

## COURSE DESCRIPTION

<b>College:</b> <i>University of Prešov</i>	
<b>Faculty/workplace:</b> <i>Center of Languages and Cultures of National Minorities</i>	
<b>Course code:</b> <i>9UROS/DIALE/24</i>	<b>Course title:</b> <i>Dialectology</i>
<b>Type, scope and method of educational activities:</b> <i>lecture/seminar</i> <i>1/1 weekly - daily study</i> <i>combined method</i>	
<b>Number of credits:</b> <i>3</i>	
<b>Recommended semester:</b> <i>3<sup>rd</sup>, 2<sup>nd</sup> year</i>	
<b>Degree of study:</b> <i>2.</i>	
<b>Conditional subjects:</b>	
<b>Conditions for passing the course:</b> <i>written test</i> <i>Participation in seminars is mandatory.</i> <i>Continuous completion of homework.</i> <i>Written test during the semester.</i> <i>Percentage representation of individual tasks on the overall student assessment:</i> <i>(1) active work at seminars and continuous completion of homework: 50%,</i> <i>(2) written test: 50%,</i>  <i>Credits will be granted based on the fulfillment of all the stated requirements according to the classification scale A,B,C,D, E, FX - the current Study Regulations of the PU in Prešov.</i>	
<b>Learning outcomes:</b> <i>Knowledge</i> <i>The student can identify the specifics of the dialectal variability of North-Central Romani.</i> <i>With the content of this subject, the student can expand and supplement the basic language subject - Communicative skills in the Romani language.</i> <i>Skills</i> <i>At the verbal level, the student practically differentiates the dialect varieties of Romani.</i> <i>The student is able to find and describe dialectological defining features in the language material and assign the material and selected phenomena to the respective dialects</i> <i>Competences</i> <i>The student is independent in solving tasks related to Romani dialectology.</i> <i>The student can communicate about the obtained information in both written and oral form.</i>	
<b>Course content:</b>	

*Introduction to dialectology.*

*Dialectology of North-Central Romani.*

*Basic concepts and general as well as Romani history of dialectology.*

*Roma dialects of central and eastern Slovakia.*

*Romani dialects of Gemera .*

*Western dialects of North-Central Romani.*

*Transitional and Hungarianized dialects.*

*Related Romani dialects of Moravia, Bohemia, Poland and Ukraine.*

*Other Romani dialects in the world - basic overview and mutual relations.*

**Recommended literature:**

BENÍŠEK, M., 2013. *Central Romani lidža -/ ledž -: a Vestige of an Indo-Aryan Compound Verb and its Cross-Dialectal Variability.* Acta Orientalia Academiae Scientiarum Hungaricae r. 66 No. 4, p. 471–486.

BENÍŠEK, M., 2013. *Serednye Romani : and North Central Romani dialect of Transcarpathian Ukraine . In: Schrammel-Leber , Barbara & Tiefenbacher , Barbara. 2013. Romani V. Papers from the Annual Meeting of the Gypsy Lore Society, Graz 2011. Grazer Romani Publikationen 2. Grazer Linguistische Monograph : Graz .*

BORETZKY, N., 1999. *Die Gliederung der Zentralen Dialecte und does Beziehungen zwischen Südlichen Central Dialect ( Romungro ) und Südbalkanischen Romani-Dialect . In: Halwachs , DW – Menz, F. ( eds .) Die Sprache der Roma . Perspektiven der Romani-Forschung in Österreich im interdisziplinären and international context. with 210–276. Klagenfurt , Drava.*

BORETZKY, N., 2007. *The classification of the Romani dialects . Sprachtypologie and Universalienforschung r. 60, No. 4, p. 314–336.*

BORETZKY, N., and IGLA, B., 2004. *Kommentierter Dialectatlas des Romani . Teil 1. Vergleich der Dialekte. Wiesbaden : Harrassowitz Verlag .*

ČERVENKA, J., 2004. *Some specifics morphology noun in subdialects north-central Romani in the Slovak regions of Kysuce, Turiec and Liptov. Romano džaniben , event 2004, p. 177-185.*

ČERVENKA, J., 2006. *Dialect specifics north-central Romani in of Central Slovakia in the areas of Kysuce, Turiec and Liptov. Prague: Signeta .*

HÜBSCHMANNOVÁ, M. et al., 1991. *Roma -Czech and Czech- Roma pocket dictionary. Prague: State pedagogical publishing house .*

LESNÝ, V., 1917. *Gypsies in Bohemia and Moravia . Ethnographic journal Czechoslovak , Vol. XII, p. 57-63.*

LÍPA, J., 1963. *Handbook gypsy language . Prague: State pedagogical publishing house .*

LÍPA, J., 1965. *Gypsy language environment Slovak and Czech : to old and new questions folders in her grammar and vocabulary. Prague: ČSAV.*

MATRAS, Y., 2002. *Romani : A Linguistic Introduction . Cambridge : Cambridge University Press.*

MATRAS, Y., 2005. *The classification of Romani dialects : a geographic-historical perspectives . In: Schrammel , B. – Halwachs , DW – Ambrosch , G. ( eds .) General and applied Romani linguistics . Proceedings from the 6th International conference on Romani linguistics . with 7–22. Munich , LINCOM.*

PUCHMAYER, AJ, 1821. *Romani chib , das ist : Grammatik and Wörterbuch der Zigeuner Sprache , nebst einigen Fablen in derselben . Dazu als Anhang does The rag is scratched Bohemia Diebessprache . Prague : Fürst-erzbischöflichen Buchdruckerey .*

SOWA, R. von., 1893. *Die Mährische Mundart der Romsprache* . In: *Xenia Austriaca : Festschrift der österreichischen Mittelschulen zur 42. Versammlung German Philologist and Schulmänner in Wien* , p. 50-51.

SOWA, R. Von., 1887. *Die Mundart der slovakische Gypsy* . Göttingen : Vandenhoeck and Ruprecht .

**Language which is necessary to complete the course::** *Slovak, Romani, partly English*

**Notes:** *compulsory subject*

*Standard student load: 90 hours*

*- direct teaching: 26 hours*

*- independent work (preparation for the seminar, preparation of the seminar work): 44 hours.*

*- independent study of professional literature: 20 hours*

### Course evaluation

Total number of evaluated students:

A	B	C	D	E	FX
a	B	c	d	e	f

**Lecturers:** *doc. Anna Orsós , PhD.; Mgr. Lenka Goroľová*

**Date of last change:** *01.10. 2024*

**Approved by:** *doc. Anna Orsós , PhD.*

## COURSE DESCRIPTION

**College:** *University of Prešov*

**Faculty/workplace:** *Center of Languages and Cultures of National Minorities*

**Course code:** *9UROS/DIDRJ/24*

**Course title:** *Didactics of the Romani language*

**Type, scope and method of educational activities:**

*lecture, seminar*

*1/1 weekly - daily study*

*combined method*

**Number of credits:** *2*

**Recommended semester:** *2<sup>nd</sup>, 1<sup>st</sup> year*

<b>Degree of study: 2.</b>
<b>Prerequisites:</b>
<p><b>Conditions for passing the subject: exam</b>  <i>Participation in seminars is mandatory.</i>  <i>Continuous completion of homework.</i>  <i>Creating preparations for lessons and presentation of preparations.</i>  <i>Students take an oral exam.</i>  <i>The subject is completed by an exam, which takes place during the exam period.</i>  <i>Percentage representation of individual tasks on the overall student assessment:</i>  <i>(1) active work at seminars, continuous completion of homework and presentation of preparation for class: 50%,</i>  <i>(2) oral exam: 50%</i></p> <p><i>Credits will be granted based on the fulfillment of all the stated requirements according to the classification scale A,B,C,D, E, FX - the current Study Regulations of the PU in Prešov.</i></p>
<p><b>Learning outcomes:</b></p> <p><i>Knowledge</i>  <i>The student is able to characterize the explanatory, evaluative, and combined types of Romani language lessons and explain the differences between them. He/She is familiar with the terms: curriculum, educational standard (content and performance), syllabus, concept of Romani language education, and knows the content and performance standards of the language component of the Romani language subject for the second stage of elementary schools and secondary schools, focusing on specific areas of the curriculum.</i></p> <p><i>Skills</i>  <i>The student is able to create and select appropriate teaching aids for teaching the Romani language, creatively applies various strategies of the beginnings of writing and reading the Romani language. The student can implement and design lessons using modern principles, approaches and concepts of teaching (cooperative teaching, collaborative teaching, learning by discovery, research teaching, personalized teaching, group and individualized teaching), creates criteria for evaluating pupils at the relevant levels of education, applies in practice principles of point, summative and formative assessment, can apply and identify short-term and long-term forms of teacher preparation for teaching.</i></p> <p><i>Competences</i>  <i>The student is able to apply acquired methods in working with textbooks and workbooks, utilizing ICT technologies, and is capable of implementing the project method in teaching the Romani language. The student is able to design a sequence of Romani language lessons using the project method.</i></p>
<p><b>Course content:</b></p> <p><i>Characteristics of suitable teaching aids for teaching the Romani language.</i>  <i>Characteristics of the terms cooperative teaching, collaborative teaching, learning by discovery, research teaching, personalized teaching, group and individualized teaching</i>  <i>Textbooks and workbooks.</i>  <i>Use of ICT technologies.</i>  <i>General characteristics of the terms curriculum, educational standard (content and performance), curriculum, concept of Roma language education.</i></p>

*Description of the language component of the subject Roma language and literature for primary and secondary education by focusing on individual areas of language curriculum topics.*

*Project method in teaching the Romani language.*

*Creating preparations for Romani language lessons using the project method.*

*Short-term and long-term teacher preparation for teaching.*

*Description of the explanatory, checking and combined type of Romani language lesson.*

*Characterization and application of the principles of point-based, summative and formative assessment.*

*Creation of criteria for evaluating pupils at the relevant levels of education.*

**Recommended literature:**

*GAVORA, P., 2008. How to develop a student's understanding of the text . Bratislava: Enigma.*

*NIVAM et al., State Education Program for Basic Education . [ online ]. Available from: [https://www.minedu.sk/data/files/11808\\_statny-vzdelavaci-program-pre-zakladne-vzdelavanie-cely.pdf](https://www.minedu.sk/data/files/11808_statny-vzdelavaci-program-pre-zakladne-vzdelavanie-cely.pdf)*

*SUCHOŽOVÁ, E., 2014. Developing and evaluating key competencies in the educational process . Bratislava: MPC.*

*ŠPÚ., 2019. Innovative framework educational program of the Romani language, language levels: A1- B2. [ online ]. Available from: <https://spolu-together-jekhetane.sk/sk/uskutocnene-projekty/inovacia-romsky-jazyk-inkluzia>*

*ŠPÚ., 2019. Innovated European language portfolios . [ online ]. Available from: <https://spolu-together-jekhetane.sk/sk/uskutocnene-projekty/inovacia-romsky-jazyk-inkluzia>*

*TOMENGOVÁ, A., 2012. Active learning of pupils - strategies and methods . Bratislava: MPC. Romani language textbooks and workbooks*

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

*Slovak, Romani*

**Notes:** *compulsory subject*

*Standard student load: 60 hours*

*- direct teaching: 26 hours*

*- independent work (preparation for the seminar, preparation of the seminar work): 22 hours.*

*- independent study of professional literature: 12 hours*

**Evaluation of subjects**

Total number of evaluated students:

A	B	C	D	E	FX
a	b	c	d	E	f

**Lecturers::** *doc. Anna Orsós , PhD.; Mgr. Lenka Goroľová*

**Date of last change:** *1.10.2024*

**Approved by:** *doc. Anna Orsós , PhD.*

## COURSE DESCRIPTION

<b>Name of the higher education institution:</b> <i>University of Presov</i>	
<b>Name of the faculty/university workplace:</b> <i>Center of Languages and Cultures of National Minorities</i>	
<b>Course code:</b> <i>9UROS/DIROL/24</i>	<b>Course title:</b> <i>Didactics of Romani literature</i>
<b>Type, scope and method of educational activity:</b> <ul style="list-style-type: none"> <li>• <i>lecture, seminar</i></li> <li>• <i>1/1 weekly - daily study</i></li> <li>• <i>combined method</i></li> </ul>	
<b>Number of credits:</b> <i>2</i>	
<b>Recommended semester:</b> <i>2nd semester, 3rd year</i>	
<b>Degree of study:</b> <i>2.</i>	
<b>Prerequisites:</b>	
<b>Conditions for passing the course:</b> <i>exam</i>  <i>Interim assessment:</i>  <i>Participation in seminars is mandatory.</i> <i>Continuous completion of homework.</i> <i>Creating preparations for lessons and presentation of preparations.</i> <i>Students take an oral exam.</i> <i>The subject is completed by an exam, which takes place during the exam period.</i> <i>Percentage representation of individual tasks on the overall student assessment:</i>  <i>(1) active work at seminars, continuous completion of homework and presentation of preparation for class: 50%,</i>  <i>(2) written exam: 50%</i>  <i>Credits will be granted based on the fulfillment of all the stated requirements according to the classification scale A,B,C,D, E, FX - the current Study Regulations of the PU in Prešov.</i>	
<b>Learning outcomes:</b> <i>Knowledge</i> <i>The student has knowledge of the conceptual basis for developing students' literary competence in education, outputs, goals, content, process and methodology for developing students' production text competence in the Romani language. Can navigate the content and performance standard of the literary component of the subject Romani language and</i>	

*literature (educational area language and communication) for lower secondary and secondary education.*

#### **Skills**

*The student will acquire the skill of applying appropriate educational methods to the educational process, which are related to the development of students' literary competence and to design educational procedures according to the phases of the process of reception of a literary text, to apply methodological procedures and different types of reading in didactic communication.*

#### **Competences**

*The student will acquire the competence to apply knowledge and didactic skills related to the development of the student's literary competence when creating an educational project; educational plans and preparations for the lesson. He will acquire the competence to plan students' learning activities with regard to the connectivity of educational contents (Roma language, literature and style) and to apply his analytical skills, creativity and the ability to think in context.*

#### **Course content:**

*Conceptual (pedagogical-psychological, psychodidactic, linguistic, literary) starting points for developing the student's communicative and literary competence.*

*Comprehensive development of the student's literary competence.*

*Didactic communication in literature didactics (phases, didactic principles, school communication).*

*The process of developing the student's literary competence in lower secondary and secondary education (E-U-R framework, inductive-deductive thought process).*

*The meaning, significance and functions of literature in the children's world, the position of literature for children and youth in the educational context of lower secondary education.*

*Ontogenetic and psychosocial prerequisites for decoding text meanings. Types of reading in the area of didactic communication.*

*Reading book, principles of selecting texts for the reading book and reading outside the reading book.*

*Stages of literary text reception, interiorization process.*

*Creative drama and literary education (methods of creative drama).*

*Developing the student's production text competence in primary education (outputs, goals, content, process, methodology).*

*Phases of the text-making process and their didactic analysis.*

#### **Recommended literature:**

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

*KESSELOVÁ, J., 2005. 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.*

*KLIMOVIČ, M., 2009. Tvorivé písanie v primárnej škole. Prešov: Prešovská univerzita, Pedagogická fakulta.*

KLIMOVIČ, M., 2016. *Detský pisateľ v procese tvorby textu*. Prešov: Vydavateľstvo Prešovskej univerzity. Dostupné na: <https://www.pulib.sk/web/kniznica/elpub/dokument/Klimovic3>

LIPTÁKOVÁ, Ľ., 2012. *Kognitívne aspekty vyučovania materinského jazyka v primárnej edukácii*. Prešov: Prešovská univerzita, Pedagogická fakulta.

LIPTÁKOVÁ, Ľ., 2015. *Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie*. Prešov: Prešovská univerzita v Prešove, Pedagogická fakulta

PISA. Program medzinárodného hodnotenia žiakov (čitateľská gramotnosť 15-ročných žiakov ZŠ a SŠ). Národné správy. Zbierky úloh. Ďalšie dokumenty. NÚCEM. Dostupné: <https://www.nucem.sk/sk/merania/medzinarodne-merania/pisa>

PENNAC, D., 2012. *Trápenia so školou*. Bratislava: Artforum.

SITNÁ, D., 2009. *Metody aktívneho vyučovania: Spolupráce žáků ve skupinách*. Praha: Portál.

Štátny vzdelávací program, Rómsky jazyk a literatúra. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/romsky\\_jazyk\\_isced3.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/romsky_jazyk_isced3.pdf)

### Language which is necessary to complete the course:

*Slovak, Romani*

### Notes: compulsory subject

*Standard student load: 60 hours*

*- direct teaching: 26 hours*

*- independent work (preparation for the seminar, preparation of the seminar work): 22 hours.*

*- independent study of professional literature: 12 hours*

### Course evaluation

Total number of students evaluated: *uvádza sa reálny počet hodnotených študentov od zavedenia predmetu po jeho poslednú aktualizáciu*

A	B	C	D	E	FX
a	b	c	d	e	f

*Uvádza sa percentuálny podiel hodnotených študentov, ktorí získali po zapísaní predmetu hodnotenie A, B, ... FX. Celkový súčet a, b, c, d, e, f je 100. Ak študent v jednom roku získal FX a po ďalšom zapísaní predmetu hodnotenie D, zohľadnia sa obe jeho hodnotenia.*

### Lecturers:

*Doc. Anna Orsós, PhD., univ. prof., guarantor, lecturer, examiner, trainer, seminar leader*

*Mgr. Jana Gáborová Kroková, lecturer, examiner, trainer, seminar leader*

**Date of last change:** 1.10.2024

**Approved by:** Doc. Anna Orsós, PhD., univ. prof.



## COURSE DESCRIPTION

<b>Name of the higher education institution:</b> <i>University of Presov</i>	
<b>Faculty/workplace:</b> <i>Center of languages and cultures of national minorities</i>	
<b>Course code:</b> <i>9UROS/DIDRR/24</i>	<b>Course title:</b> <i>Didactics of Roma realities</i>
<b>Type, scope and method of educational activity:</b> <i>lectures and seminars</i> <i>1/1 weekly</i> <i>combined method</i>	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> <i>3rd semester, 2nd year</i>	
<b>Degree of study:</b> 2.	
<b>Prerequisites:</b>	
<b>Conditions for passing the course:</b> <i>exam</i> <i>Participation in seminars (direct teaching) is mandatory. During the semester, students continuously work on tasks that lead to the preparation of a lesson on the subject of Roma realities. Preparing and handing in a completely prepared lesson plan is a condition for taking the exam. For preparing a lesson, a student can get a maximum of . 30 points. The exam takes place orally or in writing, and the student can get a maximum for the exam . 40 points. Total per subject max. 70 points. In order to successfully complete the subject, the student must obtain a minimum of 35 points.</i>	
<b>Learning outcomes:</b> <i>Knowledge:</i> <i>Students:</i> <ul style="list-style-type: none"> <li>• <i>They can provide an overview of specific didactic principles and methods suitable for teaching Roma realities.</i></li> <li>• <i>They are able to explain the influence of cultural specifics on education.</i></li> <li>• <i>They define what intercultural communication is and explain its importance in a multicultural classroom.</i></li> <li>• <i>They know how to characterize inclusive education, its principles and importance in the education of Roma pupils.</i></li> <li>• <i>They know how to name appropriate methods of teaching a subject focused on Roma realities.</i></li> </ul> <i>Skills:</i> <i>Students will be able to:</i> <ul style="list-style-type: none"> <li>• <i>Select and apply suitable teaching methods when teaching topics from Roma realities.</i></li> <li>• <i>Independently prepare and implement lessons focused on Roma realities.</i></li> <li>• <i>Select and adapt teaching materials so that they are culturally sensitive and at the same time interesting for students.</i></li> </ul>	

- *Conduct open and respectful discussions on sensitive topics related to the Roma community.*
- *And analyze different perspectives and evaluate information about the Roma community.*

**Competencies:**

- *Students will be able to communicate and cooperate with people from different cultural backgrounds with respect and openness.*
- *Students will be independent in creating new and innovative approaches to teaching Roma realities.*
- *Students will be able to collaborate with colleagues, parents and the community to support the inclusion of Roma students.*

**Course content:**

- 1. Didactic approaches and methods of teaching Roma realities*
- 2. Setting the goals of teaching Roma realities in the context of the age and cultural specifics of the pupils*
- 3. Didactic transformation of the curriculum in the area of Roma realities*
- 4. Interactive teaching methods*
- 5. Methods of developing empathy and tolerance*
- 6. Use of multicultural and intercultural approaches in teaching*
- 7. Creation and adaptation of teaching materials*
- 8. Creation of inclusive curricula*
- 9. Prevention of discrimination and prejudice*
- 10. Work with the community and parents*
- 11. Organization of intercultural extracurricular activities*

**Recommended literature:**

- Bendl, S. (2010). Šikana a její řešení. Praha: Grada*
- Čulík, J. (2008). Interkulturní komunikace. Praha: Karolinum.*
- Gavora, P. (2012). Učiteľ a žiaci v komunikácii. Bratislava: SPN*
- Gay, G. (2018). Culturally Responsive Teaching: Theory, Research, and Practice (3rd ed.). Teachers College Press.*
- Hladký, J. (2012). Interkultúrna komunikácia: teória a prax. Praha: Grada.*
- Horáková, O. (2014). Spolupráce školy a rodiny v multikulturním prostředí. Praha: Grada.*
- Ištván, I. (2016). Vybrané kapitoly z didaktiky. Prešov: Prešovská univerzita v Prešove.*
- Jakoubek, M., & Hirt, T. (2008). Rómové: Sociokulturní dilemata. Praha: SLON.*
- Kasíková, H. (2009). Kooperativní učení, kooperativní škola. Praha: Portál.*
- Krčmářová, L. (2020). Pedagogika inkluze: Základy inkluzivní výchovy a vzdělávání. Praha: Portál.*
- Miháliková, R. (2017). Interaktívna výučba: Od teórie k praxi. Nitra: Univerzita Konštantína Filozofa.*
- Pavlovská, M. (2014). Prevence konfliktů v multikulturním prostředí školy. Praha: Grada.*
- Pešková, M. (2011). Multikulturní výchova: Teorie a praxe. Praha: Grada.*
- Vašina, P. (2019). Inkluzivní vzdělávání a jeho didaktické aspekty. Brno: Masarykova univerzita.*
- Vávrová, M. (2012). Multikulturní výchova v současné škole. Praha: Grada.*
- Zelina, M. (2018). Tvorba a využitie učebných materiálov pre inkluzívne vzdelávanie. Bratislava: Slovenská pedagogická spoločnosť.*

<b>Language which is necessary to complete the course:</b> Slovak, English																	
<b>Notes:</b> <i>compulsory subject, profile subject</i> <i>Standard student workload: 60 hours</i> <i>- direct teaching: 26 hrs.</i> <i>- autonomous work (preparation of continuously assigned tasks): 24 hrs.</i> <i>- preparation of the output (the entire prepared lesson) and its presentation: 10 hours.</i>																	
<b>Course evaluation</b> Total number of students evaluated: <table border="1"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>FX</td></tr> <tr> <td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td>f</td></tr> </table>						A	B	C	D	E	FX	a	b	c	d	e	f
A	B	C	D	E	FX												
a	b	c	d	e	f												
<b>Lecturers:</b> <i>doc. PhDr. Marek Lukáč, PhD.</i>																	
<b>Date of last change:</b> <i>1.10.2024</i>																	
<b>Approved by:</b> <i>doc. PhDr. Marek Lukáč, PhD.</i>																	

## COURSE DESCRIPTION

<b>Name of the higher education institution:</b> <i>University of Presov</i>	
<b>Faculty/workplace:</b> <i>Center of languages and cultures of national minorities</i>	
<b>Course code:</b> <i>9UROS/DIPS1/24</i>	<b>Course title:</b> <i>Diploma seminar 1</i>
<b>Type, scope and method of educational activity:</b> <i>seminars</i> <i>0/1 weekly</i> <i>combined method</i>	
<b>Number of credits:</b> <i>4</i>	
<b>Recommended semester:</b> <i>3rd semester, 2nd year</i>	
<b>Degree of study:</b> <i>2.</i>	
<b>Prerequisites:</b>	

**Conditions for passing the course: continuous evaluation**

*Participation in seminars (direct teaching) is mandatory. In the course of the semester, the student is obliged to complete partial tasks - write an abstract of the work, prepare an outline of the work, elaborate the introduction of the work, prepare an outline for the read book related to the topic of the diploma thesis. At the end of the semester, the student will hand in the term paper, which will contain: Thesis cover, cover letter, sworn statement, abstract in Sj, elaborated introduction of the thesis, elaborated theoretical starting points and framework project of the empirical part of the thesis. For active participation in seminars and processing partial tasks, the student receives max. 30 points (minimum number of points for passing the subject is 15). For handing in a semester's work, he will receive a maximum of . 70 points (minimum number of points for passing the subject – 35).*

*In order to successfully complete the subject, the student must obtain a minimum of . 50 points.*

**Learning outcomes:**

*Acquired knowledge:*

*Student:*

- has deep and cross-sectional knowledge of the issue of the diploma thesis as a qualification thesis, including knowledge, connections and relations to the study program; understands its meaning and tasks associated with the proper completion of II. degree of higher education;*
- knows the principles of DP topic selection and knows the rules of consultations on the given topic;*
- knows the stages of DP creation, can design a time plan;*
- understands various types of information sources and controls the criteria for working with information, knows the rules of critical analysis of various information sources, can verify the relevance of the information obtained;*
- controls work with a professional text at a professional level, knows how to autonomously, independently and creatively incorporate professional knowledge using one's own author's contribution;*
- knows and understands the theories that anchor the formulation of a scientific problem;*
- master the research methodology and its essentials – formulation of the scientific problem, objectives, descriptive, relational and causal questions, research sample, research methods and stages of research work;*
- master the methods and procedures of scientific work that help to solve a given scientific problem;*
- master the ethics and citation technique;*
- knows the formal requirements of the DP, the content of individual parts (e.g. abstract, introduction, conclusion);*
- knows the content and formal requirements of the thesis project.*

*Acquired skills:*

*Student:*

- he/she is able to plan his own scientific activity and choose the appropriate procedure for solving the diploma thesis;*
- knows how to actively acquire information in the field in which he has chosen the DP topic, can sort, check their relevance and knows how to use them to solve the formulated scientific problem;*
- can creatively solve practical problems that arise when solving a given problem and can overcome obstacles with acquired intellectual virtues;*

- is able to critically assess the information obtained, its importance in solving a given problem, stating the relevant argumentation;
- can contribute new research findings to the expansion of the field;
- is able to take full responsibility for the information he will present in the thesis project.

Acquired competences:

Student:

- is independent and autonomous in solving partial tasks connected with the chosen topic of the thesis;
- can coordinate the scientific procedures necessary to solve a scientific problem;
- is able to independently decide on the use of appropriate methods and procedures of scientific work with the ability to critically re-evaluate based on changing conditions during the implementation of research;
- knows how to acquire, sort, analyze and use the obtained information in solving the selected problem with full moral responsibility and respecting copyright;
- can professionally communicate, present and defend the information and facts obtained in front of experts and laymen;
- he/she is able to plan his own scientific activity, acquire new scientific knowledge for the expansion of knowledge and his own professional growth, thus he is prepared for further lifelong learning.

#### **Course content:**

1. Diploma thesis as a part of the state exam, its role, basic characteristics, choice of thesis topic, cooperation between the graduate student and thesis supervisor.
2. Preparation of diploma thesis, time schedule.
3. Collection and processing of material, types of resources, methods of work.
4. Information research, bibliographic research, libraries.
5. Processing of survey results, literature study, excerpting.
6. General principles of thesis writing.
7. Structure of the thesis. Abstract, introduction, theoretical basis of the work.
8. Working with the text. Text, specialist text, quick reading of key ideas, reading supplementary material, understanding the text, critical thinking while reading.
9. Research, defining the problem, developing a hypothesis, determining research methodology, research goals and tasks, research plan, implementation, research, recording results, conclusions, illustrations, tables.
10. Formal preparation of the thesis. Formal arrangement of the page, numbering, division of the text. Punctuation and abbreviations, illustrations, tables.
11. Methods of citing sources. Citation and its components, citation methods, basic schemes of bibliographic references, general rules for writing bibliographic references.

#### **Recommended literature:**

- DANIŠKOVÁ, Z., 2014. Učiť písať študenta vysokej školy? Potenciál kurzu akademického písania. In: Orbis Scholae. Roč. 8, č. 1, s. 129-143 [cit. 5. septembra 2016]. ISSN 2336-3177. Dostupné z: [http://www.orbisscholae.cz/archiv/2014/2014\\_1\\_08.pdf](http://www.orbisscholae.cz/archiv/2014/2014_1_08.pdf)
- DARÁK, M. a J. FERENCOVÁ, 2001. Metodológia pedagogického výskumu. Terminologické minimum. Prešov: ManaCon. ISBN80-89040-07-1.
- DARÁK, M. a N. KRAJČOVÁ, 1995. Empirický výskum v pedagogike. Prešov: ManaCon. ISBN80-85668-22-X.
- GONDA, V. 2012. Ako napísať a úspešne obhájiť diplomovú prácu. Bratislava: Iura Edition. ISBN 978-80-8078-472-0.

KAHN, N. B., 2001. *Jak efektivně studovat a pracovat s informacemi*. Praha: Portal. ISBN 80-7178-443-5.

KATUŠČÁK, D., 1998. *Ako písať vysokoškolské a kvalifikačné práce*. Bratislava. ISBN 80-85697-82-3.

Smernica o náležitostiach záverečných prác, ich bibliografickej registrácii, kontrole originality, uchovávaní a sprístupňovaní.[online]. Prešov: PU. [cit.10.12.2021]. Dostupné z: <https://www.pulib.sk/web/data/pulib/subory/stranka/ezp-smernica2019.pdf>

ŠANDEROVÁ, J., 2009. *Jak číst a psát odborný text ve společenských vědách*. Praha: Slon. 209 s. ISBN 80-8642-940-7

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

**Notes:** Compulsory subject, the student chooses the subject only once from the approval from which he writes his diploma thesis

Standard workload: 120 hours

- Direct teaching: 13 hours

- Independent work (preparation of partial tasks, preparation of semester work): 54 hrs.

- Independent study of literature: 53 hrs.

#### Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

**Lecturers:** doc. PhDr. Marek Lukáč, PhD.

**Date of last change:** 1.10.2024

**Approved by:** doc. PhDr. Marek Lukáč, PhD.

### COURSE DESCRIPTION

**Name of the higher education institution:** University of Presov

**Faculty/workplace:** Center of languages and cultures of national minorities

**Course code:** 9UROS/DIPS2/24

**Course title:** Diploma seminar 2

**Type, scope and method of educational activity:**

seminars

0/1 weekly

combined method

**Number of credits:** 4

<b>Recommended semester:</b> 4th semester, 2nd year
<b>Degree of study:</b> 2.
<b>Prerequisites:</b> 9UROS/DIPS1/24 Diploma seminar 1
<p><b>Conditions for passing the course:</b> <i>continuous evaluation</i></p> <p><i>Active participation in seminars is a condition for passing the course. In order to pass the subject, the student is required to submit a report on consultations for the diploma thesis signed by the supervisor of the thesis.</i></p> <p><i>In the course of the semester, the student is obliged to process sub-tasks - scientifically correctly formulate the problem, research goal, establish hypotheses, design and construct a research method (questionnaire, observation sheet, test, survey), prepare a presentation related to the diploma thesis, in which he indicates the basic theoretical the starting points of the work, the goal and the methodological procedure of processing the research problem.</i></p> <p><i>At the end of the semester, the student will submit the working version of the diploma thesis to the supervisor, which will contain all the essentials of the diploma thesis.</i></p> <p><i>For active participation in seminars, submission of a report on completed consultations and processing of partial tasks, the student receives max. 40 points (the minimum number of points for passing the subject is 20).</i></p> <p><i>For writing the working version of the diploma thesis for the supervisor, the student receives max. 60 points (the minimum number of points for passing the subject is 30).</i></p> <p><i>To pass the course, the student is required to obtain at least 50 points. Credits are awarded by the subject teacher after the recommendation of the thesis supervisor.</i></p> <p><b>Learning outcomes:</b></p> <p><i>Acquired knowledge:</i></p> <p><i>Student:</i></p> <ul style="list-style-type: none"> <li>- <i>has deep and cross-sectional knowledge in the field of science methodology, its essence, organizational forms and types of research, including knowledge, connections and relationships to the topic and field in which it is addressed;</i></li> <li>- <i>understands the theoretical and methodological issues of scientific research, concrete reality and phenomena that are the subject of one's own research; understands the integrity of theory and empirical research in the chosen topic;</i></li> <li>- <i>knows the essence of scientific and research activity, creativity, the essence of the quality of ideas with the possibilities of application in the solved DP;</i></li> <li>- <i>master the methodology of quantitative and qualitative research, the strategies of methodological procedures, the formulation of a scientific problem, hypotheses, the choice of methods, the characteristics of a sample set with the possibility of application to one's own DP;</i></li> <li>- <i>controls various types of scales, questionnaire technique, structuring observation sheets, diagnostics of the phenomenon being addressed and ways of interpreting the results obtained from them;</i></li> <li>- <i>knows the procedures of scientific work associated with preliminary research , field data collection, sorting and processing of data, interpretation of obtained values, verification of hypotheses;</i></li> <li>- <i>master the formal and content requirements of processing and writing the final research report;</i></li> </ul>

- controls the requirements for submitting, registering and checking the originality of the thesis.

*Acquired skills:*

*Student:*

- he is able to plan his own scientific activity and choose the appropriate procedure for solving the diploma thesis;

- knows how to actively acquire information in the field in which he has chosen the DP topic, can sort, check their relevance and knows how to use them to solve the formulated scientific problem;

- can creatively solve practical problems that arise when solving a given problem and can overcome obstacles with acquired intellectual virtues;

- is able to critically assess the information obtained, its importance in solving a given problem, stating the relevant argumentation;

- can contribute new research findings to the expansion of the field;

- is able to take full responsibility for the information he will present in the thesis project.

*Acquired competences:*

*Student:*

- is independent and autonomous in solving partial and complex tasks connected with the scientific research activity of the chosen topic of the diploma thesis;

- able to coordinate the scientific procedures necessary for the empirical investigation of the chosen topic in accordance with the established theoretical portfolio;

- can independently decide on the use of an appropriate quantitative or qualitative design and procedures of scientific work with the ability to critically reevaluate based on changing conditions during the implementation of research;

- uses correct scientific formulations necessary for quality methodological description;

- knows how to acquire, sort, analyze and use the obtained information in solving the selected problem with full moral responsibility and respecting copyright;

- controls statistical techniques for the necessary processing of data obtained from the field;

- he/she knows how to correctly describe the obtained information and facts, to put them into relevant lines of argument; based on them, he can draw conclusions and recommendations for practice;

- can professionally communicate, present and defend the information obtained in front of experts and laymen, citing relevant arguments;

- he knows how to plan, implement and evaluate his own scientific activity, acquire new scientific knowledge for the expansion of knowledge and his own professional growth, thus he is prepared for further lifelong learning.

**Course content:**

1. Diploma thesis as a part of the state exam, its role, basic characteristics, choice of thesis topic, cooperation between the graduate student and thesis supervisor.

2. Preparation of diploma thesis, time schedule.

3. Collection and processing of material, types of resources, methods of work.

4. Information research, bibliographic research, libraries.

5. Processing of survey results, literature study, excerpting.

6. General principles of thesis writing.

7. Structure of the thesis. Abstract, introduction, theoretical basis of the work.

8. Working with the text. Text, specialist text, quick reading of key ideas, reading supplementary material, understanding the text, critical thinking while reading.



9. Research, defining the problem, developing a hypothesis, determining research methodology, research goals and tasks, research plan, implementation, research, recording results, conclusions, illustrations, tables.

10. Formal preparation of the thesis. Formal arrangement of the page, numbering, division of the text. Punctuation and abbreviations, illustrations, tables.

11. Methods of citing sources. Citation and its components, citation methods, basic schemes of bibliographic references, general rules for writing bibliographic references.

**Recommended literature:**

BENČO, J., 2001. Metodológia vedeckého výskumu. Bratislava: Iris. ISBN 80-89018-27-0.

DANIŠKOVÁ, Z., 2014. Učiť písať študenta vysokej školy? Potenciál kurzu akademického písania. In: Orbis Scholae. Roč. 8, č. 1, s. 129-143 [cit. 5. septembra 2016]. ISSN 2336-3177. Dostupné z: [http://www.orbisscholae.cz/archiv/2014/2014\\_1\\_08.pdf](http://www.orbisscholae.cz/archiv/2014/2014_1_08.pdf)

DARÁK, M. a J. FERENCOVÁ, 2001. Metodológia pedagogického výskumu. Terminologické minimum. Prešov: ManaCon. ISBN80-89040-07-1.

DARÁK, M. a N. KRAJČOVÁ, 1995. Empirický výskum v pedagogike. Prešov: ManaCon. ISBN80-85668-22-X.

DE VITO, J. A., 2001. Základy mezilidské komunikace. Praha: Grada. ISBN 80-7169-988-8.

CIMERMANOVÁ, I. 2018. Teaching portfolio as a source of pre-service teacher training programme needs analysis. In: Pedagogika. ISSN 1392-0340. - ISSN 2029-0551. - Roč. 131, č. 3 (2018), s. 201-216.

GONDA, V. 2012. Ako napísať a úspešne obhájiť diplomovú prácu. Bratislava: Iura Edition. ISBN 978-80-8078-472-0.

KATUŠČÁK, D., 1998. Ako písať vysokoškolské a kvalifikačné práce. Bratislava. ISBN 80-85697-82-3.

MAGNELLO, E. a B. VAN LOON, 2010. Seznamte se ... Statistika. Praha: Portál. ISBN 978-80-7367-753-4.

ONDREJKOVIČ, P., 2005. Úvod do metodológie sociálnych vied. Bratislava: Regent. ISBN 80-88904-35-8.

Smernica o náležitostiach záverečných prác, ich bibliografickej registrácii, kontrole originality, uchovávaní a sprístupňovaní.[online]. Prešov: PU. [cit.10.12.2021]. Dostupné z: <https://www.pulib.sk/web/data/pulib/subory/stranka/ezp-smernica2019.pdf>

ŠANDEROVÁ, J., 2009. Jak číst a psát odborný text ve společenských vědách. Praha: Slon. 209 s. ISBN 80-8642-940-7

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

**Notes:** Compulsory subject, the student chooses the subject only once from the approval from which he/she writes his diploma thesis

Standard workload: 120 hours

- Direct teaching: 13 hours

- Independent work (preparation of the draft version of the DP, individual consultations): 54 hrs.

- Independent study of literature: 53 hrs.

**Course evaluation**

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

**Lecturers:** *doc. PhDr. Marek Lukáč, PhD.***Date of last change:** *1.10.2024***Approved by:** *doc. PhDr. Marek Lukáč, PhD.***COURSE DESCRIPTION****College:** *University of Prešov***Faculty/workplace:** *Center of Languages and Cultures of National Minorities***Course code:** *9UROS/ROFRA/2***Course title:** *Phraseology of the Romani language***Type, scope and method of educational activities:***lecture, seminar**1/1 weekly - daily study**combined method***Number of credits:** *2***Recommended semester:** *2<sup>nd</sup>, 1<sup>st</sup> year***Degree of study:** *2.***Prerequisites:****Conditions for passing the course:** *seminar work**Participation in seminars is mandatory.**Continuous completion of homework.**Presentation according to the specified topic.**Percentage representation of individual tasks on the overall student assessment:**(1) active work at seminars and continuous completion of homework: 50%,**(2) presentation: 50%,**Credits will be granted based on the fulfillment of all the stated requirements according to the classification scale A,B,C,D, E, FX - the current Study Regulations of the PU in Prešov.*

**Learning outcomes:****Knowledge**

*The student knows all the meanings of the word phraseology. The student will acquire systemic knowledge of the phraseological fund of the Romani language as part of the language system. The student masters complex phraseological interpretation, including the functioning of phraseology in discourse/text. The student masters the phraseological minimum of the Romani language and idioms widely used, with regard to semantic-situational peculiarities, in the Romani cultural space and in texts of various functional styles. Can classify phraseological units according to grammatical and etymological characteristics, as well as according to motivation (degree of connection of components).*

**Skills**

*The student is able to independently and actively supplement theoretical knowledge in the field of Romani phraseology from relevant sources and develop practical skills associated with the use of Romani idioms in oral and written communication in the Romani language. He can find phraseology in the text and choose a suitable Slovak equivalent for the Romani phrase. He knows and uses the Roma-Slovak phraseological dictionary in his practical work.*

**Competences**

*The student can continuously enrich his active and passive vocabulary of Romani with phraseological units. Evaluates paradigmatic and syntagmatic relationships in the phraseological fund, knows and uses synonymous and antonymic phraseology. The student is able to decide based on his own judgment which literature to use when preparing a presentation and demonstrates logical thinking in certain communication situations.*

**Course content:**

*Phraseology as a science and a subject of study.*

*Definition and functions of idioms.*

*Phraseology - a set of all idioms in the language - an important element of spontaneous speech.*

*Semantic, pragmatic and linguistic-cultural aspects in phraseology.*

*Signs of phraseology.*

*Phraseological unit (PU), phraseologism, idiom, idiom variant.*

*Phraseological dictionary and ways of nesting a phraseological password.*

*Phrasal components and their classification parameters.*

*Semantic classification of idioms.*

*Stylistic classification of idioms.*

*Class of speech classification of idioms.*

*Classification according to equivalence.*

*Cross-linguistic Roma-Slovak asymmetry.*

*Phrase -semantic paradigm, systemic relations in phraseology: multi-meaning phraseologisms, homonyms, synonyms, paronyms, antonyms, phraseological groups/fields. Phraseography.*

**Recommended literature:**

*BALÁKOVÁ, D., 2014. To the research of contemporary living Slovak phraseology. In : Slovak language . Year 69, No. 4, p. 24-35.*

*DONLÍK, J., 1990. Lexical semantics. Bratislava: UK.*

*HABOVŠIAKOVÁ, K. and KROŠLÁKOVÁ, E., 1996. Phraseological dictionary. Man and nature in phraseology. Bratislava: Science.*

HORŇÁKOVÁ, M., *Field research of the current state of the phraseology of the Romani language in selected localities of eastern Slovakia* . [online]. Available from: <https://www.romologicke-studie.ukf.sk/wp-content/uploads/2019/03/Hor%C5%88%C3%A1kov%C3%A1-M-Ter%C3%A9nný-v%C3%BDstudy-with%C3%BA%C4%8Dasn%C3%A9ho-status-of-phrases%C3%B3qier%C3%B3n-language-in-selected%C3%BDch-local%C3%A1ch-in%C3%BDchodn%C3%A9ho-Slovenska.pdf>

HORŇÁKOVÁ, M., 2020. *Roma-Slovak phraseological dictionary* . Košice: The Good Roma Fairy Foundation.

KOPTOVÁ, M., 2011. *The character and vitality of the phraseology of the Eastern Slovak variety of Romani in selected literary texts*. In *Romano Janiben* . Year 17, No. 2, p. 25-44.

MLACEK, J. et al., 1995. *Phraseological terminology* . Bratislava: SAS. Available from: [https://www.juls.savba.sk/ediela/frazeologicka\\_terminologia/](https://www.juls.savba.sk/ediela/frazeologicka_terminologia/)

MLACEK, J., 1984 . *Slovak phraseology* . Bratislava: SPN.

MLACEK, J., 2001. *Forms and faces of idioms in Slovak* . Bratislava : Stimul.

SMIESKOVÁ, E., 1988. *Small phraseological dictionary* . Bratislava: SPN.

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

*Slovak, Romani*

**Notes:** *compulsory optional subject*

*Standard student load: 60 hours*

*- direct teaching: 26 hours*

*- independent work (preparation for the seminar, preparation of the seminar work): 22 hours*

*- work according to the teacher's instructions: 12 hours*

**Evaluation of subjects**

Total number of evaluated students:

A	B	C	D	E	FX
a	b	c	d	e	f

**Lecturers:** *doc. Anna Orsós , PhD.; Mgr. Lenka Goroľová*

**Date of last change:** *1.10.2024*

**Approved by:** *doc. Anna Orsós , PhD.*

**COURSE DESCRIPTION**

**Name of the higher education institution:** *University of Presov*

**Faculty/workplace:** *Center of languages and cultures of national minorities*

<b>Course code:</b> 9UROS/DRVEU1/24	<b>Course title:</b> History of Roma in Europe I
<b>Type, scope and method of educational activity:</b> <i>lectures and seminars</i> <i>1/1 weekly</i> <i>combined method</i>	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1st semester, 1st year	
<b>Degree of study:</b> 2.	
<b>Prerequisites:</b>	
<b>Conditions for passing the course:</b> <i>Assessment includes active participation in lectures (30%) with a tolerance of three excused absences, and homework (70%) consisting of reading mandatory texts and drawing up an outline as a basis for active participation in the discussion at lectures. In case of greater non-participation, it is assumed that a replacement task will be completed. To obtain the final grade A (excellent), the student must obtain at least 90%, to obtain grade B 80%, for grade C at least 70%, for grade D 60%, for grade E at least 50%. A student who gets less than 50% will be graded FX</i>	
<b>Learning outcomes:</b> <i>Knowledge</i> <i>The student can describe basic information about Roma - the origin of the Roma and the arrival of the Roma in Europe. The student can characterize the history of Roma in individual regions of Europe. He is able to identify important events and processes such as fundamental waves of migration, repressive and assimilation measures in the history of Roma in various European countries. He can characterize the most difficult periods in the history of the Roma, such as slavery in the principalities of Wallachia and Moldavia and persecution in Western Europe.</i> <i>Skills</i> <i>The student can argue how individual approaches to the Roma still affect this largest European minority. He can analytically compare the impacts and diversity of approaches towards Roma in individual regions of Europe. He knows how to process a seminar paper using analytical-synthetic ideas and his own position on historical issues.</i> <i>Competences</i> <i>The student is able to critically evaluate and synthetically process professional and popularizing literature related to the history of the Roma and the position of the Roma minority at the European level. The student is aware of the moral attitudes that are connected with anticiganism, persecution, marginalization and discrimination of Roma in the past and in the present. He/she is independent and autonomous in creating and cultivating his/her own views on the historical situation of Roma groups in Europe. He/she is focused on the development of empathy for diversity and awareness of the right to special attitudes towards difference. He/she can responsibly and eruditely argue his/her own professional opinions on issues of coexistence of the Roma minority with the majority.</i>	
<b>Course content:</b>	

*The subject is aimed at an overview summary of basic information about the history and culture of selected Roma groups in the world with an emphasis on the European area. Individual lectures focus on several thematic areas: the history of settlement of Roma communities in the regions of Western, Central, Eastern and South-Eastern Europe; the history of political measures against Roma in individual areas and the structure of Roma communities on the territory of selected European states.*

- 1. Introduction to the issue (possibilities of classification of Roma groups, possibilities of approaches to the topic of Roma history, migration of Roma)*
- 2. India, the origin of the Roma and the arrival of the Roma in Europe*
- 3. Roma in Byzantium and migration in the Balkans*
- 4. Roma in the Ottoman Empire*
- 5. Roma in Wallachia and Moldova (until the 19th century)*
- 6. Roma in the Russian Empire*
- 7. Arrival of Roma in Western Europe and changes in attitude towards Roma*
- 8. The great anti-Roma crackdown in Spain as an example of repressive policies*
- 9. Roma in England and Scandinavia*
- 10. Roma in other European countries*
- 11. The second wave of emigration*

**Recommended literature:**

- ACHIM, Viorel. 2004. The Roma in Romanian History. Budapest: Central European University press.*
- ALFARO, Antonio Gómez. 1999. Velký proticikánský zátah: Španělsko: všeobecné uvěznění cikánů v roce 1749. Překlad Jiří Černý. 1. české vyd. Olomouc: Univerzita Palackého.*
- BAKKER, Peter; KYUCHUKOV, Hristo. (Eds.) 2000. What is the Romani Language? Hatfield: University of Hertfordshire Press.*
- BARTOSZ, Adam. 2004. Neboj sa Cigána. Sobrance: Romani vodži.*
- BEREZNAVAY, András. 2021. Historical atlas of the Gypsies: Romani history in maps. Debrecen: Méry Ratio Kiadó&Kisebbségkért.*
- CROWE, David M. 1995. A History of the Gypsies of Eastern Europe and Russia. London / New York: I. B. Tauris Publishers*
- FACTSHEETS on Roma History. Project Education of Roma Children in Europe. Council of Europe. Available at <https://www.coe.int/en/web/roma-and-travellers/roma-history-factsheets>*
- FRASER, Angus. 2002. Cikáni. Praha: Nakladatelství Lidové noviny.*
- GUY, Will. (Ed.) 2001. Between Past and Future. The Roma of Central and Eastern Europe. Hatfield: University of Hertfordshire Press.*
- HANCOCK, Ian. 2001. Země utrpení. Praha: Signeta.*
- HANCOCK, Ian. 2005. My rómsky národ: Ame sam e Rromane džene. Bratislava. Petrus.*
- LIÉGEOIS, Jean-Pierre. 1995. Rómovia, Cigáni, kočovníci. Bratislava : Informačné a dokumentačné stredisko o Rade Európy, Academia Istropolitana.*
- MARUSHIAKOVA, Elena, POPOV, Vesselin. 2001. Gypsies in the Ottoman Empire. Hertfordshire: University of Hertfordshire Press.*
- MARUSHIAKOVA, Elena – POPOV, Vesselin (eds.) 2021. Roma Voices in History: A Sourcebook: Roma Civic Emancipation in Central, South-Eastern and Eastern Europe from the 19th Century until World War II. Brill, Ferdinand Schöningh, 2021. Available at: <https://brill.com/view/title/58332?language=en>*

MARUSHIAKOVA, Elena, POPOV, Vesselin. 2022. *Roma Portraits in History: Roma Civic Emancipation Elite in Central, South-Easter and Easter Europe from the 19th Century until World War II*. Brill Schöningh.

MATRAS, Yaron. 2002. *Romani. A Linguistic Introduction*. Cambridge: Cambridge University Press.

ROMOVÉ v Byzanci. 1999. Praha: Signeta.

TEBUTT, Susan. 1998. *Sinti and Roma. Gypsies in German Speaking Society and Literature*. New York, Oxford: Berhahn Books.

TCHERENKOV, Lev; LAEDERICH, Stephane. 2004. *The Roma. Otherwise known as Gypsies, Gitanos, Tsiganes, Tiganis, Çingene, Zigeuner, Bohémiens, Travellers, Fahrende, etc. Vol. 1. History, Language, and Groups. Vol. 2. Traditions and Texts*. Basel: Schwabe Verlag.

WILLEMS, Wim. 2007. *In search of the true Gypsy: From enlightenment to final solution*. London and New York: Routledge.

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

**Notes:** compulsory subject

Standard student load: 90 hours

- direct teaching: 26 hours

- independent work (preparation for the seminar, preparation of the seminar work): 44 hours.

- independent study of professional literature: 20 hours

#### Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

**Lecturers:** Mgr. Alexander Mušinka, Ph.D., univ. doc., Mgr. Lucia Segľová Mušinková, PhD.

**Date of last change:** 1.10.2024

**Approved by:** Mgr. Alexander Mušinka, Ph.D., univ. doc.

## COURSE DESCRIPTION

**Name of the higher education institution:** University of Presov

**Faculty/workplace:** Center of languages and cultures of national minorities

**Course code:** 9UROS/DRVEU2/24

**Course title:** History of Roma in Europe II

**Type, scope and method of educational activity:**

lectures and seminars

1/1 weekly

combined method

**Number of credits:** 3

<b>Recommended semester:</b> <i>2nd semester, 1st year</i>
<b>Degree of study:</b> 2.
<b>Prerequisites:</b>
<p><b>Conditions for passing the course:</b></p> <p><i>Assessment includes active participation in lectures (30%) with a tolerance of three excused absences, and homework (70%) consisting of reading mandatory texts and drawing up an outline as a basis for active participation in the discussion at lectures. In case of greater non-participation, it is assumed that a replacement task will be completed. To obtain the final grade A (excellent), the student must obtain at least 90%, to obtain grade B 80%, for grade C at least 70%, for grade D 60%, for grade E at least 50%. A student who gets less than 50% will be graded FX</i></p>
<p><b>Learning outcomes:</b></p> <p><i>Knowledge</i></p> <p><i>The student can describe the development of the Roma emancipation movement, can characterize its development in selected European countries. The student can describe the history of Roma in individual regions of Europe during the Second World War. Can identify and characterize important events and processes that led to genocide in many European countries.</i></p> <p><i>Skills</i></p> <p><i>The student can argue how individual approaches to the Roma still affect this largest European minority. He can analytically compare the impacts and diversity of approaches towards Roma in individual regions of Europe. He knows how to process a seminar paper using analytical-synthetic ideas and his own position on historical issues.</i></p> <p><i>Competences</i></p> <p><i>The student is able to critically evaluate and synthetically process professional and popularizing literature related to the history of the Roma and the position of the Roma minority at the European level. The student is aware of the moral attitudes that are connected with santiciganism, persecution, marginalization and discrimination of Roma in the past and in the present. He/she is independent and autonomous in creating and cultivating his/her own views on the historical situation of Roma groups in Europe. He/she is focused on developing empathy across diversity and is aware of his own attitudes towards differences. He/she can responsibly and eruditely argue his/her own professional opinions on issues of coexistence of the Roma minority with the majority.</i></p>
<p><b>Course content:</b></p> <p><i>The subject is aimed at an overview summary of basic information about the history and culture of selected Roma groups in Europe with an emphasis on the events of the 20th century. The individual lectures focus on several thematic areas: the emancipation movement of the Roma beginning in the 19th century and continuing in the 20th century. The culmination of the emancipation of the Roma is considered to be the emergence of the international Roma movement and the umbrella organization International Romani Union. The second important thematic area is represented by the fate of the Roma during the Second World War, when genocide occurred in many countries.</i></p> <ol style="list-style-type: none"> <li><i>1. History of Roma in Europe and the world in the 20th century - general introduction</i></li> <li><i>2. Manifestations of Roma emancipation – Central, South-Eastern and Eastern Europe in the 19th century</i></li> </ol>



3. *Manifestations of Roma emancipation – Central, South-Eastern and Eastern Europe in the first half of the 20th century*
4. *The Soviet Union before the Second World War*
5. *The fate of the Roma in Europe during the Second World War: The Holocaust in the Germany*
6. *The fate of Roma in Europe during the Second World War: Roma in Western Europe*
7. *The fate of Roma in Europe during the Second World War: Roma in the Baltic States and Ukraine*
8. *The fate of Roma in Europe during the Second World War: Roma in Romania and the Balkans*
9. *Process of recognition and compensation of Roma victims of the Holocaust*
10. *Roma in socialist states*
11. *International Roma movement*
12. *The third migration wave*

**Recommended literature:**

- ACHIM, Viorel. 2004. *The Roma in Romanian History*. Budapest: Central European University press.
- BARTOSZ, Adam. 2004. *Neboj sa Cigána. Sobrance: Romani vodži*.
- BEREZNAY, András. 2021. *Historical atlas of the Gypsies: Romani history in maps*. Debrecen: Méry Ratio Kiadó&Kisebbségért.
- CROWE, David M. 1995. *A History of the Gypsies of Eastern Europe and Russia*. London / New York: I. B. Tauris Publishers
- FACTSHEETS on Roma History. *Project Education of Roma Children in Europe*. Council of Europe. Available at: <https://www.coe.int/en/web/roma-and-travellers/roma-history-factsheets>
- FRASER, Angus. 2002. *Cikáni*. Praha: Nakladatelství Lidové noviny.
- GUY, Will. (Ed.) 2001. *Between Past and Future. The Roma of Central and Eastern Europe*. Hatfield: University of Hertfordshire Press.
- HANCOCK, Ian. 2001. *Země utrpení*. Praha: Signeta.
- HANCOCK, Ian. 2005. *My rómsky národ: Ame sam e Rromane džene*. Bratislava. Petrus.
- KENRICK, Donald, PUXON, Grattan. 2000. *Cikáni pod hákovým křížem*. Olomouc: Univerzita Palackého v Olomouci.
- KLIMOVA-ALEXANDER, Ilona. 2005. *The Romani Voice in World Politics. The United Nations and Non-State Actors*. Hants: Ashgate.
- LEWY, Guenter. 2000. *The Nazi Pesection of the Gypsies*. New York: Oxford University Press.
- LIÉGEOIS, Jean-Pierre. 1995. *Rómovia, Cigáni, kočovníci*. Bratislava : Informačné a dokumentačné stredisko o Rade Európy, Academia Istropolitana.
- MARUSHIAKOVA, Elena – POPOV, Vesselin. 2005 *The Roma - a Nation without a State? Historical Background and Contemporary Tendencies*. In: BURSZTA, Wojciech et al. (eds.) *Nationalismus Across the Globe*. Poznan: School of Humanities and Journalism, pp. 433-455
- MARUSHIAKOVA, Elena – POPOV, Vesselin (eds.) 2021. *Roma Voices in History: A Sourcebook: Roma Civic Emancipation in Central, South-Eastern and Eastern Europe from the 19th Century until World War II*. Brill, Ferdinand Schöningh. Available at: <https://brill.com/view/title/58332?language=en>

MARUSHIAKOVA, Elena, POPOV, Vesselin. 2022. *Roma Portraits in History: Roma Civic Emancipation Elite in Central, South-Easter and Easter Europe from the 19th Century until World War II*. Brill Schöningh.

MARUSHIAKOVA, Elena, POPOV, Vesselin. 2024. *Stalin vs Gypsies: Roma and Political Repressions in the USSR*. Brill Schöningh.

MATRAS, Yaron. 2002. *Romani. A Linguistic Introduction*. Cambridge: Cambridge University Press.

TEBUTT, Susan. 1998. *Sinti and Roma. Gypsies in German Speaking Society and Literature*. New York, Oxford: Berhahn Books.

THURNER, Erika. 2009. *Pomníky a památníky pro Romy a Sinty ("Cikány")*. *Romano džaniben, ňilaj*, s. 94-117.

TCHERENKOV, Lev; LAEDERICH, Stephane. 2004. *The Roma. Otherwise known as Gypsies, Gitanos, Tsiganes, Ĵigani, Çingene, Zigeuner, Bohémiens, Travellers, Fahrende, etc.* Vol. 1. *History, Language, and Groups*. Vol. 2. *Traditions and Texts*. Basel: Schwabe Verlag.

VERMEERSCH, Peter. 2006. *The Romani Movement. Minority Politics & Ethnic Mobilization in Contemporary Central Europe*. New York & Oxford: Berhahn Books.

WILLEMS, Wim. 2007. *In search of the true Gypsy: From enlightenment to final solution*. London and New York: Routledge.

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

**Notes:** compulsory subject

Standard student load: 90 hours

- direct teaching: 26 hours

- independent work (preparation for the seminar, preparation of the seminar work): 44 hours.

- independent study of professional literature: 20 hours

#### Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

**Lecturers:** Doc. PhDr. Marek Lukáč, PhD., Mgr. Lucia Segľová Mušínková, PhD.

**Date of last change:** 1.10.2024

**Approved by:** Doc. PhDr. Marek Lukáč, PhD.

### COURSE DESCRIPTION

**Name of the higher education institution:** University of Presov

**Faculty/workplace:** Center of languages and cultures of national minorities

**Course code:** 9UROS/VKDR/24

**Course title:** Roma and film: selected issues from the history of Roma in the 20th century (PVP)

**Type, scope and method of educational activity:**

lectures and seminars

1/1 weekly combined method
<b>Number of credits:</b> 3
<b>Recommended semester:</b> 3rd semester, 2nd year
<b>Degree of study:</b> 2.
<b>Prerequisites:</b>
<b>Conditions for passing the course:</b> <i>Evaluation includes active participation in lectures and seminars with two excused absences. During the semester, students receive 2 graded assignments, each of which can receive a maximum of 20 points. At the end, students prepare a seminar paper on a chosen topic, for which they can receive 60 points. In total, the student can get max. 100 points. In order to successfully complete the course, the student must obtain the minimum. 50 points. In case of greater non-participation, it is assumed that a replacement task will be completed. To obtain the final grade A (excellent), the student must obtain at least 90%, to obtain grade B 80%, for grade C at least 70%, for grade D 60%, for grade E at least 50%. A student who gets less than 50% will be graded FX.</i>
<b>Learning outcomes:</b> <i>Knowledge</i> <i>The student knows the basic development characteristics of the history of Slovak or Czechoslovak film. The student is familiar with film production with a Roma theme in Slovakia, in Czechoslovakia, but also in foreign cinematography with a special focus on the film treatment of the history of the Roma. The student can identify important themes and images present in film depictions of Roma. Can characterize and interpret recurring stereotypes present in film production.</i> <i>Skills</i> <i>The student is able to apply the acquired knowledge while watching films with the systematics of Roma history.</i> <i>Competences</i> <i>The student can critically evaluate and synthetically process professional and popularization literature regarding the history of Roma in film and the position of the Roma minority at the European level. The student will gain a certain sensitivity towards the traditional portrayal of Roma in film and the media in general. The student is able to critically question and discuss stereotypical representations present in film, the media, and more generally in the visual arts.</i>
<b>Course content:</b> <i>History of Czechoslovak film</i> <i>History of Slovak film</i> <i>Roma as a film theme in the interwar period (K. H. Mácha – Gypsies...)</i> <i>Roma and Roma themes in Czechoslovak film after the Second World War (My friend Fabián, Kdo se bojí utíka...)</i> <i>Roma in art film in Slovakia and the Czech Republic after 1989</i> <i>Documentary work and Roma (Children of the wind...)</i> <i>Stereotypes and Roma in film</i> <i>Foreign film production and Roma - T. Gatlif. E. Kusturica</i>

**Recommended literature:**

BAZIN, A., 1979. *Co je to film?* Praha: Čs. filmový ústav.

MUKAŘOVSKÝ, J., 1966. *Studie z estetiky.* Praha: Odeon.

DVORSKÁ, F., 2010. *Filmy s romským přízvukem. Diplomová práce na oboru romistika, FF UK v Praze.*

GATLIF, T., *Latcho drom (film – Francie 1990) a ďalšie filmy autora*

BILÍK, P., 2013. *Československá kinematografie 50. a 60. let (mimo „novou vlnu“).* Olomouc: Univerzita Palackého v Olomouci.

MACEK, V., a PAŠTÉKOVÁ, J., 2017. *Dejiny slovenskej kinematografie 1896-1969.* Bratislava: Slovenský filmový ústav.

MOJŽIŠOVÁ, Z., 2014. *Premýšľanie o filmových Rómoch.* Bratislava: Vysoká škola múzických umení.

CIEL, M., 2017. *Film a politika: Ideológia a propaganda v slovenskom filme 1939-1989.* Bratislava: Občianske združenie Vlňa.

PALÚCH, M., 2015. *Autorský dokumentárny film na Slovensku po roku 1989.* Bratislava: Občianske združenie Vlňa.

Kolektív autorov, 2014. *Film a kultúrna pamäť.* Bratislava: Asociácia slovenských filmových klubov.

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

**Notes:** compulsory optional subject

Standard student load: 90 hours

- direct teaching: 26 hours

- independent work (preparation for the seminar, preparation of the seminar work): 44 hours.

- independent study of professional literature: 20 hours

**Course evaluation**

Total number of students evaluated:

A	B	C	D	E	FX
A	b	c	d	e	f

**Lecturers:** Mgr. Alexander Mušíňka, Ph.D., univ. doc., Mgr. Lucia Segľová Mušíňková, PhD.

**Date of last change:** 1.10.2024

**Approved by:** Mgr. Alexander Mušíňka, Ph.D., univ. doc.

**COURSE DESCRIPTION**

**Name of the higher education institution:** University of Presov

**Faculty/workplace:** Center of languages and cultures of national minorities

**Course code:** 9UROS/RRKVP /24

**Course title:** Roma and Roma culture - selected issues (PP)

<b>Type, scope and method of educational activity:</b> <i>lectures and seminars</i> <i>2/1 weekly</i> <i>combined method</i>
<b>Number of credits:</b> 3
<b>Recommended semester:</b> <i>3rd semester, 2nd year</i>
<b>Degree of study:</b> 2.
<b>Prerequisites:</b>
<b>Conditions for passing the course:</b> <i>Evaluation includes active participation in lectures and seminars with two excused absences. During the semester, students receive 2 graded assignments, each of which can receive a maximum of 20 points. At the end, students prepare a seminar paper on a chosen topic, for which they can receive 60 points. In total, the student can get max. 100 points. In order to successfully complete the course, the student must obtain the minimum. 50 points. In case of greater non-participation, it is assumed that a replacement task will be completed. To obtain the final grade A (excellent), the student must obtain at least 90%, to obtain grade B 80%, for grade C at least 70%, for grade D 60%, for grade E at least 50%. A student who gets less than 50% will be graded FX.</i>
<b>Learning outcomes:</b> <b>Knowledge</b> <i>The student is able to characterize some selected problems of the Roma in Slovakia in relation to their historical, cultural and social specificities, as well as to the current status of European society. The student can describe contemporary (modern) Roma culture, its expressions, interpretations and social discourse. He can characterize the most important representatives of the Slovak and Czech Roma cultural scene in the sphere of film, photography, visual arts (professionally), music production, etc.</i> <b>Skills</b> <i>The student orients himself to the basic literature within the topic being studied, is able to critically evaluate and describe individual manifestations of contemporary (modern) Roma culture, but also individual approaches to the Roma that today influence and shape this largest European minority. He knows how to process a seminar paper using analytical-synthetic ideas and his own position on historical issues.</i> <b>Competences</b> <i>The student is able to critically evaluate and synthetically process professional popularization literature as well as other sources in relation to contemporary Roma culture at the local and European level. The student is aware of the attitudes that are linked to the cultural expressions of the Roma, but also to the challenge of depicting the Roma in the works of non-Roma authors. He/she is independent and autonomous in creating and cultivating his/her own views on the situation of Roma culture in Slovakia and Europe. He/she is focused on the development of empathy for diversity and is able to responsibly and eruditely argue his/her own opinions on these issues.</i>
<b>Course content:</b> <i>Introduction to the issue</i> <i>Current perception and presentation of Roma</i>

*Roma and visual art: intuitive visual art of Roma in Slovakia and the Czech Republic;  
contemporary Roma visual art in Slovakia and the Czech Republic  
Roma in photography  
Roma and modern music production  
Roma theater  
Roma in the works of non-Roma authors*

**Recommended literature:**

BELIŠOVÁ, Jana. 2010. Premeny a nové trendy v rómskej hudbe. In: Slovenský národopis. Roč. 58, č. 3, s. 344-362.

DAVIDOVÁ, E., 2004. Cesty Romů 1945-1990. Olomouc: Univerzita Palackého.

DAVIDOVÁ, E., 2012. Rómovia na Slovensku vo fotografii Evy Davidovej. Prešov: Združenie Jekhetane – Spolu.

DUBAYOVÁ, M., 2001. Rómovia v procesoch kultúrnej zmeny: Kultúrnoantropologická štúdia. Prešov: FF PU.

ENTER +: Kreativno manuálos predal o adadivesutno romano kumštos., 2015-2016. Košice.

FARAH, V., 2018. Rómske umenie: výberové bibliografia. Košice: Štátna vedecká knižnica v Košiciach.

HORVÁTHOVÁ, J., 2006. Devlekere čhave – svedectvom starých pohľadníc. Poprad: Region Poprad s.r.o.

JUROVÁ, A., 1993. Vývoj rómskej problematiky na Slovensku po r. 1945. Bratislava: Goldpress Publishers.

KOUDELKA Gypsies. 2019. London: Thames & Hudson.

LIEGOIS, J. P., 1995. Rómovia, Cigáni, Kočovníci. Bratislava: Charis.

MANN, A., B., 2000. Rómsky dejepis. Bratislava: Kalligram.

MANUŠ, E., 1998. Ideme dlouhou cestou: Odkud jsme? Kdto jsme? Kam jdeme? Praha.

MOJŽIŠOVÁ, Z., 2014. Premýšľanie o filmových Rómoch. Bratislava: VŠMU.

POZNÁMKY k dejinám rómskej kultúry na Slovensku. 2014. Košice: Rómske mediálne centrum.

RUDOLF Dzurko. 2002. Český Krumlov: Arbor vitae.

SBÍRKY Muzea romské kultury: Výtvarné umění (přírůstky 1991-2005). 2005. Editor J. HORVÁTHOVÁ. Brno: Muzeum romské kultury v Brně.

STEHLI, Iren. 2004. Libuna. Zürich: Scalo Verlag AG.

VAŠEČKA, M. (ed.), 2002. Čačipen pal o Roma. Súhrnná správa o Rómoch na Slovensku. Bratislava: IVO.

OTEVŘENÁ cesta: Katalog ke výstavě. 2023. Brno: Muzeum romské kultruy, státní příspěvková organizace.

*Romano nevo lil*

*Romano džaniben*

*Publications of the Museum of Roma Culture in Brno*

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

**Notes:** compulsory subject

Standard student load: 90 hours

- direct teaching: 39 hours

- independent work (preparation for the seminar, preparation of the seminar work): 31 hours.

- independent study of professional literature: 20 hours

**Course evaluation**

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

**Lecturers:** *Mgr. Alexander Mušinka, Ph.D., univ. doc., Mgr. Lucia Segľová Mušinková, PhD.***Date of last change:** *1.10.2024***Approved by:** *Mgr. Alexander Mušinka, Ph.D., univ. doc.***COURSE DESCRIPTION****Name of the higher education institution:** *University of Presov***Name of the faculty/university workplace:** *Center of Languages and Cultures of National Minorities***Course code:** *9UROS/RLVEU/24***Course title:** *Romani literature in Europe***Type, scope and method of educational activity:**

- *lecture, seminar*
- *1/1 weekly - daily study*
- *combined method*

**Number of credits:** *3***Recommended semester:** *1st semester, 1st year***Degree of study:** *2.***Prerequisites:****Conditions for passing the course:** *continuous assessment**The interim assessment consists of two parts:*

- 1. During the semester, the student prepares and presents a seminar paper (40%, max. 40 points, min. 21 points)*
- 2. In the course of the semester, he passes the final test in the form of a written knowledge test (60%, max. 60 points, min. 31 points).*

*Grading scale: A (100% - 91%), B (90% - 81%), C (80% - 71%), D (70% - 61%), E (60% - 52%), FX ( 51% and less). Participation in seminars is mandatory.*

.

**Learning outcomes:***Knowledge*

*The student knows and can characterize literature in individual European countries. He knows how to characterize periods of development, he has knowledge about Romani writers and*

*their literary work, genres and themes of contemporary Romani literature, literature for children and youth, poetic work, autobiographical work, translated Romani literature.*

#### **Skills**

*The student is able to differentiate Roma literature from its written form to the present day in individual European countries. He can incorporate the literary texts of Romani writers into the preparation for the literature lesson, taking into account the poetological features of the work of art, construction, compositional and narrative elements.*

*The student practically applies theoretical knowledge about the periodization of Romani literature and its specificities in individual European countries in the process of interpreting artistic texts, at the level of preparation for a literature lesson.*

#### **Competences**

*The student has the competence to independently orient himself in Roma literature in Europe. He is able to present knowledge about Romani literature from its beginnings until 1980, about the internationalization of Romani literature, about genres and themes of contemporary Romani literature and publications for children and youth. He is able to implement this knowledge into the basic problems of literary criticism, he is able to present knowledge about the symbolic and communicative essence of Romani literary works and he is able to independently present the acquired knowledge in their didactic interpretation..*

#### **Course content:**

*Romani literature from its beginnings until 1980*

- *The first literary texts in the Romani language*
- *Roma literature in the Soviet Union from 1920-1930*
- *Roma literary texts and culture in the former Yugoslavia*
- *Roma literature in the western part of Europe*

*Internationalization of Roma literature after 1990*

- *Cross-border development of Roma literature*
- *Common features of Roma narratives in individual European countries*

*Genres and themes in contemporary Roma literature and publications of literature for children and youth*

- *Educational publications*
- *Traditional folklore, fairy tales and stories*
- *Poetic work*
- *Autobiographical work*
- *Translation work*

*Periodization of Roma literature in the European area*

- *Periodization periods and their characteristics*
- *Specifics of development waves in individual European countries*

*Roma literature in the former Czechoslovakia (until 1993)*

- *The older generation of Roma writers*
- *The younger generation of Roma writers*

*Contemporary Roma literary work*



**Recommended literature:**

HÜBSCHMANNOVÁ, M., 1993. *Šaj pes dovakeras (Můžeme se domluvit)*. Olomouc: Pedagogická fakulta UP Olomouc.

MARUSHIAKOVA, E., VESSELIN, P. 1994. *Studii Romani. Vol. I. // Rómske štúdiá. Zväzok I.* Sofia: Klub '90.

MARUSHIAKOVA, E., VESSELIN, P. 1995. *Studii Romani. Vol. II. // Rómske štúdiá. Zväzok II.* Sofia: Klub '90.

MARUSHIAKOVA, E., VESSELIN, P. a BIRGIT, I., eds. 1998. *Studii Romani. Vol. V-VI. Hadí prsteň. Jazyk a folklór Erli zo Sofie.* Sofia: Klub '90. // Rómske štúdiá. Zväzok V-VI.

MARUSHIAKOVA, E., VESSELIN, P., 1997. *Studi Romani. Vol. III-IV. Pieseň o moste. // Rómske štúdiá. Zväzok III-IV. Pesenta za most.* Sofia: Litavra.

MATRAS, Y. 2005. *The Status of Romani in Europe. Report Submitted to the Council of Europe's Languages Policy Division, October 2005.* <http://romani.humanities.manchester.ac.uk/downloads/1/statusofromani.pdf>

PARUSHEV, G., 2002. *Antologija na romskata poezija. Antologija e romane poezijake. Anthology of Roma Poetry.* Sofia: Biblioteka Zhitan.

RYVOLOVÁ, K., 2021. *Špačkem tužky na manžetě : příběh literatury Romů.* Praha: Slovo 21.

SCHEINOSTOVÁ, A., 2010. "Ženská romská próza jako zápas o sebevyjádření." In: *Česká literatura v perspektivách genderu* edited by Jan Matonoha. Praha: Academia – Nakladatelství Akropolis.

ŠEBKOVÁ, H., 2003. "Počátky romské literatury v České a Slovenské republice" <http://www.iliteratura.cz/Clanek/10183/sebkova-hana-pocatky-romske-literatury-v-ceske-slovenske-republice>

ZAHOVA, S., 2014. *History of Romani literature with Multimedia on Romani kids' publications.* Bratislava: Paradigma.

*Romano nevo ľil*  
*Romano džaniben*

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

Slovak, Romani

**Notes: compulsory subject**

Standard student load: 90 hours

- direct teaching: 26 hours

- independent work (preparation for the seminar, preparation of the seminar work): 44 hours.

- independent study of professional literature: 20 hours

**Course evaluation**

Total number of students evaluated: *uvádza sa reálny počet hodnotených študentov od zavedenia predmetu po jeho poslednú aktualizáciu*

A	B	C	D	E	FX
a	b	c	d	e	f

*Uvádza sa percentuálny podiel hodnotených študentov, ktorí získali po zapísaní predmetu hodnotenie A, B, ... FX. Celkový súčet a, b, c, d, e, f je 100. Ak študent v jednom roku získal FX a po ďalšom zapísaní predmetu hodnotenie D, zohľadnia sa obe jeho hodnotenia.*

**Lecturers:**

*Mgr. Alexander Mušíka, Ph.D., Univ. doc., guarantor, lecturer, examiner, trainer, seminar leader*

*Mgr. Jana Gáborová Kroková, lecturer, examiner, trainer, seminar leader*

**Date of last change:** 1.10.2024

**Approved by:** Mgr. Alexander Mušíka, Ph.D., Univ. doc

**COURSE DESCRIPTION**

**Name of the higher education institution:** *University of Presov*

**Faculty/workplace:** *Center of languages and cultures of national minorities*

**Course code:** *9UROS/SSRIL/24*

**Course title:** *Romany language, literature and reality - subject of the state exam (PP)*

**Type, scope and method of educational activity:**

*state exam*

*combined method*

**Number of credits:** 3

**Recommended semester:** *4th semester, 2nd year*

**Degree of study:** 2.

**Prerequisites:** *completion of all other compulsory subjects of the study program, completion of compulsory optional subjects of the study program and optional subjects in the prescribed composition in the range of at least 110 credits*

**Conditions for passing the course:**

*The state exam can be taken by a student who has fulfilled the obligations set out in the study program during the examination of the studies carried out in the last year of study.*

*The state exam will be conducted in the form of a colloquium and the student will be assessed with a classification grade of A to FX. The grade will be included in the overall evaluation of the state exam. The assessment based on the oral examination will be carried out according to the classification scale, which consists of six classification levels:*

*A – excellent (excellent results: numerical value 1),*

*B – very good (above average results: 1.5),*

*C – good (average results: 2),*

*D – satisfactory (acceptable results: 2.5),*

*E – sufficient (the results meet the minimum criteria: 3),*

*FX - insufficient (additional work required: 4).*

*The main evaluation criteria are: - depth of acquired knowledge of the Romani language, literature, culture and history, ability to apply acquired knowledge in practice, ability to solve pedagogical-psychological aspects of educational practice, search for and apply connections, independent and logical thinking supported by expressive skills*

**Learning outcomes:**

*- the graduate fulfills one of the prerequisites for the overall successful completion of the master's degree in the field of teaching general education subjects, while demonstrating the scope and depth of acquired knowledge and overall language, literary and didactic competences, with which he goes into practice, or may proceed to another follow-up study.*

**I. Romani language:****Knowledge:**

*Subject graduate:*

- has adequate knowledge of research and development methods in the didactics of the Romani language,*
- perfectly controls the standard of the contemporary literary Romani language in all its systems and subsystems,*
- has knowledge of the confrontational grammar of the language,*
- knows the main trends in the development of the Romani language, personalities, influences,*

**Skills**

*Subject graduate:*

- is able to participate in the development of methodological materials for teaching the Romani language,*
- knows the specifics of the Romani language in the Slovak Republic and abroad,*
- he orients himself in the theoretical and methodological problems of the history of the Romani language,*

**Competences**

*Subject graduate:*

- master the concept of teaching the Romani language,*
- master the principles of teaching the Romani language,*
- has an overview of the textbooks of adopted literature of the Romani language for the 2nd grade of elementary school and secondary school,*

- *is able to participate in the development of methodological materials for teaching the Romani language*

## **II. Roma literature:**

### **Knowledge**

*Subject graduate:*

- *has an overview of the literary-historical and social context of Roma literature,*
- *knows the specifics of contemporary Roma literature in the SR and abroad,*
- *knows the main trends in the development of Romani literature, personalities, influences,*

### **Skills**

*Subject graduate:*

- *can characterize the conditions of development, peculiarities, determinants, personalities of Roma literature,*
- *has an overview of textbooks of adopted Romani literature for the 2nd grade of elementary school and secondary school,*
- *he orients himself in the theoretical and methodological problems of the history of Romani literature,*

### **Competences**

*Subject graduate:*

- *master the concept of teaching Romani literature,*
- *master the principles of teaching Romani literature,*
- *is able to participate in the development of methodological materials for the teaching of Romani literature*

## **III. Roma realities:**

### **Knowledge**

*Subject graduate:*

- *has an overview of the history and culture of the Roma in Slovakia and Europe,*
- *knows the specifics of Roma cultural history in Slovakia and Europe,*
- *knows the main trends in the development of Roma historiography and research on Roma culture in Slovakia and Europe,*

### **Skills**

*Subject graduate:*

- *can characterize the conditions of development, peculiarities, determinants, personalities of Roma history and culture of Roma in Slovakia and Europe,*
- *has an overview of textbooks of adopted literature in the field of Romani cultural history, which are intended for teaching or can be used in teaching at primary and secondary schools,*
- *orients himself in the theoretical and methodological problems of the history of Roma culture in Slovakia and Europe,*

### **Competences**

*Subject graduate:*

- *master the concept of teaching Roma history and culture,*
- *master the principles of teaching Roma history and culture,*

- *is able to participate in the development of methodological materials for teaching Roma history and culture*

**Course content:**

*State final exams are held in accordance with Act no. 131/2001 Coll. on universities and on amendments to certain laws as amended by section 63 par. 4. based on orally presented preparation.*

*Circuits from the field of linguistics:*

- *Dialectology of North-Central Romani.*
- *The development of the Romani language*
- *Standardized Romani language*
- *Varieties of contemporary Romani*
- *Sociolinguistics*
- *Research methods of sociolinguistics and research ethics*
- *Bilingualism, multilingualism, diglossia*
- *Romani language and school*
- *Didactics of the Romani language*

*Circuits from the field of literature:*

- *Conceptual (pedagogical-psychological, psychodidactic, linguistic, literary) starting points for developing the student's communicative and literary competence.*
- *The process of developing the student's literary competence in lower secondary and secondary education (E-U-R framework, inductive-deductive thought process) with a focus on Roma literature.*
- *Chapters from Roma literature in Europe*
- *Periodization of Roma literature in the European area*
- *Periodization periods and their characteristics*
- *Specifics of development waves in individual European countries*
- *Roma literature in the former Czechoslovakia (until 1993)*
- *The older generation of Roma writers*
- *The younger generation of Roma writers*
- *Contemporary Roma literary work*

*Circuits of the area of reality:*

- *origin and arrival of Roma in Europe*
- *history of the Roma in Europe and the Czech Republic*
- *the history of the Roma in Slovakia from the first mentions to the present*
- *Roma holocaust*
- *Roma culture - structure, personalities, historical events - in the field of music, visual arts, crafts, housing*
- *Methodology and methodology of teaching Roma realities*

**Literature:**

*It correlates with the literature of the subjects implemented during the university studies in the study program of teaching Romani language and literature (in combination) at the master's level of study.*

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

**Notes:**

*Student workload: 90 hours (independent preparation, individual consultations)*

**Course evaluation**

Total number of students evaluated:

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

**Lecturers:** *state examination board*

**Date of last change:** 1.10.2024

**Approved by:** *Doc. Anna Orsós, PhD., univ. prof.*

## COURSE DESCRIPTION

**Name of the higher education institution:** *University of Presov*

**Name of the faculty/university workplace:** *Center of Languages and Cultures of National Minorities*

**Course code:**

**Course title:** *Interpretation of Romani artistic text*

**Type, scope and method of educational activity:**

- *lecture, seminar*
- *0/2 weekly - daily study*
- *combined method*

**Number of credits:** 2

**Recommended semester:** *2nd semester, 1st year*

**Degree of study:** 2.

**Prerequisites:**

**Conditions for passing the course:** *continuous assessment*

*To successfully complete the course, the following components must be completed:*

*During the semester, the student completes a number of practical, interpretative and speech outputs that follow the material covered.*

*The final assessment is calculated as the average of active work in seminars, homework assignments and successful completion of the final artistic-interpretive presentation. For each part, the student must obtain at least 50% of the specified point evaluation. The final rating is calculated as the average of the partial ratings.*

*To get an A grade (excellent) you must get at least 90%, to get a B grade 80%, for a C grade at least 70%, for a D grade 60%, for an E grade at least 50%. A student who obtains less than 50% will be graded FX.*

**Learning outcomes:**

*Knowledge*

*The student of the subject can describe, explain and use selected literary terms in the context of interpreting books for children and youth in the Romani language. He is able to explain the conditions and processes of the reception and interpretation of the artistic text, especially in cooperation with the visual component of the book, and to characterize various theoretical and methodological starting points for the interpretation of the artistic text in the medium of the book and various cooperative-interpretive reading strategies.*

*Skills*

*The student of the subject is able to critically assess and select suitable texts and works from Romani literature for educational use, taking into account the criteria of artistic value and persuasiveness, age appropriateness, and project literary-educational activities aimed at developing the student's reading cultivation with the application of appropriate didactic procedures.*

*Competences*

*The student can propose procedures for developing the student's interpretation competence, reading competence and cultural literacy; apply and develop analytical skills, creativity and the ability to think in context in the interpretation and assessment of various cultural contents and develop the acquired professional interpretation and speech skills associated with the interpretation and presentation of an artistic text not only in other professional subjects, but also in the performance of a future profession.*

**Course content:**

*Interpretation of an artistic text – theoretical-methodological starting points, approaches and concepts.*

*Factual and fictional text. Boundary forms of fictional and factual discourse.*

*Reading strategies.*

*Mimetic reading - supports and barriers of interpretation. Reader immersion.*

*Interpretive cooperation in the reader's reception of a fictional text.*

*Emotional identification of the reader with a fictional character versus reader cultivation with regard to the wider reader cooperation with the text.*

*Metareflection of reader cooperation.*

*Interpretation of the cooperation of text and image in Romani literature. Visual parallels of fictional text. Reception and didactic interpretation of the cooperation of text and image in the book.*

**Recommended literature:**

ECO, U., 2005. *Meze interpretace*. Praha: Karolinum.

ECO, U., 2010. *Lector in fabula: Role čtenáře*. Praha: Akademie.

FOUCAULT, M., 2010. *Toto nie je fajka*. Bratislava: Kalligram.

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

FINDRA, J. – Tvrdoň, E., 1986. *Ústny prejav a umelecký prednes*. Bratislava: SPN.

GAL DRZEWIECKA, I. a A. BRESTOVIČOVÁ, eds., 2018. *Človek so znevýhodnením (postihnutím, hendikepom) v literatúre pre deti a mládež a v inkluzívnej edukácii*. Prešov: Vydavateľstvo Prešovskej univerzity.

GENETTE, G., 2005. *Metalepsa*. Bratislava: Kalligram.

HÜBSCHMANNOVÁ, M., 1993. *Šaj pes dovakeras (Môžeme se domluvit)*. Olomouc: Pedagogická fakulta UP Olomouc.

LEŠKOVÁ, D., 2017. *Interpretácia umeleckého textu. Interpretačné b[lú]denie*. Prešov : Vydavateľstvo Prešovskej univerzity.

LEŠKOVÁ, D., 2020. *Reflexie o postave so znevýhodnením v literatúre pre deti a mládež 4*. Prešov: Vydavateľstvo Prešovskej univerzity.

LIPTÁKOVÁ, Ľ. a kol., 2014. *Encyklopédia jazyka pre deti*. Prešov: Pdf PU.

RICOEUR, P.: *Teória interpretácie: Diskurz a prebytok významu*. Bratislava: Archa, 1997.

STANISLAVOVÁ, Z. a kol., 2020. *Slovník pôvodnej a prekladovej literatúry pre deti a mládež s témou ľudského znevýhodnenia na Slovensku (1850 – 2020)*. Prešov: Prešovská univerzita v Prešove.

URBANOVÁ, S., 2010. *Figury a figurace. Studie o ilustráciách, obrázkových knihách, albech, leporeloch a komiksech*. Ostrava: OSU FF Ústav pro regionální studia.

ZUSKA, V. a P. MICHALOVIČ, 2009. *Znaky, obrazy a stíny slov. Úvod do (jednej) filozofie a sémiologie obrazů*. Praha: Akademie múzických umění.

#### Language which is necessary to complete the course:

Slovak, Romani

#### Notes: compulsory optional subject

Standard student load: 60 hours

- direct teaching: 26 hours

- independent work (preparation for the seminar, preparation of the seminar work): 22 hours

- work according to the teacher's instructions: 12 hours

#### Course evaluation

Total number of students evaluated: *uvádza sa reálny počet hodnotených študentov od zavedenia predmetu po jeho poslednú aktualizáciu*

A	B	C	D	E	FX
a	b	c	d	e	f

*Uvádza sa percentuálny podiel hodnotených študentov, ktorí získali po zapísaní predmetu hodnotenie A, B, ... FX. Celkový súčet a, b, c, d, e, f je 100. Ak študent v jednom roku získal FX a po ďalšom zapísaní predmetu hodnotenie D, zohľadnia sa obe jeho hodnotenia.*

#### Lecturers:

*Mgr. Alexander Mušinka, Ph.D., Univ. doc., guarantor, lecturer, examiner, trainer, seminar leader*

*Mgr. Jana Gáborová Kroková, lecturer, examiner, trainer, seminar leader*



**Date of last change:** 1.10.2024

**Approved by:** Mgr. Alexander Mušinka, Ph.D., Univ. doc

## COURSE DESCRIPTION

**Name of the higher education institution:** *University of Presov*

**Faculty/workplace:** *Center of languages and cultures of national minorities*

**Course code:** *9UROS/KULCV/24*

**Course title:** *Culturally responsive teaching*

**Type, scope and method of educational activity:**

*lectures and seminars*

*1/1 weekly*

*combined method*

**Number of credits:** 2

**Recommended semester:** *2nd semester, 1st year*

**Degree of study:** 2.

**Prerequisites:**

**Conditions for passing the course:** *continuous evaluation*

*Participation in seminars (direct teaching) is mandatory. During the semester, students receive 3 graded assignments, each of which can receive a maximum of 20 points. In total, the student can get max. 60 points. In order to successfully complete the subject, the student must obtain a minimum of . 30 points. The minimum score for individual tasks is at the level of 50% ( min . 10 points).*

**Learning outcomes:**

*Knowledge:*

*Students will be able to:*

- *Define terms such as cultural sensitivity, multicultural education, inclusive education, and critical pedagogy.*
- *Explain the importance of cultural diversity in the school environment and its impact on student learning and behavior.*
- *Characterize the theoretical basis of culturally sensitive teaching, including multicultural and intercultural pedagogy.*
- *Understand cultural differences in communication, including differences in verbal and non-verbal communication, perceptions of authority, time and cooperation in different cultures.*

- *Describe the strategies of culturally sensitive teaching and the possibilities of differentiating teaching based on the cultural needs of students.*
- *Recognize potential conflicts and stereotypes associated with cultural differences and understand how to prevent and resolve them in the classroom.*
- *Explain the importance of teacher self-reflection and the development of cultural competence.*

**Skills:**

*Students will be able to:*

- *Apply a culturally sensitive approach in the educational process, adapt teaching methods and assessment based on cultural diversity in the classroom.*
- *Communicate effectively with students from different cultural backgrounds, taking into account differences in verbal and non-verbal communication.*
- *Identify and resolve cultural conflicts between students and help prevent stereotypes.*
- *Use didactic materials and lesson plans that reflect cultural diversity.*
- *Provide support to students from different cultures during their adaptation process and help them integrate into the school environment.*
- *Collaborate with parents and the community to create an environment that supports cultural inclusion.*
- *Own self-reflection in the field of cultural sensitivity.*

**Competences**

*Students will be able to:*

- *Design and implement teaching that respects and promotes cultural diversity and inclusion. Respond flexibly to the cultural specificities of individual pupils and adapt teaching methods according to their needs.*
- *Create an environment that fosters mutual respect and understanding between pupils from different cultural backgrounds.*
- *To systematically develop their professional practice through self-reflection and deepening of cultural competences.*

**Course content:**

*Introduction to culturally sensitive teaching*

*Theoretical starting points and frameworks of culturally sensitive teaching*

*Cultural differences in communication*

*Culture shocks and adaptation processes*

*Culturally sensitive teaching strategies*

*Addressing conflicts and stereotypes in the classroom*

*Working with parents and the community*

*Tools and techniques for personal professional development in the field of cultural competence*

**Recommended literature:**

*Banks, J. A. (2008). An Introduction to Multicultural Education (4th ed.). Allyn & Bacon.*

*Banks, J. A. (2019). Multicultural Education: Issues and Perspectives. Wiley.*

*Bendl, S. (2010). Šikana a její řešení. Praha: Grada*

*Brookfield, S. D. (2017). Becoming a Critically Reflective Teacher (2nd ed.). Jossey-Bass*

*Čulík, J. (2008). Interkulturní komunikace. Praha: Karolinum.*

*Gavora, P. (2012). Učiteľ a žiaci v komunikácii. Bratislava: SPN*

*Gay, G. (2018). Culturally Responsive Teaching: Theory, Research, and Practice (3rd ed.). Teachers College Press.*

Ginsberg, M. B., & Wlodkowski, R. J. (2009). *Diversity and motivation: Culturally responsive teaching in college* (2nd ed.). Jossey-Bass.

Hall, E. T. (1976). *Beyond Culture*. Anchor Books

Hladký, J. (2012). *Interkultúrna komunikácia: teória a prax*. Praha: Grada.

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind*. McGraw-Hill.

Kasíková, H. (2009). *Kooperativní učení, kooperativní škola*. Praha: Portál.

Kraus, B., & Poláček Šolcová, I. (2011). *Interkulturní psychologie*. Praha: Grada.

Mužík, J. (2007). *Pedagogika multikulturní výchovy*. Praha: Grada

Nieto, S. (2017). *Affirming Diversity: The Sociopolitical Context of Multicultural Education* (7th ed.). Pearson.

Pavlovská, M. (2014). *Prevence konfliktů v multikulturním prostředí školy*. Praha: Grada.

Švec, Š. (1999). *Sebareflexia v práci učitele*. Bratislava: IRIS.

Vašutová, J. (2007). *Profesní rozvoj učitele*. Praha: Pedagogická fakulta UK.

Zeichner, K. M., & Liston, D. P. (2013). *Reflective Teaching: An Introduction* (2nd ed.). Routledge.

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

**Notes:** compulsory optional subject

Standard student load: 60 hours

- direct teaching: 26 hours

- independent work (preparation and submission of assignments): 22 hours

- work according to the teacher's instructions: 12 hours

#### Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

**Lecturers:** doc. PhDr. Marek Lukáč, PhD.

**Date of last change:** 1.10.2024

**Approved by:** doc. PhDr. Marek Lukáč, PhD.

### COURSE DESCRIPTION

**College:** University of Prešov

**Faculty/workplace:** Center of Languages and Cultures of National Minorities

**Course code:** 9UROS/LINGV/24

**Course title:** Linguistic research

<b>Type, scope and method of educational activities:</b> <i>lecture, seminar</i> <i>1/1 weekly - daily study</i> <i>combined method</i>
<b>Number of credits:</b> 2
<b>Recommended semester:</b> 3 <sup>rd</sup> , 2 <sup>nd</sup> year
<b>Degree of study:</b> 2.
<b>Prerequisites:</b>
<b>Conditions for passing the subject:</b> <i>research project</i> <i>Participation in seminars is mandatory.</i> <i>Continuous completion of homework.</i> <i>Realization of own empirical and presentation of its results.</i> <i>Percentage representation of individual tasks on the overall student assessment:</i> <i>(1) active work at seminars and continuous completion of homework: 50%,</i> <i>(2) implementation of own research project and presentation of its results: 50%,</i>  <i>Credits will be granted based on the fulfillment of all the stated requirements according to the classification scale A,B,C,D, E, FX - the current Study Regulations of the PU in Prešov.</i>
<b>Learning outcomes:</b> <b>Knowledge</b> The student can characterize language research. Can describe basic methods in linguistic research. <b>Skills</b> The student can implement the acquired knowledge in simple linguistic projects. He knows the principles of data collection and can plan a simple linguistic research. <b>Competences</b> The student can use relevant resources when developing his own research project .
<b>Course content:</b> <i>Language research.</i> <i>Components of linguistic research.</i> <i>Method of collecting linguistic data.</i> <i>Practical examples of how to collect linguistic data related to the Romani language.</i> <i>Data analysis methods.</i> <i>Practical demonstrations of data analysis.</i> <i>Method of data evaluation and interpretation.</i> <i>Preparation of own project.</i> <i>Presentation of own research project and evaluation of projects.</i>
<b>Recommended literature:</b> DONLÍK, J., GENERAL LANGUAGES (Description and explanation of language). [ online ]. Available from: <a href="https://www.juls.savba.sk/attachments/pub_vseobecna_jazykoveda/vseobecna_jazykoveda.pdf">https://www.juls.savba.sk/attachments/pub_vseobecna_jazykoveda/vseobecna_jazykoveda.pdf</a>

<p>Robert J. Sole Devyani Sharma ( eds .). 2013. <i>Research Methods in Linguistics</i> . Cambridge: CUP</p> <p>Litosseliti , L., ( ed .). 2010. <i>Research Methods in Linguistics</i> . London / New York : Continuum International Publishing Group .</p> <p>Ráčová, A., 1995. <i>Indian sources of the vocabulary of the Romany language</i>. In: <i>Roma language in the Slovak Republic</i> . Bratislava: studio DD. with 14 – 18.</p> <p>Ráčová, A., 1995. <i>Development of the lexicon of Slovak Romani</i>. In: <i>Journal of Linguistics</i> . Year 46, no. 2, p. 100-106.</p> <p>SOKOLOVÁ, M. et al. <i>Possibilities and limits of linguistic research in the Slovak national corpus</i>. [ online ]. Available from: <a href="https://korpus.sk/wp-content/uploads/uploaded/documents/publications/bibliography/2006_Sokolov%C3%A1_%C5%A0imkov%C3%A1_Ivanov%C3%A1_Mo%C5%BEnosti_a_medze_lingvistick%C3%A9ho_v%C3%BDskumu_v_SNK.pdf">https://korpus.sk/wp-content/uploads/uploaded/documents/publications/bibliography/2006_Sokolov%C3%A1_%C5%A0imkov%C3%A1_Ivanov%C3%A1_Mo%C5%BEnosti_a_medze_lingvistick%C3%A9ho_v%C3%BDskumu_v_SNK.pdf</a></p> <p>Magazines</p> <p>Romano džaniben</p>																	
<p><b>Language which is necessary to complete the course:</b></p> <p>Slovak, Romani, Czech, English</p>																	
<p><b>Notes:</b> compulsory optional subject</p> <p>Standard student load: 60 hours</p> <p>- direct teaching: 26 hours</p> <p>- independent work (preparation for the seminar, preparation of the seminar work): 22 hours</p> <p>- work according to the teacher's instructions: 12 hours</p>																	
<p><b>Course evaluation</b></p> <p>Total number of students evaluated:</p> <table border="1"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>FX</td></tr> <tr> <td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td>f</td></tr> </table>						A	B	C	D	E	FX	a	b	c	d	e	f
A	B	C	D	E	FX												
a	b	c	d	e	f												
<p><b>Lecturers:</b> doc. Anna Orsós , PhD.; Mgr. Lenka Goroľová</p>																	
<p><b>Date of last change:</b> 1.10.2024</p>																	
<p><b>Approved by:</b> doc. Anna Orsós , PhD.</p>																	

## COURSE DESCRIPTION

<b>Name of the higher education institution:</b> <i>University of Presov</i>	
<b>Faculty/workplace:</b> <i>Center of languages and cultures of national minorities</i>	
<b>Course code:</b> <i>9UROS/OBHDP/24</i>	<b>Course title:</b> <i>Defense of the diploma thesis</i>
<b>Type, scope and method of educational activity:</b>	
<b>Number of credits:</b> 14	

**Recommended semester: 4<sup>th</sup>**

**Degree of study: 2.**

**Prerequisites:**

**Conditions for passing the course:** *continuous evaluation*

*When preparing the diploma thesis, the student follows the instructions of his supervisor and the Directive on the requirements of final theses, their bibliographic registration, control of originality, storage and access issued by the University of Prešov in Prešov. The scope of work can be determined by the training workplace, while the recommended scope (from introduction to conclusion, inclusive) is 50 to 70 standard pages (90,000 to 126,000 characters). The structure of the work and the formal arrangement of the work is determined by agreement with the supervisor Directive Art. 6.*

*The final version of the diploma thesis, bound in a hardcover, will be submitted by the graduate student to the department that listed the topic of the thesis. The deadline for submitting theses is set in the schedule of the relevant academic year.*

*The diploma thesis is submitted in two printed copies, its electronic version, which must be identical to the printed version, is inserted by the student into the final theses registration system in PDF format, no later than seven days after submitting the printed version. The originality of the work is assessed in the central register of theses. A report on the originality of the final thesis is drawn up on the result of the originality check. Checking originality is a necessary condition for defense. Based on the result of overlapping work with other works, the supervisor decides whether the work can be the subject of a defense.*

*Part of the submission of the work is the conclusion of a license agreement on the use of the digital reproduction of the work between the author and the Slovak Republic on behalf of the university. After submitting the work to the EZP PU, the author immediately submits to the training workplace a draft of the license agreement signed by him, which must be signed by an authorized representative of the university (leading employee of the training workplace) within 30 days of sending the work to the CRZP.*

*The diploma thesis is assessed by the supervisor of the thesis and the opponent, who prepare assessments according to the established criteria.*

*The thesis supervisor mainly assesses:*

- *fulfillment of the objectives of the diploma thesis,*
- *degree of independence and initiative of the graduate in processing the topic, cooperation with the supervisor,*
- *logical structure of the thesis,*
- *adequacy of used methods, methodology,*
- *the professional level of the work, the depth and quality of the treatment of the topic,*
- *the benefit of the work, the possibility of using the results,*
- *work with literature, relevance of the used sources in relation to the topic and goal of the work,*
- *the formal side of work.*

*The thesis opponent assesses in particular:*

- *topicality and appropriateness of the work topic,*
- *setting the goal of work and its fulfillment,*
- *the logical structure of the thesis, the continuity of the chapters, their proportionality,*

- *relevance and appropriateness of the methods used, methodology,*
- *the professional level of the work, the depth and quality of the treatment of the topic,*
- *benefit of work*
- *work with professional literature,*
- *the formal side of work.*

*The Commission for State Examinations will evaluate the progress of the defense in a closed session and decide on the classification. During the classification, it comprehensively assesses the quality of the diploma thesis and its defense, taking into account the assessments and the course of the defense, and evaluates it with one common mark. The resulting evaluation may be the same as in the reviews, but it may also be better, or worse, depending on the progress of the defense. The decision on the result of the defense will be announced publicly by the chairman of the commission together with the result of the relevant state exam.*

*The number of credits and the time frame for the conditions for completing the course:*

- *14 credits = 420 hours*
- *independent search and study of professional literature,*
- *independent work - processing the current state of the issue, setting the research goal and research methods, conducting the research, stylizing the work, final proofreading, preparation for the defense (initial presentation of the work, responses to assessments), implementation of the defense*

*In case of interruption of face-to-face teaching as per the regulation of UVZ/RUVZ/university management/faculty, the defense will take place in the prescribed distance form.*

*Final evaluation:*

*State exam*

### **Learning outcomes:**

*Acquired knowledge:*

*The graduate of the subject controls the basic terminological instrumentation, research methodology and knows the register of linguistic and literary work methods.*

*Acquired skills:*

*A graduate of the course can demonstrate the level of knowledge, skills and abilities he acquired during his studies when solving a research task in linguistics, literary science or reality.*

*Acquired competences:*

- *The graduate of the subject is competent to present the results of his own research and to comply with the requirements for the defense of the diploma thesis from a content and formal point of view. He is able to respond to suggestions in the discussion and is competent to politely answer the questions of the opponent and members of the commission.*

### **Course content:**

*The thesis defense has a regular course:*

- *Opening speech of the graduate, presentation of the results of the final work.*
- *Presentation of the main points from the written assessments of the trainer and the opponent.*
- *Answering the questions of the instructor and the opponent.*
- *Expert discussion on the diploma thesis with questions for the graduate.*

*The diploma thesis is available to the committee during the defense. The graduate's introduction should primarily include the following parts:*

- *Brief justification of the choice of the topic, its topicality, practical benefit.*
- *Clarification of the objectives and methodology of the work.*
- *The main content problems of the work.*
- *Conclusions and practical recommendations reached by the graduate.*

*During the presentation, the graduate has at his disposal his own copy of the thesis, or a written introductory presentation. He will deliver the speech separately. Can use computer technology. The opening speech should be short, it should not exceed ten minutes.*

**Recommended literature:**

ČMEJRKOVÁ, S. – DANEŠ, F. – SVĚTLÁ, J., 1999. *Jak napsat odborný text*. 1. vyd. Voznice: Leda, 1999. 255 s.

GONDA, V., 2003. *Ako napísať a úspešne obhájiť diplomovú prácu*. Bratislava: Elita, 2003. 124 s.

KATUŠČÁK, D., 2004. *Ako písať diplomové atď. práce*. Nitra: Enigma, 2004. 162 s.

KATUŠČÁK, D., 2004. *Ako písať vysokoškolské a kvalifikačné práce*. 3. dopl. vyd. Nitra: Enigma, 2004. 162 s.

KIMLIČKA, Š., 2002. *Ako citovať a vytvárať zoznamy bibliografických odkazov podľa noriem ISO 690 pre „klasické“ aj elektronické zdroje*. Bratislava: Stimul, 2002. 82 s.

MEŠKO, D. – KATUŠČÁK, D. – FINDRA, J. a kol., 2005. *Akademická príručka*. 2. vyd. Martin: Osveta, 2005. 496 s.

ŠANDEROVÁ, J.: *Jak číst a psát odborný text ve společenských vědách*. Praha: Sociologické nakladatelství 2005.

*Smernica o náležitostiach záverečných prác, ich bibliografickej registrácii, kontrole originality, uchovávaní a sprístupňovaní. Dostupné na:*

*<http://www.pulib.sk/web/data/pulib/subory/stranka/ezp-smernica2019.pdf>*

VIŠŇOVSKÝ, Ľ., P. ZOLYOMIOVÁ a J. BRINCKOVÁ, 2007. *Metodika diplomovej práce*. ISBN 978-80-8083-374-9.

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

**Notes:** *subject of the state exam*

*Standard workload: 420 hours (individual student work, individual consultations)*

**Course evaluation**

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

**Lecturers:** *state examination board*

**Date of last change:** 1.10.2024

**Approved by:** *Doc. Anna Orsós, PhD., univ. prof.*



## COURSE DESCRIPTION

<b>Name of the higher education institution:</b> <i>University of Presov</i>	
<b>Name of the faculty/university workplace:</b> <i>Center of Languages and Cultures of National Minorities</i>	
<b>Course code:</b> <i>9UROS/PLTVR/24</i>	<b>Course title:</b> <i>Working with a Romani literary text in the teaching of the Romani language</i>
<b>Type, scope and method of educational activity:</b> <ul style="list-style-type: none"> <li>• <i>lecture, seminar</i></li> <li>• <i>1/1 weekly - daily study</i></li> <li>• <i>combined method</i></li> </ul>	
<b>Number of credits:</b> <i>2</i>	
<b>Recommended semester:</b> <i>3rd semester, 2nd year</i>	
<b>Degree of study:</b> <i>2.</i>	
<b>Prerequisites:</b>	
<b>Conditions for passing the course:</b> <p><i>The subject is completed with an interim assessment.</i></p> <p><i>In total, the student can get 40 b in the subject. During the semester, the student receives a maximum of 10 credits. for writing a theoretical assignment. For active participation in seminars, a student can receive a maximum of 10 points. At the end of the semester, the student prepares a seminar paper (a methodological portfolio focused on the implementation of Romani literary texts in the teaching of the Romani language), for which he can receive a maximum of 20 b. Credits will be awarded to a student who obtains at least 20 points for all components of the interim assessment.</i></p> <p><i>Final evaluation:</i></p> <p><i>The overall evaluation of the subject will be carried out in accordance with the Study Regulations of the PU in Prešov according to the classification scale, which consists of six classification levels.</i></p> <p><i>The success criteria for individual degrees are as follows:</i></p> <p><i>A: 100.00 - 90.00%,</i></p> <p><i>B: 89.99 - 80.00%,</i></p> <p><i>C: 79.99-70.00%,</i></p> <p><i>D: 69.99-60.00%,</i></p> <p><i>E: 59.99 - 50.00%,</i></p> <p><i>FX: 49.99% and less.</i></p>	
<b>Learning outcomes:</b> <p><i>Knowledge</i></p> <p><i>The student is able to clarify the conceptual basis for developing pupils' literary competence in education, he is able to clarify and justify the outputs, goals, content, process and methodology of developing pupils' production text competence in the Romani language. Can navigate the content and performance standard of the literary component of the subject</i></p>	

*Romani language and literature (educational area language and communication) for lower secondary and secondary education.*

**Skills**

*The student will acquire the skill of applying appropriate educational methods to the educational process, which are related to the development of students' literary competence and to design educational procedures according to the phases of the process of reception of a literary text, to apply methodological procedures and different types of reading in didactic communication.*

**Competences**

*The student will acquire the competence to apply knowledge and didactic skills related to the development of the student's literary competence when creating an educational project; educational plans and preparations for the lesson. He will acquire the competence to plan students' learning activities with regard to the connectivity of educational contents (Roma language, literature and style) and to apply his analytical skills, creativity and the ability to think in context.*

**Course content:**

*The educational and linguistic value of stories in the Romani language in the educational process.*

*Composition and typology of stories in the Romani language.*

*Selection and adaptation of a story in Romani for conveying the grammatical structures of the Romani language.*

*Storytelling method in Roma language education.*

*Dramatization and production language activities after the implementation of the storytelling method.*

*Preparation for the lesson of the Romani language, literature and reality.*

**Recommended literature:**

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

*KESSELOVÁ, J., 2005. 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.*

*KLIMOVIČ, M., 2016. Detský pisateľ v procese tvorby textu. Prešov: Vydavateľstvo Prešovskej univerzity. Dostupné na: <https://www.pulib.sk/web/kniznica/elpub/dokument/Klimovic3>*

*KLIMOVIČ, M., 2009. Tvorivé písanie v primárnej škole. Prešov: Prešovská univerzita, Pedagogická fakulta.*

*LIPTÁKOVÁ, L., 2012. Kognitívne aspekty vyučovania materinského jazyka v primárnej edukácii. Prešov: Prešovská univerzita, Pedagogická fakulta.*

*LIPTÁKOVÁ, L., 2015. Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov: Prešovská univerzita v Prešove, Pedagogická fakulta*

*OBERT, V., 2003. Rozvíjanie literárnej kultúry žiakov. Bratislava: Vydavateľstvo Poľana.*

*PALEŇČÁROVÁ, J., KESSELOVÁ, J., a KUPCOVÁ, J., 2003. Učíme slovenčinu komunikačne a zážitkovo. Bratislava: Slovenské pedagogické nakladateľstvo – Mladé letá.*

*PENNAC, D., 2012. Trápenia so školou. Bratislava: Artforum.*

*PISA. Program medzinárodného hodnotenia žiakov (čitateľská gramotnosť 15-ročných žiakov ZŠ a SŠ). Národné správy. Zbierky úloh. Ďalšie dokumenty. NÚCEM. Dostupné: <https://www.nucem.sk/sk/merania/medzinarodne-merania/pisa>*

PRŠOVÁ, E., 2010. Rozvoj literárnej kompetencie metódami tvorivej dramatiky. Banská Bystrica: Univerzita Mateja Bela.

PRŠOVÁ, E., 2015. Literárny text v komunikačno-zážitkovom vyučovaní. Banská Bystrica: Univerzita Mateja Bela. Dostupné na: <https://publikacie.umb.sk/humanitne-vedy/slovensky-jazyk-a-literatura/literarny-text-v-komunikacno-zazitkovomvyucovani.html>

RUSŇÁK, R., 2009. Svetová literatúra pre deti a mládež v didaktickej komunikácii. Prešov: Prešovská univerzita, Pedagogická fakulta. Dostupné na: <https://www.unipo.sk/public/media/20141/Svetova-literatura.pdf>

RUSŇÁK, R., 2017. (Ne)samozrejmé kapitoly z literatúry pre deti a mládež. Prešov: Prešovská univerzita, Pedagogická fakulta.

RUSŇÁK, R., a BACHUROVÁ, T., 2021. Tematika straty, smrti a bolesti v literatúre pre deti a mládež a jej didaktická interpretácia v primárnom vzdelávaní. Prešov: Prešovská univerzita, Pedagogická fakulta.

SITNÁ, D., 2009. Metody aktívneho vyučovania: Spolupráce žáků ve skupinách. Praha: Portál.

Štátny vzdelávací program, Rómsky jazyk a literatúra. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/romsky\\_jazyk\\_isced3.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/romsky_jazyk_isced3.pdf)

#### Language which is necessary to complete the course:

Slovak, Romani

#### Notes: compulsory optional subject

Standard student load: 60 hours

- direct teaching: 26 hours

- independent work (preparation for the seminar, preparation of the seminar work): 22 hours

- work according to the teacher's instructions: 12 hours

#### Course evaluation

Total number of students evaluated: *uvádza sa reálny počet hodnotených študentov od zavedenia predmetu po jeho poslednú aktualizáciu*

A	B	C	D	E	FX
a	b	c	d	e	f

*Uvádza sa percentuálny podiel hodnotených študentov, ktorí získali po zapísaní predmetu hodnotenie A, B, ... FX. Celkový súčet a, b, c, d, e, f je 100. Ak študent v jednom roku získal FX a po ďalšom zapísaní predmetu hodnotenie D, zohľadnia sa obe jeho hodnotenia.*

#### Lecturers:

Doc. Anna Orsós, PhD., univ. prof., guarantor, lecturer, examiner, trainer, seminar leader

Mgr. Jana Gáborová Kroková, lecturer, examiner, trainer, seminar leader

**Date of last change:** 1.10.2024

**Approved by:** Doc. Anna Orsós, PhD., univ. prof.

## COURSE DESCRIPTION

<b>Name of the higher education institution:</b> <i>University of Presov</i>	
<b>Name of the faculty/university workplace:</b> <i>Center of Languages and Cultures of National Minorities</i>	
<b>Course code:</b> <i>9UROS/PLTEX/24</i>	<b>Course title:</b> <i>Translation of literary texts</i>
<b>Type, scope and method of educational activity:</b> <ul style="list-style-type: none"> <li>• <i>lecture, seminar</i></li> <li>• <i>1/2 weekly - daily study</i></li> <li>• <i>combined method</i></li> </ul>	
<b>Number of credits:</b> <i>3</i>	
<b>Recommended semester:</b> <i>3.rd semester, 2. nd year</i>	
<b>Degree of study:</b> <i>2.</i>	
<b>Prerequisites:</b>	
<b>Conditions for passing the course:</b> <i>exam</i> <p><i>To successfully complete the course, the following components must be completed:</i></p> <ol style="list-style-type: none"> <li><i>1. Active participation in discussions at seminars throughout the semester is required - max. 20 b.</i></li> <li><i>2. During the semester, the student submits interim assignments, always with a new analyzed text. The goal of the assignment is to reflect on individual texts, the student writes down all his observations. Prepared assignments form the basis for discussion at seminars. - max 20 b.</i></li> </ol> <p><i>In order to successfully complete the subject, it is necessary to achieve a result of min. in each part. 50%.</i></p> <p><i>Final assessment: exam</i></p> <p><i>For the successful completion of the subject, the student will submit a final thesis, which will be analytical in nature. The topic of the thesis is a comparison and critical evaluation of the original and the translation. – max 60 b.</i></p> <p><i>In accordance with the Study Regulations of the University of Prešov, in order to obtain an A rating, it is necessary to achieve a point rating in the range of 100-90b, for a B rating the sum of points is 89-80b, for a C rating 79-70b, for a D rating 69-60b, for an E rating 59 - 50b. The 50-0b point range will be graded by FX..</i></p>	
<b>Learning outcomes:</b> <p><i>Knowledge</i></p> <p><i>The student knows the author's work of selected Roma writers and the artistic translation of their work. He understands the meaning of translated artistic work and the context of artistic translation, applies the knowledge acquired so far from related subjects (Roma language, literature and reality) in the translation analysis of artistic texts.</i></p>	

**Skills**

*The student can create his own critical interpretation of translated texts from the Romani language into the Slovak language and from the Slovak language into the Romani language. He is able to identify problematic places in the original and in the translation. When evaluating the translation and the original, it integrates previous knowledge from related subjects (Roma language, literature and reality).*

**Competences**

*The student acquires the competence to apply knowledge to the evaluation of various aspects of the Romani artistic text, the original and the translation, he can choose his own perspective of interpreting the text and use critical thinking.*

**Course content:**

*The aim of the subject is to introduce the issue of artistic translation of Romani literature into the Slovak language. It is important to realize that translation is not only a transformation of formal aspects of language, but also of meaning, context and cultural contexts.*

*The importance of translation artistic work*

*Texts and contexts of artistic translation*

*The poetics of artistic translation*

*Translation as creation*

*Translation as art*

*Cultural contexts associated with artistic translation*

*Translation work of translators from the Slovak language into the Romani language*

*Translation work of translators from the Romany language into the Slovak language*

*The poetics of artistic translation.*

**Recommended literature:**

*ANDRIČÍK, M., 2004. K poetike umeleckého prekladu. Levoča: Modrý Peter.*

*BEDNÁROVÁ-GIBOVÁ, K., 2012. Non-literary and Literary Text in Translation. Prešov: Prešovská univerzita.*

*KOPTOVÁ, A., 1995. Romčina do vrecka. Košice: Pezolt.*

*KOPTOVÁ, A., 2011. Slovensko-rómsky rómsko-slovenský slovník. Košice: Lagarto.*

*HÜBSCHMANNOVÁ, M., 1973. Základy romštiny. Praha: Academia.*

*HORŇÁKOVÁ, M. 2020. Rómsko-slovenský frazeologický slovník. Košice: Nadácia dobrá rómska víla Kesaj*

*LACKOVÁ, E., 1992. Rómske rozprávky. Košice: Východoslovenské nakladateľstvo. KZORN*

*LACKOVÁ, E., 2005. Mŕtvi sa nevracajú. Prešov: OZ Jekhetane – Spolu*

*LACKOVÁ, E., 2022. Narodila som sa pod šťastnou hviezdou. Bratislava: Brak.*

*OLÁH, V. 2006. Amaro drom pal o Uduť. Praha: Matice rómska.*

*RÚFUS, M., 2023. Nové modlitbičky/Neve mangipena, zo slovenského originálu preložila Anna Koptová. Košice: Nadácia dobrá rómska víla Kesaj*

*VILKOVSKÝ, J., 1984. Preklad ako tvorba. Bratislava: Slovenský spisovateľ.*

*ZAMBOR, J., 2000. Preklad ako umenie. Bratislava: Univerzita Komenského*

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

*Slovak, Romani*

**Notes:** *compulsory subject*

*Standard student load: 90 hours*

*- direct teaching: 39 hours*

*- independent work (preparation for the seminar, preparation of the seminar work): 31 hours.*

*- independent study of professional literature: 20 hours*

### **Course evaluation**

Total number of students evaluated: *uvádza sa reálny počet hodnotených študentov od zavedenia predmetu po jeho poslednú aktualizáciu*

A	B	C	D	E	FX
a	b	c	d	e	f

*Uvádza sa percentuálny podiel hodnotených študentov, ktorí získali po zapísaní predmetu hodnotenie A, B, ... FX. Celkový súčet a, b, c, d, e, f je 100. Ak študent v jednom roku získal FX a po ďalšom zapísaní predmetu hodnotenie D, zohľadnia sa obe jeho hodnotenia.*

### **Lecturers:**

*Doc. Anna Orsós, PhD., univ. prof., guarantor, lecturer, examiner, trainer, seminar leader*

*Mgr. Jana Gáborová Kroková, lecturer, examiner, trainer, seminar leader*

**Date of last change:** 1.10.2024

**Approved by:** *Doc. Anna Orsós, PhD., univ. prof.*

## **COURSE DESCRIPTION**

**College:** *University of Prešov*

**Faculty/workplace:** *Center of Languages and Cultures of National Minorities*

**Course code:** *9UROS/SOCLG/24*

**Course title:** *Sociolinguistics*

### **Type, scope and method of educational activities:**

*lecture, seminar*

*1/1 weekly - daily study*

*combined method*

**Number of credits:** 3

**Recommended semester:** *1<sup>st</sup>, 1<sup>st</sup> year*

**Degree of study:** 2.

**Prerequisites:****Conditions for passing the subject: exam**

*Participation in seminars is mandatory.*

*Continuous completion of homework.*

*Students take a written test.*

*The subject is completed by an exam, which takes place during the exam period.*

*Percentage representation of individual tasks on the overall student assessment:*

*(1) active work at seminars and continuous completion of homework: 50%,*

*(2) written test: 50%*

*Credits will be granted based on the fulfillment of all the stated requirements according to the classification scale A,B,C,D, E, FX - the current Study Regulations of the PU in Prešov.*

**Learning outcomes:****Knowledge**

*The student knows introduce and explain basic sociolinguistic concepts and terms and can use them correctly when describing and characterizing language. He is able to correctly and logically describe the selected sociolinguistic phenomenon based on the Romani text. The student will get a comprehensive overview of the subject, focus and methods of sociolinguistic language research, and have knowledge of existing sociolinguistic works of domestic and foreign sociolinguistics. Understands the basic differences between systemic linguistics and sociolinguistics.*

**Skills**

*The student is able to apply the acquired theoretical knowledge, to prepare and carry out his own sociolinguistic research, he is able to navigate basic theoretical and magazine literature in the field of sociolinguistics, on the basis of the acquired knowledge he is able to work with professional literature (with primary and secondary sources) and search for information in informational books databases.*

**Competences**

*The student knows how to communicate professionally using professional terminology about the sociolinguistics of the Romani language, can critically interpret and analyze theoretical knowledge, can decide based on his own judgment which literature to use when conducting research and demonstrates logical thinking when processing research.*

**Course content:**

*Introduction: Romani language, linguistics, sociolinguistics, Romani sociolinguistics.*

*Research methods of sociolinguistics and research ethics.*

*Bilingualism, multilingualism, diglossia.*

*Ethnolinguistic vitality.*

*Language preservation and change.*

*Language revitalization.*

*Language and identity, language attitudes.*

*Language socialization.*

*Second language acquisition, ethnolect.*

*Code switching, Para-Romance.*

*Language rights.*

*Romani language and school.*

*Language planning.*

**Recommended literature:**

BOŘKOVCOVÁ, M., 2006. Social changes ethnolect . In. Bořkovcová , M. Romský ethnolect of the Czech language . Prague: Signeta , p. 107—116.

CHROMÝ, J., 2014. Basics of sociolinguistics . Prague: Karolinum . ISBN: 978-80-246-2644-4.

FILIPOVIĆ, J., 2015. Education in Roma language in Serbia from the perspective of the QualiRom project . In Romano Janiben . Year 22, No. 2, p. 51–68.

HALWACHS, DW, 2011. Language planning and media : the case of Romani . In Current Issues in Language Planning . [online]. Vol., 12, No. 3, p. 381—401. Available from:

<https://doi.org/10.1080/14664208.2011.604964>

HÜBSCHMANNOVÁ, M., 1976. To the language situation Roma in Czechoslovakia (Sociolinguistic view ). In Slovo a slovenost . [online] . Year 37, No. 4, 328—336. Available from: <http://sas.ujc.cas.cz/archiv.php?art=2411>

KRINKOVÁ, Z., 2016. Several pitfalls of study Spanish half In Romano Janiben . Year 23, No. 1, p. 7–26.

MATRAS, Y., 2002. Romani Sociolinguistics . In Matras , Y. Romani . And Linguistics Introduction . Cambridge : University Press, p. 238—250.

MILROYOVÁ, L. and GORDON, M., 2012. Sociolinguistics : Methods and interpretation . Transl. J. Lame. Prague: Karolinum . ISBN 978-80-246-2125-8. (selected parts)

ŠATAVA, L., 2009. Small ethnic and linguistic groups - current activities in the field of survival and revitalization of identity and language ( theory and practice). In Šatava , L. Language and identity of ethnic minorities . Prague: SLON, p. 31—62.

RÉGER, Z. and GLEASON, JB, 1991. Romani child-directed speech and children's language among Gypsies in Hungary . In Language in Society. [online] . Year 20, No. 04, p. 601—617. Available from: <https://doi.org/10.1017/S0047404500016742>

Wei , L., 2003. Dimensions of bilingualism. In: Štefánik, Jozef. Anthology of bilingualism . Bratislava: AEP, p. 24—38.

YAGMUR, K., Ehala , M., 2011. Tradition and innovation in the Ethnolinguistic Vitality theory . In Journal of Multilingual and Multicultural Development . . [online] . Year 32, No. 2, p. 101—110. Available from: <https://doi.org/10.1080/01434632.2010.541913>

ZAHOVA, S., 2013. Gypsies / Roma in Montenegro : Group identity and the role of language . In. Schrammel-Leber , Barbara and Barbara Tiefenbacher ( Eds .). Romani V. Papers from the Annual Meeting af the Gypsy Lore Society , Graz 2011. Graz : Grazer Romani Publikationen , p. 81-96.

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

Slovak, Romani, Czech, English

**Notes:** compulsory subject

Standard student load: 90 hours

- direct teaching: 26 hours

- independent work (preparation for the seminar, preparation of the seminar work): 44 hours.

- independent study of professional literature: 20 hours



**Course evaluation**

Total number of evaluated students:

A	B	C	D	E	FX
A	B	c	d	e	f

**Lecturers:** *doc. Anna Orsós , PhD.; Mgr. Lenka Gorol'ová***Date of last change:** *1.10.2024***Approved by:** *doc. Anna Orsós , PhD.***COURSE DESCRIPTION****Name of the higher education institution:** *University of Presov***Faculty/workplace:** *Center of languages and cultures of national minorities***Course code:** *9UROS/SPRAX1/24***Course title:** *Continuous pedagogical practice 1***Type, scope and method of educational activity:***Instruction and practice at training schools: Primary school**25 hours (2 hours of listening, 10 hours of outputs, 10 hours of analysis of outputs, 3 hours of assistant activity and extracurricular and extracurricular activity)**Combined method***Number of credits:** *2***Recommended semester:** *2nd semester, 1st year***Degree of study:** *2.***Prerequisites:** *9UROS/DIDRJ/24 Didactics of Romani language, 9UROS/DIRL1/24 Didactics of Romani literature***Conditions for passing the course:**

*The subject is evaluated as "passed" on the recommendation of the training teacher. In order to obtain credits, the student is obliged, according to the conditions of the training school and the training teacher, to carry out at least 2 hours of listening sessions, 10 hours of outputs and the corresponding number of analyzes of lessons learned at primary school according to the schedule of the Department for Pedagogical Practice of the Institute of Pedagogy, Andragogy and Psychology FHPV PU in Prešov. Part of the practice is also assistant activity and extracurricular and extracurricular activity in the range of 3 hours face-to-face. Based on the student's activities within the school, the practice teacher prepares a Student Evaluation, in which he writes a recommendation - to grant - not to grant credits for the completed practice.*

**Learning outcomes:***Acquired knowledge:**Student:*

- *has deep and cross-sectional knowledge necessary for teaching a specific subject of his own approval in lower secondary education;*
- *has knowledge and is capable of preparing, planning, implementing and evaluating a lesson on specific topics, including correct diagnosis and assessment of the student and the entire teaching process;*
- *controls the duties of the teacher in relation to the management of the educational process and in relation to the tasks resulting from it;*
- *knows and knows how to work with curriculum documents;*
- *knows the competences of a teacher of lower secondary education, social status and moral responsibility for the results of education and own professional growth.*

*Acquired skills:**Student:*

- *can acquire new knowledge and information in an active way, integrate them and use them in the educational process of lower secondary education and in the teaching profession;*
- *can creatively plan, implement and evaluate the educational process in accordance with the respect for the developmental and individual specifics of lower secondary education educators;*
- *knows how to work with the basic curriculum document - State educational program for lower secondary education and can apply the results of education to the ŠkVP, the teacher's thematic plan; can adapt the profile of graduates of a given level of education in accordance with the conditions of the school;*
- *can correctly specify the goals of the teaching process, verify the methods, means and forms of teaching;*
- *is able to argue relevantly with a trainee teacher about the appropriateness of planning and implementing specific lessons, based on which he acquires a self-reflective image of the level of his abilities and skills, thereby reaching a higher level of professional development in the given level of education based on experiential learning and acquired skills.*

*Acquired competences:**Student:*

- *the student is able to solve educational needs in the educational process and outside of it within lower secondary education;*
- *can independently coordinate the educational process of specific lessons, communicate responsibly, make decisions and flexibly adapt according to the given teaching conditions;*
- *is ready to take responsibility for the quality of the educational process, the evaluation of educators and the educational process itself;*
- *is able to communicate with a trainee teacher and other experts about pedagogical-psychological components related to education in lower secondary education and is able to provide relevant arguments for his defense;*
- *is able to innovatively and creatively plan teaching on a specific topic;*
- *is autonomous and independent in obtaining, sorting, and formulating information related to professional development at a given level of education, thereby demonstrating that he has developed competencies and intellectual virtues necessary for the performance of the profession of lower secondary education teacher.*

**Course content:****Recommended literature:**

ČERNOTOVÁ, M. a kol. 2010 *Manuál pre študentov a cvičných učiteľov k pedagogickej praxi*. Prešov, FHPV PU ISBN 978-80-555-0221-2

ČERNOTOVÁ, M a kol. *Cviční učelia*. Prešov: FHPV PU ISBN 978-80-555-0222-9

DOUŠKOVÁ, A. – Š. Porubský, 2004 *Vedenie študentov na odbornej učiteľskej praxi*. B. Bystrica: UMB ISBN 978-80-8055-899-4

FERENCOVÁ, J., KOSTURKOVÁ, M. 2020. *Kapitoly z didaktiky: od učenia sa k vyučovaniu*. 1. vyd. Prešov: Rokus, 2020. 254 s. ISBN 978-80-89510-92-4.

Kol. aut. : 1999 *Budoucí učitele na souvislé praxi*. Brno: Paido, ISBN 80-85931-56-7

KOSTURKOVÁ, M. 2019. *Teaching Slovak language and literature in the 1st grade of grammar schools: the verification of the development of critical thinking of pupils*. In: *Journal of Language and Cultural Education*. ISSN 1339-4045. ISSN 1339-4584. Roč. 7, č. 2 (2019), s. 173-187.

KOSTURKOVÁ, M., FERENCOVÁ, J. 2019. *Stratégie rozvoja kritického myslenia : kritické argumentovanie, debatovanie, písanie a organizovanie poznatkov*. 1. vyd.- Bratislava: Wolters Kluwer SR, 2019. 236 s. ISBN 978-80-571-0049-2. ISBN 978-80-571-0050-8.

KYRIACOU, Ch. *Klíčové dovednosti učitele*. Praha: Portál. ISBN 978-80-7367-434-2.

MIHÁLIK I. 1987 *Analýza vyučovacej hodiny*. Bratislava: SPN

RYS, S. 1977 *Hospitace v pedagogické praxi*. Praha SPN

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

**Notes:** *Compulsory subject*

*Standard student workload: 60 hrs.*

*25 hours (2 hours of tutorials, 10 hours of outputs, 10 hours of analyses of outputs, 3 hours of assistantship, extra-curricular and out-of-class activities)*

*35 hours individual preparation*

**Course evaluation**

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

The percentage of evaluated students who obtained an A, B, ... FX after enrolling in the subject is given. The total sum of a, b, c, d, e, f is 100. If a student received an FX in one year and a grade D after the next enrollment in the subject, both of his grades will be taken into account.

**Lecturers:** *doc. PhDr. Marek Lukáč, PhD.*

**Date of last change:** 1.10.2024

**Approved by:** *doc. PhDr. Marek Lukáč, PhD.*

## COURSE DESCRIPTION

<b>Name of the higher education institution:</b> <i>University of Presov</i>	
<b>Faculty/workplace:</b> <i>Center of languages and cultures of national minorities</i>	
<b>Course code:</b> <i>9UROS/SPRAX2/24</i>	<b>Course title:</b> <i>Continuous pedagogical practice 2</i>
<b>Type, scope and method of educational activity:</b> <i>Instruction and practice at training schools: Primary school</i> <i>25 hours (2 hours of listening, 10 hours of outputs, 10 hours of analysis of outputs, 3 hours of assistant activity and extracurricular and extracurricular activity)</i> <i>Combined method</i>	
<b>Number of credits:</b> <i>2</i>	
<b>Recommended semester:</b> <i>3rd semester, 2nd year</i>	
<b>Degree of study:</b> <i>2.</i>	
<b>Prerequisites:</b> <i>9UROS/DIDRR/24 Didactics of Roma realities</i>	
<b>Conditions for passing the course:</b> <i>The subject is evaluated as "passed" on the recommendation of the training teacher. In order to obtain credits, the student is obliged, according to the conditions of the training school and the training teacher, to carry out at least 2 hours of listening sessions, 10 hours of outputs and the corresponding number of analyzes of lessons learned at primary school according to the schedule of the Department for Pedagogical Practice of the Institute of Pedagogy, Andragogy and Psychology FHPV PU in Prešov. Part of the practice is also assistant activity and extracurricular and extracurricular activity in the range of 3 hours face-to-face. Based on the student's activities within the school, the practice teacher prepares a Student Evaluation, in which he writes a recommendation - to grant - not to grant credits for the completed practice.</i>	
<b>Learning outcomes:</b> <i>Acquired knowledge:</i> <i>Student:</i> <ul style="list-style-type: none"> <li>- <i>has deep and cross-sectional knowledge necessary for teaching a specific subject of own approval in higher secondary education;</i></li> <li>- <i>is capable of preparing, planning, implementing and evaluating a lesson on specific topics of one's own study approval in high school, including proper diagnosis and assessment of high school students and the entire teaching process;</i></li> <li>- <i>controls the duties of the teacher in relation to the management of the educational process and in relation to the tasks resulting from it; knows and knows how to work with curriculum documents;</i></li> <li>- <i>he/she knows the competence of a teacher of upper secondary education, social status and moral responsibility for the results of education and his further growth and his own professional profile.</i></li> </ul> <i>Acquired skills:</i>	

**Student:**

- can acquire new knowledge and information in an active way, integrate them and use them in the educational process of higher secondary education and teaching career;
  - can creatively plan, implement and evaluate the educational process in accordance with the respect for the developmental and individual specifics of upper secondary education educators;
  - knows how to work with the basic curriculum document - State educational program for upper secondary education and can apply the results of education to the ŠkVP, the teacher's thematic plan; can adapt the profile of graduates of a given level of education in accordance with the conditions of the school;
  - can correctly specify the goals of the teaching process, verify the methods, means and forms of teaching;
  - is able to argue relevantly with a trainee teacher about the appropriateness of planning and implementing specific lessons, based on which he acquires a self-reflective image of the level of his abilities and skills, thereby reaching a higher level of professional development in the given level of education based on experiential learning and acquired skills.
- Acquired competences:

**Student:**

- can solve the educational needs in the educational process and outside of it within the framework of higher secondary education;
- can independently coordinate the educational process of specific lessons, communicate responsibly, make decisions and flexibly adapt according to the given teaching conditions;
- is ready to take responsibility for the quality of the educational process, the evaluation of educators and the educational process itself;
- is able to communicate with a trainee teacher and other experts about pedagogical-psychological components related to higher secondary education and is able to provide relevant arguments for his defense;
- is able to innovatively and creatively plan teaching on a specific topic of his own approval;
- is autonomous and independent in obtaining, sorting, and formulating information related to professional development at a given level of education, thereby demonstrating that he has developed competencies and intellectual virtues necessary for the performance of the profession of a teacher of upper secondary education.

**Course content:**

**Recommended literature:**

- ČERNOTOVÁ, M. a kol. 2010 *Manuál pre študentov a cvičných učiteľov k pedagogickej praxi*. Prešov, FHPV PU ISBN 978-80-555-0221-2
- ČERNOTOVÁ, M a kol. *Cviční učitelia*. Prešov: FHPV PU ISBN 978-80-555-0222-9
- DOUŠKOVÁ, A. – Š. Porubský, 2004 *Vedenie študentov na odbornej učiteľskej praxi*. B. Bystrica: UMB ISBN 978-80-8055-899-4
- FERENCOVÁ, J., KOSTURKOVÁ, M. 2020. *Kapitoly z didaktiky: od učenia sa k vyučovaniu*. 1. vyd. Prešov: Rokus, 2020. 254 s. ISBN 978-80-89510-92-4.
- Kol. aut. : 1999 *Budoucí učitele na souvislé praxi*. Brno: Paido, ISBN 80-85931-56-7
- KOSTURKOVÁ, M. 2019. *Teaching Slovak language and literature in the 1st grade of grammar schools: the verification of the development of critical thinking of pupils*. In: *Journal of*

*Language and Cultural Education. ISSN 1339-4045. ISSN 1339-4584. Roč. 7, č. 2 (2019), s. 173-187.*

*KOSTURKOVÁ, M., FERENCOVÁ, J. 2019. Stratégie rozvoja kritického myslenia : kritické argumentovanie, debatovanie, písanie a organizovanie poznatkov. 1. vyd.- Bratislava: Wolters Kluwer SR, 2019. 236 s. ISBN 978-80-571-0049-2. ISBN 978-80-571-0050-8.*

*KYRIACOU, Ch. Kľúčové dovednosti učiteľa. Praha: Portál. ISBN 978-80-7367-434-2.*

*MIHÁLIK I. 1987 Analýza vyučovacej hodiny. Bratislava: SPN*

*RYS, S. 1977 Hospitace v pedagogické praxi. Praha SPN*

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

**Notes:** *Compulsory subject*

*Standard student workload: 60 hrs.*

*25 hours (2 hours of tutorials, 10 hours of outputs, 10 hours of analyses of outputs, 3 hours of assistantship, extra-curricular and out-of-class activities)*

*35 hours individual preparation*

**Course evaluation**

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

The percentage of evaluated students who obtained an A, B, ... FX after enrolling in the subject is given. The total sum of a, b, c, d, e, f is 100. If a student received an FX in one year and a grade D after the next enrollment in the subject, both of his grades will be taken into account.

**Lecturers:** *doc. PhDr. Marek Lukáč, PhD.*

**Date of last change:** 1.10.2024

**Approved by:** *doc. PhDr. Marek Lukáč, PhD.*

**COURSE DESCRIPTION**

**Name of the higher education institution:** *University of Presov*

**Faculty/workplace:** *Center of languages and cultures of national minorities*

**Course code:** *9UROS/SPRAX3/24*

**Course title:** *Continuous pedagogical practice 3*

**Type, scope and method of educational activity:**

*Instruction and practice at training schools: elementary school, secondary school*

*60 hours (4 hours of listening, 20 hours of outputs, 20 hours of analysis of outputs, 16 hours of assistant, activity and extracurricular and extracurricular activity)*

*Combined method*

**Number of credits:** 3

<b>Recommended semester:</b> 4th semester, 2nd year
<b>Degree of study:</b> 2.
<b>Prerequisites:</b> 9UROS/SPRAX1/24 Continuous Pedagogical Practice 1, 9UROS/SPRAX2/24 and Continuous Pedagogical Practice 2
<p><b>Conditions for passing the course:</b></p> <p><i>The subject is evaluated as "passing" on the recommendation of the practice teacher.</i></p> <p><i>In order to obtain credits, the student is obliged, according to the conditions of the training school and the training teacher, to complete at least 4 hours of listening sessions, 20 hours of presentations and the corresponding number of analyzes of lessons learned at primary and secondary schools. Part of the practice is also assistant activity and extracurricular and extracurricular activity in the range of 16 hours in attendance. Based on the student's activities within the school, the practice teacher prepares a Student Evaluation, in which he writes a recommendation - to grant - not to grant credits for the completed practice.</i></p>
<p><b>Learning outcomes:</b></p> <p><i>Acquired knowledge:</i></p> <p><i>Student:</i></p> <ul style="list-style-type: none"> <li>- <i>has extended additional knowledge necessary for teaching a specific subject of his own approval in lower and upper secondary education;</i></li> <li>- <i>is able to prepare, plan, implement and evaluate a lesson on specific topics of own study approval in primary and secondary school, including correct diagnosis and evaluation of the educator and the entire teaching process;</i></li> <li>- <i>controls the duties of the teacher in relation to the management of the educational process and in relation to the tasks resulting from it; knows and knows how to work with curriculum documents for primary and secondary schools;</i></li> <li>- <i>master basic, applied and border disciplines, other theories of pedagogy and psychology; can integrate and verify them in relation to practice at individual levels of education;</i></li> <li>- <i>knows and can distinguish psychodidactic, professional, communication, interpersonal and intrapersonal competence of a teacher of lower and upper secondary education, social position and moral responsibility for the results of education and his further growth and own professional profile.</i></li> </ul> <p><i>Acquired skills:</i></p> <p><i>Student:</i></p> <ul style="list-style-type: none"> <li>- <i>can acquire new knowledge and information in an active way, integrate them and use them in the educational process of lower and upper secondary education and in the teaching career;</i></li> <li>- <i>can creatively plan, implement and evaluate the educational process in accordance with the respect for the developmental and individual specifics of lower and upper secondary education educators;</i></li> <li>- <i>knows how to work with the basic curriculum document – State educational program for lower and upper secondary education and can apply the results of the education to ŠkVP, the teacher's thematic plan; can adapt the profile of graduates of a given level of education in accordance with the conditions of the school;</i></li> </ul>

- *can correctly specify the goals of the teaching process, verify the methods, means and forms of teaching in accordance with the developmental periods and specifics of educators;*
- *can argue relevantly with a trainee teacher about the appropriateness of planning and implementing specific lessons, based on which he acquires a self-reflective image of the level of his abilities and skills, thereby reaching a higher level of professional development at individual levels of education (lower and upper secondary education).*

**Acquired competences:**

**Student:**

- *can solve the educational needs in the educational process and outside of it within lower and upper secondary education;*
- *can independently coordinate the educational process of specific lessons, communicate responsibly, make decisions and adapt flexibly according to the given teaching conditions;*
- *is ready to take responsibility for the quality of the educational process, the evaluation of educators and the educational process itself;*
- *can communicate with a trainee teacher and other experts about the pedagogical-psychological components related to lower and upper secondary education and can provide relevant arguments for his defense;*
- *is able to innovatively and creatively plan teaching on a specific topic of his own approval;*
- *is autonomous and independent in obtaining, sorting and formulating information related to professional development in a given level of education, thereby demonstrating that he has developed competencies and intellectual virtues necessary for the performance of the profession of teacher of lower and upper secondary education.*

**Course content:**

**Recommended literature:**

ČERNOTOVÁ, M. a kol. 2010 *Manuál pre študentov a cvičných učiteľov k pedagogickej praxi*. Prešov, FHPV PU ISBN 978-80-555-0221-2

ČERNOTOVÁ, M a kol. *Cviční učitelia*. Prešov: FHPV PU ISBN 978-80-555-0222-9

DOUŠKOVÁ, A. – Š. Porubský, 2004 *Vedenie študentov na odbornej učiteľskej praxi*. B. Bystrica: UMB ISBN 978-80-8055-899-4

FERENCOVÁ, J., KOSTURKOVÁ, M. 2020. *Kapitoly z didaktiky: od učenia sa k vyučovaniu*. 1. vyd. Prešov: Rokus, 2020. 254 s. ISBN 978-80-89510-92-4.

Kol. aut. : 1999 *Budoucí učitele na souvislé praxi*. Brno: Paido, ISBN 80-85931-56-7

KOSTURKOVÁ, M. 2019. *Teaching Slovak language and literature in the 1st grade of grammar schools: the verification of the development of critical thinking of pupils*. In: *Journal of Language and Cultural Education*. ISSN 1339-4045. ISSN 1339-4584. Roč. 7, č. 2 (2019), s. 173-187.

KOSTURKOVÁ, M., FERENCOVÁ, J. 2019. *Stratégie rozvoja kritického myslenia : kritické argumentovanie, debatovanie, písanie a organizovanie poznatkov*. 1. vyd.- Bratislava: Wolters Kluwer SR, 2019. 236 s. ISBN 978-80-571-0049-2. ISBN 978-80-571-0050-8.

KYRIACOU, Ch. *Klíčové dovednosti učitele*. Praha: Portál. ISBN 978-80-7367-434-2.

MIHÁLIK I. 1987 *Analýza vyučovacej hodiny*. Bratislava: SPN



RYS, S. 1977 *Hospitace v pedagogické praxi*. Praha SPN

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

**Notes:** *Compulsory subject*

*Standard student workload: 90 hrs.*

*60 hours (4 hours of tutorials, 20 hours of outputs, 20 hours of analyses of outputs, 16 hours of assistantship, extra-curricular and out-of-class activities)*

*30 hours individual preparation*

**Course evaluation**

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

The percentage of evaluated students who obtained an A, B, ... FX after enrolling in the subject is given. The total sum of a, b, c, d, e, f is 100. If a student received an FX in one year and a grade D after the next enrollment in the subject, both of his grades will be taken into account.

**Lecturers:** *doc. PhDr. Marek Lukáč, PhD.*

**Date of last change:** 1.10.2024

**Approved by:** *doc. PhDr. Marek Lukáč, PhD.*

## COURSE DESCRIPTION

**College:** *University of Prešov*

**Faculty/workplace:** *Center of Languages and Cultures of National Minorities*

**Course code:** *9UROS/SYNRJ/24*

**Course title:** *Syntax of the Romani language*

**Type, scope and method of educational activities:**

*lecture, seminar*

*1/1- weekly*

*combined method*

**Number of credits:** 3

**Recommended semester :** 2<sup>nd</sup>, 1<sup>st</sup> year

**Degree of study:** 2.

**Prerequisites:**

**Conditions for passing the course:**

*Participation in seminars is mandatory.*

*Completing ongoing homework assignments.*

*Elaboration of a seminar paper.*

*Short written works during the semester.*

*Percentage representation of individual tasks on the overall student assessment:*

*(1) ongoing homework: 20%,*

*(2) preparing a seminar paper: 30%,*

*(3) short written works during the semester: 50%*

*Credits will be granted based on the fulfillment of all the stated requirements according to the classification scale A,B,C,D, E, FX - the current Study Regulations of the PU in Prešov.*

**Learning outcomes:****Knowledge**

*The student can characterize the functioning of the system of clauses, ways of expressing sentence-forming clauses (predicative core) and ways of expressing subordinate clauses.*

*The student can identify the most typical properties of the syntactic and semantic structure of a sentence and has basic information about structural and semantic syntax. The student can distinguish simple two-member and one-member sentences.*

**Skills**

*The student can distinguish between syntagms, their types and formal means of combining words into syntagms.*

*The student can practically divide continuous texts into simple sentences and clauses. The student can create sentences and syntagms according to the assignment.*

**Competences**

*The student demonstrates analytical thinking in communication situations. The student can present and argue the acquired knowledge and skills in a professional discussion. The student develops his competences through independent study.*

**Course content:**

*The subject of syntax, syntactic connections and ways of expressing them.*

*Syntagma and its types.*

*A sentence as a basic syntactic unit.*

*Simple two-member and one-member sentences and their types.*

*Clauses - main and secondary.*

*Structural types of two-member and one-member sentences.*

*Semi-predicative constructions.*

*Modality of sentences.*

*The issue of defining a conjunction, simple and compound conjunctions, assigning and subordinating conjunctions.*

*Basics of semantic syntax.*

*Basics of text syntax.*

*Interpretation.*

*Clause Syntax .*

*Syntax of the nominal phrase and nominal inflection.*

*Syntax of verbal phrase and verbal inflection.*

*Termination acts.*

**Recommended literature:**

- MATRAS, Y., 2002. *Romani : A linguistic introduction* . Cambridge: Cambridge University Press.
- BAKKER, P., 1997. *Athematic morphology in Romani : The borrowing of a borrowing pattern* . In: Matras , Yaron & Bakker Peter & Hristo Kyuchukov ( eds .) *The typology and dialectology of Romani* . Amsterdam: John Benjamins . with 1–21.
- BORETZKY, N., 1989. *Zum Interferenzverhalten des Romani . ( Verbreitete and unusually Phenomena )* . *Zeitschrift for Phonetics , Sprachwissenschaft and Kommunikationsforschung* Vol. 42, p. 357–374.
- BORETZKY, N., 1992. *Zum Erbwortschatz des Romani* . *Zeitschrift for Phonetics , Sprachwissenschaft and Kommunikationsforschung* Vol. 45, p. 227–251.
- BORETZKY, N., 1996. *The "new infinitive " in Romani* . *Journal of the Gypsy Lore Society, Fifth Series* , Vol. 6, p. 1–51.
- BORETZKY, N., 2007. *The differentiation of the Romani dialects* . *Sprachtypologie and Universalienforschung (STUF)* vol. 60, p. 314–336.
- BORETZKY, N., and BIRGIT I., 2004. *Kommentierter Dialectatlas des Romani* . Wiesbaden : Harrassowitz .
- ELŠÍK, V., 2000. *Romani nominal paradigms : their structure , diversity , and development* . In: Elšík , Viktor & Yaron Matras ( eds .) *Grammatical relations in Romani : The noun phrase* . Amsterdam: John Benjamins . with 9-30.
- ELŠÍK, V., 2001. *Word-form borrowing in indefinites : Romani records* . *Sprachtypologie and Universalienforschung* Vol. 54, 126-147.
- ELŠÍK, V., 2007. *Grammatical borrowing in Hungarian Rumungro* . In: Matras , Y., and Sakel , J., ( eds .), *Grammatical borrowing in cross-linguistics perspectives* . Berlin : Mouton de Gruyter . with 261-282.
- ELŠÍK, V., 2009. *Loanwords in Selice Romani , an Indo-Aryan language of Slovakia* . In: Haspelmath , Martin & Uri Tadmor ( eds .) *Loanwords in the world's languages : A comparative handbook* . De Gruyter Mouton . with 260–303.
- ELŠÍK, V. and YARON M., 2006. *Markedness and language change : The Romani samples* . Berlin : Mouton de Gruyter .
- ELŠÍK, V. and YARON M., 2009. *Modalities in Romani* . In: Hansen , Björn & Ferdinand de Haan ( eds .) *Modals in the languages of Europe : A reference work* . Berlin & New York: Mouton de Gruyter . with 267–322.
- FRIEDMAN, V., A., 2000. *Romani in the Balkan Linguistics League* . In: Tzitzilis , Ch. & Symeonides , Kh . *Valkanikē ( eds .) Glossologia : Sygkhronia Kai diachrony – Balkan linguistics : Synchrony and Diachrony* . Thessaloniki : University of Thessaloniki . 95–105.
- MATRAS, Y., 1994. *Structural Balkanisms in Romani* . In: Reiter , Norbert, Uwe Hinrichs & Jiřina van Leeuwen-Turnovcová ( eds .) *Sprachlicher Standard und Substandard in Südosteuropa and Eastern Europe* . Beiträge zum Symposium from 12.-16. October 1992 in Berlin . Wiesbaden : Harrassowitz . with 195–210.
- MATRAS, Y., 2001. *Tense , aspect , and modality categories in Romani* . *Sprachtypologie and Universalienforschung* Vol. 53, p. 162–180.
- MATRAS, Y., 2005. *The classification of Romani dialects : A geographic-historical perspectives* . In: Halwachs , Dieter , Barbara Schrammel & Gerd Ambrosch . *General and applied Romani linguistics* . Munich : Lincom Europa . with 7–26.

SCHRAMMEL, B., 2005. *Borrowed verbal particles and prefixes in Romani : A comparative approach* . In: Halwachs , Dieter , Barbara Schrammel & Gerd Ambrose . *General and applied Romani linguistics* . Munich : Lincom Europa . with 99-113.  
 RÁCOVÁ A. and HVORECKÝ J., 2006. *Syntax of Slovak Carpathian Romani*. Bratislava: IRIS.

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

*Slovak, Romani, partly English*

**Notes:** *compulsory subject*

*Standard student load: 90 hours*

*- direct teaching: 26 hours*

*- independent work (preparation for the seminar, preparation of the seminar work): 44 hours.*

*- independent study of professional literature: 20 hours*

**Course evaluation**

Total number of evaluated students:

A	B	C	D	E	FX
a	b	C	d	e	f

**Lecturers:** *doc. Anna Orsós , PhD.; Mgr. Lenka Gorol'ová*

**Date of last change:** *01.10. 2024*

**Approved by:** *doc. Anna Orsós , PhD.*

## COURSE DESCRIPTION

**Name of the higher education institution:** *University of Presov*

**Faculty/workplace:** *Center of languages and cultures of national minorities*

**Course code:** *9UROS/SZSZP/24*

**Course title:** *Specifics of teaching pupils from socially disadvantaged environment*

**Type, scope and method of educational activity:**

*lectures and seminars*

*1/1 weekly*

*combined method*

**Number of credits:** *3*

**Recommended semester:** *1st, 1st year*

**Degree of study:** *2.*

**Prerequisites:**

**Conditions for passing the course: continuous evaluation**

*Processing and presentation of the seminar work (max. 40 points - 40%). For the ongoing knowledge test, the student can get max. 40 points (20%). For active participation and attendance, he can receive max. 20 points (20%). In total, the student can get max. 100 points (100%).*

*Grading scale: A (100% - 91%), B (90% - 81%), C (80% - 71%), D (70% - 61%), E (60% - 52%), FX ( 51% and less).*

**Learning outcomes:****Knowledge:**

*The student can explain the determination of school success by the student's social background. Can define criteria of social disadvantage according to school legislation. Can name the basic characteristics of socialization and education in a socially disadvantaged environment. Knows and can list the main problems and causes of problems in the school education of children with disabilities. He/she knows the basic development milestones of education policy in relation to Roma in the Slovak Republic and the former Czechoslovakia. The student can justify the lower school success of children from SZP in the context of their living situation and the historical context of Roma education.*

**Skills:**

*He/she can argue the need for inclusive education in a professional discussion. He is able to independently select knowledge from the subject area and process it in the form of a seminar paper according to predetermined criteria. Can identify specific social and cultural characteristics in the behavior and learning of pupils from SZP. He can process, present and defend his own seminar work.*

**Competences**

- In the case of working in an ethnically mixed class, he/she has the competence to effectively organize the cooperation of pupils in joint educational activities. He is competent to communicate effectively with the parents of pupils from SZP. It shows the need for one's own self-development in the form of a sincere interest in the individual biographies of students from SZP with the aim of individualizing teaching. Due to the acquired knowledge and skills, he is competent to take professional positions and make decisions aimed at improving the quality of teaching of pupils from SZP.*

**Course content:**

*Social inequalities in education - issues of the influence of social origin on school education. Characteristics of the term socially disadvantaged environment (SDE).*

*A Roma family from a socially disadvantaged environment. Specifics of education and socialization of children from SDE.*

*Determinants of lower school success of children from SDE.*

*Specific characteristics of Roma pupils from a socially disadvantaged environment.*

*Selected problems of school education of Roma children in pre-primary and primary education.*

*The issue of motivation for education and motivation in teaching for pupils from SZP.*

*Diagnostics and inclusion of Roma students in the educational process.*

*The value of education among Roma in the context of social exclusion.*

*Inclusive education - possibilities and limits in Slovak education.*

*Methods and forms of teaching pupils from SDE.*

**Recommended literature:**

BOMBA, L. a ZEMANČÍKOVÁ, V., 2011. Vplyv socioekonomického statusu rodiny na prospech žiaka v škole – súčasný stav na Liptove. In: *Pedagogika.sk*. [online]. Roč. 2, č. 3, s. 145-171.

BRÜGGEMANN, C., 2012. *Roma Education in Comparative Perspective. Analysis of the UNDP/World Bank/EC Regional Roma Survey 2011. Roma Inclusion Working Papers*. [online]. Bratislava: UNDP.

FILADELFIOVÁ, J. et al., 2012. *Správa o životných podmienkach rómskych domácností na Slovensku 2010*. Bratislava: Regionálne centrum Rozvojového programu OSN pre Európu a Spoločenstvo nezávislých štátov.

FREIRE, P., 2000. *Pedagogy of the oppressed*. New York: Continuum.

HORŇÁK, L., 2005. *Rómsky žiak v škole*. Prešov: PF PU.

HORVÁTHOVÁ, E., 1964. *Cigáni na Slovensku*. Bratislava: SAV.

HUTTOVÁ, J. et al., 2012. *Segregácia alebo inklúzia Rómov vo vzdelávaní: Voľba pre školy?* Bratislava: Nadácia otvorenej spoločnosti.

KUŠNIERIKOVÁ, N., 2002. Prístupy k vzdelávaniu Rómov v minulosti. In: M. VAŠEČKA, ed. *Čačipen pal o Roma. Súhrnná správa o Rómoch na Slovensku*. Bratislava: IVO, s. 679-694.

LUKÁČ, M., 2015. *Rómovia a vzdelanie. Sociálne a edukačné kontexty*. Prešov: Prešovská univerzita v Prešove.

MANN, A., B., 1995. *Vybrané kapitoly z dejín Rómov*. Bratislava: SPN.

RAFAEL, V. (ed.), 2011. *Odpovede na otázky (de)segregácie rómskych žiakov vo vzdelávacom systéme na Slovensku*. Bratislava: Nadácia otvorenej spoločnosti.

ŘÍČAN, P., 1998. *S Rómy žít budeme – jde o to jak*. Praha: Portál.

SALNER, A. (ed.), 2004. *Rómske deti v slovenskom školstve*. Bratislava: Inštitút pre dobre spravovanú spoločnosť.

*Stratégia pre rovnosť, inklúziu a participáciu Rómov do roku 2030, 2021*. Dostupné z: <https://www.minv.sk/?strategia-pre-rovnost-inkluziu-a-participaciju-romov-do-roku-2030&subor=403904>

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

**Notes:** compulsory optional subject

Standard student load: 90 hours

- direct teaching: 26 hours

- independent work (preparation for the seminar, preparation of the seminar work): 44 hours.

- independent study of professional literature: 20 hours

**Course evaluation**

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

**Lecturers:** doc. PhDr. Marek Lukáč, PhD.

**Date of last change:** 1.10.2024

**Approved by:** doc. PhDr. Marek Lukáč, PhD.

## COURSE DESCRIPTION

<b>Name of the higher education institution:</b> <i>University of Presov</i>	
<b>Name of the faculty/university workplace:</b> <i>Center of Languages and Cultures of National Minorities</i>	
<b>Course code:</b> <i>9UROS/TRUTE/24</i>	<b>Course title:</b> <i>Creation of Romani artistic text</i>
<b>Type, scope and method of educational activity:</b> <ul style="list-style-type: none"> <li>• <i>lecture, seminar</i></li> <li>• <i>0/1 weekly - daily study</i></li> <li>• <i>combined method</i></li> </ul>	
<b>Number of credits:</b> <i>2</i>	
<b>Recommended semester:</b> <i>1st semester, 1st year</i>	
<b>Degree of study:</b> <i>2.</i>	
<b>Prerequisites:</b>	
<b>Conditions for passing the course:</b> <i>continuous assessment</i>  <i>The interim assessment consists of two parts:</i> <ol style="list-style-type: none"> <li><i>1. Active participation in discussions at seminars throughout the semester and active homework on assignments during the semester are required - max. 50 points, min. 21 points</i></li> <li><i>2. During the semester, the student prepares and presents a seminar paper (50%, max. 50 points, min. 21 points)</i></li> </ol> <i>The resulting assessment is calculated as the average of active work at seminars, homework assignments, preparation and presentation of seminar work.</i> <i>Grading scale: A (100% - 91%), B (90% - 81%), C (80% - 71%), D (70% - 61%), E (60% - 52%), FX ( 51% and less).</i>	
<b>Learning outcomes:</b> <i>Knowledge</i> <i>The student masters the basic terminological instrumentation related to the issue of creative writing; can write and create various genres of artistic and non-artistic literature; can explain the peculiarities and specifics of specific texts.</i> <i>Skills</i> <i>The student can actively apply the information obtained from professional literature to solve practical tasks in the field - he can analyze and interpret created texts in his own words; can master various text creation techniques; can apply theoretical starting points from literary science to the creation of own texts.</i> <i>Competences</i> <i>The student is competent to creatively develop his individual writing style and optimize his writing skills; can think about the adequate use of creative writing techniques in didactic</i>	

*practice in the area of the teaching subject Romani language (with an integrated stylistic component) and literature.*

**Course content:**

*Definition of basic terms:*

*creativity, types of creativity, criteria of creativity; creative thinking; creative personality; fantasy; barriers to creativity; motivation for creativity.*

*Interpretation of the term creative writing.*

*Writing as a communication skill.*

*The essence and principles of creative writing.*

*Creative writing courses.*

*History of creative writing.*

*An overview of creative writing techniques.*

*Associative writing techniques: clustering, picture story, free writing, automatic writing, alphabet.*

*Writing as a game. Text collages, alliteration, declensions, lexicon, unknown language, advertisements.*

*Structured writing techniques. Acrostic, calligram, geometric poems.*

*Techniques of literary writing. Transformation of genres, analogical texts, change of perspective.*

*Specific creative writing techniques. Poet's accordion, chameleon, story restructuring, text negation. Selected creative exercises (creative techniques).*

**Recommended literature:**

*BIELEKOVÁ, K., ZVALENÁ, E., 2012. Tvorivé písanie vo vyučovaní jazyka a slohu (pre nižšie sekundárne vzdelávanie). Prešov: Filozofická fakulta Prešovskej univerzity v Prešove.*

*DOČEKALOVÁ, M., 2006. Tvůrčí psaní pro každého 2. Naučte se vyprávět příběhy! Jak se píše povídka, novela a román? Praktická cvičení. Praha: Grada.*

*DOČEKALOVÁ, M., 2009. Tvůrčí psaní pro každého 3: co je televize? Dramatická tvorba: zábavná tvorba. Praha: Grada.*

*DOČEKALOVÁ, M., 2006. Tvůrčí psaní pro každého jak psát pro noviny a časopisy: jak vymyslet dobrý příběh: praktická cvičení. Praha: Grada.*

*ECO, U., 2004. Meze interpretace. Praha: Karolinum.*

*FIŠER, Z., 2001. Tvůrčí psaní. Malá učebnice technik tvůrčího psaní. Brno: Paido.*

*KLIMOVIČ, M., 2010. Tvorivé písanie v mladšom školskom veku. Prešov: PU v Prešove.*

*KULKA, T., 2000. Umění a kýč. Praha: Torst.*

*MIKULA, V., 2000. 5x5 a jiné kritiky. Levice: L. C. A.*

*Písať tvorivo – učiť (sa) tvorivo. Ed.: V. Eliášová. Bratislava: Metodicko-pedagogické centrum, 2006.*

*SLANČOVÁ, D., 2004. Praktická stylistika. Prešov: Náuka.*

*URBAN, J., 1999. Utrpenie mladého poeta. Bratislava: Slovenský spisovateľ.*

*VIEWEGH, M., 2005. Lekce tvůrčího psaní. Brno: Petrov.*

*ZAJAC, P. 1990. Tvorivosť literatúry. Bratislava: Slovenský spisovateľ.*



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

*Slovak, Romani*

**Notes:** *compulsory optional subject*

*Standard student load: 60 hours*

*- direct teaching: 13 hours*

*- independent work (preparation for the seminar, preparation of the seminar work): 24 hours*

*- work according to the teacher's instructions: 23 hours*

**Course evaluation**

Total number of students evaluated: *uvádza sa reálny počet hodnotených študentov od zavedenia predmetu po jeho poslednú aktualizáciu*

A	B	C	D	E	FX
a	b	c	d	e	f

*Uvádza sa percentuálny podiel hodnotených študentov, ktorí získali po zapísaní predmetu hodnotenie A, B, ... FX. Celkový súčet a, b, c, d, e, f je 100. Ak študent v jednom roku získal FX a po ďalšom zapísaní predmetu hodnotenie D, zohľadnia sa obe jeho hodnotenia.*

**Lecturers:**

*Mgr. Alexander Mušíňka, Ph.D., Univ. doc., guarantor, lecturer, examiner, trainer, seminar leader*

*Mgr. Jana Gáborová Kroková, lecturer, examiner, trainer, seminar leader*

**Date of last change:** *1.10.2024*

**Approved by:** *Mgr. Alexander Mušíňka, Ph.D., Univ. doc*