## Study plan

## Name of study plan: Učitelství fyziky pro střední školy

Faculty/Institute/Others:

Department:

Branch of study guaranteed by the department: Welcome page

Garantor of the study branch:

Program of study: Master Continuation Programme in Physics Education

Type of study: Follow-up master combined

Required credits: 0

Elective courses credits: 120 Sum of credits in the plan: 120

Note on the plan:

Name of the block: Compulsory courses in the program

Minimal number of credits of the block: 0

The role of the block: PP

Code of the group: NMSPUCIFY1

Name of the group: NMS P\_UCIFY 1. ročník

Requirement credits in the group:

Requirement courses in the group: In this group you have to complete at least 13 courses

Credits in the group: 0 Note on the group:

| Note on the grou | ıp.   |            |         |       |          |      |
|------------------|---|------------|---------|-------|----------|------|
| Code             | Name of the course / Name of the group of courses (in case of groups of courses the list of codes of their members) Tutors, authors and guarantors (gar.) | Completion | Credits | Scope | Semester | Role |
| 15AMV            | Activating Teaching Methods David Šarboch, Petr Distler, Věra Krajčová Petr Distler Petr Distler (Gar.)   | KZ         | 4       | 12B   |          | PP   |
| 02UAOR           | Astrophysics and General Relativity Boris Tomášik Boris Tomášik Boris Tomášik (Gar.)  | ZK         | 3       | 8B    | L        | PP   |
| 02UDIF1          | Physics Didactics 1<br>Věra Krajčová Boris Tomášik Věra Krajčová (Gar.)   | Z,ZK       | 6       | 16B   | Z        | PP   |
| 02UDIF2          | Physics Didactics 2  Věra Krajčová Boris Tomášik Věra Krajčová (Gar.)   | Z,ZK       | 6       | 16B   | L        | PP   |
| 02UINT           | Didactics of Integrated Science Education Boris Tomášik, Maksym Dreval Boris Tomášik Boris Tomášik (Gar.)   | KZ         | 6       | 18B   | Z        | PP   |
| 02UHF            | History of Physics and Technology Applications Radka Vozábová Boris Tomášik Radka Vozábová (Gar.)   | KZ         | 3       | 8B    | L        | PP   |
| 32MC-K-ODID-01   | General Didactics David Vaněček, Kateřina Mrázková David Vaněček David Vaněček (Gar.)   | Z,ZK       | 5       | 16B   |          | PP   |
| 32MC-K-PEDO-01   | General Pedagogy Daniela Nováková, Martin Kursch Daniela Nováková Martin Kursch (Gar.)  | Z,ZK       | 5       | 16B   |          | PP   |
| 01PTZ            | Support for Talented Pupils  Lubomíra Dvořáková Lubomíra Dvořáková (Gar.)   | KZ         | 4       | 12B   |          | PP   |
| 02UPSP           | Practicum in School Physics Experiments Věra Krajčová, Radka Vozábová Boris Tomášik Radka Vozábová (Gar.)   | KZ         | 3       | 8B    | Z        | PP   |
| 32ME-K-PRSK-01   | Presentation and Communication Skills   | ZK         | 4       | 16B   |          | PP   |
| 02UPPP           | Introduction to Teaching Practice Boris Tomášik Věra Krajčová (Gar.)  | Z          | 6       | 16B   | L        | PP   |
| 32MC-K-PSEP-01   | Psychology in Educational Process Lenka Emrová, Eva Šírová Eva Šírová Lenka Emrová (Gar.)   | Z,ZK       | 5       | 16B   |          | PP   |

## Characteristics of the courses of this group of Study Plan: Code=NMSPUCIFY1 Name=NMS P\_UCIFY 1. ročník

| 15AMV  | Activating Teaching Methods   | KZ | 4 |  |  |  |  |
|--|---|----|---|--|--|--|--|
| The student will become familiarboth theoretically and especially practically with activation methods used in science education, their significance, and their effective implementation in |   |    |   |  |  |  |  |
| the teaching and lear  | the teaching and learning process. Based on the instructional objective, the student selects an appropriate activation method and designs a segment of a lesson, including its reflection |    |   |  |  |  |  |
| and evaluation.  |   |    |   |  |  |  |  |
| 02UAOR   | Astrophysics and General Relativity   | ZK | 3 |  |  |  |  |
| The course provides a basic overview of concepts in astronomy, key topics in astrophysics, and selected topics from general relativity. It is designed as an introduction for future       |   |    |   |  |  |  |  |
| teachers who, after co   | mpleting the course, will be better equipped to understand the subject matter and independently study further topics.   |    |   |  |  |  |  |

02UDIF1 Physics Didactics 1 The course provides an introduction to and practical training in methodological approaches to teaching physics in secondary schools. It covers diverse approaches to science education and to physics instruction specifically. Emphasis is placed on lesson preparation and delivery with a focus on engaging students. Students will practice both student-led and demonstration experiments, as well as laboratory work. The course highlights interesting and essential topics in mechanics, molecular physics, and oscillations and waves, tailored to the secondary school level. 02UDIF2 Z,ZK Physics Didactics 2 This course builds upon Physics Didactics I. It offers practical training in methodological procedures for teaching physics in secondary schools. The course introduces inquiry-based learning and laboratory work in physics. It emphasizes learning in context and the application of physics knowledge in practice. Student motivation and possibilities for formative assessment in physics education are addressed. The course focuses on engaging and essential topics in electricity and magnetism, optics, and modern physics at the secondary 02UINT Didactics of Integrated Science Education ΚZ This course explores cross-cutting topics from the perspective of natural sciences. While mathematics, physics, and chemistry are traditionally taught as separate subjects in schools, their content frequently overlaps and intersects. In such cases, collaboration among teachers across disciplines is beneficial. The course will present several topics suitable for building interdisciplinary relationships and fostering cooperation among teachers within a school. Students will be introduced to tandem teaching and project-based learning methods. 02UHF History of Physics and Technology Applications K7 Students will become acquainted with key experiments and discoveries that have significantly contributed to the development of our current understanding of the natural world. This knowledge can be effectively incorporated into physics teaching as a supplement to the curriculum. Presenting interesting facts about experiments, prominent scientists, and their applications will enrich the instruction and enhance student motivation.

 32MC-K-ODID-01 | General Didactics
 Z,ZK
 5

 32MC-K-PEDO-01 | General Pedagogy
 Z,ZK
 5

The course focuses on basic knowledge of educational phenomena, processes, laws, principles, categories, and theories that form the basis of pedagogical thinking. Education and training will be discussed in the context of pedagogical sciences in connection with changes in the Czech education system over the past twenty years, namely in relation to curricular reform, diversification of the system, alternative educational concepts, and changes in vocational education.

 01PTZ
 Support for Talented Pupils
 KZ
 4

 02UPSP
 Practicum in School Physics Experiments
 KZ
 3

The aim of the course is to acquaint students with the fundamental types of experiments and their effective integration into secondary school physics instruction. The course also introduces the technical equipment of the physics laboratory and preparation room. Pre-service teachers will learn to prepare, appropriately incorporate into lessons, and clearly explain core experiments in mechanics, oscillations and waves, thermodynamics, electricity and magnetism, and optics. The Practicum in School Physics Experiments complements the theoretical foundations provided in Physics Didactics 1 and Physics Didactics 2.

| 32ME-K-PRSK-01        | Presentation and Communication Skills   | ZK   | 4 |  |
|-----------------------|---|------|---|--|
| 02UPPP                | Introduction to Teaching Practice   | Z    | 6 |  |
| The course focuses on | preparing students for lesson planning before they begin their teaching practice. |      |   |  |
| 32MC-K-PSEP-01        | Psychology in Educational Process   | Z,ZK | 5 |  |

The course guides students toward future applications of psychological theory in practical teaching activities. It facilitates the acquisition and development of specific skills, particularly in the area of personal development and understanding the personality traits of others. Furthermore, the course presents selected psychological knowledge necessary for understanding and guiding the educational process. This mainly concerns the characteristics and development of cognitive, motivational, and emotional processes, the psychological characteristics of individuals, and their changes in individual developmental stages, especially during adolescence.

Code of the group: NMSPUCIFY2

Name of the group: NMS P\_UCIFY 2. ročník

Requirement credits in the group:

Requirement courses in the group: In this group you have to complete at least 10 courses

Credits in the group: 0 Note on the group:

| Note on the group | J.  |            |         |       |          |      |
|-------------------|---|------------|---------|-------|----------|------|
| Code              | Name of the course / Name of the group of courses (in case of groups of courses the list of codes of their members) Tutors, authors and guarantors (gar.) | Completion | Credits | Scope | Semester | Role |
| 02UPDP            | Didactic-Pedagogical Project of the Diploma Thesis  Boris Tomášik Boris Tomášik (Gar.)  | Z          | 2       | 4B    | Z        | PP   |
| 02UDIP            | Diploma Thesis Boris Tomášik Boris Tomášik (Gar.)   | Z          | 12      | 2B    | L        | PP   |
| 02UICT            | ICT in Natural Science Education  Věra Krajčová, Maksym Dreval, Lukáš Tomaník Boris Tomášik Věra  Krajčová (Gar.)   | KZ         | 3       | 8B    | Z        | PP   |
| 32MC-K-OSPN-01    | Personality: Pathology and Normality  | KZ         | 3       | 8B    |          | PP   |
| 32MC-K-SVZP-02    | Education of Pupils with Special Educational Needs in Science Subjects  | ZK         | 4       | 12B   |          | PP   |
| 02UPPS            | Direct School-Based Teaching Practice Boris Tomášik Věra Krajčová (Gar.)  | Z          | 15      | 320XH | Z        | PP   |
| 02URPP            | Reclection on Teaching Practice Boris Tomášik Věra Krajčová (Gar.)  | Z          | 3       | 6B    | L        | PP   |
| 32MC-K-PEDS-01    | Social Pedagogy   | ZK         | 3       | 8B    |          | PP   |
| 02USTA            | Current Trends in the Development and Application of Natural Sciences  Boris Tomášik Boris Tomášik (Gar.)   | Z          | 6       | 16B   | L        | PP   |
| 32MC-K-SKMN-01    | School Management   | ZK         | 3       | 8B    |          | PP   |

Characteristics of the courses of this group of Study Plan: Code=NMSPUCIFY2 Name=NMS P\_UCIFY 2. ročník

02UPDP Didactic-Pedagogical Project of the Diploma Thesis Students will become familiar with the principles of writing a masters thesis, conduct a literature review and research other relevant sources, and propose the structure and methodology of their work. They will also develop and present the theoretical didactic-pedagogical section of their thesis. These outcomes will be presented to peers and defended during the presentation 02UDIP Diploma Thesis Under expert supervision, students will prepare the practical part of their diploma thesis. At the end of the semester, they will present their work to fellow students and defend their approach. 02UICT ΚZ ICT in Natural Science Education This course is designed for students in teacher education and introduces methods of working with ICT and their application in teaching mathematics, physics, chemistry, and natural sciences in general, taking into account the students specialization. In addition to familiarizing students with current ICT options, the course strengthens their competencies in digital technologies and communication 32MC-K-OSPN-01 Personality: Pathology and Normality K7 3 32MC-K-SVZP-02 Education of Pupils with Special Educational Needs in Science Subjects ΖK 4 02UPPS Direct School-Based Teaching Practice 15 Before beginning the teaching practice, the student completes an introductory course in teaching practice (Introduction to Teaching Practice). The first phase of direct practice primarily involves classroom observation at a specific school and the preparation of observation protocols. In the following phase, students actively participate in teaching and engage in school-related activities. The student carries out the practice at a designated school for one semester, either two days per week or one day per week over the course of the school year. At least 90 hours must be spent in the classroom, of which 45 hours involve actual teaching, either independently or in pairs. The full 15 ECTS credits also account for time spent on lesson preparation, writing observation protocols, and similar activities, amounting to a total of 450 hours. 02URPP Reclection on Teaching Practice This practically oriented course places special emphasis on collaboratively seeking effective solutions to common challenges in teaching practice, as well as on strategies for managing dynamic changes in contemporary education. The instruction is primarily based on creating a safe and supportive environment for reflecting on ones own learning dispositions, sharing and processing emotions and challenging professional topics, including the presentation and communication of students initial pedagogical outcomes. Methods incorporated include structured discussions, feedback interviews, and mentoring. 32MC-K-PEDS-01 Social Pedagogy ZK 3 Current Trends in the Development and Application of Natural Sciences 02USTA This course is designed for teacher education students. It introduces students to the latest research directions in the natural sciences. Emphasis is placed on developing professional qualifications and interdisciplinary connections. The course is delivered through specialized seminars, which also include guest lectures from external experts, and features a field trip to a specialized research facility.

ZK

3

Name of the block: Compulsory elective courses

Minimal number of credits of the block: 0

The role of the block: PV

32MC-K-SKMN-01 School Management

Code of the group: NMSPUCIFYPV

Name of the group: NMS P\_UCIFY povinně volitelné předměty

Requirement credits in the group:

Requirement courses in the group: In this group you have to complete at least 2 courses

Credits in the group: 0 Note on the group:

| Code           | Name of the course / Name of the group of courses (in case of groups of courses the list of codes of their members) Tutors, authors and guarantors (gar.) | Completion | Credits | Scope | Semester | Role |
|----------------|---|------------|---------|-------|----------|------|
| 32MC-K-PSHY-01 | Psycho-hygiene Aspects of Teaching Profession   | Z,ZK       | 3       | 8B    |          | PV   |
| 32MC-K-SPKO-01 | Social and Pedagogical Communication  | KZ         | 3       | 8B    |          | PV   |
| 32MC-K-TECR-01 | Impacts of Information Technology on Society  | Z,ZK       | 3       | 8B    |          | PV   |
| 32MC-K-RIZZ-01 | Risk Behavior of Pupils   | KZ         | 3       | 8B    |          | PV   |

Characteristics of the courses of this group of Study Plan: Code=NMSPUCIFYPV Name=NMS P\_UCIFY povinně volitelné předměty

| 32MC-K-PSHY-01 Psyc | cho-hygiene Aspects of Teaching Profession | Z,ZK | 3 |
|---------------------|--|------|---|
| 32MC-K-SPKO-01 Soci | ial and Pedagogical Communication          | KZ   | 3 |
| 32MC-K-TECR-01 Impa | acts of Information Technology on Society  | Z,ZK | 3 |
| 32MC-K-RIZZ-01 Risk | Behavior of Pupils                         | KZ   | 3 |

## List of courses of this pass:

| Code  | Name of the course          | Completion | Credits |
|-------|-----------------------------|------------|---------|
| 01PTZ | Support for Talented Pupils | KZ         | 4       |

|  | Activa by sine and Consul Deletivity   | 71/  |  |
|--|--|--|--|
| 02UAOR   | Astrophysics and General Relativity  vides a basic overview of concepts in astronomy, key topics in astrophysics, and selected topics from general relativity. It is designed a  | ZK   | for future   |
| The course pro   | teachers who, after completing the course, will be better equipped to understand the subject matter and independently study furthe   |  | i ioi iuture   |
| 02UDIF1  | Physics Didactics 1  | Z,ZK   | 6  |
| •  | es an introduction to and practical training in methodological approaches to teaching physics in secondary schools. It covers diverse app  |  |  |
|  | ruction specifically. Emphasis is placed on lesson preparation and delivery with a focus on engaging students. Students will practice both sell as laboratory work. The course highlights interesting and essential topics in mechanics, molecular physics, and oscillations and was school level.   |  |  |
| 02UDIF2  | Physics Didactics 2  | Z,ZK   | 6  |
|  | s upon Physics Didactics I. It offers practical training in methodological procedures for teaching physics in secondary schools. The cou   |  |  |
| •  | poratory work in physics. It emphasizes learning in context and the application of physics knowledge in practice. Student motivation an<br>hysics education are addressed. The course focuses on engaging and essential topics in electricity and magnetism, optics, and model<br>school level.  | •  |  |
| 02UDIP   | Diploma Thesis   | Z  | 12   |
| Under expert sup   | pervision, students will prepare the practical part of their diploma thesis. At the end of the semester, they will present their work to fello approach.   | w students and o   | lefend their   |
| 02UHF  | History of Physics and Technology Applications   | KZ   | 3  |
|  | ome acquainted with key experiments and discoveries that have significantly contributed to the development of our current understand   | -  |  |
| knowledge can b  | pe effectively incorporated into physics teaching as a supplement to the curriculum. Presenting interesting facts about experiments, pro<br>applications will enrich the instruction and enhance student motivation.   | ominent scientist  | s, and their   |
| 02UICT   | ICT in Natural Science Education   | KZ   | 3  |
|  | signed for students in teacher education and introduces methods of working with ICT and their application in teaching mathematics, ph  |  |  |
| sciences in gener  | al, taking into account the students specialization. In addition to familiarizing students with current ICT options, the course strengthens<br>technologies and communication.   | their competend  | cies in digital  |
| 02UINT   | Didactics of Integrated Science Education  | KZ   | 6  |
|  | es cross-cutting topics from the perspective of natural sciences. While mathematics, physics, and chemistry are traditionally taught as  |  |  |
|  | ently overlaps and intersects. In such cases, collaboration among teachers across disciplines is beneficial. The course will present seve  |  |  |
|  | y relationships and fostering cooperation among teachers within a school. Students will be introduced to tandem teaching and project.  |  | _  |
| 02UPDP   | Didactic-Pedagogical Project of the Diploma Thesis  ne familiar with the principles of writing a masters thesis, conduct a literature review and research other relevant sources, and propose the  | Z<br>he structure and  | 2  |
|  | ney will also develop and present the theoretical didactic-pedagogical section of their thesis. These outcomes will be presented to peer   |  | _  |
|  | presentation.  |  | 3  |
| 02UPPP   | Introduction to Teaching Practice  | Z  | 6  |
|  |  |  |  |
|  | The course focuses on preparing students for lesson planning before they begin their teaching practice.  |  | ·<br>-   |
| involves classro   | Direct School-Based Teaching Practice he teaching practice, the student completes an introductory course in teaching practice (Introduction to Teaching Practice). The first phase of the observation at a specific school and the preparation of observation protocols. In the following phase, students actively participate   | in teaching and  | engage in  |
| efore beginning t<br>involves classro<br>school-related a<br>ear. At least 90 ho   | Direct School-Based Teaching Practice he teaching practice, the student completes an introductory course in teaching practice (Introduction to Teaching Practice). The first phase come observation at a specific school and the preparation of observation protocols. In the following phase, students actively participate etivities. The student carries out the practice at a designated school for one semester, either two days per week or one day per week or ours must be spent in the classroom, of which 45 hours involve actual teaching, either independently or in pairs. The full 15 ECTS credit on lesson preparation, writing observation protocols, and similar activities, amounting to a total of 450 hours.   | ase of direct practin teaching and over the course of its also account f   | tice primarily<br>engage in<br>the school<br>or time spen  |
| defore beginning to involves classrous school-related actear. At least 90 ho   | Direct School-Based Teaching Practice he teaching practice, the student completes an introductory course in teaching practice (Introduction to Teaching Practice). The first phase of the teaching practice at a specific school and the preparation of observation protocols. In the following phase, students actively participate stivities. The student carries out the practice at a designated school for one semester, either two days per week or one day per week or ours must be spent in the classroom, of which 45 hours involve actual teaching, either independently or in pairs. The full 15 ECTS credit on lesson preparation, writing observation protocols, and similar activities, amounting to a total of 450 hours.  Practicum in School Physics Experiments  | ase of direct practin teaching and over the course of its also account f   | tice primarily<br>engage in<br>the school<br>or time spen  |
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| defore beginning to involves classed school-related accear. At least 90 horizontal deformation of the controduces the technical designation of the control designatio | Direct School-Based Teaching Practice he teaching practice, the student completes an introductory course in teaching practice (Introduction to Teaching Practice). The first phase of the teaching practice at a specific school and the preparation of observation protocols. In the following phase, students actively participate stivities. The student carries out the practice at a designated school for one semester, either two days per week or one day per week or ours must be spent in the classroom, of which 45 hours involve actual teaching, either independently or in pairs. The full 15 ECTS credit on lesson preparation, writing observation protocols, and similar activities, amounting to a total of 450 hours.  Practicum in School Physics Experiments  | ase of direct praction teaching and of the course of the c | tice primaril engage in the school or time sper  3 ourse also learly explai  |
| Before beginning to involves classed school-related accear. At least 90 horizontal decirol of the controduces the technical school of the controduces the controduces the control of the c | Direct School-Based Teaching Practice he teaching practice, the student completes an introductory course in teaching practice (Introduction to Teaching Practice). The first phase of the teaching practice, the student completes an introductory course in teaching practice (Introduction to Teaching Practice). The first phase of the teaching practice at a designated school for one semester, either two days per week or one day per week or ourse must be spent in the classroom, of which 45 hours involve actual teaching, either independently or in pairs. The full 15 ECTS credit on lesson preparation, writing observation protocols, and similar activities, amounting to a total of 450 hours.  Practicum in School Physics Experiments ourse is to acquaint students with the fundamental types of experiments and their effective integration into secondary school physics in incial equipment of the physics laboratory and preparation room. Pre-service teachers will learn to prepare, appropriately incorporate integration in School Physics Experiments.  | ase of direct praction teaching and of the course of the c | tice primaril engage in the school or time sper  3 ourse also learly explai  |
| efore beginning to involves classed school-related action and a sear. At least 90 horizontal produces the technology of the core experimen to 2URPP his practically original involves the practically original search and the search an | Direct School-Based Teaching Practice he teaching practice, the student completes an introductory course in teaching practice (Introduction to Teaching Practice). The first phase of the teaching practice in the student carries out the preparation of observation protocols. In the following phase, students actively participate out of the student carries out the practice at a designated school for one semester, either two days per week or one day per week or ourse must be spent in the classroom, of which 45 hours involve actual teaching, either independently or in pairs. The full 15 ECTS credit on lesson preparation, writing observation protocols, and similar activities, amounting to a total of 450 hours.  Practicum in School Physics Experiments ourse is to acquaint students with the fundamental types of experiments and their effective integration into secondary school physics in included equipment of the physics laboratory and preparation room. Pre-service teachers will learn to prepare, appropriately incorporate into its in mechanics, oscillations and waves, thermodynamics, electricity and magnetism, and optics. The Practicum in School Physics Experiments of the physics Didactics 2.  Reclection on Teaching Practice ented course places special emphasis on collaboratively seeking effective solutions to common challenges in teaching practice, as well   | ase of direct praction teaching and of the course of the c | tice primaril engage in the school or time sper  3 ourse also learly explai ements the  3 for managin  |
| efore beginning to involves classer school-related action and action and action and action and action and action and action action and action  | Direct School-Based Teaching Practice he teaching practice, the student completes an introductory course in teaching practice (Introduction to Teaching Practice). The first phase of the teaching practice is school and the preparation of observation protocols. In the following phase, students actively participate observation at a specific school and the preparation of observation protocols. In the following phase, students actively participate observation at a specific school and the preparation of observation protocols. In the following phase, students actively participate observation at a specific school and the preparation of observation protocols. In the following phase, students actively participate observation protocols and similar activities are mounting to a total of 450 hours.  Practicum in School Physics Experiments  Ourse is to acquaint students with the fundamental types of experiments and their effective integration into secondary school physics in included equipment of the physics laboratory and preparation room. Pre-service teachers will learn to prepare, appropriately incorporate into its in mechanics, oscillations and waves, thermodynamics, electricity and magnetism, and optics. The Practicum in School Physics Experiments and their effective integration into secondary school Physics Experiments in mechanics, oscillations and waves, thermodynamics, electricity and magnetism, and optics. The Practicum in School Physics Experiments of the observation of Physics Didactics 1 and Physics Didactics 2.  Reclection on Teaching Practice  ented course places special emphasis on collaboratively seeking effective solutions to common challenges in teaching practice, as well in contemporary education. The instruction is primarily based on creating a safe and supportive environment for reflecting on ones own motions and challenging professional topics, including the presentation and communication of students initial pedagogical outcomes. No   | ase of direct praction teaching and of the course of the c | titice primarilitice primarilitica primarili |
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| 32MC-K-SKMN01  | School Management  | ZK   | 3 |
| 32MC-K-SPKO-01 | Social and Pedagogical Communication                                   | KZ   | 3 |
| 32MC-K-SVZP-02 | Education of Pupils with Special Educational Needs in Science Subjects | ZK   | 4 |
| 32MC-K-TECR-01 | Impacts of Information Technology on Society                           | Z,ZK | 3 |
| 32ME-K-PRSK-01 | Presentation and Communication Skills                                  | ZK   | 4 |

For updated information see <a href="http://bilakniha.cvut.cz/en/FF.html">http://bilakniha.cvut.cz/en/FF.html</a> Generated: day 2025-11-29, time 11:19.