

TEACHING AND LEARNING SLOVAK PROFESSIONAL TERMINOLOGY

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Abstract. *The purpose of the paper is to point out the possibilities of teaching and learning Slovak as a foreign language. The course Slovak as a foreign language allowed foreign students to overcome problems while studying professional subjects in manufacturing technologies. The goal was the creation of suitable professional study material tailored for technical specialization students. Slovak language teachers used mixed methods and forms of study (face-to-face and online). They tried to improve the Slovak language communication skills of manufacturing technologies students. The results of e-exercises and the final e-test of 120 foreign students in the 1st year of bachelor's studies in the summer semester of 2022 were compared. Later the strengths and weaknesses of students were found. The level of professional Slovak terminology was improved by eliminating the most common mistakes. The Moodle platform was used for learning and teaching Slovak as a foreign language as well as Slovak professional terminology.*

Keywords: *Moodle; online course; Slovak professional terminology; E-exercises; manufacturing technologies; E-tests, mistake, diacritical marks*

1. INTRODUCTION

Many foreigners come to the territory of Slovakia and, more recently, especially with the migration of people from Ukraine due to the war. A lot of them are planning to stay in Slovakia, looking for work and school facilities for children. Some of them have no problem communicating because Slovak and Ukrainian are very related languages. However, even though Ukrainians have a different alphabet, and many words are similar, for many of them, the language barrier is a common problem. It is most important for this group of people to be able to speak, given that Slovak is a foreign language for them. Braxatorová (2022) states that according to Pachomovova, it is wrong to think that Ukrainian and Russian are as similar as Czech to Slovak. In the opinion of Pachomovová

(Institute of Ukrainian Studies, University of Prešov), 68 percent of Slovak and Ukrainian words have the same or very similar basis. Similarly, Braxatorová (2022) reported that 62 percent of Russian and Ukrainian words have similarities in their bases.

In connection with the migration of people to Slovakia, several changes can be observed in many areas of social life. Education is one of the areas that has been significantly affected. Suddenly, the number of children of foreigners increased not only in primary and secondary schools but also in Slovak universities. Numerous teachers who meet foreign pupils and students in schools do not seem to be prepared for the situation. Teachers want to help them adapt to the new environment, get used to the new team, and subsequently involve the children of foreigners in the educational process.

A great number of Ukrainian children entered schools in the middle of the school year more massively and in an emergency. For this reason, it is necessary to prepare primary school teachers for the given situation and to create a methodology as well as a plan for working with these pupils. The basic precondition for overcoming these problems is to help them deal with the language barrier. Currently, in Slovakia, the professional competencies of pedagogical staff in the implementation of the state language for children of foreigners in the educational process are expanding. The basic problem in teaching Slovak as a foreign language is the insufficient readiness of teachers, especially Slovak teachers, to teach Slovak as a foreign language. The advantage is that the Slovak language teacher also teaches another foreign language and can transfer the forms and methods to teaching Slovak professional terminology. Such a form of teaching is applied in language teaching by Slovak teachers at the Faculty of Manufacturing Technologies (FMT). Many Ukrainian students decided to study at Slovak universities.

Literature review

Various authors and language experts in Slovakia recommend using different types of textbooks for teaching and developing language skills and recorded exercises to understand and improve the Slovak language as a foreign language (Dratva & Buznová, 2007; Ondrejovič, 2008; Oňušková, 2015; Mešková, 2012; Sedláková et al., 2013; Kamenárová et al., 2018; Kvapil, 2018; Uličná, 2018; Pekarovičová, 2020; Gluchmanová, 2022).

One of the forms of assistance for foreigners in the field of education in Slovakia is courses in Slovak as a foreign language. Under normal circumstances, this form of assistance is offered by many educational institutions. One of them is operating at the Faculty of Arts of Comenius University in Bratislava. It focuses mainly on foreign students studying in Slovakia (Peterková, 2022). Pekarovičová (2020) states that at present, they have also decided to help refugees from Ukraine to bridge the language barrier by making available the practical language guide *Prvá pomoc po slovensky* (First Aid in Slovak) (Vrábľová et al., 2022). They also offer this publication as an e-book. It is not just a dictionary because it also contains basic information about Slovakia and the necessary phrases to handle common communication situations. The website www.slovake.eu is currently available to all those interested in studying Slovak as a foreign language.

In many cases, ICT, especially mobile phones, and the Internet, also help to facilitate language communication, not only in the Slovak language but also in other foreign languages. Studies by many foreign authors testify to this (Jurkovič, 2019; Lee, 2020; Sad et al., 2020; Boelens et al., 2018; Shumeiko & Nypadymka, 2021; Azarova et al., 2020; Huzairin et al., 2020) argue that learning via mobile devices has several advantages and is much cheaper than learning via computers. This must be agreed upon because mobiles are owned by almost all students. They have access to their mobile device from anywhere and anytime. Many authors state that students can search for specific necessities, especially professional terminology and information, using ICT (Aubrey, 2022; Motobayashi & Takahashi, 2019; Zarić & Nagler, 2021; Krepel & Sinclair, 2019; Maphalala & Adigun, 2021; Bozdogan & Kasap, 2019; Wang & MacIntyre, 2021). I also agree with the statement of Yurieva et al. (2021), who claimed that high-speed Internet access and the availability of online tools are very helpful for students. According to Dizon (2021), the Internet bridges the gap between nonformal and informal language learning in the classroom. Smartphones are used for the online informal learning of foreign languages among undergraduate students. Tiron et al. (2022) claimed that the educational and professional success of students consists of acquiring language communication skills. The effectiveness of language courses on the Moodle platform when studying a foreign language for students, as well as teachers, are stressed by many other authors (Akkara et al., 2020; Lukianenko & Vadaska, 2020; Kirkova-Bogdanova, 2021; Oleksienko et al., 2020; Amjadiparvar & Zarrin, 2019; Magos & Georgopapadakou, 2021). Khateeb et al. (2020) paid attention to the impact of the effectiveness of communication techniques in education on students' learning outcomes, which is very important for students at technical universities.

The most important problem in teaching a foreign language as well as Slovak as a foreign language is the natural language environment. The student can acquire basic language skills in specific communication situations, which allows him/her to move forwards quickly. Many Slovak universities tend to offer their own language courses to foreign students. Their role and goal are to prepare them in better conditions for studying the Slovak language and to provide them with professional terminology, which is characteristic of the study programme of foreign students.

Slovak language teachers from the Department of Natural Sciences and Humanities at the Technical University of Košice decided to prepare professional study material for Ukrainian students within the compulsory Slovak as a foreign language online course (Gluchmanova, 2019; 2020). The aim was to support the teaching of vocational subjects in the Slovak language. Thus, students can acquire knowledge in professional Slovak. Another partial aim of the paper was to determine the results of students' work in the summer semester of 2022. Then teachers compared the results of e-exercises with e-test. Another partial aim of the paper was to determine the most common and frequent mistakes of students in professional Slovak texts. There are two hypotheses. The first of them proves the better results of students in the e-test. The second one - more grammatical mistakes in written Slovak are expected. All language skills are included in the e-test as well as e-

exercises: reading, listening, writing, and grammar. The teacher can identify strengths and weaknesses within the language competencies. These findings were useful for teachers in selecting more appropriate professional Slovak language texts for the next study.

2. METHODS

2.1. Research Design

Qualitative as well as quantitative data were obtained from the professional study materials relating to Physics, Physical Quantities, Kinematics, Dynamics, Electric Current, Energy, Mathematics, and related grammar, spelling, and reading professional texts with correct comprehension. Selected tasks were performed by 1st-year bachelor's students in manufacturing technologies. Mixed methods were used to meet the stated goal of my study. The evaluation and analysis of the identified e-tests as well as their feedback provided sufficient within the five study programmes at the faculty – Industrial Management, Computer-Aided Manufacturing Technologies, Smart Technologies in Industry, Automotive Production Technologies, and Renewable Energy Sources.

2.2. Participants

A total of 120 first-year bachelor's students participated in the research. The experiment took place in the summer semester of 2021/2022 within the compulsory subject Slovak Language for Foreign Students. The testing took place through e-tests prepared by Slovak language teachers. The e-exercises and e-tests included the following language competencies: reading, listening, writing, and grammar. Didactically modified online professional textbooks were a source of authentic professional study texts. The issues that the students solved with the experts in their professional subjects during the summer semester of 2022 were part of the individual tasks.

2.3. Procedure

Two hours in the 1st year of bachelor's study must be completed by Ukrainian students at the Faculty of Manufacturing Technologies (FMT). Winter and summer semesters in the Slovak language course for foreign students ended with graded credit. Some used textbooks in Slovakia are not applicable to Slovak as a foreign language online course for manufacturing technologies students.

Therefore, the knowledge of Physics and Mathematics in the summer semester was added to the online publication *Slovak Language for Foreign Students* used by manufacturing technologies students at the FMT. This means that students have attended lectures and seminars on these professional subjects in the Slovak language. Slovak language teachers cooperate with teachers of professional subjects to be able to select appropriate texts or professional articles to suit individual topics. Then, the selected texts as study material must be modified and didacticized in such a way that they meet the requirements for improving all language skills of students. It is no less important to determine the level of Slovak professional language to the required level and to adapt to the difficulty of online professional texts and individual tasks in exercises. The study

material for all faculty students, e-exercises, and e-tests are located on the faculty portal EnGeRu for Technicians and uses the university-wide Moodle platform.

Professional texts were compiled for the specific needs of students (which are general for all study programmes at the faculty in the 1st year of the study), such as Economics, Technical Materials, Technical Documentation (in the winter semester), and Physics, Mathematics, and Automotive Production (in the summer semester). The variety of teaching materials is enriched by audio and video recordings. Students use the *Slovak Language for Foreign Students* online publication to study and obtain new information.

In the summer semester, students developed e-exercises individually. They covered Physics, Physical Quantities, Kinematics, Dynamics, Energy, Power, Electric Current, Gravitational Field, Electric Field, Magnetic Field, and Automotive Industry in Slovakia. There are two or more attempts for students in this type of e-exercise, with no limitation on time. It is a type of self-education and consolidation of the curriculum. Students are partly prepared by these e-exercises for the final e-test.

Students end the summer semester with the final e-test. Their results affect the final evaluation. There was only one attempt, and the time was limited. Because the structure of Slavic languages is very similar, it is necessary to be much more lenient with language mistakes in education. Care must be taken to ensure that students speak clearly and that their speech fulfills its communicative function. For this reason, the teacher must be patient. It is important to slow down the pace of speech to make language similarities stand out.

2.4. Data analysis

Moodle system was used for the evaluation of students' tasks. Qualitative as well as quantitative analyses of all results were provided to the teacher during the summer semester and at the end of the summer semester of 2022. The results and grades of all tasks focused on Physics, Physical Quantities, Dynamics, Kinematics, Power, Energy, Electric Current, Gravitational Field, Electric Field, Magnetic Field, and Automotive Industry in Slovakia were summarized for individual study programmes from 120 foreign students for the summer semester 2022.

3. RESULTS

The European Credit Transfer System (ECTS) is used for the evaluation of students. The experimental group of 120 students was included in e-exercises as well as the final e-test during the summer semester of 2022. They completed the following study programmes: 64 students of Industrial Management (IM); 21 students of Computer-Aided Manufacturing Technologies (CAMT); 11 students of Smart Technologies in Industry (STI); 19 students of Automotive Production Technologies (APT) and 5 students of Renewable Energy Sources (RES). The results of students were monitored. New Slovak language online study materials were created across all study programmes in the mentioned fields of manufacturing technologies.

E-exercises were divided into several groups. Clarifying technical terminology related to Physics, International System of Units (SI), Scalar and Vector Quantities, Mechanics, Kinematics, Dynamics, Material Point, Trajectory, Velocity, Uniform, and Uneven Motion Straightforward, Free Fall, Even Circle Movement, Weight, Momentum, Force, Friction, and Momentum Conservation Law through appropriate language tasks was the aim of the first group. A total of 120 foreign students completed these kinds of e-exercises. Result in A was achieved by up to 23 students (19.2%), B – 28 students (23.3%), C – 22 students (18.3%), D – 15 students (12.5%), E – 17 students (14.2%) and FX – 15 students (12.5%). These results were generated in the Moodle system. The teacher could look at the mistakes in each completed task. Slovak teachers tried to determine the most frequent mistakes. Diacritical marks (especially in length) are a problem for foreign students, but they can learn them mechanically and even understand their meaning, justification, and distinctive function (rad – rád). The Ukrainian language is still affected by some students' lack of awareness of Slovak rules. There are no long vocals in Ukrainian, but in Slovak, the long vocal sometimes distinguishes the meaning of the words, e.g., dráha (route) – drahá (dear); rad (line) – rád (happy), or a change in word type, e.g., elektrický (adjective) – elektricky (adverb). Slovak diacritical marks often seem to be a problem for students: dĺžka (syllable sonata “í”) – dlžka (palatalization of consonant “l”). When introducing the alphabet, it is appropriate to draw attention to diacritical marks, to clearly read short and long vowels (vocals), and to better understand diphthongs (dvojhlásky) to combine two vowels (rad – riad) into a diphthong.

The exercises of the second group were focused on vocabulary concerning Kinetic and Potential Energy, the Law of Conservation of Energy, Power, Electric Current, Electrical Circuit, Electrical Resistance, Current and Voltage Measurement, Gravity, Gravitational Field Potential, Electric Charge, Coulomb's Law, Electromagnetic Field, Voltage, Conductor, Nonconductor, Magnetic Phenomena, and Substance Properties. A total of 105 foreign students took part in the evaluation, and 15 students (they were in Ukraine) had trouble connecting to the Internet at the time. Evaluation of e-exercises: A – 21 students (20%), B – 24 students (22.8%), C – 15 students (14.3%), D – 25 students (23.8%), E – 11 students (10.5%) and FX – 9 students (8.6%). Slovak teachers emphasize not only the reading of the professional text with understanding but also, for example, short instructions for operating machinery and equipment and work procedures. In this case, writing or rewriting texts is especially important for foreign students who do not use Latin. Gradually, students acquire sufficiently rich professional terminology. Language didactic games, introducing synonyms, homonyms, and oppositions, are used for this. Students try to distinguish between mistakes that are grammatical and impede comprehension or mistakes that cause misunderstandings (such as odpor – obvod). Such mistakes are often caused by insufficient understanding of the content, ignorance of grammar, and incorrect pronunciation. Although some lapses are humorous, they need to be removed by self-assessment or with the help of a teacher. Therefore, during face-to-face lessons, Slovak language teachers pay attention to correct pronunciation. In the case of bad pronunciation

(imperfect articulation), the meaning of words may be confused (odpor ≠ obvod, internet ≠ internát, večera ≠ včera). Gestures are very helpful in many cases, or in the case of Slovak homonyms, it is appropriate to use images: vodič (driver) – vodič (conductor) or myš (an animal) – myš (computer mouse).

The third group consisted of e-exercises focused on the automotive industry in Slovakia. A total of 118 students participated in e-exercises. Two were not present at the online classes. The results were as follows: A – 18 students (15.3%), B – 19 students (16.1%), C – 32 students (27.1%), D – 30 students (25.4%), E – 15 students (12.7%), FX – 4 students (3.4%). Students gained new knowledge of automotive production technologies in Slovakia through current articles from the Internet and listening exercises from videos and YouTube. Comprehension of the professional text was verified through appropriate question exercises. The task was to determine new information and correct understanding of professional texts. The new information also included grammar on numbers. Students, for example, must master the spelling of writing numbers not only with a number (as in mathematics) but also with a word. The same is true for writing decimal numbers in professional texts: 8. - ôsmy, 5 - päť, 20 – dvadsať. Students also have a problem with the spelling of the sound ä in professional words, e.g., vysoké napätie as *napat(i)e*. Students made fewer mistakes in the spelling of foreign words with the sounds d', t', ň, l', for example, kva[l']ifikácia, špecia[l']izácia, komu[ŋ]ikácia, faku[l']ta, popu[l']arny fi[l']m, and the like. Table 1 shows the assessment of the final test at the end of the summer semester of 2022.

Table 1. Total results of the e-test (Summer Semester 2022).

	A (100%-91%)	B (90%-81%)	C (80%-71%)	D (70%-61%)	E (60%-51%)	F (50%-0%)
IM	15 (23.4%)	13 (20.4%)	15 (23.4%)	10 (15.6%)	9 (14.1%)	2 (3.1%)
CAMT	8 (38.1%)	7 (33.3%)	5 (23.8%)	1 (4.8%)	0 (0%)	0 (0%)
STil	3 (27.3%)	2 (18.2%)	4 (36.3%)	1 (9.1%)	1 (9.1%)	0 (0%)
APT	5 (26.3%)	4 (21.1%)	6 (31.5%)	3 (15.8%)	0 (0%)	1 (5.3%)
RES	0 (0%)	1 (20%)	2 (40%)	0 (0%)	1 (20%)	1 (20%)
TOTAL	31 (25.8%)	27 (22.5%)	32 (26.7%)	15 (12.5%)	11 (9.2%)	4 (3.3%)

The total results of the final e-test are very good if we compare the results of the e-exercises and the final e-test. This means that the ongoing e-exercises have fulfilled their role and goal and have been very helpful in mastering the final e-test. This is evidenced by the high number of tests with an A rating – of 31 students (25.8%). Other results: B – 27 students (22.5%), C – 32 students (26.7%), D – 15 students (12.5%), E – 11 students (9.2%), and FX – 4 students (3.3%).

As we can see in Table 1, the best results were in Computer-Aided Manufacturing as well as Smart Technologies in Industry study programmes. I think that working with ICT was a benefit for those students. It also affects the results of their e-test. Many students were more flexible and more responsive in processing tasks. Students thus should learn from their mistakes when they repeated them. At the same time, feedback was helpful in obtaining a better rating.

I note that the first hypothesis (the better results of students in the e-test) has been confirmed. E-exercises during online classes helped students to better manage topics in the summer semester. I assume that the results of the final e-test were favourable, and the hypothesis was fulfilled because students already knew the system of work on the compulsory subject Slovak Language for Foreign Students from the previous winter semester of 2021. The confirmed hypothesis was also the result of the continuous and active work of Slovak language teachers during the summer semester. Teachers considered the mistakes of students in the winter semester to eliminate these shortcomings in the summer semester. Nevertheless, they expected fewer mistakes in the summer semester. In several cases, students repeated the same mistakes. More demanding Slovak professional texts and more difficult or complex grammar were the reasons why the second hypothesis (more grammatical mistakes in written Slovak are expected) was confirmed. Fig. 1 shows the students' frequent mistakes (grammatical and spelling).

Figure 1. Examples of students' common mistakes in e-exercises.

Podľa Ohmovho zákona by sme elektrický prúd vypočítali ako podiel (napätie)	napätia	✓	a odporu.
Podľa Ohmovho zákona by sme elektrický prúd vypočítali ako podiel (napätie)	napätie	✗	a odporu.
Silové pole magnetického poľa zakresľujeme pomocou indukčných (čiar)	čiar	✓	
Silové pole magnetického poľa zakresľujeme pomocou indukčných (čiar)	čiarov	✗	
Trecia sila (pôsobit')	pôsobí	✓	proti smeru pohybu telesa a vždy v mieste, kde sa telesá navzájom dotýkali.
Trecia sila (pôsobit')	pôsobia	✗	proti smeru pohybu telesa a vždy v mieste, kde sa telesá navzájom dotýkali.

The results showed that many students lack the correct application of theoretical knowledge in practice when writing sentences and continuous text. Accent, quantity, as well as the use of diphthongs in Slovak, is a frequent problem for Ukrainian students. They sometimes replace diphthongs with short monophthongs, e.g., **nie** – **ne**, **neriešte** - **nereste**, **môžeš** - **možeš**; or replace semivowel from diphthongs with consonants **v** and **j**, e.g., **beriem** - **berjem**, **o deviatej** – **o devjatej**, **dôkladné** - **dvokladne**; or insert **j** among the components of diphthongs, e.g., **priateľ** - **prijateľ**, **deformácie** – **deformáciej**, **zamestnanie** – **zamestnanje**, **výrobné technológie** – výrobné **technologije**. The accent is on the first syllable and is permanent in written Slovak, unlike Ukrainian, where it is mobile. Acquiring

this difference is quite difficult for Ukrainian students. However, understanding the Slovak language can sometimes lead to students not trying to move forwards because they think they understand everything. The problem for them is often the suffixes of verbs, especially in the 3rd person plural, the accent in words, diacritical marks, and the semantic (lexical) meaning of words.

4. DISCUSSION

A group of 120 first-year bachelor's students at the Faculty of Natural Sciences in Humanities Technical University of Košice participated in research that was realized in the academic year 2021/2022 in the summer semester within the compulsory subject Slovak Language for Foreign Students. The testing took place through e-tests prepared by teachers from the Department of Natural Sciences and Humanities. The tests included the following language competencies: reading, listening, writing, and grammar.

The final testing is the result of working with professional Slovak language texts, as well as practicing other key competencies during the semester. Slovak professional study material presented in the summer semester was studied and worked on by Ukrainian students. Communication in professional Slovak is a prerequisite for Ukrainian students to join the educational process at FMT. Students were classified into CEFR A1, A2, B1, and B2 based on their language skills. At the beginning of the course, it is an advantage if the teacher speaks the contact language - Russian or English.

However, due to the rapid integration of the student into the team, it is necessary to use it only in necessary cases (when explaining and clarifying the term and meaning). Therefore, it is appropriate for the teacher to use foreign expressions in the very beginning, for example, when explaining grammar, as in teaching foreigners. Gradually, the teacher introduced Slovak terms together with them (declension - skloňovanie, conjugation - časovanie, nouns – podstatné mená, adjectives – prídavné mená, numerals - číslovky, pronouns - zámená, demonstrative pronouns – ukazovacie zámená, verbs - slovesá, comparison - stupňovanie, negation - zápor, affirmation – kladná odpoveď, the conditional mood – podmieňovací spôsob). More than in traditional teaching, the teaching of professional Slovak must use illustrative aids and pictorial material as well as didactic techniques. This allows for a more efficient, faster learning process.

In addition to professional subjects, students of manufacturing technologies also take courses with a social science focus. Students are not able to understand basic information and relationships and therefore are not able to express themselves and present themselves (their knowledge) in these subjects without mastering the Slovak language. They are easier to start in science and professional subjects, where they can communicate through formulas, numbers, pictures, and diagrams.

An important part of teaching Slovak as a foreign language is the positive motivation of students, praise, and encouragement for further work. Pedagogical mastery consists of the fact that the Slovak language teacher can motivate the student positively and not discourage him from having high demands at the beginning of the study. From a

psychological point of view, it is important to encourage students not to feel insecure and not to be afraid to talk (albeit with mistakes).

The principles of adequacy, clarity, individual approach, motivation, activity, consistency, and permanence must be observed when choosing general-didactic and specific methods within the Slovak language online course and at the technical university. In the beginnings of Slovak as a foreign language course, the information-receptive and reproductive method is a suitable one. With a higher level of understanding among students of manufacturing technologies, we also apply project teaching during the course.

When teaching professional Slovak as a foreign language, it is appropriate to choose such methods that students learn the Slovak language in a natural, nonviolent way if the situation requires it in a playful way. Therefore, we also include a lexical game among the basic methods. Its aim is to strengthen professional vocabulary and correct pronunciation. The aim of the morphological game with technical words is to interpret the data and use them in a certain situation. A syntactic game with technical words or sentences aims to determine the relationship between words or sentences. These methods are used to acquire, develop, and consolidate language skills, as play is the most natural method of learning.

The aim of teaching Slovak as a foreign language is communication, not only passively listening to professional texts with understanding but also expressing agreement and disagreement, expressing doubts, arguing, opposing, supplementing the topic, comparing two facts, and criticism. During teaching, we try to keep students actively focused. Students' self-discipline also plays an important role. Students should have as many opportunities for spontaneous conversation as possible. The most suitable teaching aid is, of course, a Slovak classmate or friend who speaks with a foreign classmate - a foreigner, not only at the university but also outside it and in various communication situations.

Therefore, as we can see, new forms and methods in education are applied at FMT. The created EnGeRu portal for teaching foreign languages is also applied to teaching Slovak as a foreign language. Modern media and the use of the Internet are very helpful for students of manufacturing technologies. Similarly, Poláková & Klímová (2021) emphasize the various forms of mutual communication within language education. One of the benefits of the Moodle system, which students appreciate while working on the EnGeRu faculty portal, is feedback.

5. CONCLUSIONS

At the university of technical specialization, teachers most often work with Slovak professional articles and texts describing work instructions, advice on how to solve a problem, or texts characterizing new phenomena and technologies. Students' motivation is essential when learning Slovak as a foreign language. Students of manufacturing technologies also have barriers to learning Slovak and foreign languages, especially the

fear of making mistakes. The Slovak teacher must pay attention to words that are the same for the student's hearing, e.g., včera – večera, prvý – pravý, etc. Feedback should be used.

Misunderstanding the meaning of words can also occur when using some foreign words, internationalism, e.g., we use the word serious in the sense of reliable, but the word unserious foreigner translates as unreliable, while in the Slovak language, we can replace this word with the word cheerful, funny, not serious. Students who are learning Slovak as a foreign language should test the quality of their knowledge, especially professional knowledge, necessary for their future profession and expand it. The pace of mastering the Slovak language as a foreign language also depends on this. Acceleration of knowledge acquisition is individual. I emphasize that the teacher is very important during the course, but the student is responsible for the quality of the Slovak language, his purposeful, consistent, systematic study, healthy ambition, competitiveness, objective self-criticism, and interest in answering unanswered problems and questions.

FMT managed to create a new model of teaching professional Slovak language in cooperation with professional subjects. The Slovak language course is thus tailored for students to better master professional Slovak terminology, which is part of the study of professional subjects in various study programmes. Slovak language teachers actively use the Moodle platform. For that reason, professional texts are focused on such subjects as, for example, Automotive Production, Economics, Physics, Mathematics, Technical Materials, Technical Documentation, etc. Finally, I state that changes in professional study materials are necessary for students to be able to improve their language skills. Therefore, I argue that technology plays an important role and has a positive impact on education, including online education.

In the current social and political situation, in the time of migration and globalization, it is more than likely that we will meet foreign students more and more often in Slovak schools and universities. Therefore, it is necessary to prepare adequate conditions for education in Slovakia, as in other European countries.

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