 30.06.2022



**Approved by:**

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ CLDM/22	<b>Name:</b> Slovak children's and youth literature practice
<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: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final evaluation has the character of a creative portfolio, i. based on individual works created during the course. The individual components are agreed with the students individually (also) on the basis of their personal involvement within the basic discipline Literature for children and youth. Students will prepare the following outputs as separate components of the portfolio: (they can choose one form of presentation) <ol style="list-style-type: none"> <li>a) notice board about life and literary work for children and youth of a selected Slovak author for children and youth</li> <li>b) advertising spot as the basis of "marketing" of the given Slovak author for children and youth at present (presentation in written or visual form)</li> <li>c) elaboration of a semester work about the given author of intentional Slovak literature, including biographical, bibliographic and other given facts as well as "peculiarities" from his life. Part of this elaboration is also an interpretive analysis of the selected text of the author based on the objective-subjective reading experience of the student.</li> </ol> Evaluation criteria: <ul style="list-style-type: none"> <li>- Adequacy and imaginativeness of the notice board (4 points)</li> <li>- Use of creative and innovative forms of work in making a notice board (2 points)</li> <li>- Description and precise diagnostics of one's own approach to work (2 points)</li> <li>- Accurate capture, concretization and application of the selected methodology of work in the preparation of the notice board (2 points)</li> <li>- Originality of the commercial from the aspect of creativity and perception (5 points)</li> <li>- Knowledge of professional materials in the elaboration of a semester work (5 points)</li> <li>- Sophistication of content and form within the selected topic of the semester work (Extent: 10 pages, 10 points)</li> <li>- Application of innovative practices in complex activities (3 points)</li> <li>- Concretization of selected tasks and activities and its pointing to everyday school practice (2 points)</li> </ul> The classification scale used in the assessment of the course (A - FX) is in accordance with the UJS Study Regulations (Article 19, point 3).	
<b>Results of education:</b> Knowledge:	

The graduate of the course has general knowledge at the level of synthesis. Properly masters the language studied (and its literary component) at a high practical level. Has relational and argumentation knowledge about the development of Slovak literature for children and youth and its laws, respectively diachronic and synchronous development. It specifies and concludes knowledge from the theory and history of literature, respectively. in practical use from the interpretation of a literary text. Masters the main data, concepts, principles and theoretical and methodological principles based on the course. He knows the basic development currents and tendencies of Slovak literature for children and youth. The graduate is acquainted with the most important cultural and social realities and history of the field of Slovak literature.

- The student will be able to select and recommend for himself and for others a suitable personality of Slovak literature for children and youth and to justify it accordingly,
- The student will be able to independently collect information about the life and literary work of this person in various publications and on the Internet,
- The student will be able to orientate in methods of distinguishing important and less important information for practice,
- The student will be able to correctly compile, independently search and evaluate various information related to the personality of Slovak literature for children and youth,
- The student will be able to correctly apply the acquired knowledge in specific outputs, especially communication exercises within individual exercises,
- The student will be able to apply the acquired knowledge on a theoretical and practical basis in the background of a specific type of task and activity,
- The student will be able to plan the individual phases of preparation and concretization of a given task in the background of difficulty, for an individual or a (study) group,
- The student will be able to recognize the level of their own competencies, courts and judgments in selecting the amount of information obtained,
- The student will be able to identify common professional problems, research and formulate the theoretical and practical background needed to solve them and solve them (using practical procedures in practice). He can practically use this knowledge in mediating common communication about this segment of literature.

Skills:

- The student is able to point out the possibilities of literature for children and youth in education for culture, aesthetics and literary taste in this specific type of literature. He applies the acquired studied knowledge, skills and competences at the application and communication level in oral and written form,
- The student will be able to gain professional knowledge in creative research methods of Slovak literature for children and youth,
- The student will be able to understand the social function and importance of Slovak literature for children and youth, identify the content of the activities of specific creative tasks in the implementation of the presented knowledge,
- The student will be able to get acquainted with progressive trends in the established field of literature,
- The student will be able to get acquainted with modern methodological approaches and aspects of job descriptions that are necessary for the development of the required outputs.
- The graduate has mastered the basic differentiation procedures, skills and strategies in researching Slovak literature for children and youth. Masters the work with biobibliographic data, knows the ways of using data in theory and practice. He knows the basic procedures, analyzes and interpretations of prose, dramatic and poetic text for children and youth. He is able to apply selected literary knowledge in cultural-artistic and pragmatic-communication activities. It is characterized by creative thinking and an individual approach to individual prototypes of Slovak

literature for children and youth. He will not miss a critical analysis in formulating his own views and attitudes to the text.

Competences:

- The student will be able to apply the system of skills needed for multidimensional contact (for example) with a given personality of Slovak literature for children and youth, which he can then use in his own creative practice at school.
- The student will be able to implement a targeted development of knowledge related to the synchronous and diachronic development of Slovak literature for children and youth,
- The student will be able to independently plan selected creative activities that expand knowledge of Slovak literature as such
- The student will be able to manage the style of work of others in the school environment, focused on getting to know selected personalities and works of Slovak literature for children and youth.
- Can maintain contact with the current development of Slovak literature for children and youth and effectively continue their own professional development.

**Brief syllabus:**

1. Confrontation of concepts and poetics (1945-1948). Topics, personalities, specifics.
2. Post-February ideologisation of children's literature (1948-1956). Topics, personalities, specifics.
3. Regeneration of artistic understanding of children's literature (1956-1959). Topics, personalities, specifics.
4. Constitution of modern children's literature (1960-1970). Topics, personalities, specifics.
5. Decade of consolidation (1970-1980). Topics, personalities, specifics.
6. Between stagnation and recovery (1980-1990). Topics, personalities, specifics.
7. Children's literature in the time of the new ideological and aesthetic plurality (1990-2002). Topics, personalities, specifics.
8. Portraits of (selected) poets of Slovak literature for children and youth.
9. Portraits of (selected) prose writers of Slovak literature for children and youth.
10. Sample themes for the notice board (example: Jozef Cíger-Hronský - his life and literary work for children and youth).
11. Sample themes for an advertising spot (sample: Jozef Cíger-Hronský - his cultural and social activities and books for children's readers).
12. Sample topics for semester work (sample: Jozef Cíger-Hronský - Zakopany meč pod Zoborom, interpretive-analytical analysis of the work, / textbook / excerpt).
13. Enhancing the acquired knowledge and skills in creative work on the portfolio

**Literature:**

SEDLÁK, J.: Epické žánre v literatúre pre deti a mládež. Bratislava : Slovenské pedagogické nakladateľstvo, 1981.

SEDLÁK, I. a kol.: Dejiny slovenskej literatúry I. Bratislava – Martin : Literárne informačné centrum – Matica slovenská, 2009.

STANISLAVOVÁ, Z.: Kontúry slovenskej literatúry pre deti a mládež v rokoch 1945-2002. Prešov : Náuka, 2003.

SLIACKY, O.: Slovník autorov literatúry pre deti a mládež. Bratislava : Slovenské pedagogické nakladateľstvo, 1992.

LESŇÁK, R.: Literatúra pre deti a mládež.. Bratislava : Slovenské pedagogické nakladateľstvo 1997.

vybrané konkrétne intencionálne diela poézie a prózy od slovenských autorov pre deti a mládež

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

Slovak

<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> PaedDr. Jaroslav Vlnka, PhD.					
<b>Date of last update:</b> 30.06.2022					
<b>Approved by:</b>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ CMOR/22	<b>Name:</b> Slovak morphology practice
<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: 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> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Ongoing evaluation: Active participation in classes (1 Cr). Another 1 credit can be obtained from the alternatives: a) analysis of written text from the media from the aspect of normative grammar and observance of morphological rules of the Slovak language; b) preparation and analysis of a sound recording from the listener's private sphere from the aspect of normative grammar and observance of morphological rules of the Slovak language with regard to the possible influence of Hungarian; c) solving the current project task. Final test: with individual preparation: 1 Cr. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). Student time load: 90 hours, of which: <ul style="list-style-type: none"> <li>• combined study: 26 hours,</li> <li>• elaboration of seminar work: 26 hours,</li> <li>• self-study of professional and original literature: 38 hours.</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student will master the issue of the morphological level of language as a dialectical unity of form (expression) and content (meaning) elements. On this methodological basis, he will analyze and interpret the units and relationships between units of formal (paradigmatic) and semantic morphology. An important part of the set of knowledge in morphology will be knowledge of the nature of morphological categories and several established morphological concepts and terms, which will properly operate in the analysis of morphological phenomena in practice classes in Slovak morphology. Another important methodological starting point will be the orientation to the function of the elements of the morphological level of the language, especially in relation to the grammatical and semantic construction of syntactic level constructions. A part of such an oriented study will also be a comparative-contrastive aspect with a focus mainly on differences in the morphology of Slovak and Hungarian.</li> </ul>	

Skills: Thanks to a thorough knowledge of the nature of morphological categories and their relationships to syntactic categories, the student will be able to make professionally based analyzes of the morphological structure of words as units of syntactic constructions. In this context, he will be able to explain to his students that word forms are not self-serving, but that they serve to express syntactic and semantic relationships in a sentence. Due to the variability of some morphological forms, he will be able to explain their occurrence and use in some varieties of the national language. In this context, he will be able to characterize the dynamic tendencies in the morphology of the Slovak language.

Competences:

\* The student will apply the acquired theoretical knowledge and practical experience in morphology in their school practice. In particular, thanks to a thorough knowledge of the meaning and expression of the elements of nominal and verbal morphology, he / she can explain to his / her pupils the nature and meaning of several morphological categories, especially in relation to non-linguistic reality (eg verbal, time category; Come.)

• The student will be able to understand, explain and functionally use the acquired knowledge in the scope of the subject syllabus and create a favorable atmosphere for the acquisition of this knowledge by students in their teaching work, in creating, writing and correcting written expressions.

\* Also with regard to ethnic, resp. students will be able to adequately explain many morphological phenomena in relation to the standards of literary language.

#### **Brief syllabus:**

1. Language standard and codification from the aspect of teaching the Slovak language. Use of codification manuals and grammar aids in the teaching process.
2. Systematic, descriptive vs. functional, natural morphology in teaching practice
3. Problem areas of morphematic structure and grammatical categories. Typology of grammatical errors.
4. Problems of verbs: reflexivity exercise
5. Problems of verbs: practice of time and aspect
6. "New" declension system of Slovak. Double shapes, variant suffixes, transition between patterns
7. Declension of nouns in Slovak with corpus examples. Frequency of declension patterns
8. Functional morphology and cross-section of categories: practice of grammatical means of expressing certainty
9. Functional morphology and cross-section of categories: practice of grammatical means of expressing spatial relations
10. Functional morphology and cross-section of categories: practice of grammatical means of expressing the possessive relationship
11. Functional morphology and cross-section of categories: practice of grammatical means of expressing numbers and numbers
12. Functional morphology and cross-section of categories: practice of grammatical means of expressing intensification
13. Morphology in school practice

#### **Literature:**

DOLNÍK, J. (Ed.): Morfológické aspekty súčasnej slovenčiny. Bratislava: Veda, 2010. 464 s. ISBN 978-80-224-1169-2

DUDOVÁ, K.: Prehľad slovenskej morfosyntaxe s cvičeniami. Nitra : Univerzita Konštantína Filozofa, 2015. ISBN 978-80-558-0775-1.

JACKO, J.: Slovenská morfológia v škole. Bratislava : Slovenské pedagogické nakladateľstvo, 1974. ISBN 0013207

KAČALA, J.: Vyjadrovanie posesívnych vzťahov v slovenčine. Martin : Matica slovenská, 2018. ISBN 978-80-8128-214-0.

KRÁLIK, A. Slovenské sloveso a jeho používanie. Budapest: Etnikum Kiadó, 1997

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

SOKOLOVÁ, M.: Nový deklinačný systém slovenských substantív. Prešov : Filozofická fakulta Prešovskej univerzity, 2007. ISBN 80-8068-550-9.

ŠIMKOVÁ, M. a kol. Skloňovanie podstatných mien v slovenčine s korpusovými príkladmi. Bratislava: Jazykovedný ústav Ľudovíta Štúra, 2016

TÓTH, S. J. Aspekty slovensko-maďarskej porovnávacej morfosyntaxe. Komárno: UJS, 2017.

ZÁVODNÝ, A.: Prednášky a praktiká z morfológie slovenského jazyka I - II. Trnava : Trnavská univerzita v Trnave, 2016. ISBN 978-80-568-0002-7, ISBN 978-80-568-0003-4.

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

Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 30.06.2022

**Approved by:**



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ CO/22	<b>Name:</b> Practice of Slovak orthography and pronunciation
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <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> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Assessment and completion of the course: continuous assessment. The overall evaluation consists of a mid-term and final evaluation in a ratio of 100/0. Ongoing evaluation: Each task is evaluated by a specified number of points. Students will complete the following tasks and prepare the following outputs: <ul style="list-style-type: none"> <li>• Active participation in seminars during the semester (Score: 10 points).</li> </ul> Evaluation criteria: <ul style="list-style-type: none"> <li>- Active participation in the discussion (5 points)</li> <li>- Solving knowledge quizzes and elaboration of exercises in the field of literary pronunciation and spelling (5 points)</li> <li>• Elaboration of a seminar work containing an approach and reflection of any problem in the field of orthography and orthoepy (Range: min. 4 pages; Score 40 points).</li> </ul> Evaluation criteria: <ul style="list-style-type: none"> <li>- Adequacy of the method of work processing (5 points).</li> <li>- Logical division of work, continuity of the text (10 points).</li> <li>- Complexity of processing and understanding of the issue (20 points).</li> <li>- Correct work with professional resources, their selection and presentation in accordance with standards (5 points).</li> <li>• Reading the text taking into account the correct written pronunciation (Score: 10). Evaluation criteria:               <ul style="list-style-type: none"> <li>- Reading the text, presentation of literary pronunciation (7 points).</li> <li>- Ability to correct mistakes and self-reflection (3 points).</li> </ul> </li> <li>• Continuous test in the scope of the course syllabus (Score: 40 points).</li> </ul> Evaluation criteria: <ul style="list-style-type: none"> <li>- Demonstration of knowledge in the following areas:                Basic terminology, articulation, the concept of phonemes, phoneme (10 points),                Ortoepia, orthoepic phenomena, principles of correct pronunciation and pronunciation errors (15 points),                Problems of orthography, spelling principles, rules of Slovak orthography (15 points).</li> </ul>	

The final evaluation is calculated by the sum of the points of the continuous evaluation, namely: seminar work, reading of the text taking into account the written pronunciation, student activities and the continuous test.

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

Student time load: 90 hours, of which:

- combined study (S, consultation): 26 hours,
- elaboration of seminar work: 26 hours,
- self-study of professional and original literature: 38 hours.

### **Results of education:**

Knowledge:

- The student will be able to name the basic terminology, nature and objectives of orthography,
- The student will be able to gain general knowledge about the rules of Slovak orthography,
- The student will be able to acquire the terminological equipment of orthoepy, gain knowledge of the principles of normative pronunciation of the Slovak language,
- The student will be able to explain the connections and relationships between spelling and pronunciation,
- The student will be able to get acquainted with articulatory organs and articulation, to know the ways of creating sounds by speech systems, to define phonemes and their relations,
- The student will be able to write orthographically correct any Slovak text of factual or artistic literature,
- The student will be able to correctly read any Slovak text of factual or artistic literature in accordance with the principles of literary pronunciation,
- The student applies the Slovak language at the application-communication level in oral communication and written communication.

Skills:

- The student will be able to use the acquired theoretical knowledge of orthography and orthoepy in writing and reading their own texts as well as in correcting spelling and pronunciation in the educational process,
- The student will be able to independently define the concept of phonemes, describe and divide the inventory of Slovak phonemes,
- The student will be able to characterize the distinctive symptoms of Slovak phonemes and the basics of phonetic transcription,
- The student will be able to orientate in the phonological system of standard Slovak,
- The student will be able to master standard Slovak pronunciation, explain its basic principles,
- The student will be able to correctly use theoretical knowledge of orthoepy for personal development of orthoepic skills and to learn the pronunciation of students,
- The student will be able to characterize the correct pronunciation of vocals and consonants, to detect and correct pronunciation errors,
- The student will be able to determine the evil assimilation, respectively. imitating and identifying places where evil assimilation occurs,
- The student will be able to characterize the rules of pronunciation of prepositions and know the principles of vocalization of prepositions,
- The student will be able to spell words correctly and skillfully and to divide words,
- The student will be able to practically master the rules of writing capital letters in the Slovak language,
- The student will be able to correctly classify, bend, write foreign words and transcribe words from other graphic systems into Slovak.

Competences:

- The student will be able to correctly explain the connections between phonology, spelling and pronunciation, apply phonological inventory of contemporary standard Slovak in written and oral expression, direct and correct students' written and oral expressions.
- The student will be able to implement spelling principles based on theoretical knowledge in practice, t. j. when creating, writing and correcting written speeches.
- The student will be able to competently apply the rules of literary pronunciation in oral expressions, to lead students to correct pronunciation in pedagogical work.
- The student will be able to explain to others able to master orthographic and orthoepic standards, will be able to take a stand on the application of these standards in various media and school practice.

**Brief syllabus:**

1. Input measurement of knowledge. Orthography and orthoepy. Spelling principles. Pronunciation styles.
2. Articulation, description and function of articulatory organs, physiological side of speech production.
3. Definition of the term phonemes, inventory of phonemes in the standard Slovak language and their division into groups.
4. Phoneme-grapheme relation, differences in phoneme-grapheme relations in some languages.
5. Slovak phonetic system. Basic phonological characteristics of literary language.
6. Slovak literary pronunciation. Prerequisites and co-requisites
7. Errors in the pronunciation of vowels. Diphthongs and their characteristics. Rhythmic shortening.
8. Errors in the pronunciation of sounds. Dangerous assimilation - imitation. Specifics of the imitation process in Slovak.
9. Ways of finding out, determining and teaching correct pronunciation in primary school students. Development of orthoepic skills.
10. Writing words separately and skillfully. Hyphenation rules. Punctuation.
11. Capitalization. Principles of capitalization in proper names, at the beginning of sentences, in abbreviations, fixed marks.
12. Writing words of foreign origin. Classification of foreign words, reasons for their download, transcription from other graphic systems, spelling and pronunciation.
13. Repetition and test.

**Literature:**

- BÁNIK, T.: Základy slovenského pravopisu. Nitra: FF UKF, 2015. ISBN 978 80 558 0755 2
- KRÁL, Á.: Pravidlá slovenskej výslovnosti. SPN, Bratislava 1996. ISBN 8008003057
- OČENÁŠ, I.: Fonetika so základmi fonológie a morfológie slovenského jazyka. Banská Bystrica: PF UMB, 2003. 123 s.
- OLŠIAK, M. Základy fonetiky a ortoepie slovenského jazyka. Nitra: FF UKF, 2015. ISBN 978 80 55808802
- PEKAROVIČOVÁ, J. a kol.: Slovenčina pre cudzincov. Praktická fonetická príručka. Bratislava: Stimul, 2005. ISBN 80-89236-04-9
- Pravidlá slovenského pravopisu, vždy najnovšie vydanie

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

Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> PaedDr. Jaroslav Vlnka, PhD.					
<b>Date of last update:</b> 30.06.2022					
<b>Approved by:</b>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ JK/22	<b>Name:</b> Language and communication
<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> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in classes (1 cr) 1 credit can be obtained from two alternatives: A) outline / elaboration of a scientific study on the issue of language communication and its presentation at a seminar (relevant studies will be published). B) communication / linguistically targeted analysis and interpretation of text / communication in the field of media, electronic / online communication and its presentation at the seminar. Final test with independent homework based on professional literature: 1 Cr. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3).	
<b>Results of education:</b> <b>Knowledge</b> The student will gain knowledge about general issues of communication in general and about specific issues of language communication in particular. The student will understand the relationship between language and communication as a potential and realized relationship, ie on the one hand communication as a socially and mentally determined activity is primarily realized through language and on the other hand language is connected with communication as the primary sphere of its realization. In connection with this, the student will learn in particular the issues of the relationship between the functions of natural language in the process of communication, i. thanks to which properties natural language is the basic means of communication, which distinguishes it from other communication systems and how it works in the communication process. In this context, students will be acquainted in particular with the means of communication known from the animal kingdom. The student will gain knowledge about the types of communication situations and communication events with emphasis on the differences and specifics of oral and written communication events. In direct or face-to-face communication, special attention will be paid to non-verbal means of communication. In connection with the classification of communication activities to other types of activities, the student's sphere of knowledge will be extended to the theory of intention and conversational implications, including rules or postulates (so-called maxims) of communication (H. P. Grice), as well as the theory of speech acts (J. Austin). The knowledge and skills gained from the study of interpersonal communication will be extended to the study of the peculiarities of	

mass communication with emphasis on the specifics of Internet communications. A necessary requirement for mastering extensive and comprehensive issues of language communication will be knowledge of basic and (already) established terms of information theory and communication theory, including the ability to work with them in the analysis and interpretation of texts / discourses from various communication spheres.

**Skills:** The whole process of (language) communication will be able to schematically represent and within the communication model explain and interpret individual communication phases (message coding, message transmission and message reception) including their components (sender, receiver; message source; coding, decoding; communication channel; noise ; feedback). Students - future teachers - will be able to didactically adequately transfer the knowledge gained from the study of the relationship between the audio-oral side of the language and its written (graphic) fixation into school practice; in this context, students will be able to properly explain the standards of written communication with emphasis on some spelling problems. Based on the acquired knowledge, the student is able to explain the peculiarities of mass and Internet communication; special emphasis will be placed on the acquisition of the ability to identify, reveal obvious or hidden, misleading information published on social networks (so-called hoaxes or conspiracy theories).

**Competences:** The student is able to apply the knowledge gained from the study of the theory of language communication and the experience gained from the analysis of communications of various communication spheres in individual communication activities, including respecting special communication standards in typical communication situations, as well as in educational activities. The student will continue to monitor the development of this discipline and will try to expand and deepen their knowledge gained during university studies in this discipline. As a future teacher, the student will be able to explain to his students the norms and peculiarities of interpersonal and group communication and teach them to use them effectively in communication practice. He will pay special attention to the proper interpretation of communications on social networks in his educational activities.

**Brief syllabus:**

1. Subject of communication theory. Relationship between communication theory and information theory. Communication phases (message genesis, message transmission, message reception).
2. The relationship between language and communication. The function of language in the process of communication.
3. Communication in the system of human activities. Theory of intention and conversational implications; rules, postulates (so-called maxims) of communication (H. P. Grice).
4. Theory of speech acts (J. Austin).
5. Types of communication situations. Properties of oral and written communication.
6. Communication standards in oral and written communication.
7. Graphic expressions (graphics, orthography). Graphic expressions in terms of their development.
8. Orthography. Spelling principles. Graphology - special writing systems; psychological aspect of writing.
9. Means of nonverbal communication - paralinguistics.
10. Communication of animals and communication of man with animals. Zoolinguistics.
11. Mass communication as a part of the communication process. Mass communication model.
12. Culture and language in the communication system.
13. Peculiarities of internet communication; communication on social networks.

**Literature:**

BARTMIŃSKI, J.: Jazyk v kontextu kultury. Dvanáct statí z lublinské kognitivní etnolingvistiky. Praha : Karolinum, 2016. ISBN 978-80-246-2883-7

<p>DOLNÍK, J.: Jazyk v sociálnej kultúre. Bratislava, VEDA, 2018. ISBN: 978-80-224-1584-2  DOLNÍK, J.: Jazyk v pragmatike. Bratislava : VEDA, 2018. ISBN 978-80-224-1686-3.  MISLOVIČOVÁ, S. a kol.: Slovenčina na každý deň. Bratislava, VEDA, 2020. ISBN: 978-80-224-1861-4.  ŠKVARENINOVÁ, O.: Komunikácia s médiami a v médiách. Trnava : Univerzita sv. Cyrila a Metoda v Trnave, 2019. ISBN 978-80-572-0032-1  VAŇKO, J.: Komunikácia a jazyk. Nitra, Katedra slovenského jazyka Univerzity Konštantína Filozofa, 1999. 202 s. ISBN 80-8050-253-6.</p>						
<b>Language, knowledge of which is necessary to complete a course:</b>						
Slovak						
<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	0.0
<b>Teacher:</b> prof. PhDr. Juraj Vaňko, CSc.						
<b>Date of last update:</b> 30.06.2022						
<b>Approved by:</b>						

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University					
<b>Name of the faculty:</b> Faculty of Education					
<b>Code:</b> KSL/SJdb/ KPJ/22		<b>Name:</b> Chapters from comparative linguistics			
<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> 3					
<b>Recommended semester/trimester of study:</b> 3.					
<b>Level of study:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for passing the subject:</b>					
<b>Results of education:</b>					
<b>Brief syllabus:</b>					
<b>Literature:</b> Odporúčaná literatúra: BLANÁR, V. Porovnávanie lexiky slovanských jazykov z diachrónneho hľadiska. Bratislava : VEDA, 1993. DOLNÍK, J.: Sila jazyka. Bratislava : Kalligram, 2012. ISBN 978-80-8101-657-8. ERHART, A. Úvod do obecné a srovnávací jazykovedy. Praha : Státní Pedagogické Nakladatelství, 1980. NÁBĚLKOVÁ, M.: Slovenčina a čeština v kontakte : Pokračovanie príbehu / Mira Nábělková. - 1. vyd. - Bratislava - Praha : VEDA - SAV, 2008. - 364 s. - ISBN 978-80-224-1060-1 LANSTYÁK, I. Nyelvből nyelvbe . Pozsony : Kalligram, 2006. PILECKY, M. Základy porovnávej fonológie. Pilíška Čaba : PPKE, 2007. SIMA, F. (Red.). Z konfrontácie maďarčiny a slovenčiny. Bratislava: SPN, 1977. TÓTH, S. J. Z funkčno-pragmatických aspektov kontaktovej a areálovej lingvistiky. Ružomberok: PF KU, 2013. TÓTH, S. J. Aspekty slovensko-maďarskej porovnávej morfosyntaxe. Komárno: UJS, 2017.					
<b>Language, knowledge of which is necessary to complete a course:</b> slovenský					
<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> Dr. habil. Sándor János Tóth, PhD.					
<b>Date of last update:</b> 30.06.2022					



**Approved by:**

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ KPSL/22	<b>Name:</b> Contact elements of Slovak literature
<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> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Assessment and completion of the course: mark, based on continuous assessment. The overall evaluation consists of a mid-term and final evaluation in a ratio of 100/0. Outgoing evaluation: <ul style="list-style-type: none"> <li>• Elaboration of a seminar work on the life, social activities, opinions and work of an important person selected from the brief syllabus of the course and presentation of the work in the seminar class. The submitted work will contain a correct way of presenting bibliographic references and a list of used literature with which the student worked. The student will receive a maximum of 50 points for the seminar work.</li> <li>• Summary of a professional study, article or other professional publication. During the semester, it is necessary to read several professional publications, which are then discussed in class. The student chooses one of these publications and prepares a concise statement of the most important parts of the content and ideas of the read publication. The student will receive a maximum of 40 points for the synopsis.</li> <li>• Activity during the semester and participation in discussions are taken into account in the evaluation. The student will receive a maximum of 10 points for the activity during the seminar hours.</li> </ul> The final evaluation is a summary of the points of the continuous evaluation: seminar work, outline and student activities in seminar classes. The evaluation of the subject with the mark is carried out according to the classification scale, which is in accordance with the UJS Study Regulations (Article 19, point 3). Credits will not be awarded to a student who does not reach at least 51%. Student time load: 90 hours, of which: <ul style="list-style-type: none"> <li>• combined study (S, consultation): 26 hours,</li> <li>• elaboration of seminar work: 26 hours,</li> <li>• elaboration of a synopsis from professional literature: 26 hours,</li> <li>self-study: 12 hours.</li> </ul>	
<b>Results of education:</b> Knowledge The student will gain knowledge about the Slovak spiritual life from the turn of the first and second millennium until 1918 in the context of the Hungarian state, in which Slovak was a Latin	

language in addition to Latin, German and Hungarian, and this fact has left its mark in Slovak literary works to this day.

- The student will learn various aspects of the interpretation of important terminological issues, the basic issues of concepts and names.
- The student will gain knowledge about the contradiction and complexity of Slovak-Hungarian relations.
- During the course, the student will gain an overview of the specific characteristics of mutual Slovak-Hungarian relations, as well as important authors who dealt with this issue. He will be able to place them in a broader period and cultural context, respectively. will be able to select and recommend a suitable personality for the presentation of the issue and will be able to justify his choice.
- The student will gain knowledge about the issue of language issues in Slovak-Hungarian relations, the nature of national disputes, controversies and national ideologies.
- The student will gain knowledge about the problems of Slovak identity, Slavism and Hungarian patriotism and their processing in the work of authors of the 18th and 19th centuries.
- The student will be able to identify Hungarian motifs in the literary works of representatives of Slovak Romanticism, as well as in the works of Slovak realists.

The student will acquire knowledge about working with professional literature, will be able to independently collect information about the life and literary work of selected personalities in various publications and on the Internet, respectively. will be able to orientate in methods of distinguishing important and less important information for practice, will be able to analyze the obtained information, evaluate it overall and present it publicly.

#### Skills

- The student will be able to motivate their students to learn the subject, as well as to awaken their overall interest in the issue.
- The student will be able to independently acquire additional knowledge about contact elements in Slovak literature.
- The student will be able to understand the function and importance of Slovak-Hungarian literary relations in a broader historical context.
- The student is able to point out the important specifics of Slovak-Hungarian relations and will be able to characterize the literary work of representatives who dealt with the issue and applied the Hungarian elements.
- The student will be able to effectively apply their knowledge of contact elements in Slovak literature in the educational process in teaching literature of specific periods of development from the 18th century to 1918, especially in the period of Slovak Romanticism and realism.
- The student will be able to apply the acquired knowledge in a theoretical and practical level against the background of a specific type of task and activity.
- The student will be able to identify common professional problems within the given issue, to examine and formulate the theoretical and practical starting points needed to solve them at the appropriate professional level.

#### Competences

- The student will be competent to apply the system of knowledge and skills in the field of contact elements in Slovak literature for the needs of teaching the subject of Slovak literature at primary and secondary schools.
- The student will be able to correctly apply the acquired knowledge in specific outputs (lessons, lectures, presentations, etc.).
- The student will implement a targeted development of knowledge related to the issue, will be able to independently plan selected creative activities that expand knowledge about Slovak literature as such.

- The student will be competent to manage the style of work of others in the school environment, focused on getting to know selected authors and works of Slovak literature, in which the contact elements are processed.

### **Brief syllabus:**

1. Historical specifics and peculiarities of Slovak-Hungarian relations.
2. Connecting and dividing terminological issues. Issues of terms Hungary, Upper Land, names of individual nationalities, etc.
3. First written mentions in national languages, Bible translations, origin of literary languages. The emergence of modern national literatures in Hungary. Slovak historical songs, history of Hungary in Slovak poetry.
4. Conflict of language issues in Slovak-Hungarian relations since the 18th century.
5. The role of literature in the process of building a modern national community and civil society
6. Baroque and classicism. The first ethnic disputes, apologies, polemics. The emergence of new national ideologies. Kurucké piesne Kollár's collection of folk songs, a Slovak painting from the time of Rákóczi. Daniel Krman as a source of the Kuruc era - Consecration of Rákóczi's pledge. Matej Bel, Bernolákovci.
7. Calendars as evidence of Slovak-Hungarian symbiosis. University printing house in Trnava as a spiritual center.
8. Slovak identity, Slavdom and Hungarian patriotism. J. Kollár, J. Chalupka, L. Štúr, J. Palárik.
9. Identity problems and Hungarian elements in the works of representatives of Slovak romanticism: J. Kalinčiak, A. Sládkovič, S. Tomášik.
10. Hungary and national issues in the works of Slovak realists from S. Hurban Vajanský to M. Rázus. Nationalists, renegades, patriots.
11. Hungary and its end in the work of L. Nádaš Jégé and B. Slančíková Timrava.
12. Budapest in Slovak literature.
13. "Hungarian experiences" in the interwar literature and metamorphosis of the image of Hungary later.

### **Literature:**

- ÁBRAHÁM B. (Red.): Maďarsko-slovenské terminologické otázky = Magyar-szlovák terminológiai kérdések : Pons Strigoniensis. Pilišska Čaba-Ostrihom : Katolícka univerzita Petra Pázmánya, 2008. - 370 s. - ISBN 978-963-9206-59-5.
- ÁBRAHÁM B., PILECKY M. (red.): A Duna vallomása: tanulmányok Käfer István hetvenedik születésnapjára. Piliscsaba, PPKE BTK 2006
- HALÁSZ I.: Cirkev, národ, štát = Daniel Bachát a jeho budapeštianske roky 1873-1906.- Esztergom - Piliscsaba : Pázmány Péter Katolikus Egyetem BTK, 2003. - 120 s. - ISBN 963 9296 80 5.
- HALÁSZ I.: Uhorsko a podoby slovenskej identity v dlhom 19. storočí. Bratislava : Kalligram, 2011. - 234 s. - ISBN 978-80-8101-435-2.
- HALÁSZ, I.: Južné Slovensko v literatúre (Stereotypy a interetnické súvislosti) = Dél-Szlovákia az irodalomban (Sztereotípiák és interetnikus összefüggések) Komárno : Univerzita J. Selyeho, 2018. - 282 s. - ISBN 978-80-8122-279-5.
- Hungaro-Szlovakológia. Budapest : Szent István Társulat az Apostoli Szentszék Könyvkiadója, 2007. - 208 s. - ISBN 978 963 277 000 0.
- KOVÁCS A.: Szlovák életpályák a dualizmus kori Budapesten = Slovenské životné dráhy v Budapešti v období dualizmu : Ján Nepomuk Bobula – Milan Hodža. Budapest : MTA Etnikai-nemzeti Kisebbségkutató Intézet, 2003. - 106 s. - ISBN 963 508 403 X.

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

Slovak

<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> PaedDr. Jaroslav Vlnka, PhD.					
<b>Date of last update:</b> 30.06.2022					
<b>Approved by:</b>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ KSL/22	<b>Name:</b> Chapters of world literature
<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> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Assessment and completion of the course: continuous assessment The overall evaluation consists of a mid-term and final evaluation in a ratio of 100/0. Ongoing evaluation: <ul style="list-style-type: none"> <li>• Elaboration of two interpretive essays: The student prepares and submits two shorter approximately two- to three-page works on the read works and authors of world literature, which they choose from the syllabus. The essays will include basic biographical data about the author and his inclusion in the context of relevant national literature, the essence of the essays and their focus will be the interpretation of one specific artistic literary work of the author of his choice. The essays will contain the sources from which the student drew biographical, bibliographic data and literary historical context. For both interpretive essays, the student will receive a maximum of 50 points.</li> <li>• Successful completion of a continuous test, which will include basic bibliographic, literary and genre issues will be composed in the scope of the subject curriculum. The student will receive a maximum of 40 points for the continuous test.</li> <li>• Activity during seminar classes: the student applies his / her literary historical knowledge and reading observations in a discussion about the work of the given authors of world literature. The student will receive a maximum of 10 points for the activity.</li> </ul> The final grade will be designed based on the sum of the evaluation of interpretive essays, the midterm test and the student's activity. The summary evaluation of the subject (A - FX) is carried out in accordance with the classification scale of the UJS Study Regulations (Article 19, point 3). Student time load: 90 hours, of which: <ul style="list-style-type: none"> <li>• combined study (S, consultation): 26 hours,</li> <li>• elaboration of interpretive essays: 26 hours,</li> <li>• self-study of professional and original literature: 38 hours.</li> </ul>	
<b>Results of education:</b> Knowledge <ul style="list-style-type: none"> <li>• The student will gain knowledge about the development of world literature, as well as selected individual developmental stages of world literature, will gain knowledge about major works of world art.</li> </ul>	

- The student will gain knowledge about the basic development trends in world literature, as well as a possible case and about possible parallels with Slovak literature.
- The student will acquire knowledge about similar trends and features, but also about differences of developments in world literature and Slovak literature.
- The student will gain knowledge about most important and the most characteristic works of world literature that resonate in the educational process.
- The student will gain knowledge about working with professional sources and the original world literature, will be able to independently collect information about the life and literary work of this person in various publications and on the Internet, respectively. will be able to orientate in methods of distinguishing important and less important information for practice, will be able to analyze the information obtained, overall evaluation and publicly present.

#### Skills

- The student will be able to motivate their students to acquire fundamental development trends in various world literature, to learn about the work of important authors and their central literary works, as well as to awaken overall interest of students in the process of education for culture, aesthetics and literary taste in generality.
- The student will be able to independently acquire additional knowledge of world literature, about specific authors and their literary work. •
- The student will be able to understand the social function and importance of world literature in general as well as specifically regarding a given specific development period for understanding the overall social and cultural development, present, and will be able to identify the content of the specific creative tasks set in the implementation of the presented knowledge.
- • The student will be able to identify new trends in the established field of original world literature, as well as in the field of literary research in world literature.
- The student will be able to correctly apply the acquired knowledge in specific outputs (lessons, lectures, presentations, etc.).
- The student will be able to identify the basic professional problems of world literature, research and formulate the theoretical and practical starting points needed to solve them at the appropriate professional level.

#### Competences

- The student will be able to apply the system of knowledge about world literature, prominent representatives of individual national literatures and important literary works, as well as professional reflection on world literature for the teaching of literature in primary and secondary schools.
- The student will use them effectively the acquired knowledge of world literature in their own creative practice at school.
- • The student will realize the targeted development of knowledge related to the synchronous and diachronic development of world literature, will be able to independently plan selected creative activities that expand knowledge about literature as such.
- • The student will manage the style of work of others in the school environment, focused on getting to know selected personalities and works of world literature.

#### **Brief syllabus:**

1. Definition of the term world and national literature. History of research and teaching of world literature. Teaching world literature and its challenges.
2. Basic developmental stages of world literature and their brief characteristics. The importance of individual periods in the process of teaching literature with special emphasis on the literature of the 18th to 20th centuries.
3. The place of romanticism and realism in the process of shaping modern western civilization.
4. Important works of the older period: Shakespeare, Cervantes, Molière

5. Important works of the 18th century: Defoe, Swift, Goethe.
6. Themes and approaches of English and French romanticism. Poetry and historical novels. Byron, Scott, Hugo, Stendhal, etc.
7. Themes and approaches of German and Russian Romanticism. Schiller, Heine, Pushkin., Lermontov and others.
8. Romanticism in the Central European environment: Petőfi, Mickiewicz, Mácha.
9. Social conditions of realism and its characteristics. Balzac and Dickens.
10. Development of Russian realism. Turgenev, Dostoevsky, Tolstoy.
11. American literature. Cooper, Poe, Beecher Stowe.
12. Important works of adventure literature. Dumas, May.
13. Important works of literature of the 20th century. Hemingway, Zweig, Bulgakov.

**Literature:**

- ANDRIČÍK, M.: Vybrané kapitoly zo svetovej literatúry. Košice : Univerzita Pavla Jozefa Šafárika, 2015.
- BAŠTÍN, Š. – OLEXA, J. – STUDENÁ, Z.: Dejiny anglickej a americkej literatúry. Bratislava : Obzor, 1993.
- PIŠÚT, M. a kol.: Dejiny svetovej literatúry I., II. Bratislava : SPN 1963.
- JURÍK, J.: Encyklopédia spisovateľov sveta. Bratislava : Obzor 1987.
- KNĚZEK, L.: Encyklopédia literárnych diel. Bratislava : Obzor, 1989
- SZERB, A.: A világirodalom története. Budapest: Magvető Kiadó Kft., 2021.
- VANTUCH, A. – POVCHANIČ, Š. – BEDNÁROVÁ, K. – ŠIMKOVÁ, S.: Dejiny francúzskej literatúry. Bratislava : Causa editio, 1995.

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

Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** PaedDr. Jaroslav Vlínka, PhD.

**Date of last update:** 30.06.2022

**Approved by:**



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ LDM/22	<b>Name:</b> Slovak literature for children and youth
<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 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The course is a basic discipline for the needs of teacher training for their theoretical and practical future. Ultimately, it is a theoretical discipline. Practical outputs are realized in the same semester within the conditioning discipline Exercises in literature for children and youth. The final evaluation can take two forms: - traditional, conservative, classical character in the form of a written exam from the theoretical curriculum of Slovak literature for children and youth. The evaluation criteria are also adapted to this, where the lower limit of acceptability is 50%. - elaboration of a complex seminar work on the life and literary work of a Slovak author for children and youth, taking into account his establishment in the domestic and international development context of literature for children and youth (comparative point of view - 5 points). The aspect of evaluation is thus focused on a comprehensive view (10 points), on the usability of the text in pedagogical practice (5 points), on a suitable methodology (5 points) on the effort for a clear complexity of the researched issues (10 points). The student's subjective approach to the given topic is also evaluated separately. The lower limit of acceptability is 50%. The classification scale used in the evaluation of the course (A - FX) is in accordance with the UJS Study Regulations (Article 19, point 3). Student time load: Student time load: 60 hours, of which: combined study (P, S): 30 hours, preparation and elaboration of seminar work. 15 hours, self-study: 15 hours	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student will be able to select and recommend for himself and for others a suitable personality of Slovak literature for children and youth and to justify it from the aspect of usability in practice,</li> <li>• The student will be able to independently collect information about the life and literary work of the selected personality,</li> <li>• The student will be able to correctly compile, independently search and evaluate various information related to the personality of Slovak literature for children and youth,</li> <li>• The student will be able to orientate in professional literature related to the topic,</li> </ul>	

- The student will be able to correctly apply the acquired knowledge in specific outputs, especially in literary critical reflection,
- The student will be able to apply the acquired knowledge on a theoretical and practical basis,
- The student will be able to recognize the level of their own competencies, courts and judgments in the selection of the amount of information obtained in the background of the reading experience of works of Slovak literature for children and youth,
- The student will be able to identify common professional problems,
- The student will be able to apply the diachronic and synchronous point of view in the complex development of Slovak literature for children and youth. The graduate of the course has general knowledge at the level of synthesis. Properly masters the language studied (and its literary component) at a high practical level. Has relational and argumentation knowledge about the development of Slovak literature for children and youth and its laws, respectively. diachronic and synchronous development. It specifies and concludes knowledge from the theory and history of literature, respectively. in practical use from the interpretation of a literary text. Masters the main data, concepts, principles and theoretical and methodological principles based on the course. He knows the basic development currents and tendencies of Slovak literature for children and youth. The graduate is acquainted with the most important cultural and social realities and history of the field of Slovak literature.

#### Skills:

- He can practically use this knowledge in mediating common communication about this segment of literature. The graduate has mastered the basic differentiation procedures, skills and strategies in the study of Slovak literature for children and youth. Masters the work with bibliographic data, knows the ways of using data in theory and practice. He knows the basic procedures, analyzes and interpretations of prose, dramatic and poetic text for children and youth.
- The student is able to point out the possibilities of literature for children and youth in education for culture, aesthetics and literary taste in this specific type of literature,
- The student will be able to understand the social function and importance of Slovak literature for children and youth,
- The student will be able to get acquainted with progressive trends in the established field of literature with emphasis on the most current literary research,
- The student will be able to get acquainted with modern methodological approaches and aspects of job descriptions,
- The student will be able to point out the specific genre specifics of a selected area of Slovak literature for children and youth.

#### Competences:

- The student will be able to apply the system of skills needed for multidimensional contact (for example) with a given personality of Slovak literature for children and youth, which he can then use in his own creative practice at school.
- The student will be able to point out and identify the basic artistic (genre, personality) pillars of Slovak literature for children and youth.
- The student will be able to implement a targeted development of knowledge related to the synchronous and diachronic development of Slovak literature for children and youth,
- The student will be able to independently plan selected creative activities that expand knowledge of Slovak literature as such,
- The student will be able to manage the style of work of others in the school environment, focused on getting to know selected personalities and works of Slovak literature for children and youth. He is able to apply selected literary knowledge in cultural-artistic and pragmatic-communication activities. It is characterized by creative thinking and an individual approach to individual prototypes of Slovak literature for children and youth. He will not miss a critical

analysis in formulating his own views and attitudes to the text. He is able to maintain contact with the current development of Slovak literature for children and youth and thus effectively continue his own professional development. He applies the acquired studied knowledge, skills and competencies at the application and communication level in oral and written form.					
<b>Brief syllabus:</b>					
1. Problems of genres in literature for children and youth.					
2. Folk tale.					
3. Artificial (author's) fairy tale.					
4. Folk and artificial (author's) ballad.					
5. Folk and artificial (author's) reputation.					
6. Short story and novel.					
7. Adventure, historical and science fiction novel.					
8. A novel with a girl heroine					
9. A novel with a boy hero.					
10. Non-fiction.					
11. Important personalities and works of Slovak literature for children and youth until 1960.					
12. Important personalities and works of Slovak literature for children and youth since 1960.					
13. Literary-critical reflections on Slovak literature for children and youth.					
<b>Literature:</b>					
KOPÁL, J.: Z teórie literatúry pre mládež Nitra : Pedagogická fakulta ,Vedecko výskumné pracovisko literárnej komunikácie a experimentálnej metodiky, 1985.					
RAKÚS, S.: Text a dielo. Levoča : Modrý Peter, 2019.					
SEDLÁK, I. a kol.: Dejiny slovenskej literatúry I. Bratislava – Martin : Literárne informačné centrum - Matica slovenská, 2009.					
SLIACKY, O.: Dejiny slovenskej literatúry pre deti a mládež = Do roku 1945. Bratislava : Mladé Letá, 1990.					
SLIACKY, O.: Dejiny slovenskej literatúry pre deti a mládež = Do roku 1960. Bratislava : Mladé Letá, 2007.					
SLIACKY, O.: Zlatá muzika : Antológia slovenskej poézie pre deti. Bratislava : Mladé letá, 1980.					
<b>Language, knowledge of which is necessary to complete a course:</b>					
Slovak					
<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> doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD.					
<b>Date of last update:</b> 30.06.2022					
<b>Approved by:</b>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ LEX/22	<b>Name:</b> Lexicology of Slovak language
<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 / 1 <b>For the study period:</b> 26 / 13 <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> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in classes and study of professional literature (2 kr) 2 credits can be obtained from the alternatives: A) seminar work B) continuous tests C) project work with dictionaries or corpus material Final test or colloquium exam: with homework: 1 Cr The evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Regulations (Article 19, point 3).	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student will master the basic concepts and terms of lexicology as a linguistic discipline reflecting the basic issues of the lexicon of the contemporary Slovak language. Using this system of expression, he will know more deeply the various aspects of the word than the central language unit, i. its semantic and morphematic structure, vocabulary differentiation, word-formation methods and procedures, word-formation motivation, enrichment of the lexical stock with special regard to the dynamics of the lexicon.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>• The student is able to orientate correctly in the lexical system of language as an organized set of naming units, even in relation to other sub-systems - sound, morphological, syntactic and stylistic.</li> <li>• The student will be able to properly define and interpret dynamic tendencies in the lexical stock of the Slovak language in the context of external, non-linguistic factors.</li> <li>• The student will be able to correctly and efficiently use the most important works of contemporary Slovak lexicography, especially dictionaries and lexical corpora.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>* The student will be able to apply a set of acquired theoretical knowledge from the lexicology of Slovak in language practice and in teaching the Slovak language. • Based on the acquired knowledge from the study of lexicology, he will be able to independently create teaching</li> </ul>	

materials for learning and developing the vocabulary of Slovak with special regard to the relationship between the elements of the lexical level of the language of non-linguistic reality.

**Brief syllabus:**

1. Subject, disciplines and essence of lexicology from the point of view of pedagogical practice. Lexicology and other levels of language. Word and lexeme. Breakdown and characteristics of lexical stock.
2. Lexicography. Typology of dictionaries. Slovak national corpus, dictionaries on the Internet. Slovenian-Hungarian lexicographic context. Password construction, typology of interpretation, work with dictionaries.
3. Lexical semantics. Methods of analysis of lexical significance. Onomasiological and semasiological approach. Words connected by form (polysemia, homonymy). Ways of changing meaning.
4. Lexical paradigms: words associated with meaning (semantic field, synonymy, antonymy, hyponymy-hyperonymy, paronymy). System relations in lexicon.
5. Lexical motivation and word-formation meaning. Types of lexical and word-formation motivation.
6. Lexeme formation: word-formation methods and derivation procedures.
7. Word-forming word structure, same-root and multi-root word-forming formations. Onomasiological structure of composites.
8. Downloading from foreign languages. Slovak in contact with other languages. Causes of lexeme retrieval. Adaptation of downloaded words. Types of download products. Interlingual motivation.
9. Suprasemantics of lexical units. Styling lexeme. Terminiologization, internationalization.
10. Vocabulary dynamics. Lexics and time: historicisms, archaisms, neologisms, occasionalisms. Loss, acquisition and reassessment of the temporality symptom. Word formation and lexicon dynamics - the most productive word-formative formants
11. Lexical semantic syntagmatics. Collocation. Multiword names. Univerbization and multiverbization.
12. Phraseology. Properties, origin and division of idioms. Meaning, form, origin and variability of idioms.
13. Phraseology in an interlanguage context.

**Literature:**

- DOLNÍK, J.: Lexikológia. Bratislava: UK, 2003. ISBN 80-223-1733-0
- FURDÍK, J., Ed. OLOŠTIAK, M.: Slovenská slovo tvorba. Prešov: Náuka, 2004 ISBN 80-89038-28-X
- GLOVŇA, J.: Frazeológia. Nitra : Univerzita Konštantína Filozofa, 2015. ISBN 978-80-558-0777-5.
- HORECKÝ, J. – BUZZÁSYOVÁ, K. – BOSÁK, J.: Dynamika slovnej zásoby súčasnej slovenčiny. Bratislava: Veda, 1989. ISBN 80-224-0047-5
- MLACEK, J.: Slovenská frazeológia. Bratislava : Slovenské pedagogické nakladateľstvo, 1984. 160 s.
- OLOŠTIAK, M.: Lexikálna paradigmatica, sémantika a kombinatorika. Prešov: Prešovská univerzita v Prešove, 2017. Dostupné online: <http://www.pulib.sk/web/kniznica/elpub/dokument/Olostiak10>
- OLOŠTIAK, M.: Slovo tvorba, slovnodruhové prechody, preberanie a skracovanie lexém. Prešov: Prešovská univerzita v Prešove, 2017. Dostupné online: <http://www.pulib.sk/web/kniznica/elpub/dokument/Olostiak11>

OLOŠTIAK, M. – IVANOVÁ, M.: Kapitoly z lexikológie. Lexikálna syntagmatika a viacslonné pomenovania. Prešov : Filozofická fakulta Prešovskej univerzity, 2013. ISBN 978-80-555-0938-9.

ORGOŇOVÁ, O. – BOHUNICKÁ, A.: Lexikológia slovenčiny. Učebné texty a cvičenia. Bratislava : Stimul, 2011. ISBN 978-80-8127-030-7  
<http://slovniky.juls.savba.sk/>

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

Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 30.06.2022

**Approved by:**

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ LZS/22	<b>Name:</b> Literature of Slovaks abroad
<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> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final evaluation has the multidimensional character of the combination of theory and practice. The individual components are agreed with the students individually (also) on the basis of their personal interest and choice: a) Based on their own reading experience, students prepare a semester paper, which they defend before the whole group. The seminar work is a basic output, which contains biographical, bibliographic and other facts as well as "peculiarities" from the life of the author of Slovak compatriot literature. Part of this elaboration is also an interpretive analysis of the author's selected text based on the objective-subjective reading experience of the student with a special emphasis on the diverse identification of the very existence of foreign "being and living" of Slovaks. b) Oral exam, which does not take into account the aspect of complexity, but the fact that the student is able to provide a reasonable, adequate picture of the creative efforts of Slovaks abroad in terms of literary development. <b>Evaluation criteria:</b> a) - Use of creative and innovative forms of work in the preparation of semester work (2 points) - Description and precise diagnostics of one's own approach to work on the basis of justified individual work methodology (3 points) - Originality, creativity, imaginativeness, colorful, thought efforts of interest in the elaboration of a semester work with special regard to the issue of Slovak citizenship (5 points) - Knowledge of professional materials in the elaboration of a semester work, use of appropriate professional literature, even on one's own initiative (5 points) - Sophistication of content and form within the selected topic of the semester work (Extent: 10 pages, 10 points) - Application of innovative practices in interpretive activities, new approaches to text (3 points) - Concretization of selected tasks and activities and its pointing to everyday school practice (2 points) - Application of theoretical knowledge to selected works of Slovak expatriate literature (5 points) b)	

- Image of the development of Slovak expatriate literature of a given country and its integration into the worldwide corpus and into the innovated school educational program (8 points)
- Introducing the most important literary milestones of the Slovak minority on the basis of theory (12 points)

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

Credits will not be awarded to a student who does not reach at least 51%.

Student time load:

60 hours, of which:

Active participation in hours 26 hours,

elaboration of seminar work: 22 hours,

self-study: 12 hours

### **Results of education:**

Knowledge:

The graduate of the course has general knowledge at the level of analysis and synthesis. He masters the basic issues of typology, existence and literary development of foreign Slovaks. He has knowledge-related knowledge of compatriot literature, its laws, the manner and conditions of its past and present "functioning". It specifies and concludes knowledge from the history of Slovak literature, theory of literature and interpretation of literary texts. He knows the specifics of individual minority minorities, their creative efforts. He is able to place a given minority in several contexts. He is thus acquainted with the most important cultural and social realities and history of any cultural area. The graduate has a basic scientific knowledge in the profile educational areas of the development of this literature - but also in the specializations of his work.

- The student will be able to select and recommend for himself and for others a suitable personality of compatriot Slovak literature and to justify it for the needs of their own reading research,
- The student will be able to understand the methods of distinguishing important and less important information in the amount of information,
- The student will be able to correctly compile, independently search for and evaluate various information concerning the given personality of Slovak expatriate literature,

Skills:

The student is also able to prepare a written report, ie. seminar work about the author or work. At the same time, he has appropriately mastered procedures, skills and strategies for working with texts by a foreign Slovak author, which he can practically use when working with texts. He also knows the authors' latest literary efforts. He is able to point out the diachronicity and synchrony of the given literary development. Knows the basic procedures, analyzes and interpretations of poetic, prosaic, and dramatic text. He is able to apply literary knowledge in his complex outputs. Gradually, it also develops its own language culture, resp. creative thinking. He also develops the skill of analysis and synthesis, criticality, is able to formulate his own opinions and attitudes, critically revise them and constructively defend them.

- The student is able to point out the possibilities of compatriot literature in education for culture, aesthetics and literary taste in this specific type of literature,
- The student will be able to acquire professional knowledge in creative research methods of Slovak literature outside the borders of Slovakia,
- The student will be able to independently collect information about the life and literary work of this personality in various publications and on the Internet, respectively. to create an interesting portfolio from this report as a part of one's own semester work,
- The student will be able to understand the social function and importance of Slovak literature en bloc, identify the content of creative efforts of individual Slovak national minorities,



- The student will be able to get acquainted with the most current progressive trends in the established field of literature,
- The student will be able to correctly apply the acquired knowledge in specific outputs, compare the reality at different levels and levels,
- The student will be able to apply the acquired knowledge on a theoretical and practical basis in the background of a specific type of task and creative activity,
- The student will be able to recognize the level of their own competencies, courts and judgments in selecting the amount of information obtained,
- The student will be able to identify common professional problems, research and formulate the theoretical and practical starting points needed to solve them and solve them (using practical procedures in practice),
- The student will be able to comment on the individual partial components of the development of compatriot Slovak literature and place these parts in the appropriate context of the development of culture and culture.
- The student will be able to select and unify their own ideas in the interpretation process of a specific literary text of a Slovak author from abroad.

Competences:

- The student will be able to apply the system of skills needed for multidimensional contact (for example) with the personality of Slovak expatriate literature, which can then be used in their own creative practice at school, as these authors are part of the readers themselves.
- The student will be able to take a stand on the validity and specificity of these compatriot authors.
- The student will be able to lead his students in their specific pedagogical practice to the justification and harmonization of individual outputs of Slovak culture as such.
- The student will be able to implement a targeted development of knowledge related to the synchronous and diachronic development of Slovak literature from abroad,
- The student will be able to independently and responsibly approach the compatriot literary heritage as a whole and place emphasis on this in their students in school practice,
- The student will be able to independently plan selected creative activities that expand knowledge about Slovak literature as such, whose "interesting, everyday" part is the literature of foreign Slovaks.
- Applies the studied or working languages at the application-communication level in oral communication and written communication. In the future, it will be able to provide effective educational activities for future school practice. He has diagnostic skills in working with literary texts. He is able to compile a problem history and gain orientation in the situation of individuals from target groups based on the specificity of compatriot literature. He is thus generally prepared for the independent performance of his future profession, the specificity of which is also work with literary texts of Slovaks living abroad.
- The student will be able to get acquainted with modern methodological approaches and aspects of job descriptions that are necessary for the development of the required outputs

**Brief syllabus:**

1. The phenomenon of so-called compatriot culture / literature. The beginnings of lowland Slovak literature and culture.
2. Lowland Slovak literature in the Slovak and mountain context.
3. Slovak literature in Hungary (folk authors, ethnologists, fictionists) - development, present, representatives, works.
4. Development of Slovak culture / literature in Romania.
5. Slovak poetry, prose, essays in Romania (representatives, works).
6. Slovak literature in Serbia (Vojvodina) - 19th and the first half of the 20th century.

7. Contemporary Vojvodina Slovak poetry and prose (representatives, works).
8. Expatriate culture / literature outside the Lower Land - in Europe.
9. Expatriate culture / literature outside the Lower Land - overseas.
10. Interpretation of selected texts by Slovak authors from abroad.
11. Color of compatriotism in selected texts of authors.
12. Contextuality and its realization in the development of Slovak expatriate literature.
13. Cooperation of compatriots and care of the Slovak Republic for Slovaks living abroad.

**Literature:**

- ANDRUŠKA, P.: Krajanská literatúra a kultúra. Nitra : Katedra kulturológie Filozofickej fakulty Univerzity Konštantína Filozofa v Nitre, 2003.
- ANDRUŠKA, P.: Literárna tvorba Slovákov z Dolnej zeme. Šaľa : A-klub, 2013.
- ANDRUŠKA, P.: Súčasní slovenskí spisovatelia z Rumunska. Nitra : Univerzita Konštantína Filozofa, 2009.
- ANDRUŠKA, P.: Súčasní slovenskí spisovatelia z Maďarska. Nitra : Univerzita Konštantína Filozofa, 2008.
- ANDRUŠKA, P.: Súčasní slovenskí spisovatelia z Vojvodiny. Nitra : Univerzita Konštantína Filozofa, 2010.
- ANOCA, D. M.: Slovenská literatúra v Rumunsku. Nadlak : Vydavateľstvo Ivan Krasko, 2010.
- HARPÁN, M.: Texty a kontexty. Slovenská literatúra a literatúra dolnozemsých Slovákov. Bratislava : Literárne informačné centrum, 2004.
- KMEŤ, M.: Krátke dejiny dolnozemsých Slovákov 1. Nadlak : Vydavateľstvo Ivan Krasko, 2012.
- ŠENKÁR, P.: Novodobá prozaická tvorba Slovákov v Rumunsku. Nadlak : Vydavateľstvo Ivan Krasko, 2019.
- ŠENKÁR, P.: Slovenská dolnozemsá literatúra (v teórii a praxi). Komárno : Univerzita J. Selyeho, 2015. ISBN 978-80-8122-133-0
- ŠTEFANKO, O.: Pohľadaj korene svoje. Nadlak : Vydavateľstvo Kultúrnej a vedeckej spoločnosti Ivana Krasku, 1998.

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

Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** doc. PaedDr. Patrik Šenkár, PhD.

**Date of last update:** 30.06.2022

**Approved by:**

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ MEDZ/22	<b>Name:</b> Slovak literature of the interwar period
<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 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Assessment and completion of the course: grade, exam. The course is completed by an oral exam, which will take place during the exam period. During the semester, students will prepare the above work and meet the following conditions: • Elaboration and submission of a seminar paper on the literary work of a selected author of the interwar period (Extent: min. 4 pages; Score: 20 points). Evaluation criteria: - Balance of the structure of the work: biography, and the development of the work of the selected author and his own interpretation (5 points). - Professional quality of interpretation and specific work of the selected author, adequate placement in the context (10 points). - Compliance with basic standards of formal word processing (5 points). • Final written test in the scope of the course syllabus (Score: 40 points). Evaluation criteria: - Presentation of excellent knowledge from the following areas: Literature of the interwar period, social and aesthetic characteristics (10 points), Poetry in the period 1918 - 1935 and poetry in the years 1936 - 1948, authors, literary trends (15 points), Prose in the period 1918 - 1935, and prose in the years 1936 - 1948, authors, literary trends (15 points) and the Slovak drama of the interwar period (10 points). • Oral examination of literary works of the interwar period according to the fiction minimum (Score: 40 points). The final evaluation is calculated as the sum of the evaluation points of the seminar work, written test and oral exam. The evaluation of the subject (A - FX) is in accordance with the classification scale determined by the UJS Study Regulations (Article 19, point 3). Student time load: Student time load: 90 hours, of which: combined study (P, S, consultation): 39 hours, preparation and elaboration of seminar work. 26 hours, self-study: 25 hours	
<b>Results of education:</b> Knowledge	

- The student acquires knowledge about the socio-cultural situation in the interwar period, knowledge about the emergence of new cultural institutions, acquires knowledge about contemporary literary periodicals, acquires knowledge about the periodization of interwar literature.
- The student will gain knowledge of poetic, prose and dramatic work about important representatives of the interwar period. He will be able to place these works in a broader period and cultural context, select and recommend a suitable personality for the presentation of the work of interwar literature, and he will be able to justify this choice.
- The student will acquire knowledge about the poetry of the emerging generation of poets in the interwar period, which tended to neosymbolism and gradually and enriched the elements of futurism and constructivism, will gain knowledge about development trends, poetic trends and groups that established in the interwar period. (ruralism, surrealism, Catholic modernism, the concept of so - called pure poetry).
- The student will gain knowledge about the developmental direction of interwar prose, the manifestations of naturism and expressionist tendencies in the work of prominent representatives of the period, the elements of socialist realism and the growth of lyrical tendencies in prose and gain an overview of prose work of authors called poets of the subject.
- The student will acquire knowledge about the dramatic creation of the interwar period, about various variations of drama: realistic drama, popular games from the folk environment, expressionist drama, drama of ideas and model situations, lyrical drama, etc.
- The student will gain knowledge about how to collect information about the life and work of the interwar period in various publications and on the Internet, respectively. will be able to orientate in methods of distinguishing information that is essential for practice, will be able to analyze, evaluate and publicly present the information obtained.

#### Skills

- The student will be able to motivate their students to acquire knowledge of Slovak interwar literature and at the same time will be able to awaken their overall interest in the process of education for culture, aesthetics and literary taste in the field of development.
- The student will be able to independently acquire additional knowledge in the field of interwar poetry, prose and drama.
- The student will be able to comprehensively understand the specific social significance and function of Slovak literature of the period for understanding Slovak social and cultural development and will be able to identify the content of specific tasks in the implementation of acquired knowledge.
- The student will be able to correctly use the acquired knowledge about interwar poetry, prose and drama in specific outputs in lessons, presentations, etc ..
- The student will be able to apply the acquired knowledge of interwar literature in the theoretical and practical level against the background of a specific type of task and activity.
- The student will be able to identify basic professional problems related to interwar literature, formulate the theoretical and practical starting points that are necessary to solve them in the conditions of everyday school practice.
- The student will be able to get acquainted with new trends in the field of interwar literature research and modern methodological approaches, which are necessary for the effective implementation of educational activities.

#### Competences

- The student will be competent able to adequately use the system of knowledge and skills necessary for teaching the subject of Slovak literature and its specific development period between the two wars in primary and secondary schools within their own job.

- The student will be competent to plan the various stages of implementation of the task (lessons, lectures), in the context of complexity for both individuals and (study) groups.
- The student will be able to realize the intentional development of knowledge related to the above synchronous and diachronic development of Slovak literature, will be able to independently select creative activities that deepen knowledge of Slovak interwar literature.
- The student will be competent able to manage the style of work of others in the school environment, focused on learning about poetic, prose and dramatic works of selected personalities of Slovak literature of the interwar period.

#### **Brief syllabus:**

1. Social and political situation, institutional emancipation of Slovak culture and literature, foreign models, relation to previous traditions. Typological characteristics, literary trends and periodization of interwar literature.
2. Expressionist tendencies in Slovak prose. Gejza Vámoš, J. Hrušovský.
3. The First World War and its response in literature. Milo Urban.
4. Socio-psychological realism in literature. Jozef Cíger Hronský and his work.
5. Left-wing and socialist work. DAV and davisti. Laco Novomeský.
6. Neosymbolism in Slovak poetry. Emil Boleslav Lukáč.
7. Vitalism in Slovak poetry. Poetry by Ján Smrek.
8. Suprealism in Slovak poetry. French and Czech stimuli. The poetics of a surrealist poetic group. R. Fábry, V. Reisel, P. Bunčák and others.
9. Poetry of Catholic modernity. Poetics, themes, authors: Rudolf Dilong, Janko Silan
10. Lyrical tendencies in the interwar period and naturism. Dobroslav Chrobak, Margita Figuli.
11. Prose of naturism. L. Ondrejov, František Švantner.
12. Interwar Slovak drama. Ivan Stodola, Július Barč-Ivan.
13. Poets of the subject. The work of poets of the subject. Dominik Tatarka, Peter Karvaš.

#### **Literature:**

ČÚZY, L., – GBÚR, J. – KRŠÁKOVÁ, D. – MIKULOVÁ, M. – ROBERTS, D. – ZAMBOR, J.: Panoráma slovenskej literatúry II. Literárne dejiny od realizmu po rok 1945. Bratislava : Slovenské pedagogické nakladateľstvo, 2005. 175 s. ISBN 80-10-00674-2

ČEPAN, O. A KOL.: Dejiny slovenskej literatúry V. Bratislava : Veda, 1984. 652 s.

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

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

ŠMATLÁK, S.: Dejiny slovenskej literatúry II. Bratislava : Literárne informačné centrum, 2007. 534 s. ISBN 978-80-89222-29-2

ŠTEVČEK, J.: Dejiny slovenského románu. Bratislava : Tatran, 1989. 624 s.

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

Slovak

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlínka, PhD.

<b>Date of last update:</b> 30.06.2022
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<b>Approved by:</b>
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## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ MORF/22	<b>Name:</b> Morphology of Slovak language
<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 / 1 <b>For the study period:</b> 26 / 13 <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> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in classes is also demonstrated by asking questions at the beginning of the class as a repetition of the previous topic + study of professional literature (2 credit (s)) 2 credits can be obtained from the alternatives: A) comparative work on the basis of professional literature thematically in accordance with the syllabus B) continuous tests C) current project task, resp. seminar work Final test or colloquial exam with independent homework (1 cr.) Summary evaluation in accordance with the UJS Study Regulations (Article 19, point 3)	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student will master the basic terminology of the discipline of morphology of the Slovak language. They get acquainted especially with grammatical categories of noun and verb nouns, with the criteria of defining individual nouns, with the function of falls in Slovak with morphematic structure and word analysis, with the function of individual nouns in the construction of grammatical and semantic sentence structure, etc. He will also learn several morphological phenomena in standard Slovak in contrast to Hungarian.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student will master the essence of grammatical categories of the morphological system of Slovak, even in relation to the categories of the syntactic system (prediction, determination, morphosyntactic connections and connections; issues of agreement, etc.)</li> <li>• The student will be able to analyze the morphematic structure of words in the field of noun and verb word types and explain the function of individual morphematic segments in the construction.</li> <li>• The student will be able to identify the function of the elements of the morphological level of language in the creation of sentence and sentence constructions.</li> <li>• The student will be able to correctly determine the dynamic tendencies in the morphology of the Slovak language, even in the historical cross-section.</li> </ul> <b>Competences:</b> * The student will be able to apply a set of acquired theoretical knowledge of the morphology of Slovak in language practice, even with an emphasis on the confrontation of morphological phenomena of Slovak and Hungarian. A thorough knowledge of the content and formal aspects of the elements of the morphological level will allow him to understand their	

function in the construction of grammatical and semantic sentence structure, which he will be able to use both in the next syntax study and after graduation, i. in teaching morphology and syntax in schools with Hungarian as the language of instruction.

### **Brief syllabus:**

1. Morphological subsystem of language in the system of language levels. Subject and scope of morphology. Morphophonology. Shaping processes, grammatical form. Morphological categories.
2. Morphematic word structure, methods of determining morphemes, morphematic segmentation, classification of morphemes. Morphematic dictionaries.
3. Morphological typology. A closer comparison of the inflecting and agglutination types. Grammatical homonymy, synonymy and polysemia. Morphological type of Slovak in comparison with Hungarian.
4. System of word types in Slovak and their functions, criteria for their division. World perception and word type categorization. Particles, interjections, couplings.
5. Nouns - classification, grammatical category of number and gender. Property, appellation, ethnonyms, concrete, abstract. Computability, types of plural and singular in Slovak and Hungarian. Gender as a classification category. Male life subcategory. Declension types and patterns. Double shapes, transition between patterns.
6. Noun declension, falls, prepositions. Morphematics of nouns. Function and system of falls and prepositions. Fall syncretism.
7. Verbs - lexical-semantic classification. Full-meaning / non-full-meaning, activity / state, transient / non-transient, personal / impersonal verbs. Auxiliary verbs and verboids. Types and functions of auxiliary verbs. Classification of indefinite verb forms.
8. Grammatical categories and verb tenses. Morphematics of verbs. Verb stems, timing patterns. Time, way, person verbs.
9. Intention, valence, verb bonding. Verbal form, vision. Both two-sided and one-nodal verbs, pairs of modes. Aspect and manner of verbal action. Verb gender and deagentization. Reflexivity, types of reflexive verbs.
10. Adjectives: classification, grammatical categories, syntactic function, declension, gradation and operability. Adverbs: creation, classification, gradation.
11. Pronomines, their functional and formal characteristics, classification and declension.
12. Functional and formal characteristics of numerals.
13. Dynamics of morphology. Origin and extinction of shapes and categories.

### **Literature:**

- AUXOVÁ, D. – VAŇKO, J.: Morfológia slovenského jazyka. Nitra: FF UKF, 2015. ISBN 978-80-558-0858-1
- DOLNÍK, J. (Ed.): Morfológické aspekty súčasnej slovenčiny. Bratislava: Veda, 2010. 464 s. ISBN 978-80-224-1169-2
- NAVRÁTIL, L.: Neohybné slovné druhy a citoslovčia. Nitra: Enigma, 2003.
- NAVRÁTIL, L.: Nominálne slovné druhy. Nitra: Enigma, 2005.
- NAVRÁTIL, L.: Slovesá – kráľovský slovný druh. Nitra: Enigma, 2009.
- NIŽNÍKOVÁ, J.: Valenčný slovník slovenských sloviac. Prešov : Filozofická fakulta v Prešove, 1998. ISBN 80-88885-53-1
- ORAVEC, J. – BAJZÍKOVÁ, E. – FURDÍK, J. Súčasný slovenský spisovný jazyk. Morfológia. Bratislava : SPN 1988. 227 s. ISBN 0012959
- RUŽIČKA, J. (ed.): Morfológia slovenského jazyka. Bratislava : Vydavateľstvo Slovenskej Akadémie Vied, 1966. 895 s. ISBN 0012980
- ZÁVODNÝ, A.: Prednášky a praktiká z morfológie slovenského jazyka I - II. Trnava : Trnavská univerzita v Trnave, 2016. ISBN 978-80-568-0002-7, ISBN 978-80-568-0003-4.



<b>Language, knowledge of which is necessary to complete a course:</b> Slovak					
<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> Dr. habil. Sándor János Tóth, PhD.					
<b>Date of last update:</b> 30.06.2022					
<b>Approved by:</b>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ MVJS/22	<b>Name:</b> Methodology of Slovak as L2
<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: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Assessment and completion of the course: continuous assessment. The overall evaluation consists of a mid-term and final evaluation in a ratio of 100/0. Ongoing evaluation: Students will prepare the following outputs and assignments during the semester: Written preparation for a Slovak language lesson for the 2nd level of primary schools on a topic of your choice (Range: min. 5 pages; Score: 40 points). Evaluation criteria: <ul style="list-style-type: none"> <li>- Relevant determination of the purpose of the lesson, type and form of the lesson (5 points).</li> <li>- Logical continuity of the lesson, individual phases of the lesson, description of the elaboration and presentation of the topic (17 points).</li> <li>- Relevance of the application of teaching aids, didactic technology and information resources in the lesson (10 points).</li> <li>- Adequacy of methods used, expertise, creativity and creativity (5 points).</li> <li>- Adherence to basic standards of formal and lesson preparation (3 points).</li> <li>• Active participation in seminar classes and exercises during the semester (Score: 20 points).</li> </ul> Evaluation criteria: <ul style="list-style-type: none"> <li>- Adequate use of theoretical knowledge from lectures in seminars and exercises (10 points).</li> <li>- Solving partial tasks and assignments during the course (10 points).</li> <li>• Written test in the scope of the course syllabus (Score: 40 points).</li> <li>• Evaluation criteria:               <ul style="list-style-type: none"> <li>- Demonstration of excellent knowledge of basic work methodology, types of lessons, methods, forms of teaching, lesson structure, lesson preparation (25 points).</li> <li>- Demonstration of excellent knowledge of didactics and style in the subject Slovak language, stylistic units, stylistic process, corrections and evaluation of stylistic works (15 points).</li> </ul> </li> </ul> The final evaluation will be designed on the basis of a continuous evaluation, ie on the basis of the sum of the evaluation of the preparation for the lesson, the student's activity and the written test. The summary evaluation of the subject (A - FX) is in accordance with the UJS Study Rules (Article 19, point 3). Student time load: 60 hours, of which:	

combined study (P, S, C, consultation):  
39 hours, preparation for teaching: 11 hours,  
self-study: 10 hours.

### **Results of education:**

#### Knowledge:

- The student will acquire basic theoretical knowledge and practical skills in the methodology of Slovak as a second language.
- The student will gain knowledge about the individual components of the subject Slovak language and Slovak literature.
- The student will gain knowledge about the basic types of lessons, methods, forms of teaching, teaching aids and information resources.
- The student will gain knowledge about the ways in which the teaching of the Slovak language is governed; knowledge of the connection of the theoretical basis of language and style didactics with the school curriculum.
- The student will learn how to select and process the information obtained from various available sources as a starting point for the process of educating students.
- The student will gain knowledge about the appropriate use of teaching aids and teaching techniques in the conditions of school practice, in specific educational situations.
- The student will gain knowledge about effective planning, design, management, organization and evaluation of the formation of the target group in the conditions of school practice.

#### Skills:

- The student will be able to choose and recommend the method of teaching phonetic-phonological, morphological, syntactic, lexical, stylistic level for secondary education.
- The student will be able to independently create the basic structure of the lesson.
- The student will be able to orientate in methodical procedures, organizational forms and didactic means used in developing students' language competences.
- The student will be able to create a general structure of the lesson style and use it in teaching practice.
- The student will be able to systematically connect the individual components of the subject: language, literature and style.
- The student will be able to correctly explain and apply theoretical knowledge about stylistic procedures, genres and stylistic units in the educational process.
- The student will be able to motivate to write style by various methods, appropriate pedagogical communication, involvement of students in the teaching process.
- He / she is able to compile a problem history and gain orientation in the situation of individuals from target groups. Can positively modify the behavior and personality of an individual or target group.

#### Competences:

- The student will be competent to provide effective educational activities, pedagogical assistance and have diagnostic, intervention and correction skills.
- The student will systematize the acquired theoretical knowledge, evaluate and assume the application of effective methodology of school education of students in a given subject.
- The student will be competent of professional implementation of different types of lessons, methods, forms of language teaching and style on the basis of acquired theoretical knowledge.
- The student will independently plan, create and evaluate the course and content of the Slovak language lesson and style lesson in accordance with the methodology and didactic intention.
- The student will increase his erudition by permanent study of professional literature and methodology of the Slovak language and style and based on that he will optimize the education of students.

- The student will be competent to work effectively as a team member and manage individuals and will be ready for the autonomous performance of his profession and further education and professional development.
- The student will have built up socially accepted civic attitudes and a positive attitude towards their profession and target group.

**Brief syllabus:**

**Literature:**

ALABÁNOVÁ, M. 2015. Slovenský jazyk a slovenská literatúra v základných školách s vyučovacím jazykom maďarským. Nitra : Univerzita Konštantína Filozofa, 2015. - 208 s. - ISBN 978-80-558-0883-3.

BETÁKOVÁ, V. – JACKO, J. – RÝZKOVÁ, A. Teória vyučovania slovenského jazyka. Bratislava : SPN, 1984.

FINDRA, J. – GOTTHARDOVÁ, G. – JACKO, J. – TVRDOŇ, E.: Slovenský jazyk a sloh. Bratislava: SPN: 1983. 426 s.

KAMENÁROVÁ, R. a kol.: Krížom-krážom : Slovenčina A1 – B2. Bratislava : Univerzita Komenského v Bratislave, 2007. – 2014.

KAMENÁROVÁ, R. Krížom Krážom : Cvičebnica A1+A2. Bratislava : Univerzita Komenského, 2015. - 231 s. - ISBN 978-80-223-3826-4.

LIPTÁKOVÁ, L.: Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov : Prešovská univerzita, Pedagogická fakulta, 2011. - 579 s. - ISBN 978-80-555-0462-9.

PALENČAROVÁ, J. – KUPCOVÁ, J. – KESSELOVÁ, J., 2003: Učíme slovenčinu – komunikačne a zážitkovo. Bratislava: Slovenské pedagogické nakladateľstvo, 2003. 240 s.

SOMOROVÁ, R. Slovenčina základnej školy v kocke. Bratislava: Príroda 2012. ISBN 978 80 07 01967 6

VANĀKO, J.: Lingvistické a nelingvistické aspekty vyučovania slovenčiny ako druhého jazyka. IN: Štúdium a výučba jazykov. Pohľad na stav jazykového vzdelávania menšín. (Red. Kozmács I. – Vančo I.) Nitra: FF KUF, 2015. s. 73–86. ISBN 978 80 558 0814 7

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

Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** PaedDr. Jaroslav Vlnka, PhD.

**Date of last update:** 30.06.2022

**Approved by:**

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University					
<b>Name of the faculty:</b> Faculty of Education					
<b>Code:</b> KSL/SJdb/ OB/22		<b>Name:</b> Bahelor'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> I.					
<b>Prerequisites:</b>					
<b>Conditions for passing the subject:</b>					
<b>Results of education:</b>					
<b>Brief syllabus:</b>					
<b>Literature:</b> 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 <a href="https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf">https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf</a>					
<b>Language, knowledge of which is necessary to complete a course:</b>					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 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> 30.06.2022					
<b>Approved by:</b>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ REAL/22	<b>Name:</b> Realism in Slovak 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> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Assessment and completion of the course: grade, exam The course is completed by an oral exam, which will take place during the exam period. During the semester, students will prepare the above work and meet the following conditions: • Elaboration and submission of a seminar paper on the literary work of a selected representative of Slovak literary realism, resp. literary modernity (Range: min. 5 pages; Score: 20 points). Evaluation criteria: - Clear Logical continuity of biographical data about the author's biography, his creative development, and the placement of the selected author in the context and interpretation of his work (5 points). - Detailed analysis of the literary work of the selected author (10 points). - Evaluation of the analyzed work, overall linguistic-stylistic level (5 points). • Written test in the range of study material of lectures (Score: 40 points). Evaluation criteria: - Demonstration of excellent knowledge from the following thematic areas: Social-cultural context, characters, poetics, developmental stages of realism (10 points), Characteristics of the work of the founding generation of realism (15 points) tendencies, Slovak literary modernism (10 points). • Oral examination of literary works of the period of realism and Slovak literary modernity according to the fiction minimum (Score: 40 points). The final evaluation is calculated as a summary of the points of the seminar work, written test and oral exam. The classification scale used in the evaluation of the course (A - FX) is in accordance with the UJS Study Regulations (Article 19, point 3). Student time load: Total time load 150 hours, of which: combined study (P, S, consultation): 39 hours, preparation and elaboration of seminar work: 26 hours, reading of original and professional literature: 26 hours, self-study: 59 hours.	
<b>Results of education:</b>	

## Knowledge

- The student will gain knowledge about the work of important authors of Slovak literary realism and representatives of Slovak literary modernism, as well as about typical literary works of realism and modernity.
- The student will gain knowledge about the correct classification of literary works of realism and Slovak modernity in the broader socio-cultural context of the time, respectively. will be able to select and recommend a suitable author for the presentation of the work of the period and will be able to duly justify his choice.
- The student will acquire knowledge about the independent collection of biographical and bibliographic information in various publications and on the Internet and will be able to know the methods of selection of important and less important information for specific practices.
- The student will gain knowledge of how to analyze selected information, hierarchize values, assess it in summary and present it publicly.
- The student will gain knowledge about the representatives of the founding generation of realism, about the way in which realism was formed, about the change of generational views on ideological and aesthetic reflections of Slovak literature, about generational performances of young realists through the Napred almanac and a series of Critical Letters.
- The student will gain knowledge about Slovak poetry of the founding generation of realism, which was looking for a new artistic expression and new thematic areas, the student will learn the thematic and genre focus of prose, the specifics of women's fiction, gain an overview of the dramatic creation of the development phase.
- The student will acquire knowledge about the creation, thematic and genre preferences of important authors of the generation of late realism.
- The student will gain knowledge about the characteristic features of modernity in Slovak literature, about the poetic and prose work of modernist authors, about modernist poetics, mystification and self-statement.

## Skills

- The student will be able to motivate students to acquire knowledge in the field of Slovak literary realism and literary modernity, will be able to awaken their overall interest in the stages of literary development and will stimulate their development in the process of education for culture, aesthetics and literary taste.
- The student will be able to effectively apply the acquired theoretical and literary historical knowledge in specific outputs in lessons, lectures, presentations and will be able to independently acquire and search for new knowledge in the field of Slovak literary realism and modernity.
- The student will be able to use the acquired knowledge in the theoretical and practical level against the background of a specific type of assignment and work activities.
- The student will be able to understand the social function of Slovak literature comprehensively and specifically in relation to realism and modernity for understanding Slovak social and cultural development, respectively. present.
- The student will be able to identify basic professional problems and will be able to name the theoretical and practical starting points needed to solve them at the appropriate professional level.

## Competences

The student will be competent to apply the system of knowledge and skills necessary for the needs of teaching Slovak literary realism and literary modernity in the subject of Slovak language and Slovak literature in primary and secondary schools.

- The student will realize the intentional development of knowledge related to the development phase of Slovak realistic literature and literary modernity, will be able to independently plan selected creative activities that expand knowledge about literary realism and modern.

- The student will be competent to manage the style of work of others in the school environment, focused on getting to know selected personalities and works of Slovak literature of the developmental period of realism and modernity.

**Brief syllabus:**

1. Characteristics of realism
2. Lyrics of P.O. Hviezdoslav
3. Epics of P.O. Hviezdoslav
4. S. H. Vajanský
5. M. Kukučín
6. Elena Maróthy-Šoltéssová, Terézia Vansová
7. J. G. Tajovský
8. Božena Slančíková-Timrava
9. J. Jesenský
10. Ladislav Nádaši Jégé, Martin Rázus
11. P. O. Hviezdoslav, F. Urbánek, J. Gregor Tajovský
12. Ivan Krasko, Vladimír Roy, Ivan Gallo.
13. I. Krasko, L. Groeblová, S. Czambel

**Literature:**

ČÚZY, L., – GBÚR, J. – KRŠÁKOVÁ, D. – MIKULOVÁ, M. – ROBERTS, D. – ZAMBOR, J.: Panoráma slovenskej literatúry II. Literárne dejiny od realizmu po rok 1945. Bratislava : Slovenské pedagogické nakladateľstvo, 2005. 175 s. ISBN 80-10-00674-2

ČEPAN, O. A KOL.: Dejiny slovenskej literatúry V. Bratislava : Veda, 1984. 652 s.

MAZÁK, P. – GAŠPARÍK, M. – PETRUS, P. – PIŠŮT, M.: Dejiny slovenskej literatúry 2. Bratislava : SPN, 1988. 481 s.

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

ŠMATLÁK, S.: Dejiny slovenskej literatúry II. Bratislava : Literárne informačné centrum, 2007. 534 s. ISBN 978-80-89222-29-2

ŠTEVČEK, J.: Dejiny slovenského románu. Bratislava : Tatran, 1989. 620 s. ISBN 80-222-0036-0

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

Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 30.06.2022

**Approved by:**



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ REG/22	<b>Name:</b> Regional and urban Slovak literature
<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> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Assessment and completion of the course: continuous assessment. The overall evaluation consists of a mid-term and final evaluation in a ratio of 100/0. Ongoing evaluation: <ul style="list-style-type: none"> <li>• Elaboration and submission of a seminar paper on a topic that the student chooses from the thematic areas of the brief syllabus. The submitted work will contain a correct way of presenting bibliographic references and a list of used literature with which the student worked. The student will receive a maximum of 50 points for the seminar work.</li> <li>• Processing of an interactive paper. During the semester, it is necessary to read several texts of original literature, professional articles and studies, which are then discussed in class. The student chooses one text, processes it in the form of an interactive paper, which he presents in a seminar class. The student will receive a maximum of 50 points for an interactive paper.</li> </ul> The final evaluation is calculated by the sum of the points of the continuous evaluation, specifically the seminar work and the interactive paper. The evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Regulations (Article 19, point 3). Credits will not be awarded to a student who does not reach at least 51% Student time load: 90 hours, of which: combined study (S, consultation): 26 hours, elaboration of seminar work: 26 hours, preparation of an interactive paper: 26 hours, self-study: 12 hours	
<b>Results of education:</b> Knowledge <ul style="list-style-type: none"> <li>• The student will acquire knowledge about the Slovak cultural and literary life, which for many years took place mainly in rural and small town, was part of the Hungarian state and only after its disintegration in 1918 did it begin to acquire a more urban character.</li> <li>• The student will gain knowledge about the process of establishing Slovak literature in medium-sized and larger cities, in which the Slovak language was gradually asserted addition to Latin, German and Hungarian. This fact has left its mark on Slovak literary works to this day.</li> </ul>	

- The student will also gain knowledge about the contradiction of Slovak-Hungarian relations.
- The student will gain knowledge about the basic development trends of Slovak literature, the development of cities in Slovakia in the past and present, as well as their national character in the 19th and 20th centuries.

The student will acquire basic knowledge about the poetics of space of Slovak literature.

- The student will gain knowledge about urban and small town topics in the work of J. Chalupka, J. Palárik, D. Bachát and J. Jesenský.
- The student will gain knowledge about the thematization of the Slovak capital in the Slovak literature of the 20th century.
- The student will gain knowledge of how to independently collect information about the life and literary work of individual personalities in various publications and on the Internet, respectively. will be able to orientate in methods of distinguishing important and less important information for practice, will be able to analyze the obtained information, evaluate it overall and present it publicly.
- The student will be able to apply the acquired knowledge in a theoretical and practical level against the background of a specific type of task and activity.
- The student will be able to recognize the level of their own competencies and judgments in selecting the amount of information obtained.

#### Skills

- The student will be able to motivate their students to master the elements of regionalism and urbanity in Slovak literature, as well as to awaken their overall interest in the issue.
- The student will be able to independently acquire additional knowledge in the field of Slovak literature.
- The student will be able to correctly apply the acquired knowledge in specific outputs (lessons, lectures, presentations, etc.).
- The student will be able to understand the social function and importance of literature in general as well as specifically in connection with the issue for understanding Slovak social and cultural development, respectively. present, and will be able to identify the content of the specific creative tasks set in the implementation of the presented knowledge,
- The student will be able to get acquainted with new trends in the study of the established field of literature, as well as with modern methodological approaches and aspects of job descriptions, which are necessary for mastering the subject and independent development of required outputs.
- The student will be able to identify common professional problems, research and formulate the theoretical and practical starting points needed to solve them at an appropriate professional level.

#### Competences

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

#### **Brief syllabus:**

1. Basic development trends of Slovak literature and its general characteristics.
2. Development of cities in Slovakia in the past and in the present.
3. Cities and their national character in the 19th and 20th centuries.
4. Spatial characteristics of Slovak literature.

5. Ján Chalupka and Kocúrkovo - the birth of the small town symbol.
6. Ján Palárik and the capital of Hungary.
7. Daniel Bachát - the main author of Slovak Budapest in the period of dualism.
8. Janko Jesenský between a rural small town and Bratislava.
9. The adoption of Prešporok / Bratislava after 1918 (Jesenský, Tajovský, Nádaši-Jégé and the rising generation).
10. The birth of a real Slovak metropolis in Slovak literature. Bratislava after the Second World War.
11. Bratislava and everyday literature in the years 1960 to 1980.
12. Post-translational Bratislava in the work of Peter Pišťanek.
13. Slovak rural cities in contemporary literature.

**Literature:**

- ÁBRAHÁM B. (Red.): Maďarsko-slovenské terminologické otázky = Magyar-szlovák terminológiai kérdések : Pons Strigoniensis. Pilišska Čaba-Ostrihom : Katolícka univerzita Petra Pázmánya, 2008. - 370 s. - ISBN 978-963-9206-59-5.
- HALÁSZ I.: Cirkev, národ, štát = Daniel Bachát a jeho budapeštianske roky 1873-1906.- Esztergom - Piliscsaba : Pázmány Péter Katolikus Egyetem BTK, 2003. - 120 s. - ISBN 963 9296 80 5.
- HALÁSZ I.: Uhorsko a podoby slovenskej identity v dlhom 19. storočí. Bratislava : Kalligram, 2011. - 234 s. - ISBN 978-80-8101-435-2.
- HALÁSZ, I.: Južné Slovensko v literatúre (Stereotypy a interetnické súvislosti) = Dél-Szlovákia az irodalomban (Sztereotípiák és interetnikus összefüggések) Komárno : Univerzita J. Selyeho, 2018. - 282 s. - ISBN 978-80-8122-279-5.
- HALÁSZ I.: Levice a ich okolie v literatúre/Léva és környéke az irodalomban. (Az iskolai, szakmai és laikus közönség számára) Komárom/Komárno: PF UJS/SJE TK, 2020 ISBN 978-80-8122-362-4
- KÄFER I.: Dona nobis pacem. Piliscsaba : Pázmány Péter Karolikus Egyetem Bölcsész tudományi Kar, 1998. - 294. - ISBN 0008891.
- KOVÁCS A.: Szlovák életpályák a dualizmus kori Budapesten = Slovenské životné dráhy v Budapešti v období dualizmu : Ján Nepomuk Bobula - Milan Hodža. Budapest : MTA Etnikai-nemzeti Kisebbségkutató Intézet, 2003. - 106 s. - ISBN 963 508 403 X.

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

Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** PaedDr. Jaroslav Vlnka, PhD.

**Date of last update:** 30.06.2022

**Approved by:**

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ RET/22	<b>Name:</b> Rhetorics
<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> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Assessment and completion of the course: mark, based on continuous assessment. The overall evaluation consists of a mid-term and final evaluation in a ratio of 100/0. Ongoing evaluation: During the semester, the student meets the following assignment conditions: <ul style="list-style-type: none"> <li>• Preparation and presentation of a speech of your choice from pre-determined topics, for example: my teaching method is the best and the like (argumentation, coherence, literary marketing, persuasion, brainstorming ...).The evaluated speech will be characterized by the logical continuity of the individual parts, the balance of the composition, impressive stylization, adequate use of artistic language means, as well as appropriate use of non-language means. The originality of the rhetorical expression, "stand-up" from the aspect of creativity and perception, will also be evaluated. The student will receive a maximum of 50 points for the speech.</li> <li>• Activity during seminar hours. During the seminar hours, the student will follow several serious rhetorical manifestations via the Internet, which he then analyzes on the basis of theoretical knowledge from lectures and readings obtained on the basis of a study of professional literature on the issue. For this activity the student will receive a maximum of 50 points.</li> </ul> Final evaluation: based on the continuous evaluation, the sum of points for the speech and the student's activity in the seminar classes. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). Student time load: 60 hours, of which: combined study (P, S, consultation): 26 hours, preparation and presentation of the speech. 8 hours, self-study and preparation for teaching: 26 hours.	
<b>Results of education:</b> Knowledge The student will gain an overview of the basics of rhetoric and its main stages of development, as well as practical skills in the field of various forms of expression, and will be able to place this information in a broader contemporary and cultural context. The student will also be systematically acquainted with the necessary theoretical knowledge and practical experience needed for effective and cultured management of public (official / semi-official)	

communication situations, realized through a live performance in front of a student or other audience (auditorium). The student will be able to independently collect the information needed for a public presentation and will be able to analyze, evaluate and publicly present this information.

With regard to the degree of difficulty, the student will be able to plan the various stages of preparation and concretization of the task (lessons, lectures) for both individuals and (study) groups.

The student will be able to recognize the level of their own competencies and judgments in selecting the amount of information obtained.

The student will be able to identify common professional problems, research and formulate the theoretical and practical starting points needed to solve them at the appropriate professional level.

The student will also have basic scientific knowledge in the profile areas of education or specializations; will know the current state educational programs and their legal framework.

The student will be characterized by independent, critical and analytical thinking, which can be flexibly applied in the teaching conditions. He should be culturally and linguistically literate, as well as be able to work effectively as a team member and manage individuals.

#### Skills

The student will be able to prepare their own speech, lecture or other performance. At the same time, he will be able to motivate his listeners / students to master the subject and awaken their overall interest in the process of education for culture, aesthetics and rhetorical taste.

The student will be able to independently acquire additional knowledge in the field.

The student will be able to understand the social function of rhetoric and will be able to identify the content of specific creative tasks in the implementation of the presented knowledge.

The student will be able to get acquainted with new trends in the field, as well as with modern methodological approaches and aspects of job descriptions, which are necessary for mastering the subject and independent development of required outputs.

The student will also have knowledge of biological, psychological and social aspects of individual development, will know and understand the concept of the institutional socialization process in a broader social science context. Thanks to a good overview of the social structure of society, its statics and dynamics, the student will understand the educational needs and specifics of diverse social groups and master the issues of pedagogical work in the context of the diversity of the educated population. Based on the acquired knowledge about the differences in the development of individuals resulting from their health or social disadvantages, respectively. from giftedness and talent can effectively cooperate with special pedagogues, psychologists and other experts in the implementation of the educational process in the conditions of inclusive education and upbringing and follow their professional recommendations and conclusions.

#### Competences:

- The student will apply the system of knowledge and skills needed to speak to a wider audience. He will be able to use them in his own creative practice at school.
- The student will implement a targeted development of knowledge related to the synchronous and diachronic development of rhetoric, will be able to independently plan selected creative activities that expand knowledge.
- The student will be competent to manage the style of work and education of others in the school environment.

#### **Brief syllabus:**

1. General introduction to rhetoric.
2. What the speaker must know before preparing a speech.
3. Origin of rhetoric.
4. What the speaker should know during the preparation of the speech.

5. Objective factors in the preparation of a speech.
6. Subjective factors in the preparation of speech.
7. Types of speech.
8. Choice of language means - in general speech.
9. Choice of language means - in special speeches.
10. What should a speaker know during a speech?
11. Use of non-linguistic speeches in speaking.
12. Culture of speech.
13. Delivering a specific speech.

**Literature:**

HOLIČ, Š.: Rétorika. Nitra : Enigma, 2004.

FINDRA, J.: Stavba a prednes rečníckeho prejavu. Martin : Osveta, 1989.

LESŇÁK, R.: Horizonty čitateľskej kultúry. Bratislava : Slovenský spisovateľ, 1991.

MISTRÍK, J.: Úvahy s recitátorom. Martin: Matica slovenská, 1974

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

Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** doc. PaedDr. Patrik Šenkár, PhD.

**Date of last update:** 30.06.2022

**Approved by:**

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ ROM/22	<b>Name:</b> Romantism in Slovak 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> 2 / 1 <b>For the study period:</b> 26 / 13 <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> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Assessment and completion of the course: grade, exam. The course is completed by an oral exam, which will take place during the exam period. During the semester students will implement the following outputs and assignments <ul style="list-style-type: none"> <li>• Elaboration, presentation and submission of a seminar paper from the list of recommended topics about a certain author of romantic literature. The work in the specified scope will include biographical and bibliographic information, own interpretation of the literary text, correctly mentioned professional sources and a list of literature (Extent: min. 4 pages; Score: 20 points).</li> </ul> Evaluation criteria: <ul style="list-style-type: none"> <li>- Level of processing of biographical and bibliographic data (5 points).</li> <li>- Professional level Self-interpretation, degree of creativity, and imaginative observations (10 points).</li> <li>- Work with professional resources, compliance with citation and paraphrasing standards, overall language level (5 points).</li> </ul> <ul style="list-style-type: none"> <li>• Written test in the scope of the content syllabus (Score: 40 points).</li> </ul> Evaluation criteria: <ul style="list-style-type: none"> <li>- Demonstration of excellent knowledge in the following areas: typological characteristics of romanticism, literary relations, periodization (10 points), Slovak romantic poetry, representatives, themes, genres (20 points) and romantic prose and drama, themes, general characteristics, authors (20 points) .</li> <li>• Oral examination of poetry, prose and drama works according to the fiction minimum (Score: 30 points).</li> </ul> The final evaluation is the sum of the evaluation points of the seminar work, written test and oral exam. The evaluation of the subject (A - FX) is in accordance with the classification scale determined by the UJS Study Regulations (Article 19, point 3). Student time load: 120 hours, of which: combined study (P, S, consultation): 39 hours, preparation and elaboration of seminar work: 26 hours, additional reading of original and professional literature 26 hours, self-study and regular preparation: 29 hours.	

## **Results of education:**

### Knowledge

- The student will acquire knowledge about the circumstances of the origin and character of Romanticism in European literature Europe and will gain more detailed knowledge about the conditions of origin and development of Romanticism in Slovakia, the typological characteristics of Slovak Romanticism, genre structure, species syncretism and preference of folklore and folklore. syllabism ..
- The student will gain knowledge of the individual developmental stages of Slovak Romanticism, as well as the basic variants of Romanticism and prominent romantic representatives and their important literary works.
- The student will acquire knowledge about Slovak romantic poetry, which was formed under the influence of Štúr's views, as well as under the influence of European romantic literature.
- The student will acquire knowledge about the prose of Slovak realism and the process of emancipation of prose in this period, will gain knowledge about variants of romantic prose (prose based on a romantically focused basis and prose of journalistic character).
- The student will gain knowledge about Slovak romantic drama and literature for children and youth in the Romantic period.
- The student will be able to select and recommend important and characteristic authors of Slovak Romanticism as well as developmentally progressive literary works and will be able to duly substantiate their choice.
- The student will be able to independently collect and sort information about the life and literary work of the personality of Slovak Romanticism from relevant professional materials of various provenances (printed articles, books, electronic documents, Internet resources).

### Skills

- The student is able to identify an adequate way of using Slovak literary romanticism in an educational context and will be able to motivate their students to learn about typological and poetological specifics, authors and literary creation of romanticism in the process of forming literary taste, aesthetic feeling and in the context of cultural education.
- The student will be able to understand the social significance of romantic literature, characterize its function in the Slovak national movement, as well as the influence of romanticism on solving the issue of language.
- The student will be able to independently acquire and expand their knowledge in the field of Slovak literary romanticism.
- The student will be able to analyze the information obtained, comprehensively evaluate and correctly apply it in specific outputs in lessons, lectures and presentations.
- The student will be able to identify common professional problems in the field of Slovak Romanticism, formulate the theoretical and practical starting points needed to solve them and suggest an appropriate way to solve them.
- The student will be able to develop the acquired knowledge of professional methods of current research of literary romanticism and will be able to get acquainted with modern methodological approaches and aspects of work activities that are necessary to master the field and independently develop the required outputs.

### Competences

- The student will be competent to apply the system of knowledge and skills to explain the circumstances of the origin and development of Slovak romantic literature, presentation of romanticism and their inclusion in the context of romantic literature for teaching Slovak literature in primary and secondary schools and will be able to effectively apply this knowledge and skills. adequately used in their own professional practice in the school environment.



- The student will be competent to implement a targeted development of knowledge related to the Romantic period of Slovak literature, to develop specific knowledge about the literary and developmental context of Slovak Romanticism, its formation, classification and its function in Slovak social and cultural development.
- The student will be a competent professional to explain and clearly convey the specific features and continuity of the development of Romanticism, its relationships with the previous period and its impact on the next development period.
- The student will competently manage the style of work and education of others in the school environment and will encourage their students for learning about the life and work of romanticists, as well as to read and interpret important literary works of the Romantic period in the teaching process.

#### **Brief syllabus:**

1. Slovak literary romanticism. Conditions of origin and formation of romanticism in Slovakia. The relation of Slovak romanticism to the European romantic tradition and the developmental phase of Slovak literary romanticism. Poetic characteristics and function of romanticism in the national movement.
2. The beginnings of Romanticism in the years 1836 to 1843. Sources of inspiration and solving the question of literary language. The main representatives of this period.
3. Maturation and maturation of romanticism in the years 1843 to 1860. Štúr's school, its starting points and dilemmas. Personality and work of Ľudovít Štúr.
4. Historical themes in Slovak romanticism, their characteristics and interpretation. Literary works of Jozef Miloslav Hurban.
5. Themes of Jan Král's poetry. Interpretation of selected prose texts
6. Personal and emotional issues in the poetry of Andrej Sládkovič.
7. Poetic work of Sam Chalupka in the context of Slovak romanticism.
8. Ballads and bandit motifs in the poetry of Ján Botto. Interpretation of selected poetic texts
9. Historical and earthly themes in the prose work of Ján Kalinčiak.
10. The afterlife of literary Slovak romanticism (1860 - 1880). Prose works by Ľudovít Kubáni, Gustav Kazimír Zechenter-Laskomerský.
11. Literary work and personality of Jonáš Záborský. Interpretation of selected texts
12. Drama in the Romantic period. Dramatic work by Ján Palárik.
13. Creation for children and youth in the Romantic period. Pavol Dobšinský and his literary activity

#### **Literature:**

ČÚZY, L., – KÁKOŠOVÁ, Z. – MICHÁLEK, M. – MIKULOVÁ, M. – VOJTECH, M.:  
Panoráma slovenskej literatúry I. Literárne dejiny od stredoveku po koniec romantizmu.  
Bratislava : Slovenské pedagogické nakladateľstvo, 2004. 169 s. ISBN 80-10-00316-6

SEDLÁK, I. a kol.: Dejiny slovenskej literatúry I. Martin : Matica slovenská; Bratislava :  
Literárne informačné centrum, 2009. 606 s. ISBN 978-80-7090-935-5

ŠMATLÁK, S.: Dejiny slovenskej literatúry II. Bratislava : Literárne informačné centrum, 2007.  
534 s. ISBN 978-80-89222-29-2

ŠMATLÁK, S.: Dve storočia slovenskej lyriky. Bratislava : Tatran, 1979. 536 s.

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

Slovak

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD.					
<b>Date of last update:</b> 30.06.2022					
<b>Approved by:</b>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ SSL/22	<b>Name:</b> Old Slovak 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> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Assessment and completion of the course: grade, exam The course is completed by an oral exam, which will take place during the exam period. The individual components of the assessment are consulted with the students individually. During the semester, students will prepare the above work and meet the following conditions: <ul style="list-style-type: none"> <li>• Elaboration of a seminar work on a selected literary monument, resp. on the literary work of the representative of older literature (Extent: min. 4 pages; Score: 20 points).</li> </ul> Evaluation criteria: <ul style="list-style-type: none"> <li>- Clearly Logical continuity processed data on literary monuments, resp. about the selected author (5 points).</li> <li>- General Professionally relevant characteristics of a literary monument, placement in context (10 points.).</li> <li>- Work with similar literature, overall language-stylistic level of work (5 points).</li> <li>• Written test exam from the thematic areas that are related to the lectured lecture study material, resp. on the syllabus of the lectures (Score: 50 points).</li> </ul> Evaluation criteria: <ul style="list-style-type: none"> <li>- Demonstration of excellent knowledge on the subject: literary culture in the Middle Ages, Old Slavic literature, Latin education (10 points).</li> <li>- literature of Renaissance humanism, complex characteristics (15 points).</li> <li>- Demonstration of excellent knowledge of the subject: Slovak Baroque literature, poetry, prose and professional literature (25 points).</li> <li>• Oral examination of literary works according to the fiction minimum (Score: 30 points).</li> </ul> Evaluation criteria: <ul style="list-style-type: none"> <li>- Presentation of own knowledge about read Old Slavic literary monuments (5 points),</li> <li>- Discussion of read literary texts of Renaissance humanism (10 points) and</li> <li>- on the texts of the Slovak literary baroque (15 points).</li> </ul> The final evaluation is calculated as the sum of the achieved evaluation of the seminar work, written test and oral exam. The evaluation of the subject (A - FX) is in accordance with the classification scale determined by the UJS Study Regulations (Article 19, point 3). Student time load: 120 hours, of which: combined study (P, S, consultation): 39 hours,	

elaboration of seminar papers: 26 hours,  
self-study, reading of original literature and professional texts: 55 hours.

### **Results of education:**

#### Knowledge

- The student will gain knowledge of important literary monuments and characteristic authors of older Slovak literature and their main literary works.
- The student will be able to include these works and will gain knowledge about the issue of the inclusion of literary texts of older Slovak literature in a broader period and cultural context.
- The student will gain knowledge about the internal periodization of older Slovak literature, the issue of authorship, the language of literary monuments, genres, content, function, composition and style of literary texts.
- The student will acquire knowledge about Old Slavic literary literature, about the most significant literary monuments and typical features of the Great Moravian period.
- The student will gain knowledge about medieval literature, the nature of texts, literary types and genres of medieval literature of the period, will gain knowledge about chronicles, urban literature and non-fiction in the Middle Ages.
- The student will master the basic characteristics of humanistic and renaissance literature, written mainly in Latin, gain knowledge about the influence of antiquity, ancient culture and literature on literary production in the Renaissance and humanism, gain knowledge about the image of the world and man in literature, motivation , on literary types and genres and on prominent representatives of humanism and the renaissance of a limited period.
- The student will gain knowledge about Baroque literature, especially the development of language, the formation of Slovak national literature, centers of culture and literature, the development of book printing, which is related to increasing the amount of literary production during the Baroque, the student will also gain knowledge about the principles of artistic creation in the Baroque , Baroque style and preferred genres. •
- The student will be able to select and recommend a suitable author of older Slovak literature for the presentation of the work of the period and will be able to justify the choice.
- The student will gain knowledge about will be able to understand the methods of distinguishing important and less important information from the field of older Slovak literature for practice, will be able to analyze the information obtained, overall evaluation and publicly present.

#### Skills

- The student will be able to motivate their students to learn older Slovak literature, as well as to awaken their overall interest in the process of education for culture, aesthetics and literary taste.
- The student will be able to independently acquire additional knowledge in the field of professional reflection on older Slovak literature.
- The student will be able to apply the acquired theoretical knowledge in specific outputs in lessons, lectures, presentations and will be able to identify the content of specific creative tasks in the implementation of the presented knowledge.
- The student will be able to understand the social function and importance of older Slovak literature in general as well as specifically regarding the period for understanding Slovak social and cultural development, respectively. present
- The student will be able to correctly apply the acquired knowledge in specific outputs in lessons, lectures, presentations, etc.
- The student will be able to identify common professional problems from the period of older Slovak literature, to examine and formulate the theoretical and practical starting points needed to solve them at an appropriate professional level.

#### Competences

- The student will be competent to apply the acquired system of literary historical knowledge of older Slovak literature for the teaching of Slovak language in primary and secondary schools.
- The student will be characterized by independent, critical and analytical thinking, which can be flexibly applied in the conditions of teaching.
- The student will implement a targeted development of knowledge related to the field of older Slovak literature and will be able to independently plan selected creative activities that expand theoretical and practical knowledge.
- The student will be competent to professionally explain the acquired knowledge of older world literature to students and will manage the style of their work and education in the school environment.

#### **Brief syllabus:**

1. Internal division of older Slovak literature. Literary culture in the Middle Ages (800 - 15th century). Great Moravian period and Old Slavic literature. Cyril, Methodius, their followers. Proglas and other writings.
2. Latin medieval education in Hungary. Legends, chronicles of specimens and ant prose in the Middle Ages.
3. Literature of Renaissance humanism (15th - 17th century). Latin humanistic poetry Benedikt Vavrinec Nedožerský, Jakub Jakobeus, Juraj Koppay.
4. Forms of Latin humanistic poetry Martin Rakovský, Ján Sambucus and others
5. Constitution of literature in the domestic language. Spiritual poetry. The main literary monuments. Ján Silván, Eliáš Láni and others.
6. Historical epics, travel, memoir prose and drama. Pavol Rubigal, Pavel Kyrmezer, Juraj Tesak Mosovsky.
7. Slovak literary baroque (mid-17th century - 1780). Social conditions. Counter-Reformation, the establishment of Trnava University and the center of Protestantism in Prešov. The question of literary language. Cultural West Slovak.
8. Forms of spiritual poetry in the Baroque period. Benedikt Szöllősi, Juraj Tranovský and others
9. Secular poetry in the Baroque period, historical songs, occasional, love, social and bandit poetry. Stefan Selecky, Stefan Pilarik.
10. Didactic-reflexive poetry: Main literary works. Hugolín Gavlovič, Peter Benický
11. Religious prose and sermons in the Baroque period Alexander Máčay, Benignus Smrtník
12. Memoirs, travel literature in the Baroque period. Daniel Krman Jr., Tobiáš Masník, Ján Simonides and others.
13. Scientific and popularization literature in the Baroque period. The first national disputes, apologies. Ján Baltazár Magin and later Slovak national ideology. Matej Bel and his place on the threshold of the Enlightenment, Adam František Kollár and his work

#### **Literature:**

- MIKULA, V.: Slovník slovenských spisovateľov. Bratislava : Kalligram, 2005. 651 s. ISBN 80 7149 801 7
- MINÁRIK, J.: Stredoveká literatúra. Bratislava : SPN, 1977. 334 s.
- MINÁRIK, J.: Renesančná a humanistická literatúra. Bratislava : SPN, 1985. 267 s.
- MINÁRIK, J.: Baroková literatúra. Bratislava : SPN, 1984. 392 s.
- MINÁRIK, J.: Dejiny slovenskej literatúry 1. Staršia slovenská literatúra, Bratislava : SPN, 1985. 375 s.
- MIŠIANIK, J. – MINÁRIK, J. – MICHALCOVÁ, M. – MELICHERČÍK, A.: Dejiny staršej slovenskej literatúry I. (800–1780). Bratislava : SAV, 1958. 318 s.
- MIŠIANIK, J.: Antológia staršej slovenskej literatúry. Bratislava: Veda, 1981. 840 s.

SEDLÁK, I. a kol.: Dejiny slovenskej literatúry I. Martin : Matica slovenská; Bratislava: Literárne informačné centrum, 2009. 606 s. ISBN 978-80-7090-935-5  
ŠMATLÁK, S.: Dejiny slovenskej literatúry I. (9. – 18 storočie). Bratislava : Národné literárne centrum, 1997. 359 s. ISBN 80-88878-11-X

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

Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 30.06.2022

**Approved by:**

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ STYL/22	<b>Name:</b> Stylistics of Slovak language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 / 1 <b>For the study period:</b> 13 / 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in classes is also demonstrated by asking questions at the beginning of the class as a repetition of the previous topic, study of professional literature (2 credit (s)) 1 credit can be obtained from two alternatives: A) comparison of two books from professional literature, thematically in accordance with the syllabus (for each lesson an elaboration on 1 A4 page) B) analysis of a selected journalistic or educational text from a stylistic point of view (report for each hour on 1 A4 page) Final test or colloquium exam: with independent homework: 1 Cr. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3).	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• Previous knowledge from the study of individual levels of the language system will be expanded and deepened by the pragmalinguistic dimension in the study of the stylistics of the Slovak language. The student will gain knowledge about the production of functionally targeted language expressions, as well as the procedures of their analysis and interpretation.</li> <li>• The student will get acquainted with individual stylistic means, stylistic procedures, functional styles and genre model structures.</li> <li>• The student will gain knowledge about thematic-content, compositional and illocutionary (communication) properties of the text and with the help of a terminological system he will be able to analyze and interpret texts of various stylistic provenance.</li> </ul> Skills <ul style="list-style-type: none"> <li>* The student will be able to orientate in the system of stylistic factors and correctly distinguish them.</li> <li>* The student will be able to correctly identify the structural components of the text.</li> <li>* The student will be able to correctly determine the dynamic tendencies in the functional styles of the Slovak language.</li> <li>* The student will be able to correctly and stylistically create stylistically differentiated language expressions / texts and on this basis to analyze and correct texts created by students.</li> </ul> Competences:	

- \* The student will be able to apply a set of acquired theoretical knowledge of Slovak stylistics in language practice.
- \* The student will be able to independently create, analyze and interpret texts created by students in order to develop and deepen their language-styling skills.
- \* The student will be able to explain and functionally use the acquired knowledge in the scope of the subject syllabus and create a favorable atmosphere for the acquisition of this knowledge by students, including the creation, writing and correction of written expressions.
- \* Can critically analyze written and spoken speech, formulate their own opinions and attitudes, critically review them and constructively defend them.

**Brief syllabus:**

1. The subject of linguistic stylistics. Is stylistics a special language level? Definition of the term language style. Methods of stylistic research and stylistic analyzes.
2. Outline of the history of stylistics. Current status. Definition of basic terms: speech, statement, text, context; style.
3. Stylistic factors: subjective and objective stylistic factors.
4. Classification of styles. Basic functional styles and their genre model structures. Basic properties of colloquial and educational style - genres and units.
5. Basic features of administrative and journalistic style - genres and departments.
6. Basic features of rhetorical and artistic style - their genres and formations.
7. Means of expression (styles) of text and style. Phonetic stylistic means / styles Morphological stylistic devices / styles.
8. Lexical stylistic tools / styles. Stylistic classification of vocabulary.
9. Syntactic stylistic means / styles.
10. Text composition: macrocomposition and microcomposition of text. Stylistic procedures - content model structures - topic expansion.
11. Gradation of the text: author's speech, direct speech, improper direct speech, indirect speech.
12. Analysis and creation of communications with a focus on the academic communication sphere.
13. Peculiarities of the style of Internet communications.

**Literature:**

- BOHUNICKÁ, A. – ORGOŇOVÁ, O.: Interakčná štylistika. Bratislava: Univerzita Komenského, 2018 ISBN 978-80-223-4566-8
- FINDRA, J.: Štylistika slovenčiny v cvičeniach. Martin : Osveta, 2005. ISBN 80-08-00781-8
- FINDRA, J.: Štylistika slovenčiny. Martin : Osveta, 2004. ISBN 80 8063 142 5
- FINDRA, J. Štylistika súčasnej slovenčiny. Martin : Osveta, 2013. ISBN 978-80-8063-404-9.
- FINDRA, J.: Jazyková komunikácia a kultúra vyjadrovania Martin : Osveta, 2013. ISBN 978-80-8063-385-1.
- HORVÁTH, M.: Štylistika súčasného slovenského jazyka. Bratislava : Univerzita Komenského, 2016. ISBN 978-80-223-3997-1
- HLAVATÁ, Renáta a kol. 2019. Jazyk ako text (vysokoškolský učebný materiál z praktickej štylistiky) Nitra: FF UKF
- MISTRÍK, J.: Štylistika. SPN: Bratislava, 1985.
- PAVLOVIČ, J. Prednášky zo štylistiky slovenčiny. Trnava: PF TU, 2011.
- SLANČOVÁ, D.: Praktická štylistika. Prešov : Slovacontact, 1996. ISBN 80 901417 9 X
- TÓTH, S. J.: Veta - text - štýl. Komárno: PF UJS, 2015. ISBN 978-80-8122-152-1

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

Slovak

**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> Dr. habil. Sándor János Tóth, PhD., prof. PhDr. Juraj Vaňko, CSc.					
<b>Date of last update:</b> 30.06.2022					
<b>Approved by:</b>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ SYNT/22	<b>Name:</b> Syntax of Slovak language
<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 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in classes and self-study of professional literature (2 credits) 1 credit can be obtained from the alternatives: A) seminar work based on professional literature, thematically in accordance with the syllabus, B) preparation of syntax tasks for their future students in schools with Hungarian teaching language with the schedule of the topic. C) current project task 1 credit can be obtained from alternatives: A) weekly homework: own collection of language examples; B) continuous tests; Final test or colloquium exam with preparation: 1 Cr. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Regulations (Article 19, point 3).	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Knowledge of the theory of functioning of the syntactic subsystem of language from the systemic and communication functional point of view.</li> <li>• The student will learn the principles of grammatical and semantic sentence construction in the Slovak language, including its communicative functional structure.</li> <li>• The student will get acquainted with individual types of sentences in terms of their grammatical and semantic construction, with cross-member issues, with the construction of syntheses (warehouses), with the issue of half-constructions and with the content and grammatical structure of sentences.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student will be able to explain in a comprehensible way to his (future) students the grammatical, semantic and communicatively functional construction of a sentence.</li> <li>• The analysis of the sentence will be based on the following methodological procedure: "the sentence should be analyzed in the way in which it was / was created".</li> <li>• Can syntactically illustrate the syntactic / sentence structure of a sentence, which will help to better understand the relationships between its components.</li> </ul>	

- The student will be able to recognize and create grammatically and semantically correct sentence constructions, including word order.
- The student will be able to correctly identify modifications and deviations from the sentence structure.
- The student will be able to define the grammatical and semantic properties of individual types of sentences and identify ways of connecting sentences into a sentence structure.
- The student will be able to correctly explain the phenomena that go beyond the relationships in sentences and form part of the supranational, resp. text syntax
- The student will be able to identify and explain the differences in the grammatical structure of the Slovak sentence in comparison / confrontation with the grammatical structure of the sentence in Hungarian.

**Competences:**

- The student will be able to apply a set of acquired theoretical knowledge of the syntax of the Slovak language, both in language and in teaching Slovak at schools with VJM.
- The student will be able to apply the acquired theoretical knowledge and practical experience from the analysis of sentences in their school practice.
- The student will have a committed attitude towards his / her field of study, he / she will continue to follow the development of the given discipline with interest.
- The student will be able to didactically apply the knowledge gained from the analysis of sentences in everyday school practice.
- The student will be able to independently solve problems from different areas of the Slovak language syntax and deepen their knowledge in this specific level of the language. The student will be able to understand, explain and functionally use the acquired knowledge in the scope of the content of the subject and create a favorable atmosphere for the acquisition of this knowledge by students in their teaching work.

**Brief syllabus:**

1. The place of the syntactic level of language in the language system. Syntactic theories and division of the discipline.
2. The essence of the sentence, sentence and statement. Sentence boundaries. Grammatical and modal structure of sentences. Communication types of sentences.
3. Types of verb sentences. Two-part and one-part sentences. Active (agent) and passive (deagent) sentences in Slovak and Hungarian.
4. Syntagmatics - types of synthages and characteristics of their relations (also in comparison with Hungarian).
5. Syntagmatic relations: agreement, bonding, attachment. Morphosyntax. Casus syntax.
6. Sentence members and part of speech. Determination and typology of sentence members.
7. Main sentence members. Subject, predicate and sentence base.
8. Developing clauses. Subject, adjective, adverbial designations.
9. Semi-predictive constructions. Accessory, extension, adjective semi-predictive construction.
10. Simple sentence - grammatical and semantic relationship between its components: main and secondary sentence. True / false parataxa / hypotaxa.
11. Compound sentences - types, characteristics.
12. Suprasentential syntax. Current breakdown of the statement. Word order, grammatical and rhythmic factors of word order. Last but not least, the order of sentences in the sentence construction.
13. Irregular sentence structure. Characteristics of individual modifications of sentence structure.

**Literature:**

IVANOVÁ, M.: Syntax slovenského jazyka. Prešov: Vydavateľstvo PU, 2011. ISBN 978 80 555 0435 3

<p>KAČALA, J.: Syntagmatický slovosled v slovenčine. Martin : Vydavateľstvo Matice Slovenskej, 2013. ISBN 978-80-8115-130-9.</p> <p>MISTRÍK, J.: Slovosled a vetosled v slovenčine. Bratislava : Vydavateľstvo Slovenskej akadémie vied, 1966. ISBN 0013219</p> <p>MOŠKO, G.: Príručka vetného rozboru. Prešov: Náuka, 2006. ISBN 80 8903839 5</p> <p>NIŽNÍKOVÁ, J.: Valenčný slovník slovenských slovies. Prešov : Filozofická fakulta v Prešove, 1998. ISBN 80-88885-53-1</p> <p>ORAVEC, J. – BAJZÍKOVÁ, E.: Súčasný slovenský jazyk. Syntax. Bratislava: SPN, 1986. 261 s.</p> <p>PATÁKOVÁ, M.: Ako rozoberať vety? Bratislava : Slovenské pedagogické nakladateľstvo, 1987. 195 s. ISBN 0004970 Toto neodporúčam, je tam veľa vecných chýb.</p> <p>TÓTH, S. J.: Veta – text – štýl. Komárno: PF UJS, 2015. ISBN 978-80-8122-152-1</p> <p>VAŇKO, J.: Lingvistické a didaktické otázky slovenskej syntaxe. Banská Bystrica : Metodické centrum, 2000. 52 s. ISBN 80-8041-320-7</p> <p>VAŇKO, J.: Syntax slovenského jazyka. Nitra: FF UKF, 2015. ISBN 978 80 558086 5 9</p>					
<b>Language, knowledge of which is necessary to complete a course:</b>					
Slovak					
<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. PhDr. Juraj Vaňko, CSc.					
<b>Date of last update:</b> 30.06.2022					
<b>Approved by:</b>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ TL/22	<b>Name:</b> Theory of 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> 2 / 1 <b>For the study period:</b> 26 / 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> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Assessment and completion of the course: written exam. The course is completed by a written exam, which will take place during the exam period. During the semester, students will implement the following outputs and assignments, which will be a relevant basis for the final evaluation: <ul style="list-style-type: none"> <li>• Seminar work: during the semester the student prepares and submits a seminar paper, which he / she presents at the relevant seminar lesson dedicated to a specific issue in the theory of literature. The student chooses a topic from the syllabus (eg characteristics of a certain literary type, a specific lyrical, epic or dramatic genre, a selected verse system). Part of the work to the specified extent (minimum 4 standard pages) will be correctly listed professional literature that the student used in creating the work and a list of used literature. The student will receive a maximum of 30 points for the seminar work.</li> <li>• Activity during seminar classes and lectures: The student will apply individual theoretical knowledge from lectures with regard to poetic and prose texts and obtain a maximum of 20 points.</li> </ul> The written exam is realized during the exam period, individual questions will consist of thematic areas that are related to the lectured study material, resp. on the subject syllabus. The student will receive a maximum of 50 points for the written exam The final evaluation is calculated as a summary of the evaluation of seminar work, student activities in seminar classes, respectively. lectures and written exam. The classification scale used in the evaluation is in accordance with the UJS Study Regulations (Article 19, point 3). Credits will not be awarded to a student who does not reach at least 51%. Student time load: 120 hours of which: <ul style="list-style-type: none"> <li>• Contact hours (P, S, consultation): 39 hours,</li> <li>• Self-study, reading of professional literature: 44 hours,</li> <li>• Preparation and processing of seminar work: 26 hours,</li> <li>Elaboration of seminar assignments: 11 hours.</li> </ul>	
<b>Results of education:</b> Knowledge:	

- The student will master the basic literary-theoretical concepts and internal division of literary science, will be able to name the nature and focus of literary criticism, history of literature and especially the theory of literature.
- The student will gain special knowledge about the construction and formal form of a literary work, about artistic principles and means determining its style.
- The student will acquire knowledge about the basic goals, specifics and areas of research in generative, historical, immanent, normative and formulated poetics.
- The student will gain key knowledge about literary types and lyrical, lyrical-epic and dramatic genres.
- The student will gain specific knowledge about the structure of a literary work, will be able to explain the external division of the text, the internal division of the text, name the compositional procedures.
- The student will be able to characterize the narrator and the various basic types of narrators, explain the concept of a literary character and name the basic types of characters in a literary work.
- The student will learn to identify the basic characteristics of the artistic style, classify its means of expression.
- The student will be able to name the syntactic means of a literary work of art and explain repetition as a principle.
- The student will gain knowledge about the thematic construction of a literary work of art, will be able to name even the smallest thematic building units: motifs.
- The student will master the individual prosodic systems (timekeeper, syllabic prosodic system, tonic prosodic system, syllabotonic system, free verse), verse norms and principles applying the rhythmic properties of language in the same way.
- The student will be able to name and recognize individual frequent poetic tropics, poetic forms and stanzas.
- The student will also be able to independently collect information on the issues of theory of literature, be familiar with the available theoretical manuals, poetic dictionaries, professional publications and dictionaries of literary terms. They will be able to orientate in methods of distinguishing important and less important information for practice, they will be able to analyze the obtained information, evaluate it overall and present it publicly.
- The student will be able to identify common professional problems in the field of literature theory, research and formulate the theoretical and practical background needed to solve them at the appropriate professional level.

#### Skills:

- The student will be able to place individual literary-theoretical concepts in a broader context, resp. will be able to apply them throughout the next study of the literature of each period. The student will be able to independently acquire additional knowledge in the field of theory of literature.
- The student acquires skills in how to interpret poetic and epic literary works through an expressive system of means of artistic literary text.
- The student will be able to apply literary-theoretical knowledge and will be able to identify the content of specific creative tasks in the implementation of the stated knowledge.
- The student will be able to get acquainted with new trends in the established field of theory, as well as with modern methodological approaches and aspects of job descriptions that are necessary for mastering the subject.
- The student will be competent to didactically adequately and effectively apply the knowledge gained from the theory of literature in everyday school practice.

#### Competences:

- The student will be able to synthesize and apply a system of knowledge and skills from the theory of literature needed for teaching related subjects in primary and secondary schools.
- The student will be able to support the development of students' interpretive abilities and skills in working with poetic, prose and dramatic texts. They will be able to use them in their own creative practice at school.
- The student will be able to implement a targeted development of knowledge related to the topic and will be able to independently plan selected creative activities that expand theoretical and practical knowledge.
- The student acquires competencies to critically analyze, formulate and defend their own opinions. He is able to maintain contact with current developments in the discipline studied and effectively continue his own professional development. He is able to properly express his opinion on a given literary text from the aspect of the theory of literature, justify its importance for school practice. The team has built socially accepted civic attitudes and a positive attitude towards its profession and target group.

#### **Brief syllabus:**

1. Base and research of literature (classification, research, methodology).
2. System model of literature. The character of a literary work. Poetics, types of poetics.
3. Literary types and genres.
4. Composition of a literary work.
5. Syntactic means of expression.
6. Repetition as a principle of expression.
7. Thematic construction of a literary work.
8. Basic stylistic means.
9. Prosodic (verse) systems. Metrics, rhythm, rhyme.
10. Poetic forms and stanzas.
11. Theory of literary types - poetry. Lyric genres.
12. Theory of literary types - epics. Epic and lyrical-epic genres.
13. Theory of literary types - drama. Dramatic genres.

#### **Literature:**

- BAKOŠ, M.: Vývin slovenského verša od školy Štúrovej. Bratislava : Slovenská akadémia vied, 1966. 298 s. bez ISBN
- FINDRA, J. – GOMBALA, J. – PLINTOVIČ, I.: Slovník literárnovedných termínov. Bratislava : Slovenské pedagogické nakladateľstvo, 1987. 410 s.
- HARPÁŇ, M.: Teória literatúry. Bratislava : Tigra, 2004 ISBN 80-88869-37-4
- HRABÁK, J.: Poetika. Praha : Československý spisovateľ, 1973
- MIKULA, V.: Slovník slovenských spisovateľov. Bratislava : Kalligram, 2005. - 651 s. ISBN 80-7149- 801-7.
- SABOL, J.: Teória literatúry. Základy slovenskej verzológie. Košice : Univerzita Pavla Jozefa Šafárika, 1988. 191 s.

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

Slovak

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 0

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

<b>Teacher:</b> doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD.
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<b>Date of last update:</b> 30.06.2022
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<b>Approved by:</b>
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## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ ULF/22	<b>Name:</b> Introduction to linguistics, phonetics and phonology of Slovak language
<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 / 1 <b>For the study period:</b> 26 / 13 <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> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in classes is also demonstrated by asking questions at the beginning of the class as a repetition of the previous topic. Home study of professional literature (2 credits) Interim evaluation based on alternatives (1 cr.): A) preparation and analysis of a sound recording from the private sphere of the listener from the aspect of normative pronunciation and observance of phonological rules of the Slovak language with regard to the possible influence of Hungarian. B) Active solution of ongoing tasks and knowledge quizzes Interim evaluation based on alternatives (1 cr.): A) continuous test B) Elaboration of a semester work on a topic selected from the thematic areas of introduction to linguistics Evaluation criteria: - Adequate way of processing the semester work - Construction, continuity and logic of the text - Understanding of professional issues, ability to reflect and interpret facts - Formal editing, correct citation, paraphrasing and listing of sources Final knowledge test in the scope of the content syllabus of the course with independent home preparation (1 cr.) Evaluation criteria: - linguistic disciplines, writing development, language as a system, language levels - knowledge and context in the field of phonetics and phonology Summary evaluation in accordance with the UJS Study Regulations (Article 19, point 3)	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student will master a set of basic linguistic terms and concepts with which he will work during his studies and in pedagogical practice,</li> <li>• get acquainted with the integration of linguistics into the system of sciences, with the methods of linguistic research in the historical cross-section,</li> <li>• with the most important theories of language functions,</li> </ul>	

- the student learns the dichotomy of language and speech according to Ferdinand de Saussure,
- acquire basic knowledge of semiotics as a science of signs with special regard to the nature of the language sign (semantic triangle),
- due to the nature of the study of the Slovak language, the student will master the issues of the system and structure of the language, the division of the language system and its connection with basic linguistic disciplines;
- get acquainted with the issues of individual linguistic disciplines, including basic concepts and terms with emphasis on those linguistic disciplines that will be the subject of his studies at the Faculty of Education (phonetics and phonology, morphology, lexicology, syntax, stylistics; development and history of literary language, dialectology),
- due to the fact that the study of the Slovak language is carried out in a region with a predominance of Hungarian ethnicity, special attention will be paid to the issue of language classification (genealogical, typological and campus), thanks to which the student already acquires basic knowledge on typological differences between Slovak and Hungarian;
- the student has knowledge-arguments acquired about the language and its laws, about the way and conditions of its functioning in all language levels and relations to other languages,
- the student acquires the issue of partial disciplines within the sound level of the language,
- acquire general knowledge about the construction of the Slovak phonological system, even in comparison with Hungarian,
- acquire knowledge of the principles of normative pronunciation of the Slovak language, in confrontation with the Hungarian language, but also with other Slavic languages,
- will be able to explain the connections and relationships between spelling and pronunciation,
- get acquainted with articulatory organs and articulation, learn about ways of making sounds by speech systems; learn the definition of the term phoneme in confrontation with the term voice, gain knowledge about the inventory of Slovak phonemes and its division,

#### Skills:

- The student will be able to work with basic linguistic terms and knowledge both in the teaching process and in the creation of term papers and theses.
- The student will be able to correctly explain the theory of language sign, character definition, typology of individual characters (icons, indexes, symbols) and character structure (semantic triangle, arbitrariness, motivation);
- is able to correctly evaluate and explain the relationships of language and speech, language and thinking,
- is able to orientate in the internal organization of the language system and know the factors of its structuring,
- will be able to correctly characterize the sound, morphological, syntactic, lexical, stylistic level of language and specify the relationships between individual language levels,
- will be able to use the acquired theoretical knowledge of orthography and orthoepy in writing and reading their own texts as well as in correcting spelling and pronunciation in the educational process,
- will be able to orientate in the phonetic system of standard Slovak,
- will be able to correctly read any Slovak text of factual or artistic literature in accordance with the principles of literary pronunciation,
- masters standard Slovak pronunciation, will be able to explain its basic principles,
- will be able to correctly use theoretical knowledge of orthoepy for the personal development of orthoepic skills and to learn the pronunciation of students,
- will be able to characterize the correct pronunciation of vocals and consonants, detect and correct pronunciation errors,

- can characterize the distinctive symptoms of Slovak phonemes and the basics of phonetic transcription,
- will be able to characterize the rules of pronunciation of prepositions and know the principles of vocalization of prepositions.
- will be able to determine nonsense assimilation, resp. imitation and to identify places where evil assimilation occurs.

Competences:

- The student will be able to apply the basics of system-structural thinking about language and theory of linguistics as a prerequisite for the study of specific linguistic disciplines.
- The student will be able to identify with the need for professional development and set goals for their professional development.
- The student will be able to correctly explain the connections between phonology, spelling and pronunciation, apply the phonetic inventory of contemporary standard Slovak in written and oral expression, guide and correct students' written and oral speeches.
- The student will be able to deepen their knowledge in the field of linguistics, broaden their perspective in language theory, linguistic disciplines, language system and language levels.
- The student will be able to independently plan different ways of examining language units.
- The student will be able to apply the acquired theoretical knowledge from the basics of linguistics to a specific language material.
- The student will be able to implement spelling principles based on theoretical knowledge in practice, t. j. when creating, writing and correcting written speeches.
- The student will be able to apply the rules of literary pronunciation in oral expressions, to lead students to correct pronunciation in pedagogical work.
- The student will be able to explain the linguistic context of the orthographic and orthoepic norm, will be able to take a stand on the application of these standards in various media and in school practice

**Brief syllabus:**

1. Linguistics, concept, subject of research. The place of linguistics in the system of sciences. Division of the language system and basic linguistic disciplines. The relationship between language and speech. Origin and development of language. Theory of language origin.
2. Understanding language and speech according to F. de Saussure. Basic forms of language and language functions. Language as a sign. Sign system and principles of its functioning. Language character theory, character division, semantic triangle. Language and human communication, communication process; (language) communication model.
3. System and structure of language. Paradigmatic and syntagmatic relations. Subject of research of individual levels of the language system; basic terms.
4. Sound level of language, its place among language levels, the essence of the discipline. Why study phonetics and phonology at the Faculty of Education? The relationship between phonetics and phonology, the subject of research and their basic units. Overview of phonetic research. Division and partial disciplines of phonetics.
5. Speech production and perception. Physiological side of speech production. Articulatory organs, places and ways of creating sounds, phonation. Sound signal perception.
6. Distribution of sounds from the articulatory point of view. Segmental phonetics. Speech flow identification. The difference between consonants and vowels. Phonetic transcription.
7. Vocal subsystem of Slovak in comparison with Hungarian. General characteristics of vowels. Classification of vowels. Interaction of organ cavities in the articulation of individual vowels.
8. Diphthongs. Diftongy as a vocal microsystem. Properties and classification of diphthongs. Gliding. Common and different properties of diphthongs and monoftongs. Vowel groups and false diphthongs. Position of occurrence of diphthongs.

9. Consonantism of Slovak in comparison with Hungarian. Consonant articulation: types of obstacles. Classification of consonants. Contrastivity in the system of consonants in Slovak and Hungarian. Length and doubling of consonants.

10. Orthophonia and orthoepia. Orthophonic errors. Normative pronunciation of Slovak, its assumptions. Orthoepic errors in the pronunciation of vowels, diphthongs and consonants. Ways of finding out and determining and mastering the correct pronunciation of elementary school students.

11. Suprasegmental phenomena. Grouping of sounds: syllable, word, measure, column, sentence. Syllable structures. Functions and classification of suprasegmental phenomena, types of speech modulation.

12. Phonology, distinctive symptoms, allophones. Combinatorial and optional variants. The relationship vowel - phoneme - graphema. Spelling principles. Phonological typology. Phonological opposites and their neutralization. Assimilation and neutralisation.

13. Alternations in Slovak and Hungarian. Types of voice rotation: vocalic / consonantal, correlated / uncorrelated, quantitative / qualitative.

#### **Literature:**

ALABÁNOVÁ, M. Slovenský jazyk a literatúra v menšinových školách. Nitra: UKF, 2008. ISBN 978-80-969945-7-1

HORECKÝ, J.: Základy jazykovedy. Bratislava: SPN, 1978. 175 s.

KRÁL, Á. – SABOL, J. Fonetika a fonológia, Bratislava: SPN, 1989. ISBN 80 08 00036 8

MISTRÍK, J.: Jazyk a reč. Bratislava : Mladé letá, 1984. ISBN 0012983

MISTRÍK, J.: Lingvistický slovník. Bratislava, 2002. ISBN 80 08 02704 5

MISTRÍK, J.: Moderná slovenčina. Bratislava : SPN, 1996. ISBN 80-08-01042-8

NAVRÁTĽ, L. Fonetika a fonológia IN: Slovenský jazyk pre štúdium učiteľstva 1. stupňa zš s vyuč.jaz. maď. Nitra: Vysoká škola pedagogická, 1995. s.7-49. ISBN 80-8050-021-5

PAULINY, E. Slovenská fonológia. Bratislava: SPN, 1979. 212 s.

PILECKY M. Základy porovnávacej fonológie. Pílišska Čaba: PPKE BTK, 2007. ISBN 978-963-9206-40-3

SABOL, J. – ONDRUŠ, Š.: Úvod do štúdia jazykov. Bratislava : SPN, 1987. 343 s.

SIČÁKOVÁ, Ľ. Fonetika a fonológia pre elementaristov. Prešov, 2002. ISBN 9788089038152

TÓTH, S. J.: Jazykovedné pojmoslovie slovensko-maďarské. Komárno: UJS, 2015. ISBN 978-80-8122-153-8

<https://slovník.juls.savba.sk/>

<https://www.juls.savba.sk/ediela/ks/>

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

Slovak

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** prof. PhDr. Juraj Vaňko, CSc., Dr. habil. Sándor János Tóth, PhD.

**Date of last update:** 30.06.2022

**Approved by:**

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ VJ/22	<b>Name:</b> Generali linguistics
<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> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in classes (1 credit) 50 points 1 credit can be obtained from two alternatives: A) comparative elaboration of articles from professional literature, thematically in accordance with the syllabus (for each hour an elaboration on 1 A4 page) B) current project task (for each hour an elaboration on 1 A4 page) Final test or colloquial exam with independent homework: 1 credit: students can get max. number of points 50. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3).	
<b>Results of education:</b> <b>Knowledge:</b> The student will gain in-depth knowledge of selected chapters of general linguistics with reference to the possibility of their use in the study of various philological disciplines, as well as in independent research or pedagogical work. Students' knowledge base will be expanded by a system of knowledge from various areas of linguistics - starting with systems linguistics and ending with the latest linguistic directions (pragmalinguistics, sociolinguistics, psycholinguistics, cognitive linguistics, ethnolinguistics ...) linguistic linguistic methods. Due to the ethnic specificity of the region and the focus of the study, special attention will be paid to the genealogical, areal and typological classification of languages with an emphasis on contrasting phenomena in the Slovak and Hungarian language systems. Part of this study will be the formulation of general laws of language and its development, including the search for phenomena common to all languages (so-called linguistic universals). Thanks to such a targeted study of generalist issues, the student will acquire knowledge and skills from his / her field, which will enable him / her to look for interdisciplinary ties and connections with other social science disciplines. <b>Skills:</b> The student will be able to combine knowledge of general linguistics with individual phenomena of the Slovak language system, which will be a prerequisite for successful study of philological disciplines in higher years of study. The acquired skills will also include the ability to recognize, interpret and explain basic typological differences, especially between Slovak and Hungarian, but	

also other languages. The student will be able to professionally present the acquired knowledge at seminars, resp. even in front of the professional community.

Competences:

The student will be able to apply the acquired theoretical knowledge and practical experience in general linguistics in school practice, which will apply especially to the knowledge gained from the typological comparative study of Slovak and Hungarian. On this basis, he will be able to effectively teach morphosyntactic phenomena in Slovak and Hungarian; this procedure will contribute to the creation of a creative atmosphere in the acquisition of some elements of the grammatical system of the Slovak language.

### **Brief syllabus:**

1. The subject of linguistics. Basic questions of general linguistics. The place of linguistics in the system of sciences.
2. Language functions. Theory of language functions (K. Bühler, R. Jakobson, F. Miko, J. Horecký ...). Language functioning in communication.
3. Man - language - society. Origin of language (theory of language origin); language in individual socio-economic formations; linguistic convergence and divergence.
4. Methods of linguistic research. Historical-comparative method / linguistics. Structural linguistics.
5. History of linguistic research. Prague school and functional linguistics. Theses of the Prague Linguistic Circle.
6. Systems linguistics, language units and their mutual relations.
7. Language categories. System of language categories - in the confrontation of Slovak and Hungarian.
8. Language dynamics, explanation of changes, language variability.
9. Classification of languages with special regard to the place of Slovak and Hungarian: genetic, areal, typological (morphological and syntactic).
10. Generative grammar. Universal grammar as a system of (universal) principles.
11. Modern linguistic trends: psycholinguistics, sociolinguistics, eco-linguistics, pragmalinguistics, cognitive linguistics.
12. Problems of (machine) translation.
13. Learning foreign languages, resp. learning foreign languages (lingvodidactic issues).

### **Literature:**

- BARTMIŃSKI, J.: Jazyk v kontextu kultury. Dvanáct statí z lublinské kognitivní etnolingvistiky. Praha : Karolinum, 2016. ISBN 978-80-246-2883-7
- DOLNÍK, J. Teória spisovného jazyka : so zreteľom na spisovnú slovenčinu. Bratislava : Veda, 2010. ISBN 978-80-224-1119-6
- DOLNÍK, J. Všeobecná jazykoveda. Opis a vysvetlenie jazyka. Bratislava: VEDA, 2009. ISBN 978-80-224-1078
- HORECKÝ, J. Vývin a teória jazyka Bratislava: SPN, 1983
- HORECKÝ, J. Základy jazykovedy. Bratislava : Slovenské pedagogické nakladateľstvo, 1978.
- KAČALA, J.: Jazykové kategórie v slovenčine. Bratislava : Univerzita Komenského, 2014. ISBN 978-80-223-3486-0.
- KRUPA, V. Jednota a variabilita jazyka. Bratislava : VEDA, 1980. ISBN 0012974
- MISTRÍK, J.: Encyklopédia jazykovedy. Bratislava : Obzor, 1993. 517 s.
- VAŇKO, J.: Kategoriálny rámec pre analýzu chýb strojového prekladu. In: Mýliť sa je ľudské (ale aj strojové) : Analýza chýb strojového prekladu do slovenčiny. Nitra : Univerzita Konštantína Filozofa v Nitre, 2017. – ISBN 978-80-558-1255-7, s. 73-88
- VAŇKO, J.: Komunikácia a jazyk. Nitra, Katedra slovenského jazyka Univerzity Konštantína Filozofa 1999. 202 s. ISBN 80-8050-253-6.

<b>Language, knowledge of which is necessary to complete a course:</b> Slovak					
<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. PhDr. Juraj Vaňko, CSc.					
<b>Date of last update:</b> 30.06.2022					
<b>Approved by:</b>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KSL/SJdb/ ŠS/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> 2	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> All students who have met the requirements of the study program during the examination in the last year of their studies may participate in the state examination at the usual time according to the study schedule. In the oral state examination, the student reports on the knowledge and skills acquired in his / her own field, as well as on the interdisciplinary connections with the relevant fields. Demonstrates the ability to convey information, ideas, problems, and solutions to professional and lay audiences. The state exam takes the form of a colloquium, during which the student's performance is assessed on a scale from A to FX. The ticket is included in the total state exam evaluation. The oral examination is evaluated on the basis of the following classification scale: A - 100–91%, B - 90–81%, C - 80–71%, D - 70–61%, E - 60–50%. A student who does not reach 50% will not receive credit. The chairman of the committee shall announce the results of the state examination and the defense in public	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has acquired knowledge from the compulsory and profile subjects of the study program,</li> <li>- the student is able to define and interpret the basic concepts in his / her own words, to explain and describe the basic processes, to characterize and apply the scientific methods of the research in the areas given in the thematic plan of the subject,</li> <li>- the student is able to analyze and evaluate the knowledge of his / her field so far.</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- the student is able to present his / her expertise,</li> <li>- the student is able to transfer his / her knowledge,</li> <li>- the student is able to systematize and apply the acquired theoretical knowledge,</li> <li>- the student has the ability to study independently, which allows him / her to continue his / her studies.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>- the student is able to express his / her language and professional culture in the oral examination,</li> </ul>	



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

**Brief syllabus:**

Theory of literature, history of Slovak literature from the beginnings to the interwar period. Children's and youth literature. Interpretation of literary text. Methodology of literature. Phonetics, phonology, morphology, lexicology, syntax of Slovak. Methodology teaching of Slovak language.

**Literature:**

Odporúčaná literatúra:  
Literatúra uvedená v informačných listoch študijného programu

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

Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:**

**Date of last update:** 30.06.2022

**Approved by:**