

Külföldi intézmény neve:	Universidad Pública de Navarra
Erasmus kód:	E PAMPLON02
Kurzusok:	Az alább feltüntetett kurzusok angolul vannak, de emellett van lehetőség spanyolul és franciául is tanulni.

Kód	Külföldi tanegység	Szemeszter	Szak	Tartalom	Hazai tanegység	Kód	Szak	Művter	Félév
Intenational Bachelor's Degree in Early Childhood Education									
311101	SOCIAL ORGANIZATION AND HUMAN DEVELOPMENT	ősz	óvó	In a constantly changing world, this course has been designed as a first approach to Sociology in which students will develop an understanding of the complexity and diversity of human societies. This course offers a solid grounding in the core sociological concepts. Its study will stimulate critical thinking and promote awareness of contemporary social and political issues. It covers themes as socialization processes, family, gender identities, education and globalization process and provides tools to examine these issues in a rigorous an analytical way. The course is offered to students from Applied Sociology, Social Work, Primary Education and Early Childhood Education.	Iskola és politika I.	KB08MN08	bármelyik	nem	kötvéll
311102	CULTURAL DIVERSITY, FUNDAMENTAL RIGHTS, EQUALITY AND CITIZENSHIP	ősz	óvó	The curriculum includes in this subject and subject the development of the following contents: Introduction to cultural diversity; Identity, ethnicity and ethnic minorities; Multicultural societies and multiethnic societies; Management of cultures, identities and alterities. It aims to bring students closer to the identification and critical reflection on the mechanisms of construction of socio-cultural and identity diversity that are increasingly present in post-industrial Western societies. We intend to approach the construction of the difference and the wealth that it supposes in our social and cultural reality.	A demokrácia gyakorlata I.	KB19-08M03	bármelyik	nem	kötvéll
311103	PSYCHOLOGICAL FOUNDATIONS: INDIVIDUAL AND SOCIAL ENVIRONMENT	ősz	óvó	According to the curriculum of the Verified Memory of the Degree, the contents of the subject "Psychological Bases: individual and social environment" are related to the study of: the processes of information gathering; Processes of acquisition, storage and generation of information; The processes of personal identity and the Processes of cognition and social valuation. This means the study of the psychological processes that support the process of teaching and learning, the understanding, analysis and evaluation of personal and social identity, the interpretation of social reality in different environments and the study of factors that Determine group behavior. To explain and predict the functioning of mind and behavior, psychology starts with the individual as a unique being, owner of his perceptions, emotional experiences, judgments and decisions, which will ultimately depend on the social circumstances that surround him and urge him Towards adaptive psychosocial development.	Pedagógiai pszichológia	ÓP17NA06A02	óvó	nem	3
311201	THE ARTS AND HISTORICAL HERITAGE	tavas	óvó	To know different representation strategies in the visual arts in order to enrich the educational processes of early childhood and primary education To know the most significant elements of heritage, such as historical heritage that integrates and interrelates diverse concepts of history, geography and arts. To know arts and heritage as a source of information to obtain knowledge of social, economic and cultural processes. To know how to define and know the scope of the terms: Music, Music and Heritage, Music and Territory, Music and Ideology and Musical Style. To know the social spaces and social function of music. To approach to the manifestations of musical art and musical culture, as well as its value for education. To approach to musical manifestations in other times and cultural contexts, as well as their value to education. To know the management of the Spanish musical heritage.	Ének-zene és módszertana IV.	ÓP17NA02A04	óvó	nem	4
311205	EVOLUTIONARY DEVELOPMENT AND LEARNING	tavas	óvó	The contents of the "Evolutionary development and learning" subjects include the following topics: Introduction to the study of human development; Early development (0-3 years); Development in early childhood (3-6 years); Development in the school stage (7-12 years); Relationship between development and learning.					
311206	FOREIGN LANGUAGE: ENGLISH	tavas	óvó	Practical and theoretical knowledge of the English Language at an advanced C1 level, proficient user (effective operational proficiency or advanced), as specified by the Common European Framework of Reference for Languages (CEFR). Development of oral and written communicative competences in English language.	Idegen nyelv pedagógus-jelölteknek I. - IV. (angol)	KBN01KV01 - 04	bármelyik	nem	kötvéll
311208	THE TEACHING PROFESSION	tavas	óvó	Teaching as a profession. Characteristics, legislation and regulatory keys for teaching functions. The functions of teachers and their ethical implications. Pedagogical proposal for the school stages (Early childhood and Primary education); Knowledge and management of the stage curriculum. Annual Didactic Programming (ADP; PDA in Spanish). Teaching practice in the school and classroom space. Participation in school life: keys and principles. Organization, evaluation and management of the school space. Teaching practice and equity: challenges to respond to. Teacher training and teacher development.					

311301	SOCIETY, FAMILY AND INCLUSIVE SCHOOLS	őszi	óvó	<p>Through the contents of this subject, students are expected to acquire critical knowledge about education and its relationship with the social environment. The aim is to analyze and critically incorporate the most relevant issues of current society that affect the education system in general and the Early Childhood and Primary School in particular.</p> <p>From a sociological perspective, the relationship between School and Society is presented, analyzing the functions it performs, its variation over time and how the State regulates this relationship through educational reform. Next, we analyze the way in which the fundamental types of social inequality -class, gender and ethnic-cultural-are simultaneously combated and reproduced by the school. Finally, it is dealt with how the transformations in contemporary societies are transforming the relationship between the school and the main socialization agencies: the family, the media and the peer groups.</p> <p>From a pedagogical perspective, the concept of inclusive education is introduced. A school model inspired by this principle demands organizational and methodological changes, which will be analyzed. Preferential attention is given to the channels of family participation in the creation of the inclusive school, addressing the set of conditions necessary for it to be effective.</p>	Inkluzív nevelés	ÓP17NA06A13	óvó	nem	4
311303	DIVERSITY AND THE PSYCHOPEDAGOGICAL RESPONSE	őszi	óvó	<p>Diversity refers to what makes us different according to personal, physical or cultural characteristics. It manifests itself in the educational field in the form of differences in learning styles and rhythms, differences in development, motivations, interests and abilities (among others). Therefore, the subject is structured in different thematic blocks.</p> <p>In the first block: PSYCHOLOGICAL BASES OF ATTENTION TO THE SPECIFIC NEEDS OF THE STUDENT is to contextualize the understanding of developmental alterations from an evolutionary perspective. In this line, it starts by mentioning previous contents, which allow us to understand the altered development compared to the unaltered development.</p> <p>The second block: EDUCATIONAL ATTENTION TO THE SPECIFIC NEEDS OF STUDENTS addresses the educational attention to students based on the organization of the special educational needs of educational support that is contemplated in the LOE (2006) and later in the LOMCE (2013). In each of the specific educational support needs (special educational needs arising from disability, serious behavioral disorders (ADHD), high intellectual abilities, late incorporation into the educational system, specific learning difficulties and those arising from personal or personal conditions-school history), the identification of the specific educational needs of this student is addressed, which will guide the subsequent response or psycho-pedagogical intervention.</p>	Gyógypedagógiai alapismeretek	KB19-06MN05	bármelyik	nem	szabvány
311304	OBSERVATION AND ANALYSIS OF EDUCATIONAL PROCESSES AND CONTEXTS	őszi	óvó	The school stage 0-6 years. Processes and contexts of teaching and learning for the development of competences in Early childhood Education. The curriculum in Early Childhood Education and its development. The evaluation process of learning in Early childhood Education. The programming of Integrated Didactic Units (IDU/UDI). The educational orientation process and tutoring. The context of the school in the urban and rural environment. Systematic observation in early childhood education. Analysis of observational information.					
311308	FOREIGN LANGUAGE 2: ENGLISH	őszi	óvó	<p>Conocimiento tanto teórico como práctico de la Lengua Inglesa a nivel de usuario competente C1 (dominio operativo eficaz), nivel de referencia desarrollado por el Consejo de Europa definido en el Marco Común Europeo de Referenciapara las Lenguas. Desarrollo de la competencia comunicativa oral y escrita en Lengua Inglesa.</p> <p>Practical and theoretical knowledge of the English Language at an advanced C1 level, proficient user (effective operational proficiency or advanced), as specified by the Common European Framework of Reference for Languages (CFRL). Development of oral and written communicative competences in English language.</p>	Idgen nyelv pedagógus-jelölteknek I. - IV. (angol)	KBN01KV01 - 04	bármelyik	nem	kötvény
311409	LANGUAGE AND SCHOOL	tavaszi	óvó	Language as a socializing and regulating element of knowledge and behavior. Processes and theories of language learning in children. Phonetic, phonological, morphological, syntactic, semantic and pragmatic development. Language acquisition and main dysfunctions. Linguistic diversity at school. Linguistic models and the language curriculum in Navarra. European regulations on language teaching. Language proficiency assessments.	Fonetika, kiejtésfejlesztés	ÓP17NA01AM03	óvó	igen	4
311605	TEACHING ART	tavaszi	óvó	<p>The study plan provides for the development of the following content: Training trends in visual arts education; Art education in the curriculum; Visual arts learning processes and methodologies; The didactic resources and materials of the visual arts; Development of plastic and visual expression, which we can describe as follows:</p> <p>C1. Formative trends in arts education and visual culture C2. The didactics of arts and visual culture in early childhood education C3. Didactic resources and materials of the arts and visual culture for early childhood education. C4. Development of a pedagogy of projects from the education of the arts and visual culture. C5. The arts education curriculum in early childhood education. C6. The contents and competencies of visual arts education in early childhood education. C7. The evaluation of the processes of creation and interpretation in early childhood education C8. The creative processes of the arts and visual culture as a model for the children's classroom.</p>					

311608	FOREIGN LANGUAGE DIDACTICS IN EARLY CHILDHOOD EDUCATION: ENGLISH	tavaszi	óvó	Development of a critical position about the efficiency degree of the different English teaching-learning methods, resources and strategies. Revision and application of the main theories and approaches to create an EFL curriculum which is open and flexible so as to satisfy pupils' needs taking also into account the Educational Curriculum from Navarre and the principles in the Common European Framework of Reference for Languages.					
311803	SCHOOL PLACEMENT 3	ősz	óvó		Egyéni egyeztetés!				
311741	SCHOOL PLACEMENT 2: FOREIGN LANGUAGE ENGLISH	tavaszi	óvó		Egyéni egyeztetés!				
311515	FOREIGN LANGUAGE 3: ENGLISH	ősz	óvó	Practical and theoretical knowledge of the English Language at an advanced C2.1 level, proficient user (effective operational proficiency or advanced), as specified by the Common European Framework of Reference for Languages (CEFR). Development of oral and written communicative competences in English language.	Idegen nyelv pedagógus-jelölteknek I. - IV. (angol)	KBN01KV01 - 04	bármelyik	nem	kötvély
311615	PRONUNCIATION AND ORAL PRACTICE (ENGLISH)	tavaszi	óvó	Students will improve their pronunciation of English and will acquire tools to teach pronunciation.	Fonetika, kiejtésfejlesztés	ÓP17NA01AM03	óvó	igen	4
311715	INTEGRATED CONTENTS AND FOREIGN LANGUAGE LEARNING (ENGLISH)	ősz	óvó	This subject is addressed to students of the Degree in Infant Education in the mention of foreign language. Through this subject, students will understand the principles underlying CLIL and this will enable them to design and adapt didactic units based on CLIL principles. The knowledge they will acquire will also allow them to select and adapt the most appropriate resources to enhance the learning of the foreign language and the curricular content through CLIL teaching sequences. This subject will be taught in the English language combining theory and practice in such a way as to make practical and personal examples of the theoretical parts					
311716	NEW TECHNOLOGIES APPLIED TO ENGLISH TEACHING	ősz	óvó	New Information and Communication Technologies applied to the teaching and learning of foreign languages					
Intentional Bachelor's Degree in Primary Education									
311101	SOCIAL ORGANIZATION AND HUMAN DEVELOPMENT	ősz	tanító	In a constantly changing world, this course has been designed as a first approach to Sociology in which students will develop an understanding of the complexity and diversity of human societies. This course offers a solid grounding in the core sociological concepts. Its study will stimulate critical thinking and promote awareness of contemporary social and political issues. It covers themes as socialization processes, family, gender identities, education and globalization process and provides tools to examine these issues in a rigorous analytical way. The course is offered to students from Applied Sociology, Social Work, Primary Education and Early Childhood Education.	Iskola és politika I.	KB08MN08	bármelyik	nem	kötvély
311102	CULTURAL DIVERSITY, FUNDAMENTAL RIGHTS, EQUALITY AND CITIZENSHIP	ősz	tanító	The curriculum includes in this subject and subject the development of the following contents: Introduction to cultural diversity; Identity, ethnicity and ethnic minorities; Multicultural societies and multiethnic societies; Management of cultures, identities and alterities. It aims to bring students closer to the identification and critical reflection on the mechanisms of construction of socio-cultural and identity diversity that are increasingly present in post-industrial Western societies. We intend to approach the construction of the difference and the wealth that it supposes in our social and cultural reality.	A demokrácia gyakorlata I.	KB19-08M03	bármelyik	nem	kötvély
311103	PSYCHOLOGICAL FOUNDATIONS: INDIVIDUAL AND SOCIAL ENVIRONMENT	ősz	tanító	According to the curriculum of the Verified Memory of the Degree, the contents of the subject "Psychological Bases: individual and social environment" are related to the study of: the processes of information gathering; Processes of acquisition, storage and generation of information; The processes of personal identity and the Processes of cognition and social valuation. This means the study of the psychological processes that support the process of teaching and learning, the understanding, analysis and evaluation of personal and social identity, the interpretation of social reality in different environments and the study of factors that Determine group behavior. To explain and predict the functioning of mind and behavior, psychology starts with the individual as a unique being, owner of his perceptions, emotional experiences, judgments and decisions, which will ultimately depend on the social circumstances that surround him and urge him Towards adaptive psychosocial development.	Pedagógiai pszichológia	TT17NA06A08	tanító	nem	4
311201	THE ARTS AND HISTORICAL HERITAGE	tavaszi	tanító	To know different representation strategies in the visual arts in order to enrich the educational processes of early childhood and primary education To know the most significant elements of heritage, such as historical heritage that integrates and interrelates diverse concepts of history, geography and arts. To know arts and heritage as a source of information to obtain knowledge of social, economic and cultural processes. To know how to define and know the scope of the terms: Music, Music and Heritage, Music and Territory, Music and Ideology and Musical Style. To know the social spaces and social function of music. To approach to the manifestations of musical art and musical culture, as well as its value for education. To approach to musical manifestations in other times and cultural contexts, as well as their value to education. To know the management of the Spanish musical heritage.	Ének-zene és tantárgy- pedagógiaja 4.	TT22NA02A04	tanító	nem	4
311205	EVOLUTIONARY DEVELOPMENT AND LEARNING	tavaszi	tanító	The contents of the "Evolutionary development and learning" subjects include the following topics: Introduction to the study of human development; Early development (0-3 years); Development in early childhood (3-6 years); Development in the school stage (7-12 years); Relationship between development and learning.					

311206	FOREIGN LANGUAGE: ENGLISH	tavas	tanító	Practical and theoretical knowledge of the English Language at an advanced C1 level, proficient user (effective operational proficiency or advanced), as specified by the Common European Framework of Reference for Languages (CEFR). Development of oral and written communicative competences in English language.	Idegen nyelv pedagógus-jelölteknek I. - IV. (angol)	KBN01KV01 - 04	bármelyik	nem	kötvély
311208	THE TEACHING PROFESSION	tavas	tanító	Teaching as a profession. Characteristics, legislation and regulatory keys for teaching functions. The functions of teachers and their ethical implications. Pedagogical proposal for the school stages (Early childhood and Primary education); Knowledge and management of the stage curriculum. Annual Didactic Programming (ADP; PDA in Spanish). Teaching practice in the school and classroom space. Participation in school life: keys and principles. Organization, evaluation and management of the school space. Teaching practice and equity: challenges to respond to. Teacher training and teacher development.					
311301	SOCIETY, FAMILY AND INCLUSIVE SCHOOLS	ősz	tanító	Through the contents of this subject, students are expected to acquire critical knowledge about education and its relationship with the social environment. The aim is to analyze and critically incorporate the most relevant issues of current society that affect the education system in general and the Early Childhood and Primary School in particular. From a sociological perspective, the relationship between School and Society is presented, analyzing the functions it performs, its variation over time and how the State regulates this relationship through educational reform. Next, we analyze the way in which the fundamental types of social inequality -class, gender and ethnic-cultural-are simultaneously combated and reproduced by the school. Finally, it is dealt with how the transformations in contemporary societies are transforming the relationship between the school and the main socialization agencies: the family, the media and the peer groups. From a pedagogical perspective, the concept of inclusive education is introduced. A school model inspired by this principle demands organizational and methodological changes, which will be analyzed. Preferential attention is given to the channels of family participation in the creation of the inclusive school, addressing the set of conditions necessary for it to be effective.	A neveléstudomány aktuális kérdései	KB19-06MN01	bármelyik	nem	kötvély
312302	EDUCATIONAL PROCESSES AND CONTEXTS	ősz	tanító	Bachelor's Degree in Childhood education The school stage 0-6 years. Processes and contexts of teaching and learning for the development of competences in Early childhood Education. The curriculum in Early Childhood Education and its development. The evaluation process of learning in Early childhood Education. The programming of Integrated Didactic Units (IDU/UDI). The educational orientation process and tutoring. The context of the school in the urban and rural environment. Systematic observation in early childhood education. Analysis of observational information. Bachelor's Degree in Primary Education The school stage from 6 to 12 years as a context of Primary Education. Educational policies in the local, national, European and international contexts. Teaching and learning processes in primary education for the development of competences. The learning evaluation process and its standards in primary education. Teaching management of the curriculum of primary education: Programming of Integrated Didactic Units (UDI). The organization of the classroom as an educational process. The process of educational orientation and tutoring. The context of the school in the urban and rural environment. Educational research processes and methodology.	Pedagógiai tervezés	TT17NA06A06	tanító	nem	3
311303	DIVERSITY AND THE PSYCHOPEDAGOGICAL RESPONSE	ősz	tanító	Diversity refers to what makes us different according to personal, physical or cultural characteristics. It manifests itself in the educational field in the form of differences in learning styles and rhythms, differences in development, motivations, interests and abilities (among others). Therefore, the subject is structured in different thematic blocks. In the first block: PSYCHOLOGICAL BASES OF ATTENTION TO THE SPECIFIC NEEDS OF THE STUDENT is to contextualize the understanding of developmental alterations from an evolutionary perspective. In this line, it starts by mentioning previous contents, which allow us to understand the altered development compared to the unaltered development. The second block: EDUCATIONAL ATTENTION TO THE SPECIFIC NEEDS OF STUDENTS addresses the educational attention to students based on the organization of the special educational needs of educational support that is contemplated in the LOE (2006) and later in the LOMCE (2013). In each of the specific educational support needs (special educational needs arising from disability, serious behavioral disorders (ADHD), high intellectual abilities, late incorporation into the educational system, specific learning difficulties and those arising from personal or personal conditions-school history), the identification of the specific educational needs of this student is addressed, which will guide the subsequent response or psycho-pedagogical intervention.	A differenciálás pedagógiája	TT22NA06A05	tanító	nem	5

312304	TEACHING THE SOCIAL SCIENCES	ősz	tanító	<p>The subject of Social Science Didactics is a fundamental subject in the Master's Degree Plan of Primary Education. It contributes to know and make understandable the knowledge derived from Geography and History as well as the strategies and techniques required by the teaching processes.</p> <p>This subject aims to familiarize the student with the professional profile that will be required later in school and adequately train him with appropriate theoretical frameworks that will allow him to establish the bases to understand the teaching / learning processes of Geography and History and access appropriate way to the level of application of this knowledge to educational projects.</p>	A múltismeret tanítása az első négy iskolaévben	TT22NA08A04	tanító	nem	4
311308	FOREIGN LANGUAGE 2: ENGLISH	ősz	tanító	Practical and theoretical knowledge of the English Language at an advanced C1 level, proficient user (effective operational proficiency or advanced), as specified by the Common European Framework of Reference for Languages (CEFR). Development of oral and written communicative competences in English language.	Idegen nyelv pedagógus-jelölteknek I. - IV. (angol)	KBN01KV01 - 04	bármelyik	nem	kötvély
312402	ART EDUCATION I	tavaszi	tanító	Introduction to basic contents on art education. Lectures and practicum, and the realization of a visual arts project. Realization of a didactic project to work the language and the visual culture. Evaluation processes. Introduction to deeper key concepts.	A vizuális nevelés tantárgy-pedagógiája	TT22NA12A02	tanító	nem	4
312403	TEACHING THE NATURAL SCIENCES	tavaszi	tanító	<p>This course belongs to the subject matter: "Knowledge of the social and natural environment and its teaching". The topic is compulsory and is comprised of 24 ECTS, of which 6 correspond to the course: " Natural Science Teaching". It is taught during the 2nd semester of the 2nd course of the BA in Primary Teaching, and includes the following topics:</p> <p>Teach and learn science today: learning types (significant learning, inquiry)</p> <p>Science and its application in model construction.</p> <p>Knowledge models about: Introduction to scientific activity, Human body and health, Living beings, Matter and energy, Technology (objects and tools)</p> <p>School science: key concepts, curriculum, misconceptions held by students and ways to make them evolve</p> <p>Resources for science teaching: field trips, ICT, laboratory practices</p> <p>Foundations and applications of the scientific method to the teaching and learning of the natural environment</p> <p>Elaboration and design of integrated projects about Natural and Social Science, or instructional modules.</p>	Környezetismeret tantárgy-pedagógia	TT22NA10A03	tanító	nem	4
312404	MATHEMATICS AND TEACHING I	tavaszi	tanító	The course develops the arithmetic study, trying to give answer to questions such as: What is a natural number? Which kinds of numbers are there? So, the historical development of different kinds of numbers used in primary education is studied, as well as the properties they verify and the basic operations algorithms. Meanwhile, different situations associated to the number use are worked.	Gondolkodási módszerek	TT17NA05A06	tanító	nem	4
312503	MATHEMATICS AND TEACHING II	ősz	tanító	<p>Decimal numbers; fractions, rational numbers and irrational numbers, the Q set of rational numbers and their didactics; proportionality, magnitudes and measurement; the Z set of integers; problem solving. Combinatorics and probability.</p> <p>In the introduction of these contents, aspects related to the teaching and learning processes of mathematics will be highlighted. A distinction will also be made between the mathematical contents of teacher training and their school presentation.</p>	A kombinatorikus és valószínűségi gondolkodás fejlesztése játékkal	TT17NA05A02	tanító	nem	6
312601	EDUCATIONAL PROJECTS ON THE NATURAL AND SOCIAL ENVIRONMENT	tavaszi	tanító	<p>Foundations and application of the scientific method in teaching-learning about the natural environment. School scientific activity: learning by inquiry and model building.</p> <p>Resources for science education: field trips, ICT and laboratory</p> <p>Physical systems. Matter and its changes. Living things and their environment. The human body.</p> <p>Theory for the design of environmental exploration projects.</p> <p>Guidelines for preparing proposals and educational projects on the natural environment.</p>					
312603	TEACHING MATHEMATICS	tavaszi	tanító	<p>The didactic contents are introduced for the description of teaching and learning situations specific to mathematics. The didactic contents of the 5th semester are based on the theoretical developments of the area and are validated experimentally. In particular, we emphasize the introduction and analysis of the practical contributions of the Didactics of Mathematics, and its application as an instrument of design and analysis of situations.</p> <p>The didactic contents are concretized in the mathematical contents of the curriculum, with particular emphasis on geometry and statistics. These mathematical contents are worked out in four blocks.</p>	Geometria és tantárgy-pedagógiája	TT17NA05A07	tanító	nem	5
312608	FOREIGN LANGUAGE DIDACTICS IN PRIMARY SCHOOL: ENGLISH	tavaszi	tanító	<p>Development of a critical position about the efficiency degree of the different English teaching-learning methods, resources and strategies.</p> <p>Revision and application of the main theories and approaches to create an EFL curriculum which is open and flexible so as to satisfy pupils needs taking also into account the Educational Curriculum from Navarre and the principles in the Common European Framework of Reference for Languages.</p>	Angol mint idegennyelv tantárgypedagógiája I.	TT22NA01MT12	tanító	igen	4
312741	SCHOOL PLACEMENT 2: FOREIGN LANGUAGE ENGLISH	tavaszi	tanító	Practicum, Educative institutions, School Curricular project, School Management, Classroom activities and its critical evaluation	Egyéni egyeztetés!				
312803	SCHOOL PLACEMENT 3	tavaszi	tanító	Practicum, Educative institutions, School Curricular project, School Management, Classroom activities and its critical evaluation	Egyéni egyeztetés!				

311515	FOREIGN LANGUAGE 3: ENGLISH	ősz	tanító	Practical and theoretical knowledge of the English Language at an advanced C2.1 level, proficient user (effective operational proficiency or advanced), as specified by the Common European Framework of Reference for Languages (CFRL). Development of oral and written communicative competences in English language.	Időgen nyelv pedagógus-jelölteknek I. - IV. (angol)	KBN01KV01 - 04	bármelyik	nem	kötvély
311615	PRONUNCIATION AND ORAL PRACTICE (ENGLISH)	tavasz	tanító	Students will improve their pronunciation of English and will acquire tools to teach pronunciation.	Komplex nyelv fejlesztés II.: nyelvtan	TT22NA01MT04	tanító	igen	4
311715	INTEGRATED CONTENTS AND FOREIGN LANGUAGE LEARNING (ENGLISH)	ősz	tanító	This subject is addressed to students of the Degree in Infant Education in the mention of foreign language. Through this subject, students will understand the principles underlying CLIL and this will enable them to design and adapt didactic units based on CLIL principles. The knowledge they will acquire will also allow them to select and adapt the most appropriate resources to enhance the learning of the foreign language and the curricular content through CLIL teaching sequences. This subject will be taught in the English language combining theory and practice in such a way as to make practical and personal examples of the theoretical parts	Komplex nyelv fejlesztés I.: nyelv készségek és nyelvtan	TT22NA01MT03	tanító	igen	3
311716	NEW TECHNOLOGIES APPLIED TO ENGLISH TEACHING	ősz	tanító	New Information and Communication Technologies applied to the teaching and learning of foreign languages					