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# Magister profesor slovakistike in .../magistrica profesorica slovakistike in ...

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## Selected qualifications

<b>Name of qualification</b>	Magister profesor slovakistike in .../magistrica profesorica slovakistike in ...
<b>Translated title (no legal status)</b>	Master of Arts in teaching Slovak studies and ...
<b>Type of qualification</b>	Diploma druge stopnje
<b>Category of qualification</b>	Izobrazba
<b>Type of education</b>	Master's education
<b>Duration</b>	2 years
<b>Credits</b>	120 credits

## Admission requirements

- A completed first-cycle study programme in the relevant academic fields (Polish studies, Bohemian studies) or in relevant academic disciplines (linguistics, social sciences, humanities); or
- a completed first-cycle programme in another field, if prior to enrolment the candidate has completed course units essential for second-cycle studies; these requirements are determined with reference to how different the field is, and consist of 10 to 60 credits; or
- a completed study programme leading to a professional higher education qualification valid from 1 January 1994 to 11 June 2004.

## ISCED field

Field  
Izobraževalne znanosti in izobraževanje učiteljev

## ISCED subfield

subfield izobraževanje učiteljev s predmetno specializacijo

## Qualification level

SQF 8  
EQF 7  
Second level

## Learning outcomes

The qualification holder will be able to:  
(general competences)

- perform logical and abstract analyses, synthesise and evaluate,
- express in depth their knowledge of both specialist fields in written and oral form and evaluate them critically,
- competently transfer intra- and interdisciplinary knowledge into practice,
- independently enhance, refine and link acquired knowledge and qualifications with various professional fields,
- contextualise and independently supplement information,
- transfer own knowledge and skills to other problem areas (ability to transfer),
- resolve problems, conflicts and work tasks in an intra- and interdisciplinary manner,
- solve problems in a team,
- organise and lead expert groups,
- perform (self-)evaluation and (self-)assessment, and think critically and holistically,
- locate new sources of knowledge independently and interpret and apply them in professional and academic fields,
- use ICT professionally and effectively in searching for, selecting, processing, presenting and disseminating information,
- ensure the quality of own work and raise quality standards in the work environment,
- develop and disseminate technical subject matter to the student in a comprehensible manner,
- appropriately link the objectives of syllabuses, content, teaching methods and student development in the implementation of the academic curriculum,
- effectively plan, organise and carry out teaching activities,
- demonstrate proficiency in the principles of educational research and their application in improving

learning and teaching,

- promote active and independent learning in such a way that allows students to plan, monitor, evaluate and balance their learning independently,
- promote cooperative learning that allows students to develop social skills for successful participation in various heterogeneous groups,
- appropriately use various methods to monitor, verify and assess the progress of an individual student in accordance with objectives and provide constructive feedback,
- monitor and evaluate the progress of students in the area of assimilating learning strategies, learning social skills, reading and information literacy,
- inform parents and other responsible persons of students' progress,
- communicate effectively and develop positive relationships with students,
- create an encouraging learning environment and a student community in which diversity is appreciated and in which students feel accepted, safe and self-confident,
- formulate clear rules regarding behaviour and discipline in class based on the mutual respect of all participants,
- deal successfully with inappropriate behaviour, aggressiveness and conflicts, and apply the appropriate strategies to resolve such issues,
- provide all students with equal opportunities and adapt work to their individual characteristics,
- identify students with special needs and their strong and weak areas, adapt work to their abilities and work with the appropriate experts and institutions as required,
- develop a positive attitude towards students, and demonstrate respect for their social, cultural, language and religious backgrounds,
- take into account ethical principles and statutory provisions in their work,
- demonstrate and promote the positive values, views and behaviour expected from students,
- communicate effectively and cooperate with parents and other persons responsible for students,
- cooperate with other teachers and colleagues at school,
- be involved and cooperate in various activities in the immediate and broader environment, and in the field of education,
- plan, monitor, evaluate and balance own professional development,
- use the appropriate methods for motivating students, and develop strategies that facilitate lifelong learning,
- encourage flexibility and perseverance in facing new challenges and tasks and develop students' capacity for self-evaluation,
- use ICT in work and develop information literacy in students,

(subject-specific competences)

- use Slovak literary language in a fluent, relaxed and correct way in oral and written form,
- demonstrate thorough knowledge of various social and functional sets and appropriate linguistic differentiation both in oral and written communication,
- recognise the characteristics of Slovak dialects,
- demonstrate thorough knowledge of didactic and pedagogical approaches and knowledge,
- develop technical subject matter for the educational process of teaching Slovak,
- demonstrate knowledge of pedagogical theory and didactic laws of teaching a foreign language,
- demonstrate proficiency in the basic skills in the field of didactic teaching of Slovak as a foreign language at all levels,
- independently create learning material to promote, develop and enhance linguistic skills,
- demonstrate mastery of basic principles and processes for the planning, implementation and evaluation of the learning process,
- promote cross-curricular integration,
- promote project and research work in the teaching of Slovak,
- use an interactive teaching method and cooperative team work,
- create an encouraging learning environment for the learning of Slovak,
- monitor and evaluate the progress of students in the area of assimilating learning strategies for

Slovak and developing all four linguistic abilities,

- know the thematic and terminological inventory for teaching Slovak as a foreign language,
- understand the complex nature of linguistic communication in inter-cultural contacts,
- have a knowledge of the foundations of socio-linguistics (the model of communication competence, theory of interaction and discourse),
- know and use examination standards, taking into account the European system for describing language education,
- show thorough knowledge of Slovak history, material and spiritual culture,
- have a comprehensive knowledge of Slovak literature in all periods of its literary history,
- respond critically and competently to professional, academic and literary texts (defining issues of interpretation and independent interpretation of texts),
- know and apply with reflection various theoretical approaches, models and methodologies with an appropriate array of academic instruments,
- translate complex literary and technical texts into Slovene and Slovak,
- independently write academic and professional papers, critical analyses and articles,
- conduct specialised (and comparative) research into problems and topics in the field of linguistics, literary disciplines and culturology,
- perform intercultural communication and popularisation of the Slovak language, literature and culture in a diachronic and synchronic perspective.

## Assessment and completion

Examination performance is scored as follows: 10 (excellent); 9 (very good: above-average knowledge but with some mistakes); 8 (very good: solid results); 7 (good); 6 (adequate: knowledge satisfies minimum criteria); 5–1 (inadequate). In order to pass an examination, a candidate must achieve a grade between adequate (6) and excellent (10).

## Progression

In order to progress from the first year to the second year, students must complete in full all requirements laid down by the curriculum and individual syllabuses for the first year, totalling 60 credits.

## Transitions

Third-cycle doctoral study programmes (SQF level 10)

## Condition for obtaining certificate

To complete the study programme, students must successfully complete teaching practice in both subjects of the two-subject programme, defend a master's thesis, and complete all other course units of the second-cycle, two-subject teacher training programme, totalling 120 credits.

## Awarding body

University of Ljubljana, Faculty of Arts

URL

<https://www.ff.uni-lj.si/en>

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