**Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level of the course unit** | Master | **Form of study** | Full time | **Academic year / semester** | 2021/2022  Autumn |

**Syllabus**

|  |  |
| --- | --- |
| **Course Title** | Second foreign language with its teaching methods (German) |
| **Department** | Philology |
| **Programme of Studies:** | 01 “Pedagogy” 035 “Secondary Education”( English Language and Literature ) |
| **Course Type (e.g. core, elective), Student workload: Number of ECTS credits, Modes of instruction/work hours (lectures / seminars, laboratory classes / independent study)** | Course Type: core course  Number of ECTS credits: 3  Lectures: 10  Seminars: 10  Independent study: 70 |
| **Course coordinator**  **Course Lecturer(s)**  **Assistant(s)**  **(Name, surname, Academic degree and rank, e-mail address)** | Dr Ilona Lechner, Ph.D., Associate professor  Лехнер Ілона Густавівна, доцент, доктор філософії з галузі «Мовознавство»  [lechner.ilona@kmf.org.ua](mailto:lechner.ilona@kmf.org.ua) |
| **Course Prerequisites** | Second foreign language (German)  Methods of English Language Teaching (ELT) in the Primary School |
| **A tantárgy általános ismertetése, célja, várható eredményei, főbb témakörei**  **Анотація дисципліни, мета та очікувані програмні результати навчальної дисципліни, основна тематика дисципліни**  **Course description, Course overview, Course Objectives Content, Learning outcomes**  **Main topics**  Competences to be developed: | The subject of study of the discipline is teaching methodology of German as a second foreign language. It covers the most crucial topics and issues of a second foreign language teaching in the primary school.  The lectures are meant to explain the theoretical questions of foreign language teaching, while the seminars are to provide opportunities for students to try their hands at applying various methods and techniques in language teaching.  The course advocates the reflective approach to language teaching.  Its main objectives are to:   * acquaint students with the most important theoretical issues in the field of teaching German as a second foreign language to children 10-15 years of age * give students the opportunity to plan the learning process in practice * give students the opportunity to conduct lessons in practice * prepare students for the individual pedagogical practice   Learning outcomes:  *General competencies*   * Ability to organize and manage professional development of individuals and groups. * Ability to think abstractly, analyze and synthesize. * Ability to apply knowledge in practical situations.   *Professional competencies*   * Awareness of the structure of philological and pedagogical science, their theoretical foundations. * Ability to use German fluently, flexibly and effectively in oral and written communication, to solve communicative tasks in different areas of life. * Understanding the main goals and objectives of the educational process and the specifics of the language teacher in educational institutions. * Ability to plan, organize and conduct lessons and training courses in German as a second foreign language. * Ability to organize communication in the learning process. * Ability to use in scientific activities conceptual scientific and practical knowledge of traditional and modern theories, principles, directions, methods and technologies in the fields of pedagogy, psychology and methods of teaching foreign languages. * Ability to organize and manage one's own professional development and that of others in the field of learning and teaching foreign languages.   *Learning results*   * Work effectively with information: select the necessary information from various sources, in particular from professional literature and electronic databases, critically analyze and interpret it, organize, classify and systematize it. * Organize the process of one’s own learning and self-education. * Understand the main problems of education and ways to solve them with application of innovative approaches, appropriate methods and technologies. * Use German orally and in writing, to solve communicative problems in everyday, social, educational, professional, scientific spheres of life. * Plan, organize and implement the educational process taking into account psychological and physiological characteristics of students, their needs and interests, as well as specifics of the subject. * Critically evaluate their own teaching and professional research activities, build and implement an effective strategy of self-development and professional self-improvement.   Course syllabus:  1.Teaching the language  2. Course content  3. The teacher |
| **Grading Policy, Methods of Assessment** | Elements of final grade:  Active participation in seminar work is on a five-tiered scale (1–5) and comprises 10% of the total mark.  Seminar: Detailed explanation of an item, defining concepts. Evaluation of the detailed item explanation is on a five-tiered scale (1–5). The definitions of the concepts also on a five-tiered scale (1–5).  The grade for active and informed participation includes discussion (quality and quantity).  The evaluation of seminar test comprises 10% of the total mark.  Module test evaluation over the theory of the course material  comprises 20% of the total mark.  Presentation is on a five-tiered scale (1–5) and comprises 10% of the total mark.  The course will be completed with an oral exam.  The exam comprises 50% of the final grade.  Grading scale: 0-59 fail, 60-74 pass, 75-89 good, 90-100 excellent |
| **Course Policy** | The policy of the discipline is based on the principles of academic integrity, requirements to attend and perform the required minimum of educational work.  Students are required to attend lectures and seminars regularly and they are expected to be active participants of both the lectures and seminars.  Students are expected to complete all homework independently (unless otherwise required). Working together for anything other than group work and/or plagiarising published research is considered cheating.  Students who meet the course requirements will sit the exam during the June examination session. |
| **Basic literature of the discipline and other information resources** | Іноземні мови: Програми для загальноосвітніх навчальних закладів та спеціалізованих шкіл з поглибленим вивченням іноземних мов. (2005). Київ: Міністерство освіти і науки.  2. Методика викладання іноземних мов у середніх навчальних закладах: Підручник. Вид. 2-е, випр. і перероб. / Кол. авторів під керівн. С. Ю. Ніколаєвої. Київ: Ленвіт, 2002, 328с.  3. Ніколаєва С. Ю. (2006). Кредитно-модульна організація вивчення курсу „Методика викладання іноземних мов у середніх навчальних закладах”. Київ: Ленвіт.  4. Ніколаєва, С. Ю., & Бадаянц, Г. С. (2001). Практикум з методики викладання іноземних мов у середніх навчальних закладах. Київ: Ленвіт. (296pp)  5. Ніколаєва, С. Ю., & Солов”я, М. І. (2002). Контрольні завдaвння з методики викладання іноземних мов у середніх навчальних закладах. Київ: Ленвіт. (355pp)  6. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. (2001). Cambridge: Cambridge University Press and Council of Europe.  7. Lechner, I. (2009). Altersspezifische Merkmale des Fremd-sprachenerwerbs und Fremdsprachunterrichts In Acta Beregsasiensis, VIII. évf., 2. kötet, 125-135.  8. Huszti, I. (2010). *Nyelvtanítás: módszerek és eljárások*. (Rákóczi-füzetek 72.) Ungvár: PoliPrint. 166 old. <http://ns2.kmf.uz.ua:8042/>  9. Lechner, I. (2011). Tanulni, játszani vagy játszva tanulni: Játékos munkaformák az idegennyelv-oktatásban. Közoktatás, a Kárpátaljai Magyar Pedagógusszövetség Lapja, XVI. évf., 3-4 sz., pp. 17-19.  10. Huszti, I., & Lechner, I. (Eds.). (2015). *Modern trends in foreign language teaching and applied linguistics*. Proceedings of the international conference ‘Modern trends in foreign language teaching and applied linguistics in the twenty-first century: Meeting the challenges’, 11-12 April, 2014. Beregszász/Berehovo: Ferenc Rákóczi II Transcarpathian Hungarian Institute.  11. [Lechner, I.](https://m2.mtmt.hu/gui2/?type=authors&mode=browse&sel=10044902) (2018). [A kognitív metaforaelmélet hasznosíthatósága az idegennyelv-oktatásban.](https://m2.mtmt.hu/gui2/?mode=browse&params=publication;30740001) Közoktatás, a Kárpátaljai Magyar Pedagógusszövetség Lapja 2018/1-2, pp. 16-18.  12. Лехнер І. (2018). Застосування когнітивної теорії метафори у викладанні іноземних мов. In: Студії з філології та журналістики. Випуск 5. Ужгород: Видавниство Ужну «Говерла», pp. 177-182.  13. Huszti, I. (2020). A comparative analysis of foreign language curricula in independent Ukraine (from 1998 to 2020). *Messenger of Kyiv National Linguistic University. Pedagogy and Psychology Series*, 32, 30-39. Вісник КНЛУ. Серія Педагогіка та психологія. Випуск 32. ISSN 2518-1408  <http://visnyk-pedagogy.knlu.edu.ua/article/view/207753/207904>  Відео-ресурс Methodology Mix. (Budapest, 1993.)  Журнал Іноземні мови  Журнал Іноземні мови в навчальних закладах |