

## **COURSE DESCRIPTION**

**Field of study:** *Teacher training and educational science*

**Study programme:** *Linguodidactics*

**Degree:** 3. (*PhD*)

### **Compulsory subjects:**

Foreign language in academic discourse - English  
Research Methodology in Linguodidactics  
Didactics of the Slovak language  
Didactics of the Russian language  
Didactics of the English language  
Didactics of the German language  
Didactics of the Ukrainian language  
Didactics for university teachers  
Written thesis for the dissertation examination (SE)  
Linguodidactics (SE)  
Dissertation defence (SE)

### **Compulsory-elective subjects:**

Foreign language in academic discourse - German  
Foreign Language in Academic Discourse - Russian  
Linguodidactics in intercultural contexts  
Language as a symbolic form  
Applied Linguistics  
Ontogenesis of speech  
Socio-cultural aspects of education  
Psycholinguistics  
Sociolinguistics  
Pragmalinguistics  
History of linguodidactics  
Intercultural communication  
Modern technologies in linguodidactics  
Research Methodology in Applied Linguistics (SE)  
Research Methodology in Applied Linguistic Didactics (SE)

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty/university workplace:</b> <i>Faculty of Arts</i>	
<b>Code:</b> <i>1IAA/LCUJA</i>	<b>Course title:</b> <i>Foreign language in academic discourse – English (profile course)</i>
<b>Type, scope, and method of educational activity:</b> <i>compulsory subject, lecture/seminar, 0/20 per semester, combined method (MS Teams, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1. – 4.	
<b>Study grade:</b> 3.	
<b>Prerequisite subjects:</b> —	
<b>Conditions for passing the course:</b> <ul style="list-style-type: none"> <li>• <i>Attendance at the seminars is compulsory. Acceptance of a written apology.</i></li> <li>• <i>Written short paper (2 - 3 pg.) on the assigned topic focused on the analysis and expression of one's own opinion on the specified problem, 1 presentation in PPT or Prezi (in the paper are evaluated: analytical-synthetic thought processes of the student, critical approach of the student to the given issue, argumentation, and presentation skills).</i></li> </ul> <p><i>Final evaluation:</i></p> <p><i>Written exam:</i></p> <ol style="list-style-type: none"> <li>1. <i>Elaboration and presentation of an outline of the dissertation, approx. 500-600 words (35%).</i></li> <li>2. <i>Structured CV - Curriculum Vitae (Europass) (5 %)</i></li> <li>3. <i>Resume from the relevant literature studied (20 %)</i></li> </ol> <p><i>Oral examination - on the following topics:</i></p> <ol style="list-style-type: none"> <li>1. <i>own scientific work and literature</i></li> <li>2. <i>cooperation with other disciplines and organisations</i></li> <li>3. <i>publications and conference presentations</i></li> </ol> <p><i>Assessment:</i></p> <p><i>60 % processing of the prescribed written materials and presentation of the thesis project</i></p> <p><i>40 % oral examination</i></p> <p><i>To obtain a grade of A (excellent), the student must obtain at least 90%, to obtain a grade of B 80%, to obtain a grade of C at least 70%, to obtain a grade of D at least 60%, to obtain a grade of E at least 50%. A student who obtains less than 50% will be graded with a grade of FX.</i></p>	
<b>Learning outcomes:</b> <b>Knowledge gained:</b> <i>The student knows the concepts and basic terminology of critical thinking. The student masters the technique of organization of professional language expression in oral and written form. The student is able to analyse the audience and then adapt the register of the communication on the scientific - popular-scientific axis.</i>	

**Skills acquired:**

*The student will be able to apply the acquired knowledge in English at different levels and forums (e.g. conferences, etc.). The student is able to construct different types of speeches and present his/her work according to speech communication criteria using the latest speech presentation technology (e.g. Prezi, PPT, etc.). On the basis of experience, he/she is able to evaluate adequately the speeches of others, respecting the principles of linguistic expression in a multicultural space. Can demonstrate self-reflection and self-criticism.*

**Acquired competencies:**

*The graduate of the course acquires general communicative linguistic competences on the basis of which he/she is able to present his/her work, the results of his/her research and demonstrate knowledge of the relevant literature in English.*

*His/her linguistic competence will correspond to B2 level in all language skills: listening, speaking, reading, and writing.*

*The graduate will be able to integrate relevant information and sources into linguistic expression according to set principles. The student is able to self-critically evaluate his/her speech.*

*The graduate acquires adequate sociolinguistic competence at B2 level (according to the Common European Framework of Reference for Languages) to present, not only oneself in everyday situations, but also the results of one's own academic work.*

*The graduate develops pragmatic competences to be able to interact meaningfully in a variety of situations related to his/her professional profile.*

*He/she will be able to respond appropriately to inter/multicultural contextual linguistic stimuli. Develops his/her critical linguistic thinking, critical analysis, and selection from information redundancy.*

**Course content:**

- *Specifics of written academic expression in English, techniques of written expression, their structuring (criteria and requirements for writing abstracts, resumes, conference papers, dissertations, etc.)*
- *Structured curriculum vitae - CV (europass).*
- *Techniques of oral academic expression (organisation and structure, use and support of information with relevant sources according to the principles of academic ethics).*
- *Reading comprehension and translation of popular and academic texts.*
- *Development of vocabulary with a vocational orientation.*
- *Oral and written presentation of the content, methods, and forms of own scientific research work.*
- *Professional and social conversation on a variety of topics (workplace, job, study/study visit.)*
- *Presentation of the literature studied, information about the dissertation (specification of the title, choice of topic, aims and methods of work, own research, conclusions, contribution, professional cooperation).*

**Recommended literature:**

*ALLANS, Robert – EMIR, Metin, 2019. Advanced English. Idioms, Phrasal Verbs, Vocabulary and Phrases. 700 Expressions of Academic Language. Independently Published.*

*GREENE Stuart – LIDINSKI, April, 2016. From Inquiry to Academic Writing – Practical Guide. Bedford / St. Martin's. ISBN: 9781319089689*

*HAYOT, Eric, 2014. The Elements of Academic Style: Writing for the Humanities. Columbia University Press.*

HINKEL, Eli, 2003. *Teaching Academic ESL Writing. Practical Techniques in Vocabulary and Grammar*. Routledge

WALLWORK, Adrian, 2016: *English for Academic Research: Vocabulary Exercises*. Springer International Publishing.

**Language which is necessary to complete the course:** *English Language*

**Notes:**

*Student's time load: 150 hours;*

*Combined (in person study) (15 hours), self-study of theoretical background (25 hours), short written work on the assigned topic focused on the analysis and expression of one's own opinion on the specified problem (15 hours), preparation of a presentation in PPT (15 hours), preparation of written examination papers (50 hours), preparation for the oral examination (30 hours).*

*In case of interruption of full-time teaching due to UVZ/RUVZ/University/Faculty regulations, the teaching and examination will be conducted in a prescribed distance learning format.*

**Course evaluation**

Total number of students evaluated: 8

A	B	C	D	E	FX
50%	13%	13%	0%	0%	25%

**Lecturers:** *PhDr. Miroslava Gavurová, PhD.*

**Date of last change:** *January 2022*

**Approved by:** *prof. Zuzana Straková, PhD.*

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty/university workplace:</b> <i>Faculty of Arts</i>	
<b>Code:</b> <i>1IAA/LMETD</i>	<b>Course title:</b> <i>Research Methodology in Linguodidactics (profile course)</i>
<b>Type, scope, and method of educational activity:</b> <i>Compulsory subject, lecture/seminar, 5/5 per semester, combined method (MS Teams, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> 10	
<b>Recommended semester:</b> <i>1. – 4.</i>	
<b>Study grade:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> —	
<b>Conditions for passing the course:</b> <i>The course is completed with an examination. The prerequisite for participation in the examination is full attendance at lectures and colloquia seminars conducted within the course. The student will prepare a portfolio consisting of:</i> <ol style="list-style-type: none"> <li><i>1. The preparation of a bibliography related to the topic of the dissertation from full-text foreign language databases in the range of 20 abstracts.</i></li> <li><i>2. Processing of bibliography from book sources.</i></li> <li><i>3. Preparation of the structure or working content of the dissertation.</i></li> <li><i>4. Compiling a theoretical matrix of one topic-forming concept.</i></li> <li><i>5. Elaboration of the dissertation research project</i></li> </ol> <i>Students may earn a maximum of 40 points for the portfolio. The course is completed by an oral examination for which the student may earn a maximum of 60 points.</i> <i>Credits will be awarded on the basis of fulfilling all the above requirements according to the grading scale A, B, C, D, E, FX in the sense of the Study Regulations of PU in Prešov.</i>	
<b>Learning outcomes:</b> <b>Acquired knowledge:</b> <i>the student knows the concepts and basic terminology of research methodology. The student knows the basic principles of research implementation, types of research, research methods, research ethics. The student is able to define and differentiate between quantitative and qualitative methods and can describe the processes involved in data collection and analysis.</i> <b>Acquired skills:</b> <i>The graduate of the course is able to select an adequate (to meet the objectives of the research) research method, describe the specifics of individual research methods, characterize the principles of selecting a research sample, apply statistical procedures of data analysis, apply the procedures of descriptive statistics, apply the procedures of qualitative data analysis, interpret the obtained data. The graduate of the course is able to formulate a research question, research objectives and hypothesis, is able to design a pedagogical research project</i>	

*in accordance with the type of research question. The student is able to critically accept published materials, evaluate their quality.*

**Acquired competencies:** *The graduate of the subject is able to describe and distinguish types of pedagogical research, present the ability of analytical work with professional literature, compile a theoretical matrix as a basis for analytical work with professional literature, create own text of professional character and solve problematic situations independently and in cooperation with partners.*

**Course content:**

*The concept of the methodology of educational sciences.*

*Basic concepts of educational methodology: scientific research, research method, scientific fact. Types of educational research.*

*Phases of the research process.*

*Formulation of the research problem. Types of research problems in educational research. Research hypotheses.*

*Types of samples in educational research.*

*Objectivity, validity, and reliability of research.*

*Characteristics of quantitative methods of educational research (quantitative research paradigm). Characteristics of selected methods.*

*Characteristics of qualitative methods of educational research (qualitative research paradigm). Characteristics of selected methods.*

*Introduction to statistical processing and data evaluation.*

*Basic concepts of descriptive statistics.*

*Basic concepts of inductive statistics used in educational research.*

*Methods and approaches for analysis and interpretation of research findings and evaluated data.*

*Ethics of the researcher.*

*Philosophical foundations of qualitative research methodology.*

*Research methods of qualitative research: participant observation, unstructured interview, narrative method, content analysis of human products.*

*Data collection in qualitative research: types of records, recording, protocols.*

*Data analysis: segmentation - coding - theory generation, different types of analysis, software.*

**Recommended literature:**

*DARÁK, M. – KRAJČOVÁ, N. 1995. Empirický výskum v pedagogike. Prešov: Manacon, 1995.*

*DÖRNYEI, Z. 2007. Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies. Oxford: New York, NY: Oxford University Press*

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

*GAVORA, P. 2007. Sprievodca metodológiou kvalitatívneho výskumu. Bratislava: Univerzita Komenského.*

*GAVORA, P. 2008. Úvod do pedagogického výskumu. Bratislava: Univerzita Komenského.*

*GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava: Univerzita Komenského, 2010. Dostupné na:*

*<http://www.e-metodologia.fedu.uniba.sk/> ISBN 978–80–223–2951–4.*

*MACKEY, A. - GASS, S. 2016. Second Language Research: Methodology and Design. Routledge*  
*McKINLEY, J., & ROSE, H. (Eds.). 2020. The Routledge handbook of research methods in applied linguistics. Routledge*

*PLONSKY, L. (ed.) 2015. Advancing Quantitative Methods in Second Language Research. Routledge.*

SELIGER, H. - SHOHAMY, E., 1989, *Oxford Applied Linguistics - Second Language Research Methods*. Oxford University Press

SILVERMAN, D. 2005. *Ako robiť kvalitatívny výskum*. Bratislava: Ikar.

STRAUSS, A. – CORBINOVÁ, J. 1999. *Základy kvalitatívneho výskumu*. Brno: Abert.

ŠVAŘÍČEK, R. – ŠEĎOVÁ, K. 2007. *Kvalitativní výzkum v pedagogických vědách*. Brno: Paido.

ŠVEC, Š. a kol. 1998. *Metodológia vied o výchove*. Bratislava: IRIS

**Language which is necessary to complete the course:** *Slovak and English*

**Notes:**

*student time load: 300 hours - combined study (5), preparation for seminars (75), self-study (70), subject portfolio (150)*

**Course evaluation**

Total number of students evaluated: 0

A	B	C	D	E	FX

**Lecturers:** *doc. PaedDr. Ivana Cimermanová, PhD.*

**Date of last change:** *January 2022*

**Approved by:** *prof. Zuzana Straková, PhD.*

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty/university workplace:</b> <i>Faculty of Arts</i>	
<b>Code:</b> <i>1ISM/LDIDS</i>	<b>Course title:</b> <i>Didactics of the Slovak language</i>
<b>Type, scope, and method of educational activity:</b> <i>Compulsory subject, lecture/seminar, 10/10, combined method (in person, MS Teams), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> <i>10</i>	
<b>Recommended semester:</b> <i>1. – 4.</i>	
<b>Study grade:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> —	
<b>Conditions for passing the course:</b> <i>Final evaluation:</i> <i>An oral examination designed to test the knowledge, skills and competencies listed in the learning outcomes section.</i> <i>The elaboration of a professional text demonstrating the ability to correlate the knowledge of language didactics with the own research topic.</i>	
<b>Learning outcomes:</b> <i>The student will acquire knowledge, skills and competences deepening and extending his/her existing knowledge of language and communication education in lower and upper secondary education.</i> <b>Acquired knowledge:</b> <i>Through acquired knowledge, the student:</i> <ul style="list-style-type: none"> <li>- <i>can explain the linguistic and psychodidactic background of Slovak language teaching;</i></li> <li>- <i>can analyse and compare domestic and foreign approaches to first language (L1) teaching and relevant research in the field;</i></li> <li>- <i>can explain the differences between descriptive-classificatory and communicative-cognitive teaching; knows the needs of literacy development of the pupil;</i></li> <li>- <i>can characterise the nature of the communicative-cognitive model of first (mother tongue) language teaching and the integrated lesson model;</i></li> <li>- <i>can analyse the content and process of developing pupils' communicative competence from a linguistic and psychodidactic point of view;</i></li> <li>- <i>understands the cognitive-communicative principles of school dialogue in first language teaching;</i></li> </ul> <b>Skills Acquired:</b> <i>the student, through the skills acquired:</i> <ul style="list-style-type: none"> <li>- <i>is able to critically analyse the curriculum and teaching materials of Slovak language teaching;</i></li> <li>- <i>is able to apply constructivist teaching practices and justify the methods used;</i></li> <li>- <i>is able to assess the teacher's interaction style in terms of the cognitive demands of the stimuli;</i></li> <li>- <i>can formulate a relevant research problem and research questions in the field of language-communication education;</i></li> </ul> <b>Competences acquired:</b> <i>the student will acquire the competences:</i> <ul style="list-style-type: none"> <li>- <i>to design educational units based on the current scientific knowledge of linguodidactics and psychodidactics;</i></li> </ul>	

- *critically assess the relevance of theoretical sources and the appropriateness of methodological grasp of a research problem in the field of linguistic-communication education;*
- *develop a plan for theoretical and empirical solution of a research problem in the field of linguistic-communication education.*

**Course content:**

1. *Lingvodidactics and the cognitive paradigm. Language and cognition: man as an information processing system (functionalism, connectionism, modular approach, holistic approach).*
2. *Acquisition of linguistic and communicative competence (learning theory, biological maturation, interaction theories, constructivism, cultural context theory).*
3. *Mechanisms of language reception: decoding and comprehension, models of text comprehension, inferencing as a central component of comprehension, processing of semantic and syntactic information, general and specific knowledge of the recipient, monitoring comprehension, the role of working memory.*
4. *Mechanisms of language production: planning, translation, assessment, text monitoring (cognitive process theory); writing as knowledge expression and writing as knowledge transformation; working memory and the writing process.*
5. *Content and developmental models of literacy, strategies for acquiring functional and complex literacy, new kinds of literacy (multimodal, multimedia).*
6. *Synchronic and diachronic view of the concepts of first language teaching in Slovakia and abroad. Relevant research in the field.*
7. *The content and process of developing the learner's textual competence: interpersonal competence (communicative conventions, dialogic communication), receptive competence (reciprocation of listened, read and multimodal communication), production competence (production of spoken, written and multimodal communication).*
8. *Sub-linguistic competences (phonetic-phonological, orthoepic, orthographic, lexical, syntactic) and their supporting role in the development of the learner's textual competence.*
9. *Model of didactic reconstruction: scientific knowledge, pupils' preconceptions, structuring of the learning environment. The constructivist framework E - U - R.*
10. *Results of international comparative studies PIRLS and PISA on reading literacy, methods, areas and results of research, place of Slovak pupils in the results and result trend, incentives for teaching practice, limits of studies.*
11. *The use of electronic dictionaries, voting system, videoconferencing system and Slovak National Corpus in constructivist teaching of mother tongue.*

**Recommended literature:**

ČECHOVÁ, M. (1998). *Komunikační a slohová výchova*. Praha: ISV nakladatelství.

FISHER, R. (1997). *Učíme děti myslet a učit se*. Praha: Portál.

GAVORA, P. (1992). *Žiak a text*. Bratislava: Slovenské pedagogické nakladateľstvo.

GAVORA, P. (2008). *Ako rozvíjať porozumenie textu u žiaka*. Bratislava: Enigma.

HÖFLEROVÁ, E. (2003). *Školský dialog a jeho vliv na rozvoj řeči dětí*. Ostrava: Pedagogická fakulta Ostravské univerzity.

JELEMENSKÁ, P., SANDER, E., & KATTMANN, U. (2003). *Model didaktickej rekonštrukcie. Impulz pre výskum v odborových didaktikách*. *Pedagogika*, 53, 190-201.

- KESSELOVÁ, J. (2005). Porozumenie textu ako znovuoživený lingvo-didaktický problém. In Ľ. Sičáková & Ľ. Liptáková (Eds.), *Slovo o slove*. 11 (s. 62-72). Prešov: Prešovská univerzita, Pedagogická fakulta.
- KESSELOVÁ, J. (2008a). Jazyk a sloh v súčasnej škole: model – učebnice – výsledky. In J. Kesselová (Ed.), *Jazyk a literatúra v škole – zážitok a poznanie* (s. 59-64). Prešov: Prešovská univerzita.
- KESSELOVÁ, J. (2008b). Lingvo-didaktické východiská tvorby učebných osnov zo slovenského jazyka. In Ľ. Liptáková & M. Klimovič (Eds.), *Inovácie vo vyučovaní jazyka a literatúry* (s. 20-42). Prešov: Prešovská univerzita, Pedagogická fakulta.
- KESSELOVÁ, J. (2009). O zmysle vyučovania slovenčiny v súčasnej škole. In Ľ. Liptáková, K. Vužňáková, & R. Rusňák (Eds.), *Slovo o slove*. 15 (s. 151-158). Prešov: Prešovská univerzita, Pedagogická fakulta.
- KLIMOVIČ, M. (2016). *Detský pisateľ v procese tvorby textu*. Prešov: Vydavateľstvo Prešovskej univerzity.
- KOVÁČOVÁ, Z. (2019). *Edukácia slovenského jazyka a slohu z aspektu poznávacích procesov žiaka*. Nitra: Univerzita Konštantína Filozofa.
- KOVALČÍKOVÁ, I. a et al. (2016). *Diagnostika a stimulácia kognitívnych a exekutívnych funkcií žiaka v mladšom školskom veku*. 2., rozšírené vydanie. Prešov: Vydavateľstvo Prešovskej univerzity.
- LIGOŠ, M. (2009). *Základy jazykového a literárneho vzdelávania I. a II.* Ružomberok: Filozofická fakulta Katolíckej univerzity.
- LIGOŠ, M. (2019). *Vyučovanie slovenčiny ako materinského jazyka v minulosti, prítomnosti a budúcnosti*. Bratislava: VEDA, vydavateľstvo SAV.
- LIGOŠ, M. (2020). Continuity of traditional and new tendencies in L1 teaching: A scientific essay on the challenges and projections. *L1-Educational Studies in Language and Literature*, 20, 1-18. <https://doi.org/10.17239/L1ESLL-2020.20.01.11>
- LIPTÁKOVÁ, Ľ. (2012). *Kognitívne aspekty vyučovania materinského jazyka v primárnej edukácii*. Prešov: Prešovská univerzita v Prešove, Pedagogická fakulta.
- LIPTÁKOVÁ, Ľ. et al. (2015). *Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie*. Prešov: Prešovská univerzita, Pedagogická fakulta.
- OAKHILL, J., CAIN, K., & ELBRO, C. (2015). *Understanding and Teaching Reading Comprehension. A handbook*. Routledge.
- PACOVSKÁ, J. (2012). *K hĺbkinám študáckovy duše (Didaktika mateřského jazyka v transdisciplinárním kontextu.)* Praha: Karolinum.
- PACOVSKÁ, J. et al. (2021). *Škola jako místo radosti z přemýšlení o jazyce. Pedagogický pohled na kognitivní a kulturní aspekty jazyka*. Praha: Akropolis.
- PALEŇČÁROVÁ, J., KUPCOVÁ, J., & KESSELOVÁ, J. (2003). *Učíme slovenčinu komunikačne a zážitkovo*. Bratislava: Slovenské pedagogické nakladateľstvo – Mladé letá, s. r. o.
- SCHWARZOVÁ, M. (2009). *Úvod od kognitivní lingvistiky*. Praha: Dauphin.
- SLAVÍK, J., JANÍK, T., NAJVAR, P., & KNECHT, P. (2017). *Transdisciplinární didaktika: o učitelském sdílení znalostí a zvyšování kvality výuky napříč obory*. Brno: Masarykova univerzita, Pedagogická fakulta.
- STERNBERG, R. J. (2002). *Kognitivní psychologie*. Praha: Portál.
- SVOBODOVÁ, J. (2000). *Jazyková specifika školské komunikace a výuka mateřštiny*. Spisy Ostravské univerzity. 133. Ostrava: Pedagogická fakulta Ostravské univerzity.
- ŠEBESTA, K. (2005). *Od jazyka ke komunikaci. Didaktika českého jazyka a komunikační výchova*. 2., revidované vydání. Praha: Karolinum.

ŠTĚPÁNÍK, S. et al. (2019). *Cesty ke komunikačně-funkčnímu pojetí v české, slovenské a polské didaktice mateřského jazyka*. Praha: Karolinum.

ŠTĚPÁNÍK, S. et al. (2020). *Školní výpravy do krajiny češtiny: didaktika českého jazyka pro základní školy*. Plzeň: Fraus.

ŠTĚPÁNÍK, S. (2020). *Výuka češtiny mezi tradicí a inovací*. Praha: Academia.

TENNENT, W. (2015). *Understanding reading comprehension. Processes and Practices*. SAGE.

TULASIEWICZ, W., & ADAMS, A. (Eds.) (2005). *Teaching the Mother Tongue in a Multilingual Europe (1)*. London, GB: Continuum.

*L1 Educational Studies in Language and Literature. The official journal of the International Association for Research in L1 Education (ARLE).*

**Language which is necessary to complete the course:** *Slovak*

**Notes:** *student's time load: 300 hours - combined study (15), preparation for seminars (100), self-study of literature (125), final thesis (60)*

*For students with specific needs, an individualized approach is provided based on the recommendation of the faculty coordinator for students with specific needs.*

**Course evaluation**

Total number of students evaluated: 0

A	B	C	D	E	FX

**Lecturers:** *prof. PaedDr. Jana Kesselová, CSc., prof. PaedDr. Ľudmila Liptáková, CSc.*

**Date of last change:** *January 2022*

**Approved by:** *prof. Zuzana Straková, PhD.*

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty/university workplace:</b> <i>Faculty of Arts</i>	
<b>Code:</b> <i>1IRU/LDIDR</i>	<b>Course title:</b> <i>Didactics of the Russian Language (profile course)</i>
<b>Type, scope, and method of educational activity:</b> <i>Compulsory subject, lecture/seminar, 10/10 per semester, combined method (in person, MS Teams), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> <i>10</i>	
<b>Recommended semester:</b> <i>1. – 4.</i>	
<b>Study grade:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> —	
<b>Conditions for passing the course:</b> <b>Method of evaluation and completion of the study of the subject:</b> <i>examination</i> <i>During the semester, prepare assignments and present solutions to assigned problems (20%), prepare, and lead a professional discussion (20%). Produce a final thesis of 20 pages (20%).</i> <i>Final evaluation: colloquial exam (40%)</i> <i>Credits will be awarded on the basis that all the above requirements have been met. Grade evaluation is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of PU in Prešov.</i>	
<b>Learning outcomes:</b> <b>Knowledge gained:</b> <i>The graduate of the course can define and interpret the basic concepts of linguodidactics and intercultural didactics. The student knows the strategies for the development of intercultural competence. The student is able to define the current concepts of foreign language education according to the type of culture. Possesses knowledge of the theory of Russian linguodidactics at the level necessary for scientific research and applied research within the discipline.</i> <b>Skills acquired:</b> <i>The graduate of the course is able to apply knowledge of contemporary problems in the field of linguodidactics in solving professional tasks. The student will be able to use modern technologies and tools for teaching foreign languages. The student uses the results of research in domestic and foreign linguodidactics and intercultural communication theory in designing the teaching process and teaching materials. Establishes and uses interdisciplinary contexts in solving professional tasks. Discusses selected issues, takes a position, and justifies his/her position.</i> <b>Competences acquired:</b> <i>The graduate of the course is able to systematically and critically analyse problematic situations and develop their solutions. The student is able to use modern communication technologies in a foreign language for academic and professional purposes. The student is able to design a basic educational programme and create scientific and methodological support for its implementation. Is able to use a set of modern research methods to develop the theory of linguodidactics in the context of national and foreign education. Is able to design a research study project and evaluate its perspectives in terms of the contemporary anthropocentric paradigm of education and its conceptual approaches of implementation.</i>	

**Course content:**

1. *Linguodidactics of the Russian language and intercultural didactics. Content, object, subject. Broader and narrower understanding of the concept of intercultural didactics.*
2. *The relationship between culture and education. Development of intercultural competence.*
3. *Educational models from the perspective of collectively and individually focused culture.*
4. *Linguodidactic foundations of foreign language teaching. The model of the secondary linguistic personality. Cognitive prerequisites of linguistic competence.*
5. *Psycholinguistic principles of teaching Russian as a second foreign language.*
6. *Contemporary technologies in Russian language teaching (mobile teaching).*

**Recommended literature:**

HAMPDEN-TURNER, C. & TROMPENAARS, A. 2000. *Building cross-cultural competence*. London: Yale University Press.

GUNDARA, J. 2000. *Interculturalism, Education and Inclusion*. Sage Publications, Thousand Oaks, CA.

JANÍK, Tomáš. 2009. *Didaktické znalosti obsahu a jejich význam pro oborové didaktiky, tvorbu kurikula a učitelské vzdělávání*. 1. vyd. Brno: Paido.

MOBILE LEARNING. 2013. In: *Proceedings of the international conference*. Edited by Inmaculada Arnedillo Sánchez and Pedro Isaías. Lisbon, Portugal.

PETRIKOVA, A. a kol., 2015. *Osnovy mežkulturnoj didaktiki*. 1. vyd.. Moskva: Russkij jazyk. Kursy.

TANDLICHOVÁ, E. 2004. In: *Svet cudzích jazykov, Svět cizích jazyků Dnes*. Bratislava: Didaktis.

UTECHINA, A.N. 2012. *Mežkulturnaja didaktika*. M.: Flinta.

ŽAROV, V.K. – TARATUCHINA, JU.V. 2015. *Pedagogičeskij konstruktivizm v kross-kulturnoj srede*. Moskva: Janus.

Centr razvitija kulturngo intellekta. [Cit. 2021-15-09.] Dostupné na internete: [<http://culturalq.com/tmpl/home/index.php>]

VALEJEV, G.Ch. *Metodologija i metody psichologo-pedagogičeskich issledovanij*. [Cit. 2021-15-09.] Dostupné na internete: [<http://logopediya.com/books-pedagogika2/22.php>]

**Language which is necessary to complete the course: Russian Language**

**Notes:** student's time load: 300 hours - combined study (15), preparation for seminars (100), self-study of literature (125), final thesis (60)

*For students with specific needs, an individualized approach is provided based on the recommendation of the faculty coordinator for students with specific needs.*

**Course evaluation**

Total number of students evaluated: 2

A	B	C	D	E	FX
100%					

**Lecturers:** doc. Mgr. Anna Petříková, PhD., lecturer, examiner, seminar leader

**Date of last change:** January 2022

**Approved by:** prof. Zuzana Straková, PhD.

## COURSE INFORMATION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty/university workplace:</b> <i>Faculty of Arts</i>	
<b>Code:</b> <i>1IAA/LDIDA</i>	<b>Course title:</b> <i>Didactics of the English Language (profile course)</i>
<b>Type, scope and method of educational activity:</b> <i>Compulsory course, lecture/seminar, 10/10 per semester, combined method (in person, MS Teams, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> <i>10</i>	
<b>Recommended semester:</b> <i>1. – 4.</i>	
<b>Study grade:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> —	
<b>Conditions for passing the course:</b> <i>Continuous evaluation: During the semester, students will be given assignments to work on and these will be part of the interim assessment: presentation of a selected topic according to the syllabus (20%), leading a discussion on a selected topic (20%), course portfolio with assignments defined in the syllabus (30%).</i> <i>Final evaluation: colloquial exam (30%)</i> <i>Credits will be awarded based on completion of all the above requirements. The assessment by grade is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of PU in Prešov.</i>	
<b>Learning outcomes:</b> <b>Acquired knowledge:</b> <i>the graduate of the subject knows the specifics of teaching a foreign language at all levels of education, including tertiary and adult education, and is able to apply basic procedures in accordance with these specifics.</i> <b>Acquired skills:</b> <i>The student is able to use reflection, evaluate his/her performance and subsequently improve the procedures, methods and forms he/she uses in practice (reflective teaching). He/she is able to update, modify and link the content of the curriculum within the framework of cross-curricular relationships and to create conditions for the development of students' global skills.</i> <b>Acquired competences:</b> <i>The student is able to take responsibility for the differentiation of teaching content as well as teaching practices. Is able to support his/her own decisions regarding the choice of teaching practices and teaching materials with arguments. Can conduct pedagogical research and use the data to qualitatively modify foreign language education.</i>	
<b>Course content:</b> <ol style="list-style-type: none"> <li><i>1. Current trends in foreign language teaching</i></li> <li><i>2. Factors influencing the foreign language learning process. Specifics of planning to support higher cognitive processes</i></li> <li><i>3. Integration of content and language, global learning, global skills.</i></li> </ol>	

4. *Development of learners' autonomy.*
5. *Formative assessment, authentic assessment, feedback and its importance*
6. *English as an international language. Plurilingual and pluricultural education.*
7. *E-learning. Specifics of interaction, communication in the online environment.*

**Recommended literature:**

BENSON, P., 2011, *Teaching and Researching Autonomy*. Harlow: Pearson Longman

BURNS, A., Richards.J.C., 2018, *Learning English as a Second Language*. Cambridge: CUP

CAZDEN, C.B., 2001, *Classroom discourse: the language of teaching and learning*. 2nd ed. Portsmouth, NH: Heinemann

CARTER, R., NUNAN, D., 2001, *The Cambridge Guide to Teaching English to Speakers of Other Languages*, Cambridge University Press

CIMERMANOVÁ, I., SEPEŠIOVÁ, M., STRAKOVÁ, Z., 2020, *Current issues in content-based teaching*. Hradec Králové: Gaudeamus

ČAPEK, R., 2015, *Moderní didaktika: Lexikon výukových a hodnotících metod*. Grada

LIGHTBOWN, P., SPADA, N., 2013, *How Languages are Learned*. Oxford University Press

LIN, M., Mackay, C., 2004, *Thinking through Modern Foreign Languages*. Cambridge: Chris Kington Publishing Press

MCKAY, S., 2002, *Teaching English as an International Language: An Introduction to the Role of English as an International Language and Its Implications for Language Teaching*. OUP

OXFORD, R., 2011, *Teaching and Researching Language Learning Strategies*, Harlow: Pearson Education Ltd.

SCHARLE, Á., SZABÓ. A., 2000, *Learner Autonomy*. Cambridge: Cambridge University Press

SINCLAIR, B. et al. (eds.), 2000, *Learner Autonomy, Teacher Autonomy: Future Directions*. Longman

WALSH, S., 2011, *Exploring classroom discourse: language in action*. New York: Routledge

WOODWARD, T., 2001, *Planning Lessons and Courses*. Cambridge: Cambridge University Press

WOODWARD, T., 2011, *Thinking in the EFL Classes*. Helbling Languages

**Language which is necessary to complete the course:** *English*

**Notes:** *student's time load: 300 hours - combined study (15), preparation for seminars (100), self-study (125), seminar work (60)*

**Course evaluation**

Total number of students evaluated: 2

A	B	C	D	E	FX
100%	0	0	0	0	0

**Lecturers:**

*prof. Zuzana Straková, PhD.*

*doc. PaedDr. Ivana Cimermanová, PhD.*

**Date of last change:** *January 2022*

**Approved by:** *prof. Zuzana Straková, PhD.*

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty of</b> <i>Faculty of arts</i>	
<b>Course code:</b> <i>1IG/LDIDN</i>	<b>Subject name:</b> <i>Didactics of the German language (profile course)</i>
<b>Type, scope, and method of educational activities:</b> <i>Compulsory course, lecture/seminar, 10/10 per semester, combined method (face-to-face, MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> <i>10</i>	
<b>Recommended semester/trimester of study:</b> <i>1. - 4.</i>	
<b>Level of study:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> -	
<b>Conditions for passing the course:</b> <i><b>Interim assessment:</b> during the semester students will be given assignments to work on and these will be part of the interim assessment: presentation of a selected topic according to the syllabus (20%), leading a discussion on a selected topic (20%), course portfolio with assignments defined in the syllabus (30%).</i> <i><b>Final assessment:</b> colloquial exam (30%)</i> <i>Credits will be awarded on the basis that all of the above requirements have been met. The grade evaluation is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of PU v Prešov.</i>	
<b>Learning outcomes:</b> <i><b>Acquired knowledge:</b> the graduate of the subject knows the specifics of teaching a foreign language at all levels of education, including tertiary and adult education, and is able to apply basic procedures in accordance with these specifics.</i> <i><b>Acquired skills:</b> the graduate of the course is able to apply modern foreign language teaching methods and is able to evaluate students' outcomes in accordance with pedagogical-psychological principles and with an emphasis on formative assessment. The student is able to use reflection, evaluate his/her performance and subsequently improve the procedures, methods and forms he/she uses in practice (reflective teaching). He/she is able to update, modify and link the content of the curriculum within the framework of cross-curricular relationships and to create conditions for the development of students' global skills.</i> <i><b>Acquired competences:</b> can independently solve problem situations as well as professional tasks related to the creation of conditions for the foreign language learning process. Can take responsibility for the differentiation of teaching content as well as teaching practices. Is able to support his/her own decisions regarding the choice of teaching practices and teaching materials with arguments. Can conduct pedagogical research and use the data to qualitatively modify foreign language education.</i>	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li><i>1. Current trends in foreign language teaching</i></li> <li><i>2. Factors influencing the foreign language learning process. Specifics of planning to support higher cognitive processes</i></li> <li><i>3. Integration of content and language, global learning, global skills.</i></li> </ol>	

4. *Developing learner autonomy. Learner autonomy and learner-centredness.*
- 5 *Formative assessment, authentic assessment, feedback, and its importance.*
6. *German as a mother tongue, foreign language, second language. German, Austrian and Swiss German. Plurilingual and pluricultural education.*
7. *E-learning. Specifics of interaction, communication in the online environment.*
8. *Methods in German language teaching in historical overview.*
9. *Grammar in communicative teaching.*
10. *Vocabulary work in communicative teaching.*

**Recommended reading:**

BAUSCH, K.-R. – CHRIST, H. – KRUMM, H.-J.(Hrsg.): *Handbuch Fremdsprachenunterricht*. Tübingen, 2003.

BIMMEL, P. – KAST, B. – NEUNER, G.: *Deutschunterricht planen. Arbeit mit Lehrwerkktionen*. G1 München Internationes, 2003.

BOHN, R.: *Probleme der Wortschatzarbeit*. G1 München, 1999.

FUNK, H. – KOENIG, M.: *Grammatik lehren und lernen*. München: Langenscheidt, 1992.

HÄUSSERMANN, U. – PIEPHO, H.-E.: *Aufgaben-Handbuch*. München: iudicium verlag, 1996.

KOLEČÁNI LENČOVÁ, I. – DAŇOVÁ, M. 2010, *Celostná pedagogika vo výučbe cudzích jazykov: s praktickými ukážkami z vyučovania nemeckého jazyka*. Banská Bystrica : Univerzita Mateja Bela, Fakulta humanitných vied.

RAMPILLION, U.: *Aufgabentypologie zum autonomen Lernen*, Ismaning: Hueber, 2000.

STORCH, G., 1999, *Deutsch als Fremdsprache – Eine Didaktik*. München: Wilhelm Fink Verlag.

STRANOVSKÁ, E. 2014. *Lingvistický intervenčný program a kvalitatívny výskum*.-1. vyd. – Praha : VERBUM.

**Language required for the course: German and Slovak**

**Notes:** student's time load: 300 hours - combined study (15), preparation for seminars (100), self-study (135), seminar work (50)

**Course evaluation:**

A	B	C	D	E	FX
0	0	0	0	0	0

Total number of students assessed: 0

**Teacher:**

doc. PhDr. Martina Kášová, PhD.

**Last change date:** January 2022

**Approved by:** prof. Zuzana Straková, PhD.

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>faculty of arts</i>	
<b>Course code:</b> <i>1IU/LDIDU</i>	<b>Name of course:</b> <i>Didactics of the Ukrainian language (profile course)</i>
<b>Type, scope and method of educational activities:</b> <i>compulsory subject</i> <i>10 hours lecture/10 hours seminar</i> <i>combined method (MS TEAMS, LMS Moodle)</i> <i>dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> <i>10</i>	
<b>Recommended semester/trimester of study:</b> <i>1. - 4.</i>	
<b>Level of study:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> -	
<b>Conditions for passing the course:</b> <i>examination</i> <i>The exam is designed to test the knowledge and skills listed in the learning outcomes section. The ability to correlate the acquired knowledge of language didactics with the topic of one's own research will be demonstrated in a professional text related to the dissertation of at least 7 pages.</i>	
<b>Learning outcomes:</b> <b>Acquired knowledge:</b> <i>the graduate of the course can define and interpret the basic concepts of linguodidactics and intercultural didactics. Knows the strategies for the development of intercultural competence. The student is able to define current concepts of foreign language education according to the type of culture. Possesses knowledge of linguistic theory at the level required for scientific research and applied research within the discipline. Can explain the differences between descriptive-classificatory and communicative-cognitive language teaching and characterize the essence of the communicative-cognitive model of Ukrainian language teaching and the integrated lesson model.</i> <b>Acquired skills:</b> <i>the graduate of the course is able to apply the acquired knowledge from linguodidactics in solving professional tasks. The student uses modern technologies and tools of foreign language teaching. He/she uses the results of research in domestic and foreign linguodidactics and the theory of intercultural communication in designing the teaching process and teaching materials. Creates and uses interdisciplinary contexts in solving professional tasks. Discusses selected issues, can take a position and justify his/her position and explain the cultural and linguistic-social specificities of teaching the language of a national minority.</i> <b>Acquired competences:</b> <i>the graduate of the course is able to systematically and critically analyse problematic situations and develop a procedure for their solution. The student is able to use modern communication technologies in a foreign language for academic and professional purposes. The student is able to design a basic educational programme and create scientific and methodological support for its implementation. Is able to use a set of modern research methods to develop the theory of linguodidactics in the context of national and foreign education. Is able to design a research study project and evaluate its perspectives in</i>	

*terms of the contemporary anthropocentric paradigm of education and its conceptual approaches of implementation.*

**Brief outline of the course:**

*The content and structure of the Ukrainian language in pedagogical documents.*

*State education programme.*

*Textbooks and teaching aids in Ukrainian language and literature for primary and secondary school. Framework curriculum. Didactic principles. Teaching methods. Lesson structure. Lesson typologies.*

*Methodology of teaching phonetics and spelling.*

*Teaching lexis and phraseology.*

*Didactics of teaching word formation.*

*Didactics of teaching morphology.*

*Didactics of teaching syntax.*

*Extra-curricular work in language.*

**Recommended reading:**

*BABIJ, I., VIČYNSKA, T., HOLOVATA, L., 2017. Pidhotovka včyteľa-filoloha u pedahohičnomu vyščomu navčal'nomu zakladi. Ternopil': FOP Osadca Ju*

*ČIŽMÁROVÁ, M., 2011. Ukrajinský jazyk pre Slovákov. Prešov: Filozofická fakulta PU.*

*ČIŽMÁROVÁ, M., 2006. Námety na maturitné zadania z ukrajinského jazyka a literatúry. Prešov: Metodicko-pedagogické centrum*

*KOVALENKO, L., 2017. Rozvytok profesijnoji kompetentnosti včyteľa ukrajinskoji movy ta literatury v systemi pisľadyplomnoji osvity. Metodyčnyj posibnyk. Sumy: Vydavnyctvo NIKO.*

*KOSTIV, O., SKOLOZDRA-ŠEPITKO, O., 2018. Metodyka vykladaňňa ukrajinskoji movy. Navčal'no-metodyčnyj posibnyk dľa studentiv ukrajinskoho viddileňňa filolohičnoho fakul'tetu. Ľviv: Filolohičnyj fakul'tet*

*VOLKOVA, I., 2019. Metodyčni rekomendaciji do kursu Metodyka vykladaňňa ukrajinskoji movy u VNZ. Melitopol': FO-P Odnoroh T.V.*

**Language required for the course:** *Ukrainian, Slovak*

**Notes:** *student's time load: 300 hours - combined study (15), preparation for seminars (100), self-study (135), seminar work (50)*

**Course evaluation:**

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>

Total number of students assessed: *0*

**Teacher:** *prof. PhDr. Mária Čižmárová, CSc.*

**Last change date:** *January 2022*

**Approved by:** *prof. Zuzana Straková, PhD.*

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/LDIVU</i>	<b>Name of subject:</b> <i>Didactics for university teachers</i>
<b>Type, scope, and method of educational activities:</b> <i>Compulsory course, lecture/seminar, 10/10 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> 5	
<b>Recommended semester of study:</b> 1. - 4.	
<b>Level of study:</b> 3.	
<b>Prerequisite subjects:</b> -	
<b>Conditions for passing the course:</b> <i><b>Interim assessment:</b> during the semester students will be given assignments to work on and these will be part of the interim assessment: presentation of the topic (30%), discussion (20%), project (20%).</i> <i><b>Final assessment:</b> colloquial exam (30%)</i> <i>Credits will be awarded on the basis that all of the above requirements have been met. The grade evaluation is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of PU v Prešov.</i>	
<b>Learning outcomes:</b> <i>the graduate of the course will gain an overview of the specifics of the educational process at the university and will be able to apply basic procedures in accordance with these specifics.</i> <b>Acquired knowledge:</b> <i>the graduate of the course knows the specifics of teaching at the tertiary level and understands the principles for the application of active and cooperative learning. The student is able to diagnose the needs of students and has a broad repertoire of teaching methods and practices that he/she can use to achieve his/her goals. Is able to focus on higher levels of cognitive development and can promote critical thinking in students.</i> <b>Acquired skills:</b> <i>the graduate of the subject is able to design and implement teaching in tertiary education by applying modern practices. The student is able to apply reflection on his/her own pedagogical process, evaluate the effectiveness of teaching, identify problematic areas and propose solutions to improve quality.</i> <b>Acquired competences:</b> <i>the graduate of the course is able to perceive his/her professional growth and to take decisions that will enable him/her to move qualitatively. He/she is able to find support for his/her development within the professional community and also to provide support to colleagues in peer collaboration. The student is able to argue the rationale for his/her own teaching practices and identify appropriate research-based innovations based on critical study of the literature.</i>	
<b>Brief outline of the course:</b> <i>Forms and methods of teaching at university (lecture, seminar, presentations, discussions, group teaching, active learning, cooperative learning, project solving, problem solving, simulations in language education at university).</i> <i>Management of the educational process at universities (formulation of subject objectives, formulation of acquired competences, assessment processes and their regularities,</i>	

*specifics of adult education and didactic procedures, teaching in a foreign language, feedback - possibilities of obtaining it and its importance).*

*Promoting autonomous learning at universities (goals, practices, importance of autonomous learning)*

*The use of online education in universities (methods, possibilities and procedures, psychological aspects of distance education, didactic principles for online education, the role of the teacher, the role of the student, typology of learning tasks, preparation of teaching texts and assignments for distance education, ethics of the use of learning resources, testing in online courses).*

**Recommended reading:**

ČAPEK, R., 2015, *Moderní didaktika: Lexikon výukových a hodnotících metod*. Grada

KING, H., 2022, *Developing Expertise for Teaching in Higher Education: Practical Ideas for Professional Learning and Development*. Routledge.

NELEŠOVSKÁ, A., 2005, *Pedagogická komunikace v teorii a praxi*. Grada Publishing

PÍŠOVÁ, M. a kol., 2013, *Učitel expert: jeho charakteristiky a determinanty profesního rozvoje*. Masarykova univerzita, Brno

PODLAHOVÁ, L. a kol., 2012, *Didaktika pro vysokoškolské učitele*. Grada

ROLÍKOVÁ, J., VEJVODOVÁ, L., 2012, *Vyučovací metody na vysoké škole*. Grada Publishing

SLAVÍK, J. 1999, *Hodnocení v současné škole*. Portál

SLAVÍK, M. a kol., 2012, *Vysokoškolská pedagogika*. Grada

STRAKOVÁ, Z. (ed.), 2016, *How to Teach in Higher Education: selected chapters*. Prešovská univerzita, Prešov

STARÝ, K. a kol., 2008, *Učitelé učitelů*. Portál

ŠKODA, J., DOULÍK, P., 2011, *Psychodidaktika*. Grada Publishing

ZORMANOVÁ, L., 2012, *Výukové metody v pedagogice*. Grada

**Language required for the course:** *slovak*

**Notes:** student time burden: hours 150- combined study (15), preparation for seminars (45), self-study (50), seminar work (40)

**Evaluation of subjects**

Total number of students assessed: 0

A	B	C	D	E	FX
100%	-	-	-	-	-

**Teacher:** *prof. Zuzana Straková, PhD.*

**Last change date:** *January 2022*

**Approved by:** *prof. Zuzana Straková, PhD.*

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>faculty of arts</i>	
<b>Course code:</b> <i>1IAA/LLGDS</i>	<b>Subject name:</b> <i>Linguodidactics</i>
<b>Type, scope, and method of educational activities:</b> <i>subject of the dissertation examination</i> <i>compulsory subject</i>	
<b>Number of credits:</b> <i>5</i>	
<b>Recommended semester of study:</b> <i>4th - 5th according to the ISP</i>	
<b>Level of study:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> <i>All subjects of the study part specified in the individual study plan of the doctoral student.</i>	
<b>Conditions for passing the course:</b> <i>Each part of the state examination is assessed separately. The individual parts of the state examination shall be graded with the classification grades A to FX. The overall grade of the state examination shall be calculated from the average of the grades of the individual subjects of the state examination and the grade of the final thesis defence. Grade: A: 1.00 - 1.24, B: 1.25 - 1.74, C: 1.75 - 2.24, D: 2.25 - 2.74, E: 2.75 - 3.00, FX: 3.01 - and above.</i> <i>A doctoral student registers for the dissertation examination if he/she has earned credits for all courses of the study part specified in his/her individual study plan and has submitted a written thesis for the dissertation examination. The date of the dissertation examination is determined by the chair of the dissertation committee. The dissertation examination consists of a part consisting of a debate on the written dissertation and a part in which the doctoral candidate has to demonstrate theoretical knowledge in the subjects of the dissertation examination. The list of subjects of the dissertation examination is determined by the dean on the basis of the accreditation file. The department conducting the doctoral study programme shall issue a written certificate to the doctoral candidate on the completion and result of the dissertation examination. A doctoral student who has failed the examination (FX) may repeat the examination only once, at the earliest after three months have elapsed. Repeated failure in the dissertation examination shall be grounds for expulsion from the doctoral programme. Other conditions of the dissertation examination are regulated by the Study Regulations of the University of Prešov, Article 38 (Part Three Studies in the Doctoral Study Programme).</i>	
<b>Learning outcomes:</b> <i>The graduate of the course will be able to:</i> <ul style="list-style-type: none"> <li>- <i>explain the differences between different approaches to education and the teaching of mother tongues, foreign languages and the language of a national minority;</i></li> <li>- <i>explain the nature of the acquisition of linguistic and communicative competence;</i></li> <li>- <i>explain the relationship between language acquisition and language learning;</i></li> <li>- <i>Explain the relationship between approaches in language research and didactic transformation of knowledge;</i></li> <li>- <i>apply knowledge from the subject in their own linguodidactic research.</i></li> </ul>	
<b>Brief outline of the course:</b> <i>Linguodidactics and the cognitive paradigm. Language and cognition.</i> <i>Language acquisition, linguistic and communicative competence.</i> <i>The main theoretical approaches to the interpretation of the language learning process.</i>	

*Mechanisms of speech perception (considerations of the language processor, processing of semantic and syntactic information, text processing, memory functions).*  
*Language production (four communicative activities: production of written and spoken text, perception of read and listened text).*  
*Thought processes and language teaching. International studies on reading literacy.*  
*Language teaching in a cultural context.*  
*Systemic, communicative, cognitive, sociolinguistic, psycholinguistic, pragmalinguistic and linguocultural research on language and didactic transformation in mother tongue, foreign language, and national minority language teaching.*

**Recommended reading:**

*FISHER, R.: Učíme děti myslet a učit sa. Praha: Portál 1997. 172 s.*  
*GAVORA, P.: Ako rozvíjať porozumenie textu u žiaka. Bratislava: Enigma 2008.*  
*GAZDEN, C. B.: Child language and education. New York: Holt, Rinehart and Winston 1972.*  
*KESSELOVÁ, J.: Porozumenie textu ako znovuoživený lingvo-didaktický problém. Slovo o slove. Zborník Katedry komunikačnej a literárnej výchovy Pedagogickej fakulty Prešovskej univerzity. Prešov, Pedagogická fakulta, roč. 11, s. 62 – 72.*  
*KOVALČIKOVÁ, I. a kol.: Diagnostika a stimulácia kognitívnych a exekutívnych funkcií žiaka v mladšom školskom veku. Prešov: Vydavateľstvo Prešovskej univerzity 2015.*  
*LIPTÁKOVÁ, Ľ.: Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov: Vydavateľstvo Prešovskej univerzity 2015.*  
*PALENČÁROVÁ, J. – KUPCOVÁ, J. – KESSELOVÁ, J.: Učíme slovenčinu – komunikačne a zážitkovo. Bratislava: Slovenské pedagogické nakladateľstvo 2003. 240 s.*  
*STERNBERG, J.R.: Kognitívni psychologie. Praha: Portál, 2002.*  
*STEPÁNÍK, S., – CHVÁL, M.: Konstruktivismus jako cesta ke zlepšování výsledku vzdělávání v českém jazyce. / Does constructivism offer a way to improve the results of czech language teaching? Studia Paedagogica, 2016, 21(1), 35-56. doi:http://dx.doi.org/10.5817/SP2016-1-3*  
*ŠEBESTA, K.: Od jazyka ke komunikaci. Didaktika českého jazyka a komunikační výchova. 2. revidované vydání. Praha: Karolinum 2005.*  
*Teaching and Learning Terminology: New Strategies and Methods. Ed.: Alcina, Amparo. Amsterdam, NL: John Benjamins Publishing Company, 2011.*  
*TULASIEWICZ, W. – ADAMS, A. (eds.). Teaching the Mother Tongue in a Multilingual Europe (1). London, GB: Continuum, 2005.*

**Language required for the course:**

*Slovak, English*

**Notes:** student time burden: hours150 - self-study and consultation (150)

A	B	C	D	E	FX
100%	0	0	0	0	0

Total number of evaluated students: 0

**Teacher:**

*prof. Zuzana Straková, PhD.*

*Examination committee approved by the Scientific Council of the Faculty of Arts PU*

**Last change date:** January 2022

**Approved by:** prof. Zuzana Straková, PhD.

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>faculty of arts</i>	
<b>Course code:</b> <i>1IAA/LMETD</i>	<b>Name of subject:</b> <i>Research methodology in didactics</i>
<b>Type, scope, and method of educational activities:</b> <i>subject of the dissertation examination</i> <i>compulsory elective subject</i>	
<b>Number of credits:</b> <i>5</i>	
<b>Recommended semester/trimester of study:</b> <i>4. - 6. (according to ISP)</i>	
<b>Degree of study:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> <i>All subjects of the study part specified in the individual study plan of the doctoral student.</i>	
<b>Conditions for passing the course:</b> <i>The subject of the dissertation examination.</i> <i>Each part of the state examination is assessed separately. The individual parts of the state examination shall be graded with the classification grades A to FX. The overall grade of the state examination shall be calculated from the average of the grades of the individual subjects of the state examination and the grade of the final thesis defence. Grade: A: 1.00 - 1.24, B: 1.25 - 1.74, C: 1.75 - 2.24, D: 2.25 - 2.74, E: 2.75 - 3.00, FX: 3.01 - and above.</i> <i>A doctoral student registers for the dissertation examination if he/she has earned credits for all courses of the study part specified in his/her individual study plan and has submitted a written thesis for the dissertation examination. The date of the dissertation examination is determined by the chair of the dissertation committee. The dissertation examination consists of a part consisting of a debate on the written dissertation and a part in which the doctoral candidate has to demonstrate theoretical knowledge in the subjects of the dissertation examination. The list of subjects of the dissertation examination is determined by the dean on the basis of the accreditation file. The department conducting the doctoral study programme shall issue a written certificate to the doctoral candidate on the completion and result of the dissertation examination. A doctoral student who has failed the examination (FX) may repeat the examination only once, at the earliest after three months have elapsed. Repeated failure in the dissertation examination shall be grounds for expulsion from the doctoral programme. Other conditions of the dissertation examination are regulated by the Study Regulations of the University of Prešov, Article 38 (Part Three Studies in the Doctoral Study Programme).</i>	
<b>Learning outcomes:</b> <i>By completing the subject of the state examination, the student demonstrates the achievement of the objectives of the individual subjects of the study part of the study programme with overlapping into the ability to put information, knowledge into context, formulate research problems, analytically approach partial problems, deduce threats and weaknesses of the implemented research, design potential solutions, draw conclusions of partial results by applying synthesis, creatively and critically design solutions and plan further research projects, tasks. Present their readiness to describe the specifics of individual research methods, justify their procedures and interpret the data obtained.</i>	
<b>Brief outline of the course:</b> <i>The concept of the methodology of educational sciences.</i> <i>Scientific research, research method, scientific fact. Types of educational research.</i>	

*Stages of the research process.*

*Types of research problems in educational research. Research hypotheses.*

*Types of samples in educational research.*

*Objectivity, validity, and reliability of research.*

*Quantitative and qualitative methods of educational research.*

*Basic concepts of descriptive inductive statistics used in educational research.*

**Recommended reading:**

DARÁK, M. – KRAJČOVÁ, N. 1995. *Empirický výskum v pedagogike*. Prešov: Manacon, 1995.

DÖRNYEI, Z. 2007. *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: New York, NY: Oxford University Press

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

GAVORA, P. 2007. *Spríevodca metodológiou kvalitatívneho výskumu*. Bratislava: Univerzita Komenského.

GAVORA, P. 2008. *Úvod do pedagogického výskumu*. Bratislava: Univerzita Komenského.

GAVORA, P. a kol. 2010. *Elektronická učebnica pedagogického výskumu*. [online]. Bratislava: Univerzita Komenského, 2010. Dostupné na:  
<http://www.e-metodologia.fedu.uniba.sk/> ISBN 978–80–223–2951–4.

MACKEY, A. - GASS, S. 2016. *Second Language Research: Methodology and Design*. Routledge

McKINLEY, J., & ROSE, H. (Eds.). 2020. *The Routledge handbook of research methods in applied linguistics*. Routledge

PLONSKY, L. (ed.) 2015. *Advancing Quantitative Methods in Second Language Research*. Routledge.

SELIGER, H. - SHOHAMY, E., 1989, *Oxford Applied Linguistics - Second Language Research Methods*. Oxford University Press

SILVERMAN, D. 2005. *Ako robiť kvalitatívny výskum*. Bratislava: Ikar.

STRAUSS, A. – CORBINOVÁ, J. 1999. *Základy kvalitatívneho výskumu*. Brno: Abert.

ŠVARÍČEK, R. – ŠEĐOVÁ, K. 2007. *Kvalitatívny výskum v pedagogických viedach*. Brno: Paido.

ŠVEC, Š. a kol. 1998. *Metodológia vied o výchove*. Bratislava: IRIS 1998.

**Language required for the course:**

*Slovak and English (or other world language)*

**Notes:** student time burden: hours150 - self-study and consultation (150)

**Evaluation of subjects**

Total number of assessed students 0

A	B	C	D	E	FX

**Teacher:**

*prof. Z.Straková, PhD.*

*Examination committee approved by the Scientific Council of the Faculty of Arts PU*

**Last change date:** January 2022

**Approved by:** prof. Zuzana Straková, PhD.

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>faculty of arts</i>	
<b>Course code:</b> <i>1IAA/LODZP</i>	<b>Course title:</b> <i>Dissertation defence</i>
<b>Type, scope, and method of educational activities:</b> <i>compulsory subject</i> <i>subject of the state examination</i>	
<b>Number of credits:</b> <i>40</i>	
<b>Recommended semester/trimester of study:</b> <i>8. - 10. (according to ISP)</i>	
<b>Level of study:</b> <i>third</i>	
<b>Prerequisite subjects:</b> <i>All subjects of the study part specified in the individual study plan of the doctoral student.</i>	
<b>Conditions for passing the course:</b> <i>A doctoral student may submit an application for permission to defend his/her dissertation to the Dean if he/she has successfully passed the dissertation examination and has earned at least 1 20 credits. The requirements for the dissertation and its defence are documented in the PU Study Regulations in Articles 39 to 43.</i>	
<b>Learning outcomes:</b> <i>General provisions, basic concepts, characteristics and formal regulation of theses, ethics and technique of citation and bibliographic references, structure of the thesis, its submission, originality control and accessibility, the scope of the University, its components and the scope of the author of the thesis are contained in the Directive on the requirements of theses, their bibliographic registration, originality control, preservation and accessibility, valid and effective as of January 0118, 2019 (Articles 1 - 10).</i>	
<b>Upon completion of the course, the student will have the competency to:</b> <ul style="list-style-type: none"> <li>• in the cognitive area the student can: independently and creatively use professional sources, analyse and evaluate the current state of the solved problems in their field, synthesize and apply the acquired theoretical knowledge in practical educational activities, adequately choose research procedures and functionally apply them,</li> <li>• in the affective domain, the student can: present and defend his/her professional position on problems of educational work and seek ways of solving them, <ul style="list-style-type: none"> <li>• <i>in the psychomotor area, the student can: demonstrate his/her linguistic and professional culture and his/her own attitude towards professional problems of his/her studies.</i></li> </ul> </li> </ul>	
<b>Brief outline of the course:</b> <i>The dissertation has the character of a scientific monograph. It usually contains:</i> <ul style="list-style-type: none"> <li>- <i>theoretical introduction, analysing the current state of scientific knowledge in the field,</i></li> <li>- <i>characteristics of the objectives,</i></li> <li>- <i>a description of the procedures and methods used,</i></li> <li>- <i>results achieved,</i></li> <li>- <i>their evaluation,</i></li> <li>- <i>Discussions,</i></li> <li>- <i>Conclusion,</i></li> <li>- <i>list of literature used.</i></li> </ul>	
<b>Recommended reading:</b>	

*According to the literature determined by the doctoral student's individual study plan.*

**Language required for the course:**

*Slovak*

**Notes:** student's time burden: independent home preparation, individual consultations (1200)

**Evaluation of subjects**

Total number of students assessed: 0

A	B	C	D	E	FX
0 %	0 %	0 %	0 %	0 %	0 %

**Teacher:** *prof. Zuzana Straková, PhD., examination committee approved by the Scientific Council of the Faculty of Arts PU*

**Last change date:** *January 2022*

**Approved by:** *prof. Zuzana Straková, PhD.*

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of arts</i>	
<b>Course code:</b> <i>1IAA/LPPDS</i>	<b>Name of subject:</b> <i>Written thesis for the dissertation examination</i>
<b>Type, scope, and method of educational activities:</b> <i>subject of the dissertation examination</i> <i>compulsory subject</i>	
<b>Number of credits:</b> <i>20</i>	
<b>Recommended semester/trimester of study:</b> <i>4th - 5th according to the ISP</i>	
<b>Degree of study:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> <i>All subjects of the study part specified in the individual study plan of the doctoral student.</i>	
<b>Conditions for passing the course:</b> <i>The subject of the dissertation examination.</i> <i>Each part of the state examination is assessed separately. The individual parts of the state examination shall be graded with the classification grades A to FX. The overall grade of the state examination shall be calculated from the average of the grades of the individual subjects of the state examination and the grade of the final thesis defence. Grade: A: 1.00 - 1.24, B: 1.25 - 1.74, C: 1.75 - 2.24, D: 2.25 - 2.74, E: 2.75 - 3.00, FX: 3.01 - and above.</i> <i>A doctoral student registers for the dissertation examination if he/she has earned credits for all courses of the study part specified in his/her individual study plan and has submitted a written thesis for the dissertation examination. The date of the dissertation examination is determined by the chair of the dissertation committee. The dissertation examination consists of a part consisting of a debate on the written dissertation and a part in which the doctoral candidate has to demonstrate theoretical knowledge in the subjects of the dissertation examination. The written thesis for the dissertation examination shall be reviewed by a referee. The opponent of the written thesis for the dissertation examination may only be a specialist with the scientific-pedagogical or artistic-pedagogical title of associate professor or professor, or a specialist with the academic title of PhD or an older equivalent, or the scientific rank of DrSc., who is not working at the doctoral candidate's workplace and does not have joint publications with the doctoral candidate.</i> <i>The department conducting the doctoral study programme shall issue a written certificate to the doctoral student about the completion and result of the dissertation examination. A doctoral student who fails the examination (FX) may repeat the examination only once, at the earliest after a period of three months. Repeated failure in the dissertation examination shall be grounds for expulsion from the doctoral programme.</i> <i>Other conditions of the dissertation examination are regulated by the Study Regulations of the University of Prešov, Article 38 (Part Three Studies in the Doctoral Study Programme).</i>	
<b>Learning outcomes:</b> <i>The doctoral student demonstrates the ability to correlate knowledge from the study of linguodidactics, research methodology, foreign language, and the broader philosophical, psychological, and socio-cultural knowledge base in his/her own research.</i>	
<b>Brief outline of the course:</b> <i>The written thesis for the dissertation examination consists of an overview of the current state of knowledge on the</i>	

*the topic, own theoretical contribution of the doctoral student, analysis of the methodological approach to the solution of the given issues and dissertation project.*

**Recommended reading:**

*According to the literature determined by the doctoral student's individual study plan.*

**Language required for the course:**

*Slovak, English, Russian, German, Ukrainian - according to ISP*

**Notes:** student's time burden: independent home preparation, individual consultations (600)

**Evaluation of subjects**

Total number of students assessed: 0

A	B	C	D	E	FX
0 %	0 %	0 %	0 %	0 %	0 %

**Teacher:** *prof. Zuzana Straková, PhD., dissertation supervisors*

**Last change date:** *January 2022*

**Approved by:** *prof. Zuzana Straková, PhD.*

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty of</b> <i>Faculty of arts</i>	
<b>Course code:</b> <i>1IGE /LCJNJ</i>	<b>Course title:</b> <i>Foreign Language in Academic Discourse - German</i>
<b>Type, scope, and method of educational activities:</b> <i>Compulsory elective course, lecture/seminar, 10/10 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> <i>5</i>	
<b>Recommended semester/trimester of study:</b> <i>- 1.4.</i>	
<b>Level of study:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> <i>-</i>	
<b>Conditions for passing the course:</b> <i>100-90 %: excellent A (excellent) = 1</i> <i>89.99 - 80%: above average B (very good) = 1.5</i> <i>79.99 - 70%: average C (good) = 2</i> <i>69.99 - 60%: acceptable D (satisfactory) = 2.5</i> <i>59.99 - 50 %: meeting the minimum criteria E (sufficient) = 3</i> <i>49.99 - 0 %: not meeting the minimum FX criteria (insufficient)</i> <i>The final evaluation consists of:</i> <i>Written exam:</i> <ul style="list-style-type: none"> <li><i>Elaboration and presentation of an outline of own dissertation about 500-600 words (35 %)</i></li> <li><i>Structured CV - Curriculum Vitae (Europass) (5 %)</i></li> <li><i>Summary of relevant literature studied (20 %)</i></li> </ul> <i>Oral exam - on the topics:</i> <ul style="list-style-type: none"> <li><i>Own scientific work and literature</i></li> <li><i>Cooperation with other departments and organisations</i></li> <li><i>Publications and conference presentations</i></li> </ul> <i>Rating:</i> <i>60 % processing of the prescribed written materials and presentation of the thesis project</i> <i>40 % oral examination</i> <b>Final assessment:</b> <i>Attendance at the seminars is compulsory. (Acceptance of a written apology).</i> <i>1 written paper on the assigned topic, focusing on analysis and own opinion to the specified problem, 1 presentation in PPT or Prezi (in the thesis are evaluated: analytical-synthetic thought processes of the student, critical approach of the student to the given issue, argumentation and presentation skills).</i>	
<b>Learning outcomes:</b> <b>Acquired knowledge:</b> <i>the graduate of the course knows the linguistic competences of a foreign language at all levels. He/she understands the relevant literature in German necessary for his/her work. He/she has information about the criteria for effective presentation and constructive criticism of linguistic expressions according to the latest communication criteria and theories.</i>	

**Acquired skills:** the graduate of the course is able to respond appropriately to inter/multicultural contextual linguistic stimuli. The student is able to present his/her work according to the criteria of speech communication using the latest technology. His/her linguistic skills will correspond to B2 level in words and writing in all language skills: listening, speaking, reading and writing. He will develop his critical language thinking, critical analysis and selection from information redundancy.

**Acquired competence:** has adequate sociolinguistic competence at B2 level (according to the Common European Framework of Reference for Languages) to present, not only himself in everyday situations, but also the results of his own academic work.

Achieve pragmatic competences to be able to interact meaningfully in a variety of situations related to his/her professional profile.

In the cognitive domain, the student can:

- know the concepts and basic terminology of critical thinking
- have an overview of strategies and methods of language perception
- master the technique of organising language and applying its principles and the ethics of speech
- master audience analysis
- self-critically evaluate your speech
- integrate relevant information and sources into the linguistic expression according to established principles
- on the basis of practical exercises will master stress management techniques

In the affective domain, the student can:

- respect the principles of linguistic expression in a multicultural environment
- construct different types of speeches and, on the basis of experience, be able to evaluate adequately the speeches of others, etc.
- show self-reflection and self-criticism

In the psychomotor domain the student:

- will be able to process relevant sources and through mind-maps, V-schemes, etc. will be able to work with the Internet and techniques for presenting speeches (e.g. Prezi, PPT, etc.)

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

The content focuses mainly on the specifics of professional written expression in German, techniques of written expression, their structuring (criteria and requirements for writing abstracts, resumes, conference papers, dissertations, etc.)

1. Structured CV (europass).
2. Techniques of oral expression (organisation and structure, use and support of information

relevant resources according to the principles of academic ethics, effective transitions between parts of speech)

3. Reading comprehension and translation of popular and technical texts.
4. Development of lexis with an orientation towards professional orientation.
5. Oral and written presentation of the content, methods and forms of own scientific research work.
6. Professional and social conversation on a variety of topics (workplace, job role, study/study).

7. *Presentation of the studied literature, information about the dissertation (specification of the title, choice of the topic, objectives and methods of work, own research, conclusions, contribution, professional cooperation).*

**Recommended reading:**

BUCHNER, P., 2015. *Deutsch als Fremdsprache. Campus Deutsch. Schreiben. München: Hueber Verlag. ISBN 978-3-19-101003-4.*

GÖTZ, D., HAENSCH, G., WELLMANN, H., 2010. *Langenscheidt Großwörterbuch Deutsch als Fremdsprache. Berlin: Langenscheidt. ISBN 978-3-468-49042-2.*

GRAEFEN, G., MOLL, M., 2011. *Wissenschaftssprache Deutsch: lesen – verstehen – schreiben. Ein Lehr- und Arbeitsbuch. Frankfurt am Main: Peter Lang Verlag. ISBN 978-3-631-60948-4.*

HASENKAMP, G., 2002. *Leselandschaft 1, Deutsch als Fremdsprache (Lesestrategie, Argumentation, Schreibkompetenz). Ismaning: Max Hueber Verlag. ISBN 3-19-007235-3.*

RUG, W., TOMASZEWSKI, A., 2009. *Grammatik mit Sinn und Verstand.. Stuttgart: Klett Edition Deutsch. ISBN 978-3-12-675422-4.*

WERDER, L. von, 1993: *Lehrbuch des wissenschaftlichen Schreibens. Berlin: Schibri-Verlag.*

Mittelpunkt B2/C1, 2010. *Intensivtrainer schriftlicher und mündlicher Ausdruck. Textsorten für Studium und Beruf. Stuttgart: Klettverlag.*

[www.studium-und-pc.de/powerpoint](http://www.studium-und-pc.de/powerpoint)

<https://www.europass-info.de>

**Language required for the course:**

*German and Slovak*

**Notes:** student time load: 150 hours - combined study (15), preparation for seminars (75), self-study (40), seminar work (20)

**Course evaluation:**

A	B	C	D	E	FX
0	0	0	0	0	0

Total number of students assessed: 0

**Teacher:**

*doc. PhDr. Martina Kášová, PhD.*

**Last change date:** January 2022

**Approved by:** *prof. Zuzana Straková, PhD.*

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> 1IRU /LCJRJ	<b>Name of subject:</b> <i>Foreign language in academic discourse - Russian</i>
<b>Type, scope, and method of educational activities:</b> <i>compulsory elective course, lecture/seminar, 10/10 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> 5	
<b>Recommended semester of study:</b> 1. - 4.	
<b>Degree of higher education:</b> 3.	
<b>Prerequisite subjects:</b> -	
<p><b>Conditions for passing the course:</b></p> <p><i>Attendance at the seminars is compulsory. Acceptance of a written apology. The evaluation consists of a written (portfolio) (60%) and an oral (40%) part:</i></p> <p><i>I. Portfolio:</i></p> <ul style="list-style-type: none"> <li><i>- An outline of your own dissertation of 600-800 words (35%)</i></li> <li><i>- A structured Curriculum Vitae (Europass) (5%)</i></li> <li><i>- Resume (approx. 3 pages) from the relevant literature studied (10 sources) (20%)</i></li> </ul> <p><i>II. Oral part: colloquium.</i></p> <p><i>Topics: own scientific work and professional literature, scientific publications on the topic of the dissertation.</i></p> <p><i>Rating:</i></p> <p><i>60 % processing of the prescribed written materials and presentation of the thesis project</i></p> <p><i>40 % oral examination</i></p> <p><i>To get an A (excellent) grade, the student must get at least 90%, to get a B grade 80%, to get a C grade at least 70%, to get a D grade 60%, to get an E grade at least 50%. A student who earns less than 50% will be graded with a grade of Fx.</i></p>	
<p><b>Learning outcomes:</b></p> <p><b>Acquired knowledge:</b> <i>acquire information on the criteria for effective presentation and constructive criticism of linguistic expressions according to the latest communication criteria and theories. The student will master the technique of organising professional linguistic expressions in oral and written form.</i></p> <p><b>Acquired skills:</b> <i>in the application level, he/she is able to apply the acquired knowledge in the Russian language at different levels and forums (e.g. conferences, etc.). The student is able to present his/her work according to the criteria of speech communication using the latest technology.</i></p> <p><i>Can respond appropriately to inter/multicultural contextual linguistic stimuli.</i></p> <p><b>Acquired competences:</b> <i>Acquire general communicative language competences to be able to present their work, the results of their research and demonstrate knowledge of relevant literature in Russian. His/her linguistic competence will correspond to B2 level in words and writing in all language skills: listening, speaking, reading, and writing. They will acquire adequate sociolinguistic competence at B2 level (according to the Common European</i></p>	

Framework of Reference for Languages) to present, not only themselves in everyday situations, but also the results of their own academic work. Develop pragmatic competences to be able to interact meaningfully in a variety of situations related to his/her professional profile.

**Brief outline of the course:**

- Specifics of written academic expression in Russian, techniques of written expression, criteria and requirements for writing abstracts, resumes, conference papers, dissertations, etc.
- Structured CV (europass).
- Techniques of oral academic expression: organisation and structure, use and support of information with relevant sources according to the principles of academic ethics.
- Reading comprehension and translation of popular and technical texts.
- Development of lexis with an orientation towards professional orientation.
- Oral and written presentation of the content, methods and forms of own scientific research work.
- Professional and social conversation on a variety of topics (workplace, job, study/study).
- Presentation of the studied literature, information about the dissertation (specification of the title, choice of the topic, objectives and methods of work, own research, conclusions, contribution, professional cooperation).

**Recommended reading:**

ALEXandrova, A.S., LARIOCHINA, T.I., MELENTJEVA, I.U. 2002. *Russkij jazyk kak inostrannyj*. Moskva: Nauka.

BAJACHMETOVA, A.A., DUSENBINA, M.Ž. 2019. *Akademičeskoje pismo. Jazyk i stil'*. Kostonaj: KGU imeni A- Bajtursynova.

CSIRIKOVÁ, M., VYSLOUŽILOVÁ, E., 2002. *Rušina v praxi*. Praha: LEDA.

HANUSOVÁ, Z., JORDAN, R.R., 1999. *Academic Writing Course*, London: Longman.

MEŠKO, D., D. KATUŠČÁK a kolektív. 2004. *Akademičeská příručka*, Martin: Osveta.

VINOKUR, G.O. 2000. *Vvdenije v izučenije filologičeskich nauk*. Moskva: Labirint.

USKOVA, O.A., TRUŠINA, L.B. 2002. *Russkij jazyk delovogo obščeniya*. Moskva.

SOKOLOVÁ, J., HRČKOVÁ, M. 2007. *Leksičeskaja osnova russkogo jazyka*. Nitra: FF UKF.

SWALES, J. a B. C. FEAK, 1994. *Academic Writing for Graduate Students. A Course for Nonnative Speakers of English*. Michigan: Ann Arbor.

**Language required for the course:** Russian

**Notes:** Student's time load: 150 hours;  
 Combined (attendance study) (15 hours), self-study of theoretical background (25 hours), short written work on an assigned topic focused on the analysis and expression of one's own opinion on a specified problem (15 hours), preparation of a PPT presentation (15 hours), preparation of written materials for the examination (50 hours), preparation for the oral examination (30 hours).

**Evaluation of subjects**

Total number of assessed students: 8

A	B	C	D	E	FX
100%	0%	0%	0%	0%	25%

**Teacher:** doc. Mgr. Mgr. Anna Petříková, PhD.

**Last change date:** January 2022

**Approved by:** *prof. Zuzana Straková, PhD.*

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty of</b> <i>Faculty of arts</i>	
<b>Course code:</b> <i>1IRU/LLDIK</i>	<b>Course title:</b> <i>Linguodidactics in intercultural contexts</i>
<b>Type, scope, and method of educational activities:</b> <i>compulsory elective course, lecture/seminar, 5/5 per semester, combined method (MS TEAMS), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> <i>8</i>	
<b>Recommended semester/trimester of study:</b> <i>2. - 4. (according to ISP)</i>	
<b>Degree of study:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> -	
<b>Conditions for passing the course:</b> <ul style="list-style-type: none"> <li>• <i>active participation in seminars in solving subtasks according to the seminar plan</i></li> <li>• <i>seminar work</i></li> </ul> <i>It must obtain at least 90 % for an A grade (excellent), 80 % for a B grade, 70 % for a C grade, 60 % for a D grade and 50 % for an E grade. A student who obtains less than 50% will be graded FX.</i>	
<b>Learning outcomes:</b> <i>The graduate of the course will be able to:</i> <b>Acquired knowledge:</b> <i>explain the intercultural context in mother tongue/foreign language teaching; define the relationship between language, culture, and language/language teaching; define the concept of anthropocentrism, the linguistic image of the world and explain its nature and characteristics.</i> <b>Acquired skills:</b> <i>exemplify the relationship between language and thought from a universalist and relativist perspective; apply knowledge from linguoculturology in their own linguodidactic research.</i> <b>Acquired competences:</b> <i>to lead a discussion on topics in the field of linguoculturology; to search, process and analyse professional information in the field of cognitive linguistics and ethnolinguistics; to think critically and realistically in an autonomous way and to make decisions when solving theoretical and practical problems related to the research of language and culture.</i>	
<b>Brief outline of the course:</b> <ul style="list-style-type: none"> <li>• <i>Intercultural contexts in foreign language teaching. Content, object, subject. Broader and narrower understanding of the concept of intercultural communication.</i></li> <li>• <i>The relationship between culture and language. Language as the main indicator of ethnoculture.</i></li> <li>• <i>New philological disciplines (linguoculturology, cognitive linguistics, ethnolinguistics).</i></li> <li>• <i>Creating a linguistic image of the world through representational language units.</i></li> <li>• <i>Association tests as an important cross-cultural cognitive resource.</i></li> <li>• <i>The concept as "a word immersed in ethno-culture". Conceptualization of language and its conceptual sphere.</i></li> <li>• <i>Precedent phenomena in different cultures.</i></li> <li>• <i>Anthropocentrism in the study of foreign language environments. Precedent names.</i></li> </ul>	

- *Linguistic indicators of national mentality.*
- *The intercultural basis of metaphorization of language.*
- *Finding values in language. The universalism of values and their ethno-cultural forms.*

**Recommended reading:**

ALEFIRENKO, N.F. 2010. *Lingvokulturologija. Cennostno-smyslovoje prostranstvo jazyka.* Moskva: Flinta – Nauka.

BECK, G. *Zakázaná rétorika. 30 manipulativních technik.* Praha: Grada 2007.

ČUDINOV, A.P. 2007. *Političeskaja lingvistika.* Moskva: Flinta – Nauka.

DOLNÍK, J. 2010. *Jazyk – člověk – kultura.* Bratislava: Kalligram.

FASMER, V. 2004. *Etimologičeskij slovar russkovo jazyka.* Moskva: Astrel.

GAČEV, G. 1995. *Nacionalnyje obrazy mira: Kosmo. Psycho. Logos.* Moskva: Progress – Kultura.

GERD, A.S. 2001. *Vvedenije v etnolingvistiku.* Sankt-Peterburg: Izdatel'stvo S-Petrburgskovo universiteta.

CHROLENKO, A.T. 2005. *Osnovy lingvokulturologiji.* Moskva: Flinta – Nauka.

KARAULOV, J.N. 1987. *Russkij jazyk i jazykovaja ličnost.* Moskva: Nauka.

KOLLÁROVÁ, E. 2007. *Russkije kulturnyje issledovanija.* Banksá Bystrica: FHV UMB.

KOLŠANSKIJ, G.V. 2008. *Objektivnaja kartina mira v poznaniji i v jazyke.* Moskva: KomKniga .

SIPKO, J. 2014. *Fragmenty jazykovoj kartiny Rossiji v Slovaki.* Lambert Academic Publishing.

SIPKO, J. *Lingvokulturnyje kody russkovo smeča.* Prešov: FF PU 2015.

SIPKO, J. 2011. *Teoretické a sociálno-komunikačné východiská lingvokulturológie.* Prešov: FF PU .

SIPKO, J. 2017. *Lingvokulturológia našej doby.* Prešov, FF PU.

VOROBJOV, V.V. 1997. *Lingvokulturologija. Teorija i metody.* Moskva.

**Language required for the course: Russian**

**Notes:** student time load: 240 hours - combined study (5), preparation for seminars (55), self-study (80), seminar work (100)

**Course evaluation:**

Total number of assessed students: 1

A	B	C	D	E	FX
100%	0	0	0	0	0

**Teacher:** prof. PhDr. Jozef Sipko, PhD.

**Last change date:** January 2022

**Approved by:** prof. Zuzana Straková, PhD.

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty/workplace:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> 1IFI/LJSYM	<b>Course title:</b> <i>Language as a Symbolic Form</i>
<b>Type, scope, and method of educational activities:</b> <i>Type of educational activity: lecture</i> <i>Scope of training activities: 5/5</i> <i>Method of training activities: face-to-face</i>	
<b>Number of credits:</b> 5	
<b>Recommended semester of study:</b> 1. - 4.	
<b>Degree of higher education:</b> 3.	
<b>Prerequisite subjects:</b> -	
<b>Conditions for passing the course:</b> <i>Interim evaluation</i> <i>- active participation, preparation of a written work on one of the topics specified by the teacher. The aim of the thesis is to demonstrate the ability to define the problem, compare, assess, and propose a solution to the problem, while independent work in the choice of methodology, approach and method of solution is assumed.</i> <i>Classification:</i> <i>A: 100,00 - 90,00 %</i> <i>B: 89,99 - 80,00 %</i> <i>C: 79,99 - 70,00 %</i> <i>D: 69,99 - 60,00 %</i> <i>E: 59,99 - 50,00 %</i> <i>FX: 49.99 % or less</i>	
<b>Learning Outcomes:</b> <i>after completing the course the student will be able to:</i> <b>Knowledge gained:</b> <ul style="list-style-type: none"> <li>• <i>identify Cassirer's philosophy of symbolic forms</i></li> <li>• <i>recognise symbolic forms and their significance for the philosophy of culture and anthropology</i></li> <li>• <i>to define the basics in semiosis, semiotics and semiotic anthropology</i></li> </ul> <b>Skills acquired:</b> <ul style="list-style-type: none"> <li>• <i>explain in your own words the nature, meaning and content of symbolisation in Cassirer's theory</i></li> <li>• <i>determine the relationships between the different symbolic forms</i></li> <li>• <i>to evaluate and understand culture through the philosophy of symbolic forms</i></li> <li>• <i>interpret one's own culture through the philosophy of symbolic forms</i></li> </ul> <b>Acquired competences:</b> <ul style="list-style-type: none"> <li>• <i>use the information to draw conclusions</i></li> <li>• <i>understand the complexity of interrelationships in language</i></li> <li>• <i>actively debate and present their views appropriately in written and oral form</i></li> </ul>	
<b>Brief outline of the course:</b> <i>Symbol - the key to the essence of man</i>	

*Language as a symbolic form*

*Man and culture*

*Myth and religion as symbolic forms*

*Language - art - science*

*Definition of man in the categories of culture*

**Recommended reading:**

**Source literature:**

CASSIRER, E., 1996a. *Filosofie symbolických forem I. Praha: Oikymenh.*

CASSIRER, E., 1996b. *Filosofie symbolických forem II. Praha: Oikymenh.*

**Interpretive Literature:**

MACO, R., 2001. *K pojmu symbolické formy u E. Cassirera. In: Filozofia (56), 1, s. 25-41.*

KYSLAN, P., 2020. *Filozofia kultúry I. Prešov: FF PU.*

TYLER FRIEDMAN, J. a S. Luft, eds. 2015. *The Philosophy of Ernst Cassirer. Berlin/Boston: De Gruyter.*

PROFANT, M., 2011. *Myslet uprostřed dějin: K pojetí dějin a dějinnosti ve filosofii symbolických forem Ernsta Cassirera. Praha: Epoque.*

**Language required for the course:** *slovak language, english language*

**Notes:** *student time burden: hours 150- combined study (7,5), preparation for seminars (52,5), self-study (50), portfolio with presentations (40)*

**Evaluation of subjects**

Total number of students assessed: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

**Teacher:** *doc. Mgr. Mgr. Peter Kyslan, PhD.*

**Last change date:** *January 2022*

**Approved by:** *prof. Zuzana Straková, PhD.*

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>faculty of arts</i>	
<b>Course code:</b> <i>1IRU/LAPJA</i>	<b>Course title:</b> <i>Applied Linguistics</i>
<b>Type, scope, and method of educational activities:</b> <i>Compulsory elective course, lecture/seminar, 5/5 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> <i>8</i>	
<b>Recommended semester/trimester of study:</b> <i>1. - 4.</i>	
<b>Degree of study:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> -	
<b>Conditions for passing the course:</b> <i>Seminar thesis, oral presentation of the thesis, interim evaluation</i>	
<b>Learning outcomes:</b> <i>The graduate of the course will be able to:</i> <b>Knowledge:</b> <i>Characterize the linguistic discipline, define its subject, include applied linguistics (linguistics) in the system of linguistic disciplines, explain the ability of applied linguistics to substantially enrich and activate the contacts of linguistics with the most diverse scientific disciplines. To outline and describe interdisciplinary research on the functioning of language and its impact on linguistic theory, on the renewal of the conceptual apparatus of contemporary linguistics.</i> <b>Skills:</b> <i>Define and exemplify the components of applied linguistics, such as: Translation theory and practice, machine translation, basic postulates of native and foreign language teaching theory and practice, coding theory, sociolinguistics, political linguistics, terminology and terminography, field linguistics, hypertext technologies, computational linguistics, linguistic criminology, psycholinguistics, cognitive linguistics, artificial language production, text classification and textology, and text symbolization.</i> <b>Competencies:</b> <i>Conduct dialogue and discussion on topics in the field of applied linguistics; Search, process and analyse professional information in the field of applied linguistics and other related disciplines; To think critically and realistically autonomously and to make realistic decisions in solving theoretical and practical problems related to research in the field of applied linguistics.</i>	
<b>Brief outline of the course:</b> <i>The need for and areas of applied linguistics. Broader and narrower understanding of the concept of applied linguistics.</i> <i>The relationship between linguistics and applied linguistics, their perspectives.</i> <i>Application-generative model of grammar</i> <i>Perspectives on correctness (academic and popular perspectives)</i> <i>Language and languages. Borders and relationships.</i> <i>Methodological procedures of applied linguistics</i> <i>Omnipotence of context</i> <i>Corpus linguistics.</i>	

*Context and culture. Discourse analysis.  
Communicative approach.  
Textual terminology. Sociothermology. Political linguistics.  
Linguoculturology.*

**Recommended literature:**

ALEFIRENKO, N. F.: *Sovremennyye problemy nauky o jazyke*. Moskva: Flinta, 2005. ISBN: 5-89349-573-X.

PERRIN, D., KLEINBERGER, U. (eds.): *Doing Applied linguistics. Enabling transdisciplinary communication*. De Gruyter, Open access: Dostupné z: <https://www.degruyter.com/serial/dgc-b/html>.

JOHNSON, K., JOHNSON, H: *Encyclopedic Dictionary of Applied Linguistics*, Oxford/Malden, Massachusetts: Blackwell. 1999.

DOLNÍK, J.: *Všeobecná jazykoveda. Opis a vysvetľovanie jazyka*. Bratislava: Veda, 2010.

ŽUROVIČ, Ľ.: *Všeobecná jazykoveda a slavistika. Vybrané štúdie II*. Bratislava: Veda 2005.

BARANOV, A. N.: *Vvedeniye v prikladnuyu lingvistiku. Učebnoye posobie*. Moskva: Editorial URSS, 2001. ISBN 5-8360-0196-0.

CABRÉ, M. T.: *Terminology. Theory, methods and applications*. John Benjamins Publishing Company, 1999 . ISBN 90 272 16347.

COOK, G: *Applied Linguistics*. Oxford University Press. 2003.

ČERMÁK, F.: *Jazyk a jazykověda*. Praha 2004. ISBN 0 194375986

ČERNÝ, J. : *Dějiny lingvistiky*. Olomouc: VOTOBIA 1996. ISBN 80-85885-96-4

GROMOVÁ, E., MÜGLOVÁ, D.: *Kultúra – Interkulturalita – Translácia*, UKF Nitra. 2005

**Language required for the course:**

*Slovak*

**Notes:** student time burden: hours 240- combined study (7,5), preparation for seminars (52,5), self-study (80), portfolio with presentations (100)

**Course evaluation:**

*Total number of assessed students: 3*

A	B	C	D	E	FX
67%	33%	0	0	0	0

**Teacher:** *prof. PhDr. Ľubomír Guzi, PhD.*

**Last change date:** *January 2022*

**Approved by:** *prof. Zuzana Straková, PhD.*

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty/workplace:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1ISM/LONTR</i>	<b>Name of subject:</b> <i>Ontogenesis of speech</i>
<b>Type, scope, and method of educational activities:</b> <i>compulsory elective subject</i> <i>5 hours lecture/5 hours seminar</i> <i>combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> <i>8</i>	
<b>Recommended semester of study:</b> <i>1. - 4. full-time form; 1. - 6. external form</i>	
<b>Degree of higher education:</b> <i>3.</i>	
<b>Prerequisite subjects:</b>	
<b>Conditions for passing the course:</b> <i>(a) preparation of transcripts of two one-hour recordings, linguistic-pragmatic analysis of the transcripts using the coding method, and formulation of a conclusion on the observation of the speech development</i> <i>(b) a test that demonstrates the knowledge defined in the learning outcomes section</i> <i>For each part, the student must obtain at least 50% of the specified score. The final grade will be calculated as the average of the sub-assessments and active participation in seminars in proportion to the sum of the maximum and minimum point values determined for each part of the continuous assessment.</i> <i>It must obtain at least 90 % for an A grade (excellent), 80 % for a B grade, 70 % for a C grade, 60 % for a D grade and 50 % for an E grade. A student who obtains less than 50% will be graded FX.</i>	
<b>Learning outcomes:</b> <i>The graduate of the course will be able to:</i> <ul style="list-style-type: none"> <li>– <i>Explain the differences between different approaches to the interpretation of speech acquisition;</i></li> <li>– <i>explain the nature of the process of acquisition of grammatical, lexical-semantic and pragmatic competence in the mother tongue;</i></li> <li>– <i>explain the nature and types of bilingualism;</i></li> <li>– <i>consider the relationship between social and cultural influences and the development of language;</i></li> <li>– <i>Reflect on the relationship between child-centred speech and child speech;</i></li> <li>– <i>characterize the diagnostic tools for speech development used in Slovakia;</i></li> <li>– <i>explain the links and differences between language acquisition and language learning.</i></li> </ul>	

**Brief outline of the course:**

*Language acquisition as a subject of developmental psycholinguistics.*

*Contemporary conceptions of language acquisition (Piaget, Vygotsky, Chomsky, rationalist, empiricist, interactionist, constructivist interpretations).*

*Constructing linguistic and communicative competence:*

*Grammatical competence (nominal and verbal categories, early syntax, theory of natural morphology and ontogeny of speech), lexico-semantic competence (early lexical development, production and comprehension, acceleration versus continuous development, gender differences), pragmatic competence (development of pragmatic functions of utterances and means of expression). Development of narrative skills.*

*Child-centered speech, language input.*

*Social and cultural determinants of speech development. Bernstein's theory of the social conditioning of children's language codes.*

*Bilingualism, its sources and types.*

*Research records for all the above topics.*

*Diagnosis of speech development.*

**Recommended reading:**

KAPALKOVÁ, S. – SLANČOVÁ, D. – BÓNOVÁ, I. – KESSELOVÁ, J. – MIKULAJOVÁ, M.: *Hodnotenie komunikačných schopností detí v ranom veku*. Bratislava: Slovenská asociácia logopédov 2010. 110 s.

KESSELOVÁ, J.: *Funkčno-sémantická kategória relačnosť v ranej ontogenéze reči dieťaťa hovoriaceho po slovensky*. Prešov: Filozofická fakulta Prešovskej univerzity 2014. 100 s. Dostupné na: <http://www.pulib.sk/web/kniznica/elpub/dokument/Kesselova5>

KESSELOVÁ, J. – SLANČOVÁ, D.: *Priestor v ranej ontogenéze reči*. In: *O dieťati, jazyku, literatúre*. Časopis pre otázky rozvíjania komunikačnej a literárnej kompetencie. Prešov: Vydavateľstvo Prešovskej univerzity 2014, roč. II, č. 1, s. 7 – 20.

KESSELOVÁ, J.: *Ontogenéza datívu vo svetle prirodzenej morfológie a kognitívnej lingvistiky*. *Jazykovedný časopis*, 2015, 66, č. 2, s. 101 – 126.

KESSELOVÁ, J.: *Inštrumentál v ranej ontogenéze reči dieťaťa hovoriaceho po slovensky*. *Slovo a slovesnosť*, 78, č. 2, 2017, s. 119 – 144.

KESSELOVÁ, J.: *Genitív v ranej ontogenéze reči dieťaťa osvojujúceho si slovenčinu*. In: D. Slančová (ed.): *Desať štúdií o detskej reči. Lexika - gramatika – pragmatika*. Bratislava: Veda, vydavateľstvo Slovenskej akadémie vied, 2018, s. 446 – 507.

KESSELOVÁ, J.: *Self-reference in early speech of children speaking Slovak [elektronický dokument]*. *Journal of Language and Cultural Education*, roč. 6, č. 2, 2018, s. 14 – 35.

PRŮCHA, J.: *Dětská řeč a komunikace. Poznatky vývojové psycholingvistiky*. Praha: Grada 2011.

STEPHANY, U. – VOEĚKOVÁ, M. (eds.): *Development of Nominal Inflection in First Language Acquisition: A Cross-Linguistic Perspective. Studies on language acquisition*. Zväzok 30. Berlín: Walter de Gruyter 2009. 460 s.

TOMASELLO, M.: *Constructing a Language: A Usage-Based Theory of Language Acquisition*, Harvard University Press 2003.

ŠEBESTA, K.: *Od jazyka ke komunikaci. Didaktika českého jazyka a komunikační výchova*. Praha: Karolinum, 2005.

*Štúdie o detskej reči*. Ed.: D. Slančová. *Acta Facultatis Philosophicae Universitatis Presoviensis*. Prešov: Filozofická fakulta PU 2008.

*Virtuálne laboratórium detskej reči*. Dostupné na: <http://laboratorium.detskarec.sk/>

**Language required for the course:***Slovak and Czech language***Notes:** student time burden: hours 240- combined study (7,5), preparation for seminars(52,5), self-study (80), portfolio with presentations (100)**Evaluation of subjects**

Total number of students assessed:

A	B	C	D	E	FX

**Teacher:** *prof. PaedDr. Jana Kesselová, CSc.***Last change date:** *January 2022***Approved by:** *prof. Zuzana Straková, PhD.*

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>faculty of arts</i>	
<b>Course code:</b> <i>2PGD/LSKAE</i>	<b>Course title:</b> <i>Socio-cultural aspects of education</i>
<b>Type, scope, and method of educational activities:</b> <i>Compulsory elective course, lecture/seminar, 5/5 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> <i>8</i>	
<b>Recommended semester/trimester of study:</b> <i>1. - 6.</i>	
<b>Degree of study:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> -	
<b>Conditions for passing the course:</b> <i>Develop and present in writing:</i> <i>1. term paper on the assigned topic - focused on the analysis and own opinion on the theoretical problem of socio-cultural issues. aspects of education using experience with Slovak culture and education. The scope is a minimum of five, maximum of ten A4 pages.</i> <i>2. Presentation of the selected culture and education project in the school PPT environment in the form of a minimum of 12 images.</i> <i>In the works are evaluated:</i> <ul style="list-style-type: none"> <li>- <i>knowledge of the sources on the topic of the thesis;</i></li> <li>- <i>Analysis of selected issues of social and multicultural education and their psychosocial aspects;</i></li> <li>- <i>A comparative approach to exploring the problems of multicultural education in EU countries;</i></li> <li>- <i>expressing one's own attitudes on the basis of theoretical knowledge and with one's own arguments.</i></li> </ul>	
<b>Learning outcomes:</b> <b>Knowledge:</b> <i>The student has a deep knowledge of the socio-cultural aspects of education, knows and understands the importance of educational institutions in the education of personality, knows the theories of culture, knows and understands the specifics of his/her own culture and the factors influencing the differences of other cultures.</i> <b>Skills:</b> <i>can actively acquire new information and integrate it into their own conceptual apparatus, can creatively solve theoretical and practical tasks related to educational institutions and multicultural education.</i> <b>Competencies:</b> <i>can solve pedagogical problems of multicultural education in educational conditions of school, make responsible decisions and formulate procedures for solving problems of multicultural education, communicate professionally and defend their own positions.</i>	
<b>Brief outline of the course:</b> <i>The concept and essence of culture. Basic concepts related to culture.</i> <i>Types of subcultures and their functions.</i> <i>Social determinants of youth education.</i>	

*Cultural and educational institutions and their place in education.*  
*School as a cultural and social-educational institution.*  
*Transformational changes in society and the school system.*  
*Educational processes in the social system.*  
*The European Union and human rights.*  
*Psychosocial and pedagogical dimensions of multiculturalism.*  
*Communication in multicultural and social environments.*  
*Teacher competence and preparation for multicultural education.*  
*National minorities in Slovakia and their specifics.*

**Recommended reading:**

KOMINAREC, I., KOMINARECOVÁ, E.: *Multikulturalita, komunikácia, rod*. Prešov: Prešovská univerzita v Prešove, 2012. ISBN 978-80-555-0650-0.  
 KOMINAREC, I., KOMINARECOVÁ, E.: *Základy multikultúrnej komunikácie*. Prešov : Prešovská univerzita v Prešove, 2015, 206 s. ISBN 978-80-555-1253-2.  
 KOSOVIČ, B.: *Filozofické a globálne súvislosti edukácie*. Banská Bystrica: PdF UMB, 2013. ISBN 978-80-557-0434-0.  
 LIESSMANN, K.P. *Teórie nevzdelanosti*. Praha: Academia, 2009. ISBN 978-80-200-1677-5.  
 MISTRÍK, E.: *Kultúra a multikultúrna výchova*. Bratislava: IRIS, 1999. ISBN 80-88778-81-6.  
 PRŮCHA, J.: *Interkulturní psychologie*. Praha: Portál 2004. ISBN 80-7178-885-6.  
 PRŮCHA, J.: *Multikulturní výchova*. Praha: ISV 2001. ISBN 80-85866-72-2.  
 SOUKUP, V.: *Přehled antropologických teorií kultúry*. Praha: Portál 2000. ISBN 80-7178-328-5.  
 STROUHAL, M.: *Teorie výchovy*. Praha: Grada 2013. ISBN 978-80-247-4212-0.  
 STROUHAL, M., ŠTECH, St.: *Vzdělání a dnešek*. Praha: Karolínium 2017. ISBN 978-80-246-3558-3.  
 VALACHOVÁ, D. a kol.: *Vzdelávanie Rómov a multikultúrna koexistencia*. Bratislava: SPN 2002. ISBN 80-08-0339-8.

**Language required for the course:** *Slovak*

**Notes:** student time burden: hours 240- combined study (7,5), preparation for seminars (52,5), self-study (80), portfolio with presentations (100)

**Course evaluation:** 2 students

A	B	C	D	E	FX
100%	0	0	0	0	0

*Total number of students assessed:*

**Teacher:** doc. PhDr. Nadežda Krajčová, PhD.

**Last change date:** January 2022

**Approved by:** prof. Zuzana Straková, PhD.

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty/workplace:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1ISMK/LPSLI</i>	<b>Name of subject:</b> <i>Psycholinguistics</i>
<b>Type, scope, and method of educational activities:</b> <i>Compulsory elective course, lecture/seminar, 5/5 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> 8	
<b>Recommended semester of study:</b> 4. - 6.	
<b>Degree of higher education:</b> 3.	
<b>Prerequisite subjects:</b> -	
<b>Conditions for passing the course:</b> Interim evaluation: - <i>presentation part: to present the results of two foreign studies in the field of psycholinguistics, which are thematically related to the topic of the dissertation</i> - <i>knowledge part: a test demonstrating that the student has acquired the knowledge specified in the learning outcomes part</i> <i>For each part, the student must obtain at least 50% of the specified score. The final grade will be calculated as the average of the sub-assessments and active participation in seminars in proportion to the sum of the maximum and minimum point values determined for each part of the continuous assessment.</i> <i>It must obtain at least 90 % for an A grade (excellent), 80 % for a B grade, 70 % for a C grade, 60 % for a D grade and 50 % for an E grade. A student who obtains less than 50% will be graded FX.</i>	
<b>Learning outcomes:</b> <i>The graduate of the course will be able to:</i> <ul style="list-style-type: none"> <li>– <i>can explain the key terms of psycholinguistics</i></li> <li>– <i>to understand the unconscious processes taking place during language use</i></li> <li>– <i>explain the mechanism of perceptual acquisition and language production</i></li> <li>– <i>to orient oneself in different interpretations of the mental representation of language</i></li> <li>– <i>use knowledge from psycholinguistics when thinking about intercultural understanding of a text</i></li> <li>– <i>use psycholinguistic terminology in their own research</i></li> <li>– <i>assess the topic of your dissertation from the perspective of psycholinguistic aspects</i></li> <li>– <i>is able to navigate the results of psycholinguistic research using scientific databases</i></li> </ul>	

**Brief outline of the course:**

*The subject and methods of psycholinguistics, its relation to cognitive grammar, cultural anthropology and the theory of the linguistic image of the world.*

*Language acquisition and language learning. Intact speech development and delayed/disturbed speech-language pathology. Pathology and aphasia. Diagnostic tools for speech screening.*

*Use of language. Mechanisms of speech production and perception. Four communicative activities (production of written and spoken text, perception of read and listened text).*

*Mental representation of language in the brain (key questions: how elements of the language system are organized, how language elements are processed in the brain, which properties of language make it possible to store language elements in memory and retrieve them quickly from there).*

*The relationship between language, thought and verbal behaviour. Linguistic relativism.*

*Language as a way of "seeing" the world. Intercultural understanding of text.*

*Linguistic and psychological aspects of communication. Communication and game theory.*

*Communication in transactional analysis.*

*Inference and interference.*

*Cognitive prototype, stereotype and prejudice.*

*Individual and culturally conditioned associations, connotations and collocations. Language and language users' values.*

**Recommended reading:**

FERNANDÉZOVÁ, E. M. – CAIRNSOVÁ, H. S.: *Základy psycholingvistiky*. Paha: Karolinum 2014.  
BARTCZAK, M. – HAMAN, E. – BANASIK-JEMIELNIAK, N.: *Developmental Psycholinguistics: Old Questions, New Answers*. *Psychologie and Language Communication*, 2020, roč. 24, č. 1, s. 70 – 78.

KESSELOVÁ, J.: *Funkčno-sémantická kategória relačnosť v ranej ontogenéze reči dieťaťa hovoriaceho po slovensky*. Prešov: Filozofická fakulta Prešovskej univerzity 2014. 100 s.  
Dostupné na: <http://www.pulib.sk/web/kniznica/elpub/dokument/Kesselova5>

KESSELOVÁ, J. – SLANČOVÁ, D.: *Priestor v ranej ontogenéze reči*. In: *O dieťaťi, jazyku, literatúre*. Časopis pre otázky rozvíjania komunikačnej a literárnej kompetencie. Prešov: Vydavateľstvo Prešovskej univerzity 2014, roč. II, č. 1, s. 7 – 20.

MENN, L.: *Psycholinguistics: Introduction and Applications*. Plural Publishing, Inc 2017.

NEBESKÁ, I.: *Úvod do psycholingvistiky*. Jinočany: H&H 1992.

PRŮCHA, J.: *Dětská řeč a komunikace. Poznatky vývojové psycholingvistiky*. Praha: Grada 2011.

SCHWARZOVÁ, M.: *Úvod do kognitivní lingvistiky*. Praha: Dauphin 2009.

Štúdie o detskej reči. Ed.: D. Slančová. *Acta Facultatis Philosophicae Universitatis Presoviensis*. Prešov: Filozofická fakulta PU 2008.

URDANETA, L. – LORENZO, J.: *Spanish-English Writing Structure Interferences in Second Language Learners*. *GIST Education and Learning Research Journal* 2011, roč. 8, s. 158 –179.

VYBÍRAL, Z.: *Psychologie lidské komunikace*. Praha: Portál 2000.

VYGOTSKIJ, L. S.: *Psychologie myšlení a řeči*. Praha: Portál 2004.

*Virtuálne laboratórium detskej reči*. Dostupné na: <http://laboratorium.detskarec.sk/>

**Language required for the course:** Slovak and English language

**Notes:** student time burden: hours 240- combined study (7,5), preparation for seminars (52,5), self-study (80), portfolio with presentations (100)

**Evaluation of subjects**

Total number of students assessed:

A	B	C	D	E	FX

**Teacher:***prof. PaedDr. Jana Kesselová, CSc., prof. PhDr. Daniela Slančová, CSc.***Last change date:** *January 2022***Approved by:** *prof. Zuzana Straková, PhD.*

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty/workplace:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1ISJM/LSCLI</i>	<b>Course title:</b> <i>Sociolinguistics</i>
<b>Type, scope, and method of educational activities:</b> <i>Compulsory elective course, lecture/seminar, 5/5 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> <i>8</i>	
<b>Recommended semester of study:</b> <i>1. - 4. full-time form; 1. - 6. external form</i>	
<b>Degree of higher education:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> <i>-</i>	
<b>Conditions for passing the course:</b> <i>Interim evaluation.</i> <i>Implementation and presentation of a sociolinguistic survey.</i> <i>A test demonstrating that the student has acquired the knowledge listed in the learning outcomes section.</i> <i>It must obtain at least 90 % for an A grade (excellent), 80 % for a B grade, 70 % for a C grade, 60 % for a D grade and 50 % for an E grade. A student who obtains less than 50% will be graded FX. The final grade will be calculated as the average of the sub-assessments and the active participation in lectures and seminars in proportion to the sum of the maximum and minimum point values determined for each assessment.</i>	
<b>Learning outcomes:</b> <i>The graduate of the course will be able to:</i> <ul style="list-style-type: none"> <li>– <i>to master basic sociolinguistic concepts in relation to the social structures of contemporary Slovak (but also more broadly, global) society;</i></li> <li>– <i>to orientate oneself in the contemporary Slovak language situation and its theoretical reflection in relation to the teaching of the Slovak language;</i></li> <li>– <i>be familiar with language management and language legislation</i></li> </ul>	
<b>Brief outline of the course:</b> <ul style="list-style-type: none"> <li>- <i>Language and society.</i></li> <li>- <i>What and how sociolinguistics studies (subject and methods of research).</i></li> <li>- <i>Language management (language legislation).</i></li> <li>- <i>Language ideologies.</i></li> <li>- <i>Social differentiation of language (linguistic situation and stratification of national language).</i></li> <li>- <i>Social institution, language, style, macrosocial communication register, microsocial communication register.</i></li> <li>- <i>Attitudes to language.</i></li> <li>- <i>Ethnography of language communication, language and culture, language and school, language and family, language landscape.</i></li> </ul>	
<b>Recommended reading:</b> <i>DOLNÍK, J.: Všeobecná jazykoveda. Bratislava: Veda 2009, s. 336-365, 2013 (časť Sociolingvistika).</i> <i>DOLNÍK, J.: Jazyk, človek, kultúra. Bratislava: Kalligram 2010.</i>	

DOLNÍK, J.: *Sila jazyka*. Bratislava: Kalligram 2012.

DOLNÍK, J.: *Jazyk v sociálnej praxi*. Bratislava: VEDA 2021.

FINDRA, J.: *Jazyk, reč, človek*. Bratislava: Q 111 1998.

GAVUROVÁ, M.: *Dialekt jako prejav identity*. Fintice: FACE 2021.

ONDREJOVIČ, S.: *Jazyk, veda o jazyku, societa. Sociolingvistické etudy*. Bratislava: Veda 2008.

ORGOŇOVÁ, O. – DOLNÍK, J.: *Používanie jazyka*. Bratislava: Univerzita Komenského 2010.

SIPKO, J.: *Teoretické a sociálno-komunikačné východiská lingvokulturológie*. Prešov: Prešovská univerzita v Prešove Filozofická fakulta 2011.

POKORNÝ, J.: *Lingvistická antropologie. Jazyk, mysl a kultura*. Praha: Grada 2010.

POPOVIČOVÁ SEDLÁČKOVÁ, Z.: *Slang v mládežníckom diskurze*. Bratislava: Univerzita Komenského 2013.

SLANČOVÁ, D.: *Detabuizácia a markantnosť výrazu v sérii cestopisných kníh Borisa Filana*. In: *Jazyková kultúra na začiatku tretieho tisícročia*. Ed. M. Považaj. Bratislava: Veda 2009, s. 135-144.

SLANČOVÁ, D. – SLANČOVÁ, T.: *Reč pohybu, autority a súdržnosti*. Prešov: Prešovská univerzita v Prešove, Fakulta športu 2014.

*Velký sociologický slovník*. Praha: Karolinum, 1996. 1627 s.

*Sociolinguistica Slovaca 1-8*. Dostupné na:  
[https://www.juls.savba.sk/ediela/sociolinguistica\\_slovaca/](https://www.juls.savba.sk/ediela/sociolinguistica_slovaca/)

**Language required for the course:** *Slovak language*

**Notes:** student time burden: hours 240- combined study (7,5), preparation for seminars (52,5), self-study (80), portfolio with presentations (100)

**Evaluation of subjects**

Total number of students assessed: 0

A	B	C	D	E	FX

**Teacher:** *prof. PhDr. Daniela Slančová, CSc.*

**Last change date:** *January 2022*

**Approved by:** *prof. Zuzana Straková, PhD.*

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty of</b> <i>Faculty of arts</i>	
<b>Course code:</b> <i>1IGE /LPRLI</i>	<b>Subject name:</b> <i>Pragmalinguistics</i>
<b>Type, scope, and method of educational activities:</b> <i>Compulsory elective course, lecture/seminar, 5/5 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> <i>8</i>	
<b>Recommended semester/trimester of study:</b> <i>3.-6.</i>	
<b>Level of study:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> -	
<b>Conditions for passing the course:</b> <i>100-90 %: excellent A (excellent) = 1</i> <i>89.99 - 80%: above average B (very good) = 1.5</i> <i>79.99 - 70%: average C (good) = 2</i> <i>69.99 - 60%: acceptable D (satisfactory) = 2.5</i> <i>59.99 - 50 %: meeting the minimum criteria E (sufficient) = 3</i> <i>49.99 - 0 %: not meeting the minimum FX criteria (insufficient)</i> <b>The final evaluation</b> consists of: <i>Oral exam (50%): presentation of the results of two foreign studies in the field of pragmalinguistics, which are directly related to the topic of the dissertation</i> <i>Written test (50%): examination of theoretical knowledge in the subject area presented by practical examples.</i>	
<b>Learning outcomes:</b> <b>Acquired knowledge:</b> <i>the graduate of the course knows the basic terminology in the pragmalinguistic field. The student understands the theories and concepts in the field. The student has information about the links and differences between linguistic philosophy and philosophy of language.</i> <b>Acquired skills:</b> <i>the graduate of the course is able to respond appropriately to illocutionary and perlocutionary linguistic stimuli. The student is able to use the appropriate language in a realistic way in a given situation, taking into account the relationship of the communication partners and the aim of the communication. Develops critical linguistic thinking and critical analysis.</i> <b>Acquired competences:</b> <i>has adequate sociolinguistic competences. Achieves pragmatic competences to be able to interact meaningfully in a variety of situations related to his/her professional profile. He has developed interpretive competences.</i> <i>In the cognitive domain, the student can:</i> <ul style="list-style-type: none"> <li>• <i>know the concepts and basic terminology of critical thinking</i></li> <li>• <i>have an overview of strategies and methods of language perception</i></li> <li>• <i>master the technique of organising language and applying its principles and the ethics of speech</i></li> <li>• <i>master audience analysis</i></li> <li>• <i>self-critically evaluate your speech</i></li> </ul>	

<ul style="list-style-type: none"> <li>• <i>integrate relevant information and sources into the linguistic expression according to established principles</i></li> </ul> <p><i>In the affective domain, the student can:</i></p> <ul style="list-style-type: none"> <li>• <i>respect the principles of linguistic expression in a multicultural environment</i></li> <li>• <i>construct different types of speeches and, on the basis of experience, be able to evaluate adequately the speeches of others, etc.</i></li> <li>• <i>show self-reflection and self-criticism</i></li> </ul> <p><i>In the psychomotor domain the student:</i></p> <ul style="list-style-type: none"> <li>• <i>Will be able to process relevant sources and through mind maps.</i></li> </ul>
<p><b>Brief outline of the course:</b></p> <ul style="list-style-type: none"> <li>• <i>What is pragmalinguistics, methods and field of study, terminology - "language act", everyday language expression, speech acts, types of speech acts, principle of expressibility.</i></li> <li>• <i>Language and communication. Understanding, communication principles, components of language activity, illocutionary speech, typology of language action, propositions.</i></li> <li>• <i>Texts and fields of action. Patterns of contact and relationships, patterns of organisation, patterns of speaker change, outlining and structuring, securing themes, securing understanding.</i></li> <li>• <i>Texts and their typology. Forms of communication, referential clauses, text functions, describing, displaying, reporting, narrating, explaining, arguing.</i></li> <li>• <i>Language in institutions. What are institutions? Specifics of institutional communication. Institutional facts.</i></li> <li>• <i>Pragmatics and grammar. Functional grammar. Logic, semantics.</i></li> <li>• <i>Models of the psychology of communication. The beginning of a beautiful conflict. Conflict avoidance, clear messages, coherent communication, controlled dialogue.</i></li> <li>• <i>Safety, belonging, respect. Recognition. Promises. Insincere promises.</i></li> <li>• <i>Illocutionary expressions in technical language.</i></li> </ul>
<p>AUSTIN, J.-L. (2004): <i>Ako niečo robiť so slovami</i>. Bratislava: Kalligram.</p> <p>DOLNÍK, J. (2012): <i>Sila jazyka</i>. Bratislava: Kalligram.</p> <p>FILL, A. (2003): <i>Das Prinzip Spannung</i>. Tübingen: Gunther Narr.</p> <p>LIEDTKE, F. (1998): <i>Grammatik der Illokution</i>. Tübingen: Gunther Narr.</p> <p>MERTEN, K. (1999): <i>Grundlagen der Kommunikationswissenschaft</i>. Münster.</p> <p>MÜLLER, H.-M. (2002): <i>Arbeitsbuch Linguistik</i>. Schöningh, Paderborn - München.</p> <p>SEARLE, J.-R. (2007): <i>Rečové akty</i>. Bratislava: Kalligram.</p> <p>ŠTÍCHA, F. (2003): <i>Česko-německá srovnávací gramatika</i>. Argo: Praha.</p> <p>WAGNER, K.-R. (2001): <i>Pragmatik der deutschen Sprache</i>. Frankfurt am Main: Peter Lang.</p> <p>WEINRICH, H. (1993): <i>Textgrammatik der deutschen Sprache</i>. Mannheim: Duden.</p>
<p><b>Language required for the course:</b></p> <p><i>Slovak</i></p>
<p><b>Notes:</b> student time burden: hours 240- combined study (7,5), preparation for seminars (52,5), self-study (80), portfolio with presentations (100)</p>
<p><b>Course evaluation:</b></p> <p>Total number of students assessed: 0</p>

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>	
<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	
<b>Teacher:</b> <i>doc. PhDr. Martina Kášová, PhD.</i>						
<b>Last change date:</b> <i>January 2022</i>						
<b>Approved:</b> <i>prof. Zuzana Straková, PhD.</i>						

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>faculty of arts</i>	
<b>Course code:</b> <i>1IU/LLGDE</i>	<b>Course title:</b> <i>History of Linguodidactics</i>
<b>Type, scope, and method of educational activities:</b> <i>Compulsory elective course, lecture/seminar, 5/5 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> <i>8</i>	
<b>Recommended semester/trimester of study:</b> <i>3.-6.</i>	
<b>Level of study:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> -	
<b>Conditions for passing the course:</b> <i>During the semester, colloquia will be held on assigned topics. Active participation in discussions will account for 40% of the final grade. The final assessment will include the development of an analytical essay (30%) and its presentation (30%).</i>	
<b>Learning outcomes:</b> <b>Knowledge gained</b> <i>Graduates of the course have knowledge of the history of linguodidactics, enrich their terminological apparatus with new concepts from the graduated discipline. The graduate knows the criteria of periodization of language education, the goals, tasks, and content of language education. Knows the division of schools according to the language of instruction, knows the educational and methodological support (textbooks, methodological manuals), knows the effective forms, methods and approaches applied in language teaching at different stages of the development of language education. It has an overview of the organisation of school foreign language education, the development of language education in European countries, etc.</i> <b>Skills acquired</b> <i>He/she knows the terminology of the discipline and is able to apply it during the solution of professional assignments, during publication and presentation activities in scientific communication in domestic and international scale.</i> <b>Acquired competences</b> <i>Can think critically and make independent decisions. Search, process and analyse professional information from various sources in a foreign language, can exchange information. The graduate of the course is able to present knowledge from the history of linguodidactics and apply it in publishing and presentation activities in scientific communication.</i>	
<b>Brief outline of the course:</b> <i>Linguodidactics of the 20th and 21st Century and Trends in Research</i> <i>Preschool linguodidactics. Linguodidactics in primary and secondary schools. Higher education linguodidactics</i> <i>History of the teaching of mother tongues and foreign languages</i> <i>The most important methods of linguistic research (historical overview)</i>	
<b>Recommended reading:</b> <i>GAL'SKOVA, N., HEZ, I. 2009. Teorija obučeníja inostrannym jazykam. Lingvodidaktika i metodika. Moskva: Akademija</i>	

OMEĽČUK, S., 2019. *Súčasná ukrajinská lingvodydaktyka*. Kyjiv: Kyjevo-Mohyl'anska akademija.

*Slovenčina ako cudzí jazyk*. 2002. Bratislava: FF UK, MC SAS

ŠKODOVÁ, S., 2012. *Kapitoly z lingvodidaktiky češtiny jako cizího jazyka*. Liberec: technická univerzita

*Slovenčinár. Časopis Slovenskej asociácie učiteľov slovenčiny*

TUREK, I., 2005. *Inovácie v didaktike*. Bratislava: Metodicko-pedagogické centrum

*Časopis Cizí jazyky*

*Jazyk a komunikácia v súvislostiach*. 2011. Bratislava, Univerzita Komenského. Ed. Oľga Orgoňová

**Language required for the course:**

*Slovak*

**Notes:** student time burden: hours 240- combined study (5), preparation for seminars (55), self-study (80), portfolio with presentations (100)

**Course evaluation:**

*Total number of students assessed: 0*

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>

**Teacher:** *prof. PhDr. Mária Čižmarová, CSc.*

**Last change date:** *January 2022*

**Approved by:** *prof. Zuzana Straková, PhD.*

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/LINKO</i>	<b>Course title:</b> <i>Intercultural communication</i>
<b>Type, scope, and method of educational activities:</b> <i>Compulsory elective course, lecture/seminar, 5/5 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> <i>8</i>	
<b>Recommended semester of study:</b> <i>1st-4th semester</i>	
<b>Degree of higher education:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> <i>---</i>	
<b>Conditions for passing the course:</b> <i>Colloquia on the assigned topics will be held during the semester. Active participation in discussions will account for 40% of the final grade. The final assessment will include the development of an analytical essay (30%) and its presentation (30%). The awarding of credits and the final assessment grade will be in accordance with the grading scale A, B, C, D, E, FX according to the Study Regulations of the University of Prešov in Prešov.</i>	
<b>Learning outcomes:</b> <i>The graduate of the course will be able to:</i> <ul style="list-style-type: none"> <li>- <i>Identify cultural conventions in speech act and communication in a narrower and broader sense;</i></li> <li>- <i>Identify the specifics of nonverbal communication of different cultures, with an emphasis on British and American culture;</i></li> <li>- <i>Evaluate cultural differences between metaphors, emotions and their interpretation across cultures and apply the knowledge gained to the creative act of linguistic and translational communication;</i></li> <li>- <i>to use sensitively methods, procedures, axioms of intercultural communication for the purpose of own personal and communicative growth.</i></li> </ul>	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li><i>1. The relationship between language and culture</i></li> <li><i>2. National characteristics determining communication: cultural, politeness, linguistic and translational conventions.</i></li> <li><i>3. Nonverbal communication: the affinity between nonverbal communication and language, proxemics and kinesics</i></li> <li><i>4. Communication and intercultural communication: communication through concrete and abstract signs, imaginary and illusory signs</i></li> <li><i>5. Intercultural differences: schemas, images and culture</i></li> </ol>	

6. *Translation as intercultural communication: the cultural turn in translatology and its impact on the interdisciplinarity of research*
7. *Metaphor, emotion, culture and translation: cultural differences between metaphors, emotions and their interpretation*
8. *Contemporary models of culture, (im)politeness and interculturality in the coordinates of linguo-translatology.*

**Recommended reading:**

- DOLNÍK, J. 2010. *Jazyk, človek, kultúra*. Bratislava: Kalligram.
- DOLNÍK, J. 2017. *Jazyk v sociálnej kultúre*. Bratislava: Veda.
- HOLLIDAY, A., J. Kullman and M. Hyde. 2004. *Intercultural Communication: an Advanced Resource Book*. London and New York: Routledge.
- HUBSCHER-DAVIDSON, S. 2018. *Translation and Emotion: A Psychological Perspective*. New York and London: Routledge.
- KECSKES, I. 2013. *Intercultural Pragmatics*. OUP.
- KOSKINEN, K. 2020. *Translation and Affect. Essays on Sticky Affects and Translational Affective Labour*. Amsterdam and Philadelphia: John Benjamins.
- KÖVECSES, Z. 2005. *Metaphor in Culture. Universality and Variation*. CUP.
- KÖVECSES, Z. 2006. *Language, Mind, and Culture. A Practical Introduction*. OUP.
- KÖVECSES, Z. 2000. *Metaphor and Emotion. Language, Cultural and Body in Human Feeling*. CUP.
- LONG, J. 2012. *Changes of Translation Definition and Turns of Translation Studies In: Cross-Cultural Communication* 8(5), 35-43.
- ROJO, A. 2017. *The Role of Emotions*. In *The Handbook of Translation and Cognition*, edited by John W. Schwieter, and Aline Ferreira, 369-385. New Jersey: John Wiley & Sons.
- RYBÁR, J., Kvasnička, V., Farkaš, I. 2005. *Jazyk a kognícia*. Bratislava: Kalligram.
- SCOLLON, R. and S. Wong Scollon. 2011. *Intercultural Communication. A Discourse Approach*. 3<sup>rd</sup>. ed. John Wiley & Sons.
- SNELL-HORNBY. 2006. *The Turns of Translation Studies: New Paradigms or Shifting Viewpoints?* Amsterdam/Philadelphia: John Benjamins.

**Language required for the course:** *English and Slovak*

**Notes:** student time burden: hours 240- combined study (5), preparation for seminars (55), self-study (80), portfolio with presentations (100)

**Course evaluation:**

Total number of students assessed: 0

A	B	C	D	E	FX
0	0	0	0	0	0

**Teacher:** doc. PhDr. Klaudia Bednárová-Gibová, PhD.

**Last change date:** January 2022

**Approved by:** prof. Zuzana Straková, PhD.

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>faculty of arts</i>	
<b>Course code:</b> <i>1IAA/LMOTE</i>	<b>Name of subject:</b> <i>Modern technologies in the foreign language process</i>
<b>Type, scope, and method of educational activities:</b> <i>Compulsory elective course, lecture/seminar, 5/5 per semester, combined method (MS TEAMS, LMS Moodle), dialogical (discussion) methods, group teaching and cooperative learning methods, project methods, methods developing critical thinking</i>	
<b>Number of credits:</b> <i>8</i>	
<b>Recommended semester/trimester of study:</b> <i>4.-6.</i>	
<b>Degree of study:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> -	
<b>Conditions for passing the course:</b> <i>During the semester, students will be given tasks to work on and these will be part of the mid-term assessment: presentation of the elaboration of the selected topic (30%), leading a discussion on the selected topic (20%), elaboration of a proposal for the use of modern technologies in the tertiary level (20%), final exam (30%).</i> <i>Credits will be awarded on the basis that all of the above requirements have been met. The grade evaluation is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of PU v Prešov.</i>	
<b>Learning outcomes:</b> <b>Acquired knowledge:</b> <i>the graduate of the course knows the basic concepts and methodological knowledge related to computer-assisted instruction, blended and online learning. The student understands the philosophy of online education, management of e-learning courses, creation of interactive elements and techniques aimed at creating interactive digital exercises respecting didactic and psychohygienic principles and principles of processing didactic materials.</i> <b>Acquired skills:</b> <i>the graduate of the subject can create e-learning courses respecting the learner and his/her needs, create interactive exercises and implement them appropriately in teaching. They have an overview of testing tools and can choose the right tools to verify the learner's knowledge.</i> <b>Acquired competences:</b> <i>the graduate of the course is able to teach students in the third level of education with the application of modern foreign language teaching practices and is able to evaluate their outcomes in accordance with pedagogical-psychological principles...</i>	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li><i>1. Modern technologies in foreign language education.</i></li> <li><i>2. Didactic aspects of the use of modern technologies in language education.</i></li> <li><i>3. Computer Assisted Language Learning (CALL) Mobile Language Learning (MALL).</i></li> <li><i>4. Virtual learning environment. Types. Didactic principles.</i></li> <li><i>5. Interactivity in e-learning</i></li> </ol>	
<b>Recommended reading:</b> <i>BUDHAIR, S.S. &amp; SKIPWITH, K. (2017). Best practices in engaging online learners through active and experiential learning strategies. London: Routledge</i>	

BURGEROVÁ, J. et al. 2019. *Technológie a ich možnosti vo vzdelávaní učiteľov*. Prešov : Vydavateľstvo Prešovskej univerzity.

CIMERMANOVÁ, I. 2021. *Using digital education tools in interactive online teaching at secondary schools*. Prešov : vydavateľstvo PU

COOPERMAN, L. (2017). *The Art of Teaching Online: How to Start and How to Succeed as an Online Instructor*. Netherlands: Chandos.

GRAF, Sabine. 2007. *Adaptivity in Learning Management systems Focussing on Learning Styles*. Viedeň : Technische Universität Wien, 2007

HOWLAND, J., JONASSEN, D. H., & MARRA, R. M. (2014). *Meaningful Learning with Technology*. Harlow: Pearson.

KUMPULAINEN K., WRAY, D. *Classroom Interactions and Social Learning*. Routledge 2002, ISBN 0-203-45156-2

MOORE, M. G. (1989). *Three types of interaction*. In: *American Journal of Distance Education*, 3(2), 1-6.

MUIRHEAD, B. (2001). *Interactivity research studies*. In: *Educational Technology a Society*, 4(3). Available at: , retrieved: October 03, 2012.

PORITZ, J.A. & REES, J. (2017). *Education Is Not an App: The Future of University Teaching in The Internet Age*. London: Routledge.

PRŮCHA, J. 1987. *Učení z textu a didaktická informace*. Praha: Academia

SALMON, G. (2002). *E-tivities: the key to active only learning*. Sterling, VA : Stylus Publishing Inc. ISSN 0 7494 3686 7

SALMON, G. (2003). *E-moderating: The Key to Teaching and Learning Online*. London: Kogan Page. 180 pages, softcover. 2nd ed. ISBN 0 415 33544 2 (paperback)

THORNE, Kaye. 2003. *Blended Learning: How to Integrate Online and Traditional Learning*. Londýn : Kogan Page, 2003. ISBN 0 7494 3901 7

TUREK, Ivan. 2003. *Ako sa naučiť učiť?* Prešov: MPC Prešov, 2003. ISBN 80-8045-300-4

**Language required for the course:**

*Slovak and English*

**Notes:** student time burden: hours 240- combined study (5), preparation for seminars (55), self-study (80), portfolio with presentations (100)

**Course evaluation:**

*Total number of students assessed: 0*

A	B	C	D	E	FX
0	0	0	0	0	0

**Teacher:** doc. PaedDr. Ivana Cimermanová, PhD.

**Last change date:** January 2022

**Approved by:** prof. Zuzana Straková, PhD.

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>faculty of arts</i>	
<b>Course code:</b> <i>1IRU/LMETL</i>	<b>Name of subject:</b> <i>Research methodology in applied linguistics</i>
<b>Type, scope, and method of educational activities:</b> <i>subject of the dissertation examination</i> <i>compulsory elective subject</i>	
<b>Number of credits:</b> <i>5</i>	
<b>Recommended semester/trimester of study:</b> <i>4. - 6. (according to ISP)</i>	
<b>Degree of study</b> <i>3.:</i>	
<b>Prerequisite subjects:</b> <i>All subjects of the study part specified in the individual study plan of the doctoral student.</i>	
<b>Conditions for passing the course:</b> <i>The subject of the dissertation examination.</i> <i>Each part of the state examination is assessed separately. The individual parts of the state examination shall be graded with the classification grades A to FX. The overall grade of the state examination shall be calculated from the average of the grades of the individual subjects of the state examination and the grade of the final thesis defence. Grade: A: 1.00 - 1.24, B: 1.25 - 1.74, C: 1.75 - 2.24, D: 2.25 - 2.74, E: 2.75 - 3.00, FX: 3.01 - and above.</i> <i>A doctoral student registers for the dissertation examination if he/she has earned credits for all courses of the study part specified in his/her individual study plan and has submitted a written thesis for the dissertation examination. The date of the dissertation examination is determined by the chair of the dissertation committee. The dissertation examination consists of a part consisting of a debate on the written dissertation and a part in which the doctoral candidate has to demonstrate theoretical knowledge in the subjects of the dissertation examination. The list of subjects of the dissertation examination is determined by the dean on the basis of the accreditation file. The department conducting the doctoral study programme shall issue a written certificate to the doctoral candidate on the completion and result of the dissertation examination. A doctoral student who has failed the examination (FX) may repeat the examination only once, at the earliest after three months have elapsed. Repeated failure in the dissertation examination shall be grounds for expulsion from the doctoral programme. Other conditions of the dissertation examination are regulated by the Study Regulations of the University of Prešov, Article 38 (Part Three Studies in the Doctoral Study Programme).</i>	

**Learning outcomes:**

**Acquired knowledge:** the graduate of the course can describe and distinguish types of linguistic research; characterize the principles of selecting a research sample; describe the specifics of individual research methods; has knowledge of research design and research methods used in linguistics.

**Acquired skills:** the graduate of the course is able to create his/her own text of professional character; is able to design a linguistic research project in accordance with the type of research question; is able to present the ability of analytical work with professional literature; is able to compile a theoretical matrix as a basis for analytical work with professional literature; is able to formulate a research question, objectives and hypothesis of the research, to choose an adequate (for the fulfilment of the research objectives) research method.

**Acquired competences:** can independently solve a simple research problem, design a methodological research procedure; collect and critically process relevant data and prepare a research report can interpret the obtained data.

**Brief outline of the course:**

Specificity of research in linguodidactics as one of the disciplines of applied linguistics

Factors of research in applied linguistics: level of language proficiency, educational program, benefit of participants, number of learners in the group, time spent in the language environment.

Text as an object of research.

Research problem and linguistic data. Methods and approaches for analysis and interpretation of research findings and evaluated data. Research hypotheses.

Objectivity, validity, and reliability of research.

Qualitative, quantitative, combined methods.

Quantitative linguistics and qualitative linguistics

Quantitative linguistics methods: qualitative vocabulary composition and extracting information about the frequency or correctness of word usage. Types of corpora (national corpus, parallel corpus, learner corpus)

Qualitative research methods: discourse analysis, unstructured interviews and focus groups narrative method.

Conversational analysis method in bilingualism research

Combined methods: quantitative method and analysis of learning written discourse

Data collection in qualitative research: types of records, recording, protocols.

Data analysis: segmentation - coding - theory generation, different types of analysis, software

**Recommended reading:**

GAVORA, P. 2007. *Sprievodca metodológiu kvalitatívneho výskumu*. Bratislava: Univerzita Komenského.

GAVORA, P. a kol. 2010. *Elektronická učebnica pedagogického výskumu* [online]. Bratislava: Univerzita Komenského, 2010. Dostupné na: <http://www.e-metodologia.fedu.uniba.sk/>

DORNYEI, Z. 2007. *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.

HENDL, J. 2005. *Kvalitatívny výskum*. Praha: Portál.

PALTRIDGE, B. & PHAKITI, A. 2018. *Research Methods in Applied Linguistics: A Practical Resource*. Bloomsbury Academic.

LITOSSELITI, Lia (Eds.) 2010. *Research methods in linguistics*. London, New York: Continuum.

SILVERMAN, D. 2005. *Ako robiť kvalitatívny výskum*. Bratislava: Ikar.

STEENSIG, Jakob. 2003. *Conversation Analysis and the study of bilingual interaction* [online]. In: *Príspevok na 19. škandinávskej konferencii o bilingvisme*. Dostupné na: <http://www.ub.uit.no/baser/nordlyd/include/getdoc.php?id=159&article=42&mode=pd>

STRAUSS, A. – CORBINOVÁ, J. 1999. *Základy kvalitatívneho výskumu*. Brno: Abert.

**Language required for the course:**

*Slovak and Russian language*

**Notes:** student's time burden: 150 hours - self-study and consultation (150)

**Evaluation of subjects**

Total number of assessed students 0

A	B	C	D	E	FX

**Teacher:** doc. Mgr. A. A. Petříková, PhD.

**Last change date:** January 2022

**Approved by:** prof. Zuzana Straková, PhD.

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty of</b> <i>Faculty of arts</i>	
<b>Course code:</b> <i>1IAA/LMETD</i>	<b>Name of subject:</b> <i>Research methodology in didactics</i>
<b>Type, scope, and method of educational activities:</b> <i>subject of the dissertation examination</i> <i>compulsory elective subject</i>	
<b>Number of credits:</b> <i>5</i>	
<b>Recommended semester/trimester of study:</b> <i>4. - 6. (according to ISP)</i>	
<b>Degree of study:</b> <i>3.</i>	
<b>Prerequisite subjects:</b> <i>All subjects of the study part specified in the individual study plan of the doctoral student.</i>	
<b>Conditions for passing the course:</b> <i>The subject of the dissertation examination.</i> <i>Each part of the state examination is assessed separately. The individual parts of the state examination shall be graded with the classification grades A to FX. The overall grade of the state examination shall be calculated from the average of the grades of the individual subjects of the state examination and the grade of the final thesis defence. Grade: A: 1.00 - 1.24, B: 1.25 - 1.74, C: 1.75 - 2.24, D: 2.25 - 2.74, E: 2.75 - 3.00, FX: 3.01 - and above.</i> <i>A doctoral student registers for the dissertation examination if he/she has earned credits for all courses of the study part specified in his/her individual study plan and has submitted a written thesis for the dissertation examination. The date of the dissertation examination is determined by the chair of the dissertation committee. The dissertation examination consists of a part consisting of a debate on the written dissertation and a part in which the doctoral candidate has to demonstrate theoretical knowledge in the subjects of the dissertation examination. The list of subjects of the dissertation examination is determined by the dean on the basis of the accreditation file. The department conducting the doctoral study programme shall issue a written certificate to the doctoral candidate on the completion and result of the dissertation examination. A doctoral student who has failed the examination (FX) may repeat the examination only once, at the earliest after three months have elapsed. Repeated failure in the dissertation examination shall be grounds for expulsion from the doctoral programme. Other conditions of the dissertation examination are regulated by the Study Regulations of the University of Prešov, Article 38 (Part Three Studies in the Doctoral Study Programme).</i>	
<b>Learning outcomes:</b> <i>Upon completion of the course, the student is able to:</i> <ul style="list-style-type: none"> <li>– <i>present the ability to work analytically with the literature,</i></li> <li>– <i>compile a theoretical matrix as a basis for analytical work with the literature,</i></li> <li>– <i>create your own text of a professional nature,</i></li> <li>– <i>describe and distinguish types of pedagogical research,</i></li> <li>– <i>is able to formulate a research question, research objectives and research hypothesis,</i></li> <li>– <i>is able to design a pedagogical research project in accordance with the type of research question,</i></li> <li>– <i>select an adequate (to meet the objectives of the research) research method,</i></li> <li>– <i>describe the specifics of individual research methods,</i></li> <li>– <i>characterise the principles of survey sampling,</i></li> </ul>	

- apply statistical data analysis procedures,
- apply the procedures of descriptive statistics,
- apply qualitative data analysis procedures
- interpret the data obtained.

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

*The concept of the methodology of educational sciences.*

*Basic concepts of educational methodology: scientific research, research method, scientific fact. Types of educational research.*

*Phases of the research process.*

*Formulation of the research problem. Types of research problems in educational research.*

*Research hypotheses.*

*Types of samples in educational research.*

*Objectivity, validity, and reliability of research.*

*Characteristics of quantitative methods of educational research (quantitative research paradigm). Characteristics of selected methods.*

*Characteristics of qualitative methods of educational research (qualitative research paradigm). Characteristics of selected methods.*

*Introduction to statistical processing and data evaluation.*

*Basic concepts of descriptive statistics.*

*Basic concepts of inductive statistics used in educational research.*

*Methods and approaches for analysis and interpretation of research findings and evaluated data.*

*Ethics of the researcher.*

*Philosophical foundations of qualitative research methodology.*

*Research methods of qualitative research: participant observation, unstructured interview, narrative method, content analysis of human products.*

*Data collection in qualitative research: types of records, recording, protocols.*

*Data analysis: segmentation - coding - theory generation, different types of analysis, software.*

#### **Recommended reading:**

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

*GAVORA, P. 2007. Sprievodca metodológiou kvalitatívneho výskumu. Bratislava: Univerzita Komenského, 2007.*

*GAVORA, P. 2008. Úvod do pedagogického výskumu. Bratislava: Univerzita Komenského, 2008.*

*GAVORA, P. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. Dostupné na: <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4.*

*HENDL, J.: Kvalitativní výskum. Praha: Portál 2005.*

*SILVERMAN, D. 2005. Ako robiť kvalitatívny výskum. Bratislava: Ikar, 2005*

*STRAUSS, A. – CORBINOVÁ, J. 1999. Základy kvalitatívneho výskumu. Brno: Abert 1999.*

*ŠVAŘÍČEK, R. – ŠEĐOVÁ, K. 2007. Kvalitativní výzkum v pedagogických vědách. Brno: Paido 2007.*

*ŠVEC, Š. a kol. 1998. Metodológia vied o výchove. Bratislava: IRIS 1998.*

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

*Slovak and English (or other world language)*

**Notes:** student time burden: hours 150 - self-study and consultation (150)

**Evaluation of subjects**

Total number of assessed students 0

A	B	C	D	E	FX

**Teacher:** *prof. Zuzana Straková, PhD., examination committee approved by the Scientific Council of the Faculty of Arts PU (in appendix III.4b)*

**Last change date:** *January 2022*

**Approved by:** *prof. Zuzana Straková, PhD.*