**COURSE DESCRIPTION**

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| **University:** *University of Presov* |
| **Faculty:** *Faculty of Arts* |
| **Code:** *1IUKR/UPEP3/22**2PGD/SPRAX3/22* | **Course title:** *Continuous pedagogical practice 3* |
| **Type, scope and method of educational activity:** Instruction and practice at training schools: elementary school*60 hours (4 hours of teaching, 20 hours of outputs, 20 hours of analysis of outputs, 16 hours of assistant professions and extracurricular activities) (combined)* |
| **Number of credits:** *3* |
| **Recommended semester:** *4th semester, 2nd year of study* |
| **Study grade***: 2.* |
| **Prerequisites:** *Continuous pedagogical practice 1 and 2* |
| **Conditions for passing the course:** *credit test**The course is evaluated according to credit on the recommendation of a teacher responsible for practice.* *To obtain credits, the student is obliged, according to the conditions of the training school and the training teacher, to carry out at least 4 hours of teaching, 20 hours of performances and the corresponding number of analyzes of lessons taught at primary and secondary schools.* *Part of the practice is also assistant activities and extracurricular activities at least 16 hours in person.* *Based on the student's activities within the school, the practicing teacher will prepare Student Assessment, in which they will write a recommendation - to grant - not to grant credits for the accomplished practice.* |
| **Learning outcomes:****Acquired knowledge:***Student:** *has advanced additional knowledge needed to teach a specific subject of self-approval in lower and upper secondary education;*
* *is able to prepare, plan, implement and evaluate a lesson on specific topics of their own study approval in primary and secondary school, including proper diagnostics and evaluation of the educator and the whole teaching process;*
* *masters the teacher's responsibilities in relation to the management of the educational process as well as in relation to tasks arising from it; knows and masters the work with curricular documents for primary and secondary schools;*
* *masters basic, applied and frontier disciplines, other theories of pedagogy and psychology; can integrate and verify them in relation to practice at the various levels of education;*
* *knows and can distinguish between psychodidactic, professional, communication, interpersonal and intrapersonal competences of lower and upper secondary teachers, social status and moral responsibility for educational results and further its growth and own professional profile.*

**Acquired skills:***Student:** *knows how to actively acquire new knowledge and information, integrate it and use it in the educational process of lower secondary education and in the teaching profession;*
* *is able to creatively plan, implement and evaluate the educational process in relation to the respect for the developmental and individual specifics of lower secondary education student;*
* *is able to work with the basic curricular document - State educational program for lower secondary education and is able to apply the results of education to School Educational Program, to the thematic plan of the teacher; is able to 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 in accordance with the development periods and specifics of educators;*
* *able to argue relevantly with the practicing teacher about the appropriateness of planning and implementation of specific lessons, on the basis of which he acquires a self-reflective picture of the level of his abilities and skills, thus gaining a higher level of professional development at various levels upper secondary education*

**Acquired competencies:***Student:** *the student is able to manage the educational needs in the educational process and beyond it in lower secondary education;*
* *can independently coordinate the educational process of specific lessons, communicate responsibly, make decisions and flexibly adapt to the given teaching conditions;*
* *is ready to take responsibility for the quality of the educational process, the evaluation of students and the educational process itself;*
* *is able to communicate with the trainee teacher and other professionals about pedagogical-psychological components related to lower secondary education and can provide relevant arguments in his/her defense;*
* *is able to innovatively and creatively plan teaching on a specific topic;*
* *is independent in obtaining, classifying, formulating of information related to professional development at a given level of education, thus proving that he/she has developed competencies and intellectual skills necessary for the profession of lower secondary teacher.*
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| **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.**GABRHELOVÁ, L:, PASTERNÁKOVÁ, L. 2016. The intersections of education and management. Karlsruhe: Ste-Con, 2016. ISBN 978-3-945862-07-0.**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**Pasternáková, L. 2018. Inovace v oblasti manažmentu školy. In: Proměny edukačních situací a jejich konceptualizace. Praha: Univerzita Karlova v Praze. ISBN 978-80-7603-006-0. S. 20-28.**Rys, S. 1977 Hospitace v pedagogické praxi. Praha SPN* |
| **Language which is necessary to complete the course*:*** *Slovak language, Ukrainian language* |
| **Notes:** *notes on the course may be given, for example that the course is provided only in the winter semester, or if at least 15 students enroll in it, or that the capacity of the course is limited to 40 students, in case of higher interest students will be selected.* |
| **Course evaluation**Total number of students evaluated: credit test

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

*The percentage of assessed students who obtained a grade of A, B, ... FX. The total of a, b, c, d, e, f is 100. If a student receives an FX in one year and a D grade the next time he/she enrolls in tne course, both grades will be taken into calculation.* |
| **Lecturers:** *Prof. PaedDr. Lenka Pasternáková, PhD. MBA. - subject guarantor* |
| **Date of last change:** *January 2022* |
| **Approved by:** *Prof. PaedDr. Lenka Pasternáková, PhD. MBA., Prof. PhDr. Mária Čižmárová, CSc.* |