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	Művter	Félév
				TANÍTÓ					
Didactics: Geometry	26629		sz 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
		tavasz			Geometria és tantárgy-pedagógiája	TT24NA05A06	tanító	nem	v
			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
English in primary education II	26623	tavasz			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	ш
	20007				Komplex nyelvi fejlesztés I.: fonetika és nyelvtan	TT24NA01MT05	tanító	igen	ш
English language in primary	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 learnir 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
education I					Angol mint idegennyelv tantárgypedagógiája II.	TT24NA01MT08	tanító	igen	ш
Evolutionary Processes and	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
Diversity					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			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 undergin 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 studentsare encouraged to attend classes and actively participate in the proposed activities.	A kétnyelvűség elmélete és gyakorlata	TT22NA01MT11	tanító	igen	III	
	26675	ősz tanít		A kétnyelvűség elmélete és gyakorlata	TT24NA01MT04	tanító	igen	Ш	

Musical Education: the Basics 2	26628	tavasz	tanító	The course and its objectives are based on the following premises: The course is included in the third year of academic study toward obtaining a Grado Degree as Teacher in Primary Education. At this point, the students are in the process of acquiring transversal knowledge, and they are in an optimal disposition to be adequately trained in the specific skills imparted by the course "Fundamentals of Music Education". The course's main objective is to develop the teaching students' modes of musical perception and expression, and to help them adapt themselves to the task of imparting music in primary schools by applying pedagogical skills and teaching-learning processes. These approaches and objectives are aligned with the following Sustainable Development Goals (SDG) of the United Nations 2030 Agenda (https://www.un.org/sustainabledevelopment/es/), in such a way that the acquisition of the results learning of the subject provides training and competence to contribute to a certain extent to its achievement Objective 4. Quality Education - This objective aims to guarantee an inclusive, equitable and quality education and promote learning opportunities throughout life. With this, what is intended with the subject is that students acquire quality didactic tools to improve their classes and to be able to carry out quality musical activities in them. Objective 5. Gender equality. This goal aims to achieve gender equality and empower all women and girls. Gender equality is not only a right, rather, it is one of the fundamental pillars to build a peaceful, prosperous and sustainable world. For this reason, the subject aims to maintain equity and gender equality in all its musical, vocal, motor and instrumental activities. Objective 10. Reduction of inequalities. This objective and the with resources that promote integration, inclusion and equity, both in university classes and in the preparation of our students for their professional future as teachers of primary schools. Objective 12. Responsible consumption and	Ének-zene és tantárgy- pedagógiája 4.	TT22NA02A04	tanító	nem	IV
					Ének-zene és tantárgy-pedagógiája 3.	TT24NA02A03	tanító	nem	IV
					A két-tannyelvű oktatás módszertana. Ének- zene és vízuális nevelés	TN01KS05	tanító	kötelezően választható	bármelyik
Oral communication 26			tanító	The main aim of the course is for students to improve their oral communicative competence in English, becoming more fluent and accurate in their communication with other speakers. Students are also made aware of and able to use different communication strategies and conversational skills when interacting with other speakers and with their future students. Finally, students become familiar with the specific features of oral discourse, and the extent to which they vary depending on the context and communicative situation.	Országismereti beszédgyakorlat	TT22NA01MT05	tanító	igen	V
	26676	ősz			Országismereti beszédgyakorlat	TT24NA01MT11	tanító	igen	V
					Angol nyelvű beszédgyakorlat	SZABV19-01-03	bármelyik	szabadon választható	bármelyik
Planning effective teaching	26677	ősz	tanító	The subject and its expected results meet the following approaches and objectives: - Knowledge of the main models of curriculum design and of the regulatory and institutional frameworks for their implementation. - Knowledge and application of analysis techniques of the different needs, intelligences and motivations of students in Primary Education and of planning and curriculum strategies for these students. - Planning of the different strategies of teaching and learning in the classroom, group and cooperative work, self-learning, student and teacher assessment. - Design and planning of: class hours, teaching units, courses and learning phases, as part of a course of English as a foreign language in the context of primary education, or teaching any other subject in English in the context of bilingual schools.	Pedagógiai tervezés	TT17NA06A06	tanító	nem	Ш
Psychology of Development	26606		vasz tanító	Importance of learning outcomes obtained in the subject: Nowadays the activity of the teacher in the classroom is developed in a context marked by diversity, and will be specified in regular classrooms with students wit different learning paces and classrooms prepared to work with pupils with special educational needs. Teacher training requires knowing the conditions that will produce different paces of learning and development, sometimes with important differences in relation to other students and to the typical patterns of development.	Pedagógiai pszichológia	TT17NA06A08	tanító	nem	IV
		tavasz		Which makes these children recipients of additional support from the education system. An effective teacher performance requires maintaining a positive attitude towards the development of all pupils, regardless of the conditions that have generated such diversity. Equally important, teachers must be able to identify properly these conditions of diversity and should have sufficient knowledge about the factors that explain their emergence and evolution, so that they can know what interventions can encourage the development of these children as well as under what conditions of the educational system can be implemented.	Pedagógiai pszichológia	TT24NA06A09	tanító	nem	v
Resources for EFL in primary school	26678	ősz	tanító	The future ESL teacher must develop the ability to reflect critically about existing materials to evaluate the extent to which they allow us to target the contents and objectives set out by the curriculum and, more particularly, to evaluate how they contribute to develop the written and oral skills of Primary students, as well as their communicative competence in that language. In addition, the future ESL teachers must be capable of adapting and supplementing existing materials to cater for the specific and changing needs of their students, in addition to providing differentiated instruction for students with different levels, learning styles and interests.	Angol nyelvű kutatások	SZABV19-01-04	bármelyik	szabadon választható	bármelyik
				όνό					

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	tavasz	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	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	
	20303				Fonetika, kiejtésfejlesztés	ÓP24NA01AM07	óvó	igen	IV	
English in Nursery School I	26511	tavasz	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 26545 the bilingual classroom	00545		isz 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	ш	
	20040	052			Angol nyelvű gyermekirodalom I.	ÓP24NA01AM06	óvó	igen	ш	
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	όνό	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	