

## Course Unit Descriptor

<b>Study Programme:</b> Elementary Teacher
<b>Course Unit Title:</b> Methods of Teaching Hungarian Language and Literature
<b>Course Unit Code:</b> U-4-1-1-0
<b>Name of Lecturer(s):</b> Éva Vukov Raffai, Izabella Takács
<b>Type and Level of Studies:</b> Undergraduate Studies (BA)
<b>Course Status (compulsory/elective):</b> Compulsory
<b>Semester (winter/summer):</b> Summer
<b>Language of instruction:</b> Hungarian
<b>Mode of course unit delivery (face-to-face/distance learning):</b> Face-to-face learning
<b>Number of ECTS Allocated:</b> 3
Prerequisites: Exams in Introduction into Methods of Hungarian Language and Literature passed
<b>Course Aims:</b> Acquiring methodological techniques and process of teaching grammar and spelling, speech culture and writing skills.
<b>Learning Outcomes:</b> Students will gain appropriate professional skills for directly planning curriculum of Hungarian language and literature classes, as well as master the organization of teaching materials, first of all those skills which are relevant for successful teaching of grammar and spelling, speech culture and writing skills.
<b>Syllabus:</b> <i>Theory</i> Teaching grammar and spelling: the aim, exercises and criteria in teaching grammar; types of classes in teaching grammar and spelling; specific principles in teaching spelling; the role and methods of practicing grammar; the role of text choice in teaching grammar; testing and evaluation in grammar teaching; methods of teaching spelling; lectures in spelling; development of spelling skills, spelling exercises; correcting spelling mistakes; planning and preparing a course. Teaching speech culture: the speech of schoolchildren; exercises and methods in speech culture; practice in breathing and articulation; strength, pitch and colour of sounds; acoustic characteristics of sounds; speech tempo; accent and intonation. Teaching spelling: dictation, copying; writing essays; linguistic exercises, semantic exercises, retelling stories. <i>Practice</i> Presentation of lectures in spelling and grammar; methods and ways of practicing grammar and spelling; textbooks and practicing books. Methods of spelling courses, steps in teaching spelling; checking and evaluation of spelling; types of mistakes; analysis of written essays.
<b>Required Reading:</b> <i>Compulsory:</i> Adamikné Jászó, Anna (2002). <i>Anyanyelvi nevelés az ábécétől az érettségiig</i> . Budapest. Trezor Kiadó. <i>Optional:</i> Cvetković, Tomislav (2003). <i>Metodika nastave srpskog jezika i književnosti</i> . Sombor. Učiteljski fakultet. Forgács, Erzsébet (2008). A nyelvi kreativitás fejlesztése. Modern nyelvoktatás. 1–2. sz. 30–53.

Kálmán, László – Molnár, Cecília (2009). A nyelvi nevelés módszertana. Educatio Társadalmi Szolgáltató Nonprofit Kft. [old.wekerle.gov.hu/download.php?doc\\_id=2352](http://old.wekerle.gov.hu/download.php?doc_id=2352)

Kálmán, László (2006). Iskolai nyelvi nevelés Antal László szellemében. In: B. Nagy Ágnes–Szépe György, szerk., Anyanyelvi nevelési tanulmányok. 107–115. Pécs. Iskolakultúra.

Kernya, Róza (szerk.) (2001). *Az anyanyelvi nevelés módszerei*. Kaposvár.

Tóth, Beatrix (2006). A szövegértés fejlesztésének elmélete és gyakorlata. Magyar Nyelvőr. 4. sz.

Törtelei Telek, Márta (2011). Szövegértés-fejlesztés az általános iskola alsó osztályaiban. Újvidék. Forum–Vajdasági Pedagógiai Intézet.

<b>Weekly Contact Hours:</b> 3(45)	<b>Lectures: 1 (15)</b>	<b>Practical work: 2 (30)</b>
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**Teaching Methods:**

Lecture, practice, presentation, discussion, presentation, pair and individual work, consultation.

**Knowledge Assessment (maximum of 100 points):**

<b>Pre-exam obligations</b>	points	<b>Final exam</b>	points
Active class participation	15	written exam	
Practical work	20	oral exam	40
Preliminary exam(s)			
Seminar(s)	25		

The methods of knowledge assessment may differ; the table presents only some of the options: written exam, oral exam, project presentation, seminars, etc.