

Külföldi intézmény neve:	Universidad Zaragoza
Erasmus kód:	E ZARAGOZ01
Kurzusok:	https://internacional.unizar.es/subjects-english

Külföldi tanegység	Kód	Szemeszter	Szak	Tartalom	Hazai tanegység	Kód	Szak	Műter	Félév
TANÍTÓ									
Didactics: Geometry	26629	tavasz	tanító	The main goal of the subject is the mathematical and didactic training of future teachers of Primary Education with regard to school geometry. This subject is part of the Teaching and Learning of Mathematics, together with the subjects Didactics of Arithmetic I and II. These subjects are responsible for the didactic-mathematical training of future teachers of Primary Education, together with their relationship with school practices. It is not necessary to have mathematical knowledge different from that acquired in compulsory secondary education to successfully complete the subject . However, it is essential to have a willingness to rework and reflect on such concepts from a teaching perspective as well as continued work on the subject.	Geometria és tantárgy-pedagógiája	TT17NA05A07	tanító	nem	V
					Geometria és tantárgy-pedagógiája	TT24NA05A06	tanító	nem	V
English in primary education II	26623	tavasz	tanító	Since the main objective of the course is to develop students' communicative competence in English as they reflect on their own learning process, expected learning outcomes focus on the development of oral and written receptive and productive skills and on the description and evaluation of classroom practices and procedures. All these learning outcomes will be assessed in the course.	Komplex nyelvi fejlesztés II.: nyelvtan	TT22NA01MT04	tanító	igen	IV
					Komplex nyelvi fejlesztés II.: nyelvtan	TT24NA01MT07	tanító	igen	IV
English in Primary Education III	26687	ősz	tanító	As the main aim of this course consists of students' improvement of their grammatical and communicative competence in the English language, mainly in the written form, the learning outcomes have been set according to these aspects. In the same way, the assessment will try to measure the students' competence in the four main language skills: speaking, writing, reading and listening (within a B2 level).	Komplex nyelvi fejlesztés I.: nyelvi készségek és nyelvtan	TT22NA01MT03	tanító	igen	III
					Komplex nyelvi fejlesztés I.: fonetika és nyelvtan	TT24NA01MT05	tanító	igen	III
English language in primary education I	26611	tavasz	tanító	Since the main objective of the course is that learners should develop communicative competence in English, at the same time as they reflect on their own learning process, expected learning outcomes are both the development of oral and written skills and of the learners' capacity to describe and evaluate classroom practices and procedures.	Angol mint idegennyelv tantárgypedagógiája I.	TT22NA01MT12	tanító	igen	IV
					Angol mint idegennyelv tantárgypedagógiája II.	TT24NA01MT08	tanító	igen	III
Evolutionary Processes and Diversity	26612	ősz	tanító	Meaning , context , relevance and aims of the subject. The subject and its expected results meet the following approaches and objectives: The course was designed to enable the teacher to recognise the student diversity to be found at the stage of 6 to 12 years. Diversity in terms of personal characteristics and development: sensory, motor , behavioural , cognitive ; school learning, sociocultural and contextual also taking into account the consequences of this various development in school learning. The teacher must be able to assess how to work with this different students , offsetting for their particular difficulties , by enabling and promoting optimal development and autonomy . Another important objective is to understand the strategies and techniques that allow working in the classroom, so that the role of the school and education professionals, as well as family and peers in the educational attention to diversity is integrated.	Pedagógiai pszichológia	TT17NA06A08	tanító	nem	IV
					Pedagógiai pszichológia	TT24NA06A09	tanító	nem	V
Innovation in Inclusive Schooling	26638	ősz	tanító	On passing the subject, students will be more competent to guarantee the education and training of people in unpredictable and complex scenarios, with the performance of an inclusive function in relation to the rest of the educational community under an ethical dimension, promoting innovation for the improvement of teaching practice beyond the limits of current educational systems under the reference of an inclusive educational process. An attitude should be adopted that favours reflection, creativity and constructive critical thinking in relation to the contents of the subject, which helps to achieve deeper learning.	Multietnikus, multikulturális társadalom, inkluzív nevelés	TT24NA08A04	tanító	nem	V
Learning and teaching EFL	26675	ősz	tanító	The aim is to provide students with the fundamental theoretical knowledge of the teaching-learning process of the English language in the context of Primary Education as well as to enable them to effectively use the appropriate teaching strategies. The future English language teacher at the Primary Education stage must have theoretical knowledge about the acquisition of the foreign language and its teaching, since these underpin his or her ability to make conscious decisions . They must also acquire the pedagogical skills necessary for good practice. This subject is instrumental in the formation of an English specialist. The contents of this subject are related to those of other subjects of the mention, with the internships, with the Degree Final Projects. In order to take this subject it is necessary to have at least a B2 level of English. The students are encouraged to attend classes and actively participate in the proposed activities.	A kétnyelvűség elmélete és gyakorlata	TT22NA01MT11	tanító	igen	III
					A kétnyelvűség elmélete és gyakorlata	TT24NA01MT04	tanító	igen	III

Content and language integrated learning (CLIL)	26544	ősz	óvó	The main aims of this subject have to do with the students' ability to put into practice a CLIL approach in the stage of Infant Education by providing them with enough theoretical and practical knowledge through observation, analysis and reflection on their CLIL teaching practice. Moreover, after the observation, analysis and reflection activities, the students will have the opportunity to design and implement CLIL materials, activities, lessons and units of work for Infant Education levels.	Egyéni egyeztetés!				
English in Child Education II	26523	tavaszi	óvó	Since the main objective of this subject is that the students improve their communicative competence, especially oral, in the foreign language, together with the reflection on their own learning, we suggest learning outcomes centered in the comprehension and production skills in written and oral English and also, the description and evaluation of the daily practice inside the classroom. All these outcomes will be evaluated as part of the subject.					
English in Infant Education III	26569	ősz	óvó	The principal aim of this module is for the students to improve their knowledge of English grammar and their communicative competence in the language, as well as their language learning strategies. The students' reading and writing skills are expected to expand from B2 to B2+ or C1 level, with special emphasis on the development of academic culture, while their oral skills will be aimed at consolidating B2. In addition, and in line with English in infant education I and English in infant education II, this module will also cover a range of professional aspects relevant to the pre-service training of future nursery EFL teachers, more specifically in connection with bilingual programmes.	Fonetika, kiejtésfejlesztés	ÓP17NA01AM03	óvó	igen	IV
					Fonetika, kiejtésfejlesztés	ÓP24NA01AM07	óvó	igen	IV
English in Nursery School I	26511	tavaszi	óvó	The main objective of this subject is that students improve their communicative competence, especially oral communicative competence in English while reflecting on their learning processes. Subject-specific learning outcomes that students should achieve are reading, speaking, reading, and writing skills, as well as the ability to analyse and evaluate classroom practices and skills development and strategies.	Egyéni egyeztetés!				
Language and communication in the bilingual classroom	26545	ősz	óvó	The subject aims to meet the following principles and objectives: Language and oral communication in the bilingual classroom must take account of both segmental (i.e. pronunciation) and suprasegmental features of speech (i.e. rhythm, stress and intonation), as present in materials from the oral tradition which may be useful, culture-relevant and understandable to nursery school pupils, such as poems, short stories and tales. The module also involves the acquisition of procedures and strategies useful for the development of communicative competence, with a special emphasis on the strategic sub-competence and on all those aspects relevant to the acquisition of the foreign language and some of its basic communicative functions at an early age.	Angol nyelvű gyermekirodalom I.	ÓP17NA01AM11	óvó	igen	III
					Angol nyelvű gyermekirodalom I.	ÓP24NA01AM06	óvó	igen	III
Learning and teaching EFL	26560	ősz	óvó	The objective of this subject is for students: a) to learn the theoretical foundations of the teaching and learning of English as a foreign and second language; b) to reflect upon the implications which these theories have for the context of the Pre-Primary Education classroom; and c) to prepare future teachers to use teaching strategies effectively.					
Resources for EFL in infant school	26563	ősz	óvó	The programme will be structured around the different areas within the curriculum of Infant Education so that the students may be able to develop the necessary competences to foster a communicative and globalised learning of the foreign language (English) as well as the different curricular areas in this educative stage. The development of the activities will follow the general principles that rule the communicative and bilingual approach, which will be revised in the first part of the syllabus. In the same way, the activities related to the diverse curricular areas will respect and exemplify the totalising and globalising principles that lie behind the curriculum of Infant Education.	Angol nyelvű kutatások	SZABV19-01-04	bármelyik	szabadon választható	bármelyik