

Külföldi intézmény neve:	Univerzita Konštantína Filozofa v Nitre
Erasmus kód:	SK NITRA01
Kurzusinformációk:	https://www.ukf.sk/images/WebENG/ECTS_course_catalogue_Faculty_of_Education_UKF_Nitra_22_23.pdf
	https://www.ukf.sk/images/WebENG/ECTS_course_catalogue_Faculty_of_Central_European_Studies_22_23.pdf

Külföldi tanegység	Kód	Szemeszter	Szak	Tartalom	Hazai tanegység	Kód	Szak	Műveltség	Félév
Music Department									
Singing and Conducting the Choir I	KH/bUHU2 1/15	tavaszi		The basis of conducting techniques. Presentation of ways to lead interpretive gestures body, so to portray an artist's rendition of the musical work.	Karvezetés, kórushangképzés I	TT17NA02MT10	tanító	igen	V
Singing and Conducting the Choir II	KH/bUHU2 7/15	ősz		Teamwork in the study of polyphonic songs in the role of conductor and performer.	Karvezetés, kórushangképzés II	TT17NA02MT16	tanító	igen	VI
Interpretative Practice I	KH/mUHU 22/15	ősz		Focusing on technical mastery and content reprocessing the aspects of the recital pieces. Increasing demands on style interpretation, tone quality and creative approach to interpretation. Play transcriptions of vocal and instrumental pieces.					
Interpretative Practice II	KH/mUHU 27/15	tavaszi		Focusing on technical mastery and content reprocessing the aspects of the recital pieces. Prioritize creative approach to interpretation. Play transcriptions of vocal and instrumental works. Preparing for the final interpretive public appearances					
Choir I	KH/mUHU 06/15	ősz		Working with voice and voice training in choral ensemble. Basic information about the work of the choir housing and the role of choirmaster. Practicing appropriate repertoire. Improvement of artistic expression the collective interpretation of technical, expressive and stylistic point of view. Confrontation own vocal and interpretive skills through public appearances and interpretation competitions.	Vegyeskar	KB19-02M01-04	bármelyik	nem	kötelezően választható
Choir II	KH/mUHU 11/15	tavaszi		Working with voice and voice training in choral ensemble. Basic information about the work of the choir housing and the role of choirmaster. Practicing appropriate repertoire. Improvement of artistic expression the collective interpretation of technical, expressive and stylistic point of view. Confrontation own vocal and interpretive skills through public appearances and interpretation competitions.	Vegyeskar	KB19-02M01-04	bármelyik	nem	kötelezően választható
Choir III	KH/mUHU 17/15	ősz		Working with voice and voice training in choral ensemble. Basic information about the work of the choir housing and the role of choirmaster. Practicing appropriate repertoire. Improvement of artistic expression the collective interpretation of technical, expressive and stylistic point of view. Confrontation own vocal and interpretive skills through public appearances and interpretation competitions.	Vegyeskar	KB19-02M01-04	bármelyik	nem	kötelezően választható
Didactics of Music 1	KH/mUHU2 /15	ősz		Orientation in basic concepts of music pedagogy and music didactics. History of music pedagogy in the world and in Slovakia. Didactic aids and didactic principles. The issue of school and extracurricular music education. Implementation of Orff Schulwerk into musical education.	Ének-zene és tantárgy-pedagógiája III	TT17NA020A04	tanító	nem	III
Department of Language Pedagogy and Intercultural Studies									
Introduction to the Study of the English	KLIS/bAJL 01/15	ősz		1. Language and linguistics in general; 2. Characteristics and features of language; 3. IDE language family, German branch of languages; 4. Language influences on English Variants of English language; 5. Language levels of English Language Structuralism; 6. Geneva school; 7. Prague linguistic school	Bevezetés az angol mint idegen nyelv tantárgy-pedagógiájába	TT17NA01MT12	tanító	igen	IV
English Phonetics and Phonology	KLIS/bAJL 02/15	ősz		The course is designed to teach students the principles of phonemic transcription and familiarize them with the system of English speech sounds. Students should become familiar with aspects of connected speech and the principles of suprasegmental phonology.					
English Morphology	KLIS/bAJL 05/15	tavaszi		1. Grammatical system of English; 2. Morphology, morphemes; 3. Determiners; 4. Articles; 5. Countability; 6. Nouns - category of: number, gender and case; 7. Characteristics of specific and indefinite pronouns; 8. Classification of adjectives; comparison; 9. Adverbs - classification and characteristics; 10. Verbs	Nyelvtani rendszerezés	TT17NA01MT16	tanító	igen	VI
English Syntax	KLIS/bAJL 12/15	tavaszi		1. The architecture of English sentences; 2. Sentence elements (Subject, Predicate - Verb, Object, Complements, Modifiers); 3. Verb categories; 4. Nominalization of the predicate; 5. Sentence categories and patterns; 6. Agreement; 7. Types of sentence; 8. Simple sentence; 9. Compound sentences; 10. Showing relationship between ideas. Connectives; 11. Complex sentences. Classification; 12. Compound-complex sentences; 13. Passive constructions, reported speech; 14. Sentence problems. Run-on and fragmentary sentences. Dangling modifiers.	Mondattan	TT17NA01MT13	tanító	igen	V

English Lexicology and Phraseology	KLIS/bAJL 09/15	ősz		1. What is Lexicology? Lexicology Definitions, Branches of Lexicology, Position of Lexicology within Linguistics; 2. History of English Language. The Oldest History, Roman Britain, Old English, Middle English, Modern English; 3. The Origin of English Words. Major and Minor Influences in English, Native Vocabulary vs. Loan Vocabulary. Assimilation, Degrees of assimilation; 4. Word Formation Processes in English: Derivation – Prefixation, Suffixation; 5. Word Formation Processes in English: Compounding – Types of Compounds; 6. Word Formation Processes in English: Conversion, Quantitative Changes; 7. Semantics – Semantic Change. Polysemy. Specialization and Generalization of Meaning; 8. Other types of Semantic Change – Metaphor, Metonymy, Hyperbole, Litotes, Euphemism; 9. Synonymy. Synonymic dominant. Distinction between synonyms. Contextual Synonyms. Sources of Synonymy; 10. Antonymy. Root antonyms – Proper, Complementary, Relational. Derivational Antonyms. Contronyms; 11. Homonymy. Classification of Homonyms. Difference between Homonymy and Polysemy; 12. Set expressions. Classification of Set Expressions According to the Function. Set Phrases. Proverbs (Adages). Similes. Familiar Quotations. Collocations; 13. Newspaper English. Principles of Newspaper English. Punning. Anagrams; 14. Stylistically marked and Stylistically Neutral Vocabulary. Formal Vocabulary. Colloquialisms. Slang; 15. Standard English and Local Dialects. Regional Varieties of English. English in New Space. New Tendencies. Netronyms. Emoticons.	Névszók és használatuk	TT17NA01MT09	tanító	igen	IV
Introduction into History and Culture of Great Britain and Ireland	KLIS/bAJL 11/15	ősz		Students acquire a holistic overview of the most important historical, cultural events and political systems of the UK and Ireland. A part of the course is development and practicing of intercultural communicative competences.	Országismereti beszédgyakorlat	TT17NA01MT20	tanító	igen	VII
Introduction into History and Culture of the USA and other English Speaking Countries	KLIS/bAJL 13/15	tavasz		1.Native Americans and the Old World Expands: Development of Native American Culture, Background of American Folklore, Discovery of America, Spanish and Dutch exploration and colonization; 2.English and French settlements: Arrival of Pilgrim Fathers and their puritan culture, Formation of first colonies and cities, Mayflower compact, Expansion of French Canada, Wars between England and France for possession of North America; 3.American Revolution- war of independence: Background of American Revolution, Boston Tea party, Declaration of Independence, G. Washington, T. Jefferson; 4.Slavery in America and Civil War: Origin and development of Slavery, differences between the North and the South, Emancipation Proclamation, A. Lincoln; 5.America in World War I and World War II, post- war times.: Reasons of US entry the WWI, role of USA in WWI, T. Roosevelt, W. Wilson; Great depression in the USA, reasons of US entry the WW2, Cold War ; Civil Rights Movement- end of discrimination, M.L. King; 6.Political System of the USA: Origins of Constitution and Confederation of the USA on the historical background, Principles of Government, Branches of Government- the executive branch, the legislative branch, the judicial branch, political parties, election in the USA; 7.American Geography; Economy and Education in the USA: the face of the land- mountains, lowlands, rivers, cities, weather, “temples of nature”, National Parks; population, labour and welfare, the base of industry; early childhood education, elementary, secondary education, colleges and universities, preparation for work; 8.American beliefs and values: American Dream, Big Apple, Melting pot, Salad bowl; demographic distribution, immigrants, religions, mobility, media, holidays, American food, cultural life in the USA	Országismereti beszédgyakorlat	TT17NA01MT20	tanító	igen	VII
History, Culture and Realia of Slovakia	KLIS/bAJK 09/15	tavasz		1. Geographical, ethnic and confessional structure of Slovakia; 2. History of Slovakia from the very beginning up to the 10th Century; 3. Slovakia in the Kingdom of Hungary under the House of Arpád; 4. Slovakia in the High Middle Ages; 5. Slovakia during the Early modern Era 1526-1711; 6. Slovakia in a Period of structural changes 1711-1848; 7. On the Road to Modernization 1848-1918; 8. Slovakia in the 20th Century; 9. The traditional culture of Slovakia. (Clothes and Footwear, Community of Village and Family, Family customs and Calendar Customs, Folk Arts, Food and Eating, Handicrafts and Home- production); 10. Political systems (Political parties, parliament, elections, the president, government, state administration, judicial power and the system of supreme authorities of judicial power); 11. Education in Slovakia; 12. Slovak cultural and Natural Heritage UNESCO (Wooden churches in Slovakia, Technical Monuments, Castles, Open-air museums); 13. Slovak Culture (Literature, Fine Art and Architecture, Music, Theatres, Motion Pictures)	Országismereti beszédgyakorlat	TT17NA01MT20	tanító	igen	VII
Intercultural Communication	KLIS/bAJL 15/15	tavasz		1. Humanistic, anthropologic, sociologic and semiotic concepts of culture; 2. Two levels of culture (Iceberg concept of culture, big C culture, small c culture); 3. Acculturation, ethnocentrism, cultural shock; 4. Language and culture; 5. Language and cultural identity; 6. Cultural and linguistic relativity; 7. Intercultural communication (defining, development of the discipline); 8. Intercultural vs. multicultural communication; 9. Intercultural competence a intercultural communicative competence; 10. Models of intercultural competences; 11. Cultural stereotypes, linguistic nationalism; 12. Culture, education and foreign language learning.	Angol nyelvű irodalmi beszédgyakorlat I	TT17NA01MT18	tanító	igen	VI
Introduction to Didactics of English Language and Literature	KLIS/bAJL 17/15	ősz		1. Foreign and English language education in Europe and Slovakia; 2. English language teaching and learning - theory and practice. Teaching approaches and methods; 3. The English language teacher; 4. The English language learner; 5. Classroom management (classroom languages, rules, environment and equipment); 6. Teaching language systems; 7. Developing communication skills; 8. Evaluation and assessment. Testing; 9. Teaching Foreign Culture; 10. Teaching Foreign Literature.	Angol nyelvű gyermekirodalom I	TT17NA01MT11	tanító	igen	IV

Methodological Seminar (Methodology of Leisure Time Activities)	KLIS/bAJL 18/15	őszi		1. Spare-time and after-school activities in the context of teaching English to pre-school children and young learners; 2. Characteristics and classification of interests; 3. Characteristics of pre-school children and young learners; 4. Methodology of teaching English to pre-school children and young learners; 5. Methods of teaching English in the context of after-school activities; 6. Participation of schools and out-of-school organizations in organizing after-school activities; 7. ractical activities focused on teaching English in the framework of after-school education; 8. Students' presentations.	Élményközpontú korai nyelvtanítás	SZABV19-01-01	bármelyik	nem	szabadon választható
Introduction to Translation Studies	KLIS/bAJK 14/15	őszi		1. Translation as a field of study; 2. Brief history of translation and interpreting; 3. Translation process; 4. Equivalence in translation; 5. Expressional shifts in translation; 6. The aspect of time and space in translation; 7. Translation competence; 8. Translation of literary texts (prose, poetry, drama); 9. Translation of non-literary texts; 10. The most important translation theories and schools; 11. Interpreting; 12. Computer assisted translation					
Listening Comprehension	KLIS/bAJL 03/15	őszi		1. Predicting in tables (1); 2. Signpost phrases, sentence completion, classification; 3. Information in flowcharts; 4. Identifying campus contexts, information in multiple choice questions, summary completion (1); 5. Understanding maps, sentence completion, table completion; 6. Mid-term test; 7. Understanding layout, predicting from notes; 8. Questions from statements, paraphrases for matching; 9. Changing opinions, extended multiple choice, summary completion (2); 10. Predicting in tables (2), words spelt out; 11. Paraphrasing questions, visual multiple choice; 12. Final test					
Reading Techniques in English	KLIS/bAJL 06/15	tavaszi		1. Topic: Full of Energy. Working from context. Multiple choices. Paragraph headings. Producing a paragraph-heading question; 2. Topic: Health, wealth and happiness. Skimming and scanning. Sentence completion. Speed reading; 3. Topic: Communication. Short-answer questions. Matching headings. Topic sentences. Pick from a list; 4. Topic: Work and money. Identifying what is required. Looking at words in context. Dealing with unknown words; 5. Topic: Society and social issues. Summary completion. Note completion. Skimming for style. Skimming for content; 6. Topic: The world around us. Table completion. Flow-chart completion; 7. Topic: Sell, sell, sell. True / False / Not given. Sentence completion; 8. Topic: The road to success. Yes / No / Not given. Paraphrase practice; 9. Topic: Networks. Classifying. Understanding the author's point of view. Patterns in a text; 10. Topic: Sport, leisure and time. Labelling a diagram. Question/type review.					
Speaking	KLIS/bAJL 04/15	őszi		1. Interaction - conversation social communication; 2. Transaction – expressing agreement/disagreement, asking questions, asking for clarification etc.; 3. Presentation – communication in work, speeches in front of audience; 4. Improvisation, dramatisation; 5. Discussions, debates, negotiation; 6. Communication games; 7. Prepared speech and spontaneous speech; 8. Role plays and simulations	Angol nyelvű beszédgyakorlat	SZABV19-01-03	bármelyik	nem	szabadon választható
Academic Writing	KLIS/bAJL 14/15	tavaszi		1. Topic. Narrowing the topic. Key words. Research question; 2. Library research. Databases. Working bibliography; 3. Using resources. Citation, paraphrasing, summarizing.; 4. Evaluating resources. Internet resources.; 5. Avoiding plagiarism. Resources according to ISO 690 and APA.; 6. Paragraph writing. Topic sentences.; 7. Developing paragraphs by detail, comparison and contrast, process, combination of these techniques.; 8. Linking ideas.; 9. Writing introductions.; 10. Writing conclusions.; 11. Revising and editing drafts.; 12. Writing abstracts.; 13. Elements of grammar in academic texts.					
Special Language Seminar 1	KLIS/bAJL 08/15	tavaszi		1. Communication I; 2. Communication I; 3. Environment I; 4. Environment II; 5. Transport I; 6. Transport II; 7. Test; 8. Literature I; 9. Literature II; 10. Architecture I; 11. Architecture II; 12. Test	Idegen nyelv pedagógus-jelölteknek I-IV (angol)	KBN01KV01-04	bármelyik	nem	kötelezően választható
Special Language Seminar 2	KLIS/bAJL 10/15	őszi		1. Tourism and conservation; 2. International relations; 3. Health and omnidirectional care Fashions and consumerism; 4. Technology and change; 5. Journalism and media; 6. Law and society; 7. Business and economics; 8. Science and nature	Idegen nyelv pedagógus-jelölteknek I-IV (angol)	KBN01KV01-04	bármelyik	nem	kötelezően választható
Theory and History of Anglophone Literatures	KLIS/bAJL 16/15	őszi		1. Introduction to the course. Evaluation criteria.; 2. What is literature? The definitions of literature. The verbal nature of literature and its functions. Literary scholarship: literary theory, literary criticism, and literary history. General, comparative and national literatures. Definitions of literature.; 3. Literary criticism. Traditional and modern approaches.; 4. Interpretation of the literary work.; 5. Literary language and style. Simile and Metaphor.; 6. Literary syntax and sound.; 7. Intertextuality: The Little Red Riding Hood (by Ch. Perrault, adopted version by the Grimms, A. Garner, R. Dahl); 8. Literary kinds and genres. Poetry; 9. Prose and Drama.	Angol nyelvű ifjúsági irodalom	TT17NA01MT17	tanító	igen	VI
Selected Chapters from Anglophone Literatures	KLIS/bAJL 20/15	tavaszi		1. Introduction into Anglophone literature; 2. Irish and Scottish literatures; 3. Selected American authors; 4. British authors of foreign origin and minority literatures; 5. Colonial themes in British literature; 6. Postcolonial Anglophone literature; 7. Contemporary Anglophone literature	Angol nyelvű irodalom	SZABV19-01-02	bármelyik	nem	szabadon választható
English for Specific Purposes	KLIS/bAJL 19/15	őszi		The main aim of the course is to familiarize students with professional terminology related to specific fields of study (science, technology, information technology, etc.) while focusing on all language skills in professional context. 1. Introduction to the course. Methodology of working with non-literary texts.; 2. English in professional communication.; 3. Written non-literary texts.; 4. Practical exercises focused on English vocabulary for specific purposes: - Natural sciences (Physics, Chemistry, Biology); - Technology; - Information Technology; - Commercial Correspondence, etc.					

Introduction to Music Culture	KLIS/bAJK 13/15	ősz		The aim of the course is to familiarize students with musical directions within the time chronology, together with the main interpreters. Inherent parts of the subject are music samples from the given period and presenting projects on a given topic. 1. Musical beginnings (polyphony, Celtic relics, antiphons, carols); 2. Baroque (G.F. Handel); 3. Classical music - A. Sullivan, G.Holst, E.Elgar, H. Parry, R.V. Williams and B.Britten; 4. Folk music - Irish, Scottish, Welsh, American (national traits); 5. British popular music (rock, pop, jazz); 6. USA - jazz rock, rock and roll, American popular music today - singers and performers	A két-tannyelvű oktatás módszertana. Ének-zene és vizuális nevelés	TN01KS05	bármelyik	nem	kötelezően választható
Introduction to Fine Arts Culture	KLIS/bAJK 22/15	ősz		1. Culture and art in prehistoric era Roman culture and art in Britain; 2. Pre-Christian art Art during medieval times; 3. Renaissance.; 4. Baroque; 5. 18-th century art; 6. Pre-Raphaelites; 7. 20th century art; 8. Contemporary art of Anglophone cultures; 9. Fine art in the USA and Canada; 10. Fine art in New Zealand and Australia Art in former British colonies	A két-tannyelvű oktatás módszertana. Ének-zene és vizuális nevelés	TN01KS05	bármelyik	nem	kötelezően választható
European Institutions and Norms	KLIS/bAJK 21/15	ősz		1. European Parliament; 2. European Commission; 3. Council of Europe; 4. Court of Justice; 5. Court of Auditors; 6. European Social Fund; 7. Committee of Regions; 8. European Central Bank, European Investment Fund, European Investment Bank; 9. European Ombudsman, 10. Personal Data Protection in EU; 11. Interinstitutional bodies of the European Union; 12. Intercultural Communication in the European Union	Az EU és az oktatás	SZABV118	bármelyik	nem	szabadon választható
English Stylistics	KLIS/mAJL 03/15			1. The fields of language activities and language use in ancient Greece which became the sources of further development of stylistics.; 2. Economisation of the speech intentionally which became dominant in the middle ages, and enhanced the distinction between the Form and Content.; 3. The attempt of Wilhelm von Humboldt to describe functional styles in language at the beginning of 19th century. The pros and cons of Humboldt's theoretical approach.; 4. Bailey and his concept of stylistics; 5. The Russian Formalists - the main representatives and a new method of literary and linguistic analyses. Their approach and specification of the focus of their study.; 6. The movement Structuralism - its main ideas and representatives.; 7. The programme and methodology of the Prague Linguistic Circle. The main representatives.; 8. The influence of M. Halliday in British stylistics. His approach to the linguistic analysis of literary texts.; 9. The notion of the "language style", "literary style" and "functional styles"; 10. The method of "stylistic analysis" in comparison to "literary interpretation" of text.; 11. The most common characteristics of style. The approach represented by Bennisson Gray.; 12. Three fundamentally different views of the notion of style according to which we can view style as a departure, an addition, and connotation.; 13. The types of linguistic variation. The relation between Style and Register.; 14. The relationship of Stylistics towards other linguistic disciplines. Other fields of study related to stylistics.; 15. The relationship of Stylistics towards the field of study of Literary Study and linguistics. The role of literary and linguistic context in the study of style.; 16. The linguistic theories of F. de Saussure and N. Chomsky related to the study of style.; 17. The division of styles into two categories: group styles and individual styles. The study of styles as introduced by the Czech scholars L. Doležal, J. Vachek, and F. Danes.					
American Literature	KLIS/mAJL 06/15			1. Romanticism as reflected in the work of E. A. Poe.; 2. Transcendentalism, Individualism, Nature, and God in the works of Emerson and Thoreau.; 3. The break with poetic tradition in Whitman's poetry.; 4. Realism and Regionalism in James, Dreiser, and Twain.; 5. Emergence of Modernism: G. Stein, critical and imaginative works, repetition, recurrence, signification process, philosophy of language, postmodernism of her writing.; 6. Modernist views reflected in the works of Pound, Eliot, Williams, Stevens.; 7. Fiction between the wars as reflected in Fitzgerald and Hemingway.; 8. Poetry and fiction of the Beat Generation.; 9. Use of symbolism in Hawthorne's work.; 10. Postmodern voices in prose.; 11. American drama of the 20th century. (O'Neill, Williams, Miller, Albee); 12. William Faulkner as a representative of Southern literature.; 13. Theory of modernism/ postmodernism – definitions.	Angol nyelvű irodalom	SZABV19-01-02	bármelyik	nem	szabadon választható
British Literature	KLIS/mAJL 02/15	ősz		1. Introduction to British literature; 2.The first English Literature, Anglo-Saxon Period (Beowulf); 3.The Anglo-Norman Period, (Sir Gawain and the Green Knight); 4. Geoffrey Chaucer his life and work; 5.Renaissance, renaissance poetry (Sidney, Spencer) and drama (Marlowe, Johnson); 6.William Shakespeare his life and work, 7.The Age of Milton (Paradise Lost); 8.The Age of Reason (Neoclassicism), poetry(A.Pope), drama (J.Gay), prose (D.Defoe, J. Swift, S.Richardson, H.Fielding, L.Stern); beginnings of English novel; 9.The Forerunners of the Romantic Movement gothic novel; 10.The Romantic Period; 11.Victorian Period, Victorian novel, poetry and criticism; 12.Realistic Period (Late Victorian and Edwardian Age), novel, poetry and drama in this period; Art for Art's Sake, naturalism.; 13.James Joyce and Modernism, characteristic features of modernism, J.Joyce: The Portrait of the Artist as a Young Man; Dubliners; 14.Modernism of Virginia Woolf, To the Lighthouse; Moments of Being feminism of Virginia Woolf; 15.Other Writers of the 1st half of the 20th century, J.Conrad, G.Green; 16.Other Writers of the 1st half of the 20th century, K. Mansfield, D.H. Lawrence; poetry (W.B.Yeats, T.S. Eliot); 17.Dystopias of Orwell and Huxley; 18.From 1950s to the turn of the century novels, Angry Young Men and K. Amis; W. Golding and the question of humanity; women writers of the 2nd half of the 20th ct.; magic realism; 19.From 1950s to the turn of the century drama Angry Young Men and John Osborne; Samuel Beckett and the Theatre of the Absurd; 20. Contemporary British literature	Angol nyelvű irodalom	SZABV19-01-02	bármelyik	nem	szabadon választható

Children's Literature in English	KLIS/mAJL 10/15	ősz		1. Introduction to Children's Literature History and Study.; 2. Using Children's Literature to Teach EFL. (Criteria for Selecting Literary Materials, Readers, Creation of Comprehension Questions); 3. Folk genres: Folk Tales (myths, legends, fables, fairy tales, etc.); 4. Folk genres: Nursery Rhymes and Songs.; 5. Beginnings of Moderns Children's Literature. Non-sense Literature.; 6. Picture Books.; 7. Children's Fantasy: Introduction. Animal and Toy Fantasy.; 8. Fantasy with an extraordinary hero. Superhero fantasy; 9. High Fantasy. J. R. R. Tolkien and C. S. Lewis; 10. Roald Dahl's books.; 11. Adventure and historical fiction.; 12. Stories about boys and girls. Animal stories.; 13. Other genres for young adults.	Angol nyelvű gyermekirodalom II	TT17NA01MT14	tanító	igen	V
Teaching Language Systems in English	KLIS/mAJL 01/15	ősz		1. Reasons for teaching pronunciation; 2. Significance of pronunciation in different approaches to teaching foreign languages; 3. Methods of pronunciation teaching; 4. Materials suitable for teaching pronunciation; 5. Integrated grammar teaching; 6. Communication approach to teaching grammar; 7. "Grammar less" teaching a foreign language; 8. Inductive and deductive approach; 9. Four degrees in grammar teaching; 10. Integrated vocabulary teaching; 11. The stock of the CEFR; 12. Basic principles and techniques of vocabulary teaching; 13. Integration of language systems and speech skills in English language teaching	Angol mint idegen nyelv tantárgy-pedagógiai alapjai	TT17NA01MT19	tanító	igen	V
Teaching English Communication Skills	KLIS/mAJL 05/15	tavasz		Developing skills and strategies – receptive skill Listening; 1. Reasons for listening- different techniques; 2. Extensive, intensive, selective and interactive listening; 3. How to help students to improve their listening; 4. How to choose a suitable listening text; 5. What makes a listening text easy or difficult; 6. How to help students to understand a listening text; 7. The main stages in a listening skills lesson; 8. Listening to a video/DVD versus listening to an audio tape/CD; 9. Using music and songs in the classroom; 10. Using materials – published materials, authentic materials; 11. Sources of listening material; 12. Developing skills and strategies - productive skill Speaking; 13. Conversation practice at various proficiency levels; 14. Some factors in a good discussion: topic, group-work, role-play; 15. Giving the discussion a purpose: the task; 16. Elements of speaking – language features; 17. What do we mean by speaking skills; 18. What types of speaking activities can we use in the classroom; 19. How can you encourage students to speak; 20. Guidelines for a free/creative speaking activity; 21. Examples of guided and free speaking activities; 22. Practical examples: brainstorming activities, organizing activities, compound activities; 23. Pictures in the language classroom - emphasis on speaking; 24. Giving feedback to students – Giving positive feedback - Correction techniques - Evaluation and testing (Methods for assessing listening and speaking)	Angol nyelvű beszédgyakorlat	SZABV19-01-03	bármelyik	nem	szabadon választható
Pedagogical Diagnostics in Foreign Language Education	KLIS/mAJL 07/15	tavasz		1. Evaluation and Assessment of learning processes. Terminology. (Gondová, pp. 7-27 (Warning! Some terminology misunderstandings and confusions possible, that is why it is necessary to study the notes from a lecture). Kinds of evaluation.; 2. Kinds of tests. Qualities of tests. Teacher-made versus Standardized Tests. (Gondová, pp. 28-49, Harris, pp. 1-23); 3. Testing language endowment (Jilka et al., pp. 243-258); 4. Assessing grammar and vocabulary. Testing grammatical structures and vocabulary. (Gondová, pp. 50-74, Harris, pp. 24-31 + 48-57); 5. Assessing receptive skills. Testing auditory discrimination and listening and reading comprehension. (Gondová, pp. 75-98, Harris, pp. 32-47 + 58-67); 6. Assessing productive skills. (Gondová, pp. 99-122, Harris, pp. 68-93); 7. Constructing tests and interpreting their results. (Harris, 94-146); 8. Kinds of assessment.; 9. Evaluation of the course.					
Teaching Learners with Special Educational Needs	KLIS/mAJL 11/15	ősz		1. Special educational needs (SEN) and specific learning difficulties affecting teaching English as a foreign language; 2. Accommodation of SEN learners in the foreign language classroom.; 3. Overview of suitable teaching techniques.; 4. The assessment of SEN learners; 5. Teaching techniques for dyslectic learners; 6. Teaching techniques for dygraphic learners; 7. Teaching techniques for learners with pronunciation disorders; 8. Teaching techniques for ADD/ADHD learners; 9. Teaching English to learners with impaired sight.; 10. Teaching English to learners with impaired hearing.; 11. Final evaluation.					
Teaching English in Primary and Pre-Primary Education	KLIS/mAJL 04/15	tavasz		1. Characteristics of young learners- how children learn languages, 2. Young learners and affective domain; 3. Classroom interaction and management-tips and ideas; 4. Teaching vocabulary to young learners; 5. Teaching listening to young learners; 6. Teaching speaking to young learners; 7. Teaching reading to young learners; 8. Teaching writing to young learners; 9. Teaching grammar to young learners; 10. Assessment and evaluation, 11. Teaching language through tasks and activities; 12. Ice-Breaker activities for children; 13. Word games, Spelling games; 14. Nursery rhymes; 15. Songs, Jazz chants; 16. Storytelling, Dramatization; 17. Role plays; 18. Hands and crafts in language teaching; 19. Projects	Angol mint idegen nyelv tantárgy-pedagógiája az osztálytermi gyakorlatban I	TT17NA01MT19	tanító	igen	VI
Teaching English to Adult Learners	KLIS/mAJL 08/15	ősz		1. CEFR: Common European Framework of Reference for Languages: Learning, Teaching and Assessment) 2. European key competences for lifelong learning; 3. Traditional school system and the changing roles of English teachers; 4. Creativity and emotional intelligence of future English teachers; 5. Increasing the importance of designing English language projects; 6. Autonomous learning via using multimedia in teaching/learning English; 7. Roles of mentors for English novice teachers; 8. European Language Portfolio – a change from a teacher-centered to a learner-centred approach; 9. Team work and team teaching; 10. Issues and developments in adult education; 11. Record-keeping in adult education; 12. Education in the 21st century – using alternative methods in teaching English.	Angol mint idegen nyelv tantárgy-pedagógiája az osztálytermi gyakorlatban II	TT17NA01MT22	tanító	igen	VII

Pragmalinguistics	KLIS/ mAJK04/1 5	ősz		1. Definitions and background; 2. Deixis and distance; 3. Reference and inference; 4. Presupposition and entailment; 5. Co-operative principles and implicature; 6. Test; 7. Speech acts and events; 8. Politeness and interaction; 9. Making sense; 10. Conversation and preference structure; 11. Final test					
Sociolinguistics	KLIS/mAJK 08/15	tavasz		1) Sociolinguistics - Language and Society; 2) Language and Social Class; 3) Language and Ethnic Group; 4) Language and Sex; 5) Language and Context; 6) Language and Social Interaction; 7) Language and Nation; 8) Language and Geography; 9) Language and Contact; 10) Language and Humanity					
Department of Pedagogy									
Family Education	KPG/bPEP 09/15	tavasz		Family represents a primary educational environment with a significant impact on a child. There are important changes in family life in last decades in Europe, linked to the changing structure, roles of parents, family values and everyday life. There exist so called families at risk, where the atmosphere influences education of a child in negative way. Teachers have to know how to diagnose the level of family education risks and how to help children and their parents. Problems of parents – school cooperation are topics of course content, too.	Család és iskola	TT17NA06A14	tanító	nem	VII
Theory and Methodology of Play and Leisure Time Activities	KPG/bUZ2 2/15	tavasz		The course is aimed at non formal education, how to organize free time activities of pupils in primary and secondary level of education in various institutions which provides nonformal education. There are explained basic terms connected to this topic (educational and psychological).	Játék az iskolában	KB06TN02	bármelyik	nem	kötelezően választható
Methodology of Leisure Time Activities	KPG/bPG1 4/15	tavasz		The course is aimed at non formal education, how to organize free time activities of pupils in primary and secondary level of education in various institutions which provides non formal education. There are explained basic terms connected to this topic (educational and psychological). There is included methodological part of organizing free time or leisure time activities.					
of the First Class at Primary School	KPG/bPEP 26/15	tavasz		The main idea of the course is to explain an adaptation process and school adjustment. Multidisciplinary approach towards school adaptation is applied. There are discussed specifics of elementary teaching and process of adaptation in the first grade of schooling. School readiness, its criteria and school diagnostics of a child at the end of preschool attendance is included. The important topic is also preparation of a child for his social role of a pupil under the conditions of preschool education and family.	Az átmenet mondeljei és problémái	KB06TN01	bármelyik	nem	kötelezően választható
Regional History of Pedagogy and Schooling	KPG/bPG1 5/15	tavasz		The main purpose of the teaching subject is to explain links of historical conditions of the society to educational system. Nitra region and its schooling history and representatives of educational science are the core part of curricula. Excursions to historical places of education are interesting part of the subject.					
School Policy and School Management	KPG/mUZ0 6/15	tavasz		The course is concentrated on explanation of the legislative principles which rules the school system in Slovakia and other countries. The main educational acts are discussed. Moreover the subject is focused on the class and management at primary and secondary schools. Personal, financial, administrative aspects are analysed as well.	Pedagógiai pszichológia	TT17NA06A08	tanító		
Social Pedagogy	KPG/mPE D04/15	tavasz		The aim of the course is to provide the students with basic information about history, development and current comprehension of social pedagogy, further analysis of theoretical and methodological basis. Exploration of systematic and conceptual issues of social pedagogy, define and understand the relation among social pedagogy and other branches of science as well as to define and analyse chosen issues (institutional, social and educational care for children and youth, prevention and correction of educational difficulties) which are forming the orientation and content of current social and pedagogical conceptions.					
Theoretical Basics of Pedagogy	KPG/bUZ0 1/15	ősz		Course represents a basic background for understanding pedagogy as a science and teaching practice. It is concentrated on explanation of basic notions and theories on educational science. Wider social and historical context of education and relationship between education and socialization are topic of the course content, too.	Nevelélmélet	TT17NA06A07	tanító	nem	III
Preschool Pedagogy	KPG/bPEP 02/15	tavasz		The content of the course is formed by analysis of educational process, axiological nature of education and concretization of educational content. It is aimed on preschool and early school age.					
Theory of Education	KPG/bPED 10/15	tavasz		The course deals with topics of teleological and conceptual basis of education using analysis of chosen philosophical, psychological and educational conceptions of the 20th and 21st century. The part of the course named theory of education deals with analysis of that process, axiological nature of education and concretization of content of education.	Neveléstörténet szeminárium	TT17NA06A11	tanító	nem	V
Theory of Teaching	KPG/mUZ 01/15	ősz		The aim of the course is to describe the nature of teaching, learning process and conditions of its effectiveness. The course is oriented on chosen theoretical and practical aspects of instructional process. General didactics is a base for specialized subject didactics.	Pedagógiai tervetés	TT17NA06A06	tanító	nem	III

Pedagogical Diagnostics	KPG/mUP V06/15	tavasz		1. Basic pedagogical diagnostics methods.; 2. Assessment and classification. Didactics tests. Concept maps.; 3. The school maturity and the school readiness.; 4. Psychomotor, gross and fine motor skills diagnostics.; 5. The basic laterality tests.; 6. The child's cognitive skills diagnostics.; 7. The literacy tests, reading, writing, mathematical skills assessment.; 8. Pupils with special education needs assessment.; 9. Drawing and art therapy diagnostics methods.; 10. The diagnostics of a child's affective component.; 11. The role of a game within the elementary pedagogical diagnostics.; 12. The child's family environment diagnostics.					
Education of Health Physically Disadvantaged Adults and Seniors	KPG/mAN D06/15	tavasz		1. Social and education care of disabled adults and seniors.; 2. Individualized education programs for exceptional adults in society.; 3. Institutions for disabled citizens, possibilities of requalification and the education role of an andragogy specialist.; 4. Social and legal protection of health physically disadvantaged persons in the Slovak Republic.; 5. Integration and inclusion of disabled adults.	Mentális sérülékenység a családban	KB19-06MN05	bármelyik	nem	kötelezően választható
Multicultural Education and Work with Ethnic Minorities	KPG/mPE D25/15	tavasz		Culture, its functions, stratification of culture. Multicultural education, objectives, status at present. The purpose and objectives of multicultural education and competencies of graduates of lower secondary education. Goals of multicultural education and competencies of graduates in upper secondary education. The structure of the national educational program and the educational characteristics of areas in terms of multicultural education. The role of the arts in intercultural education. Teacher training for multicultural education. The implementation of multicultural education in practice.	Inkluzív nevelés	TT17NA06A12	tanító	nem	V
					Inter- és multikulturális nevelés	KB06MN01	bármelyik	nem	kötelezően választható
Department of Physical Education and Sport									
Human Anatomy and Physiology	KTVS bSAR01/15	ősz		The course describes the parts of human body from the somatic as well as functional point of view. Structural parts of the body are described in details. Mobility of the organism of a sportsman is also in the centre of attention of the lecturer. Behaviour of the skeletal system and its adaptation to loading is also observed. The course deals with basic issues of exercise physiology. It is focused on theoretical and practical knowledge on the behaviour of a sportsman while performing sport. The adaptation processes within individual body systems is described. Basic methods of assessment of motor performance and physical fitness are presented.	Anatómia, élettan	TT17NA11MT05	tanító	igen	III
Theory and Didactics of Sports	KTVS/bSA R17/15	ősz		The system of sport, spheres of operation, functions and focus of sport. Theory of sport performance. Talent search and recruitment. Sport training. Components of sport training. Management of sport training. Structure of sport training. Sport competitions. Sport training of the youth. Forecasting and modelling in sport. Structure of sport and its links with other spheres of life of a society. Philosophic, theoretical and methodological fundaments of the sport science.	Testnevelés és tantárgy-pedagógia II	TT17NA11A03	tanító	nem	III
					Testnevelés és tantárgy-pedagógia III	TT17NA11MT03	tanító	igen	III
Aerobic Exercises	KTVS/bSA R30/15	ősz		Characteristics of aerobic exercises, meaning, aims and tasks in physical education and sport. Practical lessons of aerobic exercises with the use of various tools and implements (strengthening flexi-rubbers, kettle-bells, small dumbbells, TRX, water sack, flexi-bar, strengthening ring, heavy balls, overball, fit-ball, skipping-rope...) Independent displays of aerobic exercises during lessons.	Aerobik gyakorlatvezetés	KBN11KV02	bármelyik	nem	kötelezően választható
Outdoor Winter Activities I	KTVS/bSA R12/15	tavasz		Basic theoretical knowledge on the importance of skiing, principles of safety and hygiene during a stay in the mountains, correct shoes and clothing, ski care. Basic information on competition. Acquisition of elementary skiing instruction starting from elementary locomotions on skis, balance development and sliding feeling, through elementary changes of direction on the slope. The improvement of skiing carving technique is carried out under the assistance of ski instructors in a small group of students. Teaching practice in a small group. Basic skills on a snowboard. Elementary exercises. Theoretical knowledge on teaching children skiing and snowboarding at a ski (snowboarding) course in the mountains.	Sítábor	SZABV91-1	bármelyik	nem	szabadon választható
Ice Skating and Ice Hockey	KTVS/bSA R25/15	tavasz		Elementary theoretical knowledge on the meaning of skating, safety and hygiene at skating, on the equipment necessary for skating and ice-hockey. Basic information on competitions and rules of competition. Acquisition of basic stance and locomotions on ice, skating forward and backward, simple jumps and spins. Practical learning of hockey skills. Game combinations and patterns.					
Collective Games I.	KTVS/bSA R11/15	ősz		Volleyball: 1-2 The aim and practice in school physical education; 3-4 Movement of the player without the ball; 5-6 Overhand pass; 7-8 Forearm pass; 9-10 Different types of serve; 11-12Spike and its individual technique; 13-14Defeensive game skills; 15-16 Offensive game combination; 17-18 Defensive game combination; 19-20 Game systems; 21-22 pactical exams; 1-2 Basic basketball stance, cutting, change of direction and movement of the player without the ball.; 3rd-4th Start, stop, jump and body impact.; 5th-6th Offensive individual skills -Keeping the ball in place and on the move (dribbling), dribble drive, changing the direction with the ball.; 7th-8th Holding and taking the ball, passes (both -hand and one hand pass, the pass from the chest, from the head, the pass from the side). 9th-10th Passes in motion without and with defenders.; 11.-12. Shooting in the movement - layup.; 13th-14th Shooting from a place - set shot, stop jump shoot.; 15th to 16th Defensive individual skills - defensive position and movement, defending a player with a ball and without a ball, rebounding.; 17th to 18th Offensive combinations - Give and go, screening, combinations at the predominance of attackers.; 19th-20th Defense combinations - switching, trapping.; 21. Offensive systems - fast break and secondary break and set offense; 22. Defensive systems - man to man defense and zone defense.; 23. Use of motion games in basketball.; 24. Organization of basketball tournament at school.	Sportjátékok és módszertana I	TT17NA11MT10	tanító	igen	V
					Sportjátékok I-II	SZABV85 SZABV86	bármelyik	nem	szabadon választható

Beach Volleyball	KTVS/bSA R31/15	tavasz		1. The aim and practice in school physical education process; 2. Movement of the player without the ball on the sand; 3. Overhand pass; 4. Forearm pass; 5. Different types of serve; 6. Spike and its individual technique; 7. Defeensive game skills; 8. Offensive game combination; 9. Defensive game combination; 10. Organization of tournaments in beach volleyball	Röplabda	SZABV208	bármelyik	nem	szabadon választható
Theoretical basics of physical culture	KTVS/bSA R04/15	tavasz		1. Introduction to physical culture; 2. Ancient Greece, ancient olympic games; 3. Physical culture in Rome; 4. Physical culture in Feudalism society; 5. Filantropinum; 6. Turner Movement; 7. Swedish health gymnastics; 8. Sokol Movement; 9. France natural physical education; 10. English system of sports; 11. Development of physical culture in Europe and in Slovakia at the end of 19th a 20th century.; 12. modern era of Olympic games; 13. Introduction to antropomotrics; 14. Physical activity; 15. Physical assumptions.; 16. Motor differences; 17. Ontogenesis of motorics.; 18. Somatotypology and growth types.; 19. Body height prediction in maturity, Regression equation, nomograms.; 20. Testing and evaluation, diagnostics.; 21. Motor tests, basic statistics and processing of measured data.; 22. Test Batteries and Standards.; 23. Standard rating scales.; 24. Final test from antropomotrics					
Building and Operation of Sport Facilities	KTVS/bSA R14/15	ősz		1-2 History of Building and Operation of Sport Facilities; 3-4 Outdoor Building and Sport Facilities; 5-6 Sport halls; 7-8 Swimming Buildings and Sport Facilities; 9-10 Buildings and Sport Facilities on Ice; 11-12 Other types of Buildings and Sport Facilities; 13-14 Technical and organization characteristics of buildings and Sport Facilities; 15-16 Buildings and Sport Facilities and enviroment; 17-20 Visit of selected Buildings and Sport Facilities; 21-22 Final exam					
New Forms of Movement and Sports Games	KTVS/bSA R06/15	tavasz		1.-2. Badminton; 3.-4. Floorball; 5.-6. Frisbee; 7.-8. Tchoukball; 9.-10. Kin-ball; 11.-12. Korfball; 13.-14. Squash; 15.-16. Streetball; 17.-18. Table tennis; 19.-20. Futsal; 21.-22. Beach sports; 23.24. Climbing on an artificial wall	Mozgásvilág	SZABV19-11-02	bármelyik	nem	szabadon választható
Adapted Physical Education	KTVS bTV11/15	ősz		1st to 2nd Characteristics of health physical education, goals, tasks. 3rd-4th History of health physical education. 5th-6th Teaching process of health physical education. 7th-8th Posture - characteristics, components of posture. Diagnosis of spinal flexibility and posture. 9th-10th. Posture assessment methods. 11th to 12th Functional disorders of the musculoskeletal system - muscle imbalance. 13th-14th Muscle imbalance testing. Mobilization exercises. 15th to 16th Musculoskeletal weaknesses. 17th to 18th Lower limb defects and weaknesses. 19th-20th Weaknesses of the respiratory system, breathing exercises. 21st-22nd Weaknesses of the cardiovascular system. 23rd-24th Metabolic, sensory and nervous disorders. 25th-26th Peculiarities of teacher work in the teaching process with students with various types of health impairments.					
Kinesiology	KTVS bSAR18/15	ősz		1st to 2nd Introductory lesson basics of kinesiology, concept of motor skills. 3rd-4th Functional disorders of the musculoskeletal system, characteristics of muscle imbalance 5th-6th Muscle imbalance testing 7th-8th Theoretical foundations of the SM system method. Anatomy of muscle chains, principles of SM system. SM system in practical exercises, the first three exercises with modifications (A, B, C - 4 positions). 9th-10th. SM system in practical exercises, exercises with modifications of exercise positions (D, E - 3 positions). 11th to 12th SM system in practical exercises, exercises with modifications of exercise positions (F - 2 positions). 13th-14th SM system in practical exercises, exercises with modifications of exercise positions (G - 3 positions). 15th to 16th SM system in practical exercises, exercises with one upper limb (H, I, J, K) 17th to 18th SM system - vertical and spiral stabilization when exercising on one leg (L - 5 positions) 19th-20th SM system -12 exercises - exercises on balance mats 21st-22nd SM system - walking training, exercises at BOSU 23rd-24th SM system - improving proper breathing during exercise and repetition.					
Unusual Games and Exercises	KTVS/bPE P05/15	tavasz		1. RINGO; 2. FREESBEE;3. SOFTBALL; 4. FLORBAL;5. INDIACA; 6. Unusual exercises for speed development; 7. Unusual exercises for strength development; 8. Unusual exercises for endurance development; 9. Unusual exercises for development of coordination abilities					
Diagnostics of Sport Performance	KTVS/bSA R33/15	tavasz		1.-2. theoretical basis of sport performance diagnostics; 3.-4. diagnostics of running speed or sport speed capabilities; 5.–6. diagnostics of muscular strength capabilities; 7.- 8. diagnostics of endurance performance; 9.-10. diagnostics of coordination abilities including mobility and flexibility; 11.-12. diagnostics of physical performance disbalancies					
New Forms of Gymnastics and Aerobic Activities	KTVS/bSA R35/15	tavasz		1. - 2. Explain the theoretical basis of new form of aerobics. 3. - 4. Practically learning about yogaand stretching (static, dynamic, PNF, method of gradual stretching) , 5. - 6. Rope skipping 7. - 8. Foam rolling 9. -10. Flowin exercise 11. - 12. TRX exercise 13. - 14. Spinning 15. - 16. Gymstick 17. - 18. Jumping 19. - 20. Bosu exercise 21. - 22. Fitball and Overball 23. - 24. Fulfillment of requirements for passing the course	Gimnasztika és torna módszertana II	TT17NA11MT09	tanító	igen	IV
Fitness	KTVS/SR3 4/11	ősz		1. - 2. theoretical fundamentals of fitness and functional training 3. - 4. theoretical fundamentals of muscle building, fat loss, strength 5. - 6. organization and methodological principles of training 7. – 8 warm up in fitness 9. - 10. Upper body exercises11th - 12th Upper body exercises 13th - 14th Legs and gluteus exercises 15. - 16th Legs and gluteus exercise19. - 20. Core exercises 21. - 22. Core exercises 23. - 24. methodological outputs student					

Alternative Fine Art Education	KVTV/mVU 16/15	tavaszi		1. Non-traditional and non-classical art techniques and procedures, including use of recycling materials and fine art procedures based on action art. 2. The use of synaesthesia, art games and experiments in the art class. 3. The use of practical interpretation of fine art and gallery animation. 4. The use of the principles of supportive therapies in art class, including art therapy. 5. The use of the principles of the project, experiential and non-directive teaching in fine art education. 6. – 12. Preparation, implementation, reflection and evaluation of teaching units using the alternative approaches in fine art lessons.	Alternatív vizuális nevelés	TT17NA12MT15	tanító	igen	VII
Methodology of Fine Art Education	KVTV/mVU 07/15	ősz		1. Talks about art, a dialogue with the art, the relationship between pupil and the art world.; Q 3. The development of pupil emotionality, creativity and ethical feelings by art work.; 4. The development of pupil media literacy by art work.; 5. The development of pupil self-knowledge, socialization and relaxation.; 6. – 12. Implementation and evaluation of the lessons on the basis of preparation of teaching units led by individuals/couples.	Vizuális nevelés tantárgypedagógiája	TT17NA12A05	tanító	nem	IV
Basis of Art Therapy and Arterphiletics	KVTV/mVU 17/15	ősz		1. Art Therapy - aims, forms, definitions, methods, themes and techniques, advantages and pitfalls. 2. Arterphiletics - aims, forms, definitions, methods, themes and techniques, advantages and pitfalls. 3. Art Therapy and Arterphiletics in the context of art and art education - fine art creation as a means of self-expression, relaxation and personal development.; 4. – 12. Preparation, implementation and evaluation of creative activities with the application of the principles of Art therapy and Arterphiletics in shape of teaching units led by individuals/couples.					
Art Therapy	KVTV/bPG VY/09	tavaszi		1. Aims, forms, definitions, methods, topics and techniques of Art therapy. 2. Aims, forms, definitions, methods, topics and techniques of Arterphiletics.; 3. Benefits and pitfalls of use of Art therapy and Arterphiletics activities for art lessons.; 4.-12. Implementation of selected themes and techniques of Art therapy and Arterphiletics into fine art education in shape of teaching units led by individuals/couples.					
Fine Art Perception and Expression I.	KVTV/bPE P02/15	tavaszi		1.- 2. Sign in visual arts, the sign system of visual media.; 3. Drawing and graphic art means and materials.; 4.- 6. Point, space, light, stain, structure. Print and expression.; 7. - 9. Visual art space depiction, space in surface, depicting feeling, experience, visual perception.; 10. - 13. Graphic art techniques in art education.; 12. - 13. Practical assignment on given topic.	Képzőművészeti gyakorlat	TT17NA12MT07	tanító	igen	IV
					Képzőművészet	SZABV72	bármelyik	nem	szabadon választható
Fine Art Perception and Expression II.	KVTV/aPE P3/09	tavaszi		1. Painting tools and materials (paints, paint brushes, paper etc.); 2. Painting techniques.; 3. Painting of plain, space, ornament, expression of feeling, perception or experience.; 4. Symbolic meaning of colours, physical and psychological effects of colours.; 5. Painting techniques which can be used in teaching practise.; 6. – 12. Practical exercises related to the topic.	Képzőművészeti gyakorlat	TT17NA12MT07	tanító	igen	IV
					Képzőművészet	SZABV72	bármelyik	nem	szabadon választható
Digital Photography	KVTV/bVU 18/15	ősz		Continuing to extend the knowledge and skills acquired during the studies in the photography class. The development of the student's individual creative expression and deepening of his/her photographic thinking and vision with possible overlaps with the use of senseless digital technology. 1. – 3. Main topic: Digital image and its further processing by intricate software. 4. – 6. Emphasis on impeccable mastering of the assigned topics of art, in a documentary style with the possibility of using digital photography. 7. – 10. Working with the expression with an emphasis on light, shadow, shape and composition. Continuing to extend the knowledge and skills acquired during the studies in the photography class. The development of the student's individual creative expression and deepening of his/her photographic thinking and vision with possible overlaps with the use of senseless digital technology.					
Basic of Photography	KVTV/bVU 08/15	ősz		Within the given time and technical possibilities the students become familiar with the basics of classical photography. 1. Photographic equipment and their perplexing operation.; 2. Artistic approach to the technology of photography.; 3. Individual work focused on the photogram technique. Within the given time and technical possibilities the students become familiar with the basics of classical photography.	Fotózás	TT17NA12MT13	tanító	igen	VI
Drawing - Portrait	KVTV/bVU 06/15	tavaszi		1. Working with the model - the model (portrait); 2. Accent on the correct anatomical coping live model.; 3. Manage linear and valeric drawings, composing format.; 4. Search fine character – art shortcut for real shape.; 5. Working with light.; 6. Linear composition (plastic line); 7.-8. Monochrome (flat) composition of light.; 9.-10. Valeric (two-color) spatial composition.; 11.-12. Color composition.; Home layout: free variation of a classic portrait and self-portrait processed in the digital medium and subsequently transferred to the medium of painting.					
Experimental Painting	KVTV/mVU 15/15	tavaszi		1. Working with the media painting, experimentation and validation of its options.; 2. Overlaps genre painting.; 3. Fine art in architecture.; 4. – 12. Painting techniques in architecture.					

Figural Composition	KVTV/bVU 28/15	ősz		<p>Work with models, the ability to install and study process.; Anatomically correct coping study.; Composing in this form of work with volume and light.; The transition from drawing studies to the paintings compositions.; Parallel homework (self-figural composition).</p> <p>1. Linear drawing of the figure according to a live model.; 2. Valero's figural drawing according to the live model. Figure in space, with an emphasis on awareness of the phenomenon light.; 3. Figural painting according to the live model in space with an emphasis on awareness of the phenomenon light.; 4. Work with models, the ability to install and study process.; 5. Anatomically correct coping study.; 6. Composing in this form of work with volume and light.; 7.- 12. The transition from drawing studies to the paintings compositions. Parallel homework (self-figural composition).</p>	Modellrajz II	SZABV971-2	bármelyik	nem	szabadon választható
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