

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/DID/ DPS/18	<b>Name:</b> Všeobecná didaktika
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 15s <b>Methods of study:</b> present	
<b>Number of credits:</b> 0	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> N	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b>	
<b>Results of education:</b>	
<b>Brief syllabus:</b>	
<p><b>Literature:</b>  Albert Sándor. Általános didaktika. - Komárno : Selye János Egyetem, 2006. - 226. - ISBN 80-89234-07-0.  Albert Sándor. Didaktika. Liliium Aurum, 2005. - 250 s. - ISBN 8080622523.  Falus Iván. Didaktika. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 552 s. - ISBN 9631952967.  Nagy Sándor. Didaktika. - Budapest : Tankönyvkiadó, 1969. - 239 s. - ISBN 0012790.  Kalhous Zdeněk. Školní didaktika. - 2. vyd. - Praha : Portál, 2009. - 448 s. - ISBN 978-80-7367-571-4.  Petlák, Erich. Všeobecná didaktika. - 1. vyd. : IRIS, 2004. - 316 s. - ISBN 80-89018-64-5.  Komenský Ján Ámos. Výber myšlienok z diela Veľká didaktika. - Prešov : Metodické centrum Prešov, 1992. - 23 s. - ISBN 8085410273.  Barabási Tünde. A tanítói tudás összetevői és fejlesztésük : Az elmélet és gyakorlat integrációja a magyarországi és romániai magyar tanítóképzési rendszerben. - 1. vyd. - Kolozsvár : Kolozsvári Egyetemi Kiadó, 2008. - 151 s. - ISBN 978-973-610-703-0.  Nagy József. Kompetencia alapú kritériumorientált PEDAGÓGIA. - 1. vyd. - Szeged : Mozaik Kiadó, 2007. - 383 s. - ISBN 978 963 697 541 8.  Falus Iván et all. A pedagógusok pedagógiája. - Budapest : Nemzeti Tankönyvkiadó, 2001. - 355 s. - ISBN 963191805x.  Falus Iván. A tanárrá válás folyamata. - 1. vyd. - Budapest : Gondolat, 2007. - 245 s. - ISBN 978 963 9610 97 2.  Kovátsné-Németh Mária. Fenntarthatóság, pedagógia, kutatás. - 1. vyd. - Győr : Nyugat-Magyarországi Egyetem Apáczai Csere János Kar, 2007. - 227 s. - ISBN 978-963-9364-85-1.  Roeders Paul, Gefferth Éva. A hatékony tanulás titka : A hatékony tanítás és tanulás dinamikája. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2.  Kosová Beata. Vysokoškolské vzdelávanie učiteľov : Vývoj, analýza, perspektívy. - 1. vyd. - Banská Bystrica : Pedagogická fakulta Univerzity Mateja Bela, 2012. - 143 s. - ISBN 978-80-557-0353-4.  Cangelosi S. James. Strategie řízení třídy : Jak získat a udržet spolupráci žáků při výuce. - 2. vyd.</p>	

- Praha : Portál, 1996. - 300 s. - ISBN 80-7178-083-9.

Pasch Marvin, Gardner Trevor et all. Od vzdělávacího programu k vyučovací hodině : Jak pracovat s kurikulem. - 1. vyd. - Praha : Portál, s.r.o., 1998. - 416 s. - ISBN 80-7367-054-2.

**Language, knowledge of which is necessary to complete a course:**

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 38

A	B	C	D	E	FX
84.21	15.79	0.0	0.0	0.0	0.0

**Teacher:** Dr. habil. Ing. István Szőköl, PhD., Dr. habil. Vilmos Vass, PhD.

**Date of last update:** 17.09.2018

**Approved by:**

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/PDG/ DPS/18	<b>Name:</b> Pedagogická diagnostika
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s <b>Methods of study:</b> present	
<b>Number of credits:</b> 0	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> N	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The subject is accomplished by an exam that contains the course curriculum. Students take it in the exam session in the form of a written knowledge test. In order to pass, one needs to gain at least 50% of the total score of the subject. The evaluation is expressed on the grading scale in the following way: A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%.	
<b>Results of education:</b> Students will be familiar with the basic expressions: monitoring and evaluation, will understand the specifications of the pedagogical evaluation. They will understand the point of the individual concepts of pedagogical evaluation in its relation to the concept of education and they will be able to reflect on it critically and apply in the pedagogical activities. Students will be able to use the theoretical knowledge about the methods, forms, principles and rules of the pedagogical evaluation in their own pedagogical activities.	
<b>Brief syllabus:</b> Monitoring and evaluation in education – defining the basic expressions. The qualitative changes of understanding the point of the teaching process and learning. The concept of education and teaching process. The personality of the teacher in relation to the concept of education. The concepts, functions and dimensions of the pedagogical evaluation. The concepts of evaluation in relation to the concepts of education. The functions of the pedagogical evaluation. The dimensions of the pedagogical evaluation. The process, methods and forms of the pedagogical evaluation in relation to the teaching process. Mezzo-level and macro level of evaluation. External and within-school monitoring and evaluation.	
<b>Literature:</b> Horváthová, Kinga. Kontrola a hodnotenie v školskom manažmente. - 1. vyd. - Bratislava : Wolters Kluwer, 2010. - 106 s. - ISBN 978-80-8078-329-7. Horváthová, Kinga., Szókö István. Kontrola a hodnotenie žiackych výkonov v národnostných školách na Slovensku. - 1. vyd. - Komárno : Pedagogická fakulta Univerzity J. Selyeho, 2013. - 120 s. - ISBN 978-80-8122-083-8. Gavora, Peter. Akí sú moji žiaci? - 3. vyd. - Nitra : Enigma, 2011. - 222 s. - ISBN 978-80-89132-91-1. Bertalané Zágón. Értékelés osztályozás nélkül : I. - Budapest : Nemzeti Tankönyvkiadó, 2001. - 92 s. - ISBN 9631923312. Falus, Iván. Didaktika. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 552 s. - ISBN 9631952967. Falus Iván et all. A pedagógusok pedagógiája. - Budapest : Nemzeti Tankönyvkiadó, 2001. - 355 s. - ISBN 963191805x. Falus	

Iván. A tanárrá válás folyamata. - 1. vyd. - Budapest : Gondolat, 2007. - 245 s. - ISBN 978 963 9610 97 2.

**Language, knowledge of which is necessary to complete a course:**

hungarian or slovakian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 39

A	B	C	D	E	FX
43.59	17.95	20.51	5.13	12.82	0.0

**Teacher:** Dr. habil. Ing. István Szőköl, PhD.

**Date of last update:** 17.09.2018

**Approved by:**

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/PEP/ DPS/18	<b>Name:</b> psychology of education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s <b>Methods of study:</b> present	
<b>Number of credits:</b> 0	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> N	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Final test. Condition for successful completion of this course is to obtain at least 50% of the maximum possible assessment of the subject. Evaluation: A - 90 -100%, B - 80% -89 C - -79% 70, D - 60-69%, E - 50 -59%.	
<b>Results of education:</b> Student has acquired bipolarity and psychological principles of teaching and learning, effective model of learning and application of differentiation for student's success in the school.	
<b>Brief syllabus:</b> Educational psychology as the specific discipline of psychology – defining the basic concepts. Bipolarity of the educational process. Educational impact and indicators. Optimalizational learning process. Principles of learning. Interest and memory as indicators of learning. Convergent and divergent tasks. Multiple intelligences and development of creativity.	
<b>Literature:</b> Bagdy Emőke: Személyiségfejlesztő módszerek az iskolában. Budapest : Nemzeti Tankönyvkiadó, 2002. 308 s. ISBN 9631922359 Bordás Sándor, Forró Zsuzsa, Németh Margit, Stredl Terézia: Pszichológiai jegyzetek. 3. vyd. Komárom : Valeur s.r.o., 2009. 320s. ISBN 9788089234851 Hvozdík Ján: Základy školskej psychológie. 1. vyd. Bratislava : Slovenské Pedagogické Nakladateľstvo, 1986. 360s. Zelina Miron: Aktivizácia a motivácia žiakov na vyučovaní. Krajský pedagogický ústav v Prešove, 1991. 73 s. ISBN 0006427 Zelina Miron: Stratégie a metódy rozvoja osobnosti : Metódy výchovy. 2. vyd. Bratislava : Iris, 1996. 234 s. ISBN 8096701347 STRÉDL, Terézia. Inkluzív pedagogia: avagy a gyógypedagógiáról másképp. 1.vyd. Komárno: Univerzita J. Selyeho, 2013. 148 s.[8 AH]. ISBN 978-80-8122-089-0. BORDÁS, Sándor, Melinda NAGY a Terézia STRÉDL. A pszichológia és társadalomtudományai [elektronický zdroj]. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. CD-ROM, 288 s. ISBN 978-80-8122-164-4.	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian and Slovak Language	

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 38					
A	B	C	D	E	FX
52.63	23.68	18.42	5.26	0.0	0.0
<b>Teacher:</b> doc. dr. univ. Agáta Csehiová, PhD., Mgr. Anita Tóth-Bakos, PhD.					
<b>Date of last update:</b> 17.09.2018					
<b>Approved by:</b>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/PKO/ DPS/18	<b>Name:</b> Pedagogická komunikácia
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s <b>Methods of study:</b> present	
<b>Number of credits:</b> 0	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> N	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Evolution: A – 90 -100%, B – 80 -89%, C – 70 -79%, D – 60 - 69%, E – 50 -59%.	
<b>Results of education:</b> Student will get theoretical and practical basic skills within the social and pedagogical communication. During practices student will learn verbal and non-verbal skills used within the social communication, will train standard pedagogical situations - such as introduction of a new student, praise of a student, communication with parents. Student will be able to use non-verbal and paralinguistic means of expressions within these situations. Student will be able to analyze the school classes according to aspects of pedagogical communication.	
<b>Brief syllabus:</b> Introduction to communication. Definition of communication, social communication and terms. People and communication. Individual communication skills. Verbal communication. Words and their interpretation. Paralinguistic means of expression. Practicing of verbal skills. Nonverbal communication. Means of expression of non-verbal communication. Emphatic and assertive communication, behaviour and its importance in the communication. Basic characteristics of pedagogical communication. Educational goals and pedagogical communication. Organisational forms and didactical methods in accordance with communication. Main characteristics of teacher's communication. Monological and dialogical communication forms. Verbal behaviour of students. Cooperation between teachers and students. How does the teacher motivate? The question of the teacher. Teacher's instructions. Evaluation. Teacher's explanation. Solving of educational conflicts. Regulation of student's communication. Non-verbal communication during the class. Paralinguistic communication. Body-communication in education. Communication barriers. Expression of expectations.	
<b>Literature:</b> Buda Béla. A közvetlen emberi kommunikáció szabályszerűségei. Budapest : Tömegkommunikációs Kutatóközpont, 1988. 296 s. ISBN 963 333 043 2 Gavora Peter. Akí sú moji žiaci? . 3. vyd. Nitra : Enigma, 2011. 222 s. ISBN 9788089132911 Nelešovská Alena. Pedagogická komunikace v teorii a praxi. 1. vyd. : Grada, 2005. 175s. ISBN 8024707381 Mareš Jiří. Sociální a pedagogická komunikace ve škole. 1. vyd. Praha : Statní Pedagogické	

Nakladatelství, 1989. 165s. ISBN 8004218547

Strédl Terézia. Kommunikáció és konfliktuskezelés. 1. vyd. Révkomárom : Szakképző és Felnőttképzési Intézet, 2009. 71 s. ISBN 9788097001124

**Language, knowledge of which is necessary to complete a course:**

Hungarian or Slovak Language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 38

A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0

**Teacher:** Dr. habil. PaedDr. Kinga Horváth, PhD., Katalin Kanczné Nagy, PhD.

**Date of last update:** 17.09.2018

**Approved by:**

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/SMP/ DPS/18	<b>Name:</b> school management and school policy
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s <b>Methods of study:</b> present	
<b>Number of credits:</b> 0	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> N	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Final test – 100 points. Students can solve exercise given b the teacher during the class. Each exercise can earn 5 points (up to 230 points in total). If the amount of earned points is acceptable for the student to pass the class, there is no need to attend the final test. The class could be pass after earning of at least 50 % of earnable points. The marking is A – 90 -100%, B – 80 -89%, C – 70 -79%, D – 60 - 69%, E – 50 -59%	
<b>Results of education:</b> Student will get knowledges about the complex operational school management, quality management, managing styles, school marketing and will be able to apply these knowledges in practical way in accordance with the Slovak legislation.	
<b>Brief syllabus:</b> The functions of the school. The essence of school management in a democratic society. Adaptability of the school management system. The roles of the government and governmental institutions at school management. The main purposes of the school management. Concepts and management theories. School management. School managing models and its specialties. The basic management roles. Educational programs as a part of the school management. Internal rules leading to optimal operation. Managing styles. The personality and communicational skills of the manager. School marketing end the current needs of schools. The climate and culture within the school in case of producing nd applying of educational programs.	
<b>Literature:</b> Halász Gábor. A közoktatási rendszerek irányítása. Okker kiadó. 94 s. - ISBN 0009672. Halász Gábor. Az oktatás az Európai Únióban = Tanulás és együttműködés. - 1. vyd. - Budapest : Új Mandátum Könyvkiadó, 2012. - 376 s. - ISBN 978 963 287 053 3. Halász Gábor. Az oktatás minősége és az önkormányzati oktatásirányítás : Okker kiadó, 1996. - 364 s. - ISBN 9637315403. Halász Gábor. Az oktatási rendszer. - 1. vyd. - Budapest : Műszaki Könyvkiadó, 2001. - 215s. - ISBN 963-16-2769-1. Horváthová, Kinga, Manniová, Jolana. Úvod do školského manažmentu. - 1. vyd. - Ivanka pri Dunaji : AXIMA, 2008. - 179 s. - ISBN 978 80 969178 6 0. Školský manažment v nových spoločenských podmienkach (pre riadiacich pedagogických zamestnancov) = Zborník z medzinárodnej vedeckej konferencie / Kinga Horváthová. - 1. vyd.	

- Bratislava : Katedra pedagogiky Pedagogickej fakulty UK v Bratislave, 2008. - 182 s. - ISBN 978-80-969178-8-4.

Horváthová, Kinga. Kontrola a hodnotenie v školskom manažmente. - 1. vyd. - Bratislava : Wolters Kluwer, 2010. - 106 s. - ISBN 978-80-8078-329-7.

Albert Sándor. Iskolavezetés. - 1. vyd. - Selye János Egyetem : Komárom, 2007. - 82 s. - ISBN 978-80-89234-27-1.

Albert Sándor. Minőségfejlesztés az iskolában. - Komárno : Selye János Egyetem, 2006. - 130. - ISBN 8089234127.

Albert Sándor. Önértékelés és minőségbiztosítás az iskolában. - 1. vyd. - Pécs : Comenius Kft., 2009. - 108 s. - ISBN 978 963 9687 26 4.

Kosová Beata. Transformačné premeny Slovenského školstva po roku 1989. - 1. vyd. - Banská Bystrica : Pedagogická fakulta Univerzity Mateja Bela, 2011. - 168 s. - ISBN 978-80-557-0275-9.

**Language, knowledge of which is necessary to complete a course:**

Hungarian or Slovak Language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 39

A	B	C	D	E	FX
25.64	17.95	23.08	20.51	10.26	2.56

**Teacher:** Dr. habil. PaedDr. Kinga Horváth, PhD.

**Date of last update:** 17.09.2018

**Approved by:**

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/TVZ/ DPS/18	<b>Name:</b> Technológia vzdelávania
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s <b>Methods of study:</b> present	
<b>Number of credits:</b> 0	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> N	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Awritten test duringthesemester (50 points), and task-releases (50 points). Evaluation: A - 90 to 100%, B - 80% -89 C - -79% 70, D - 60-69%, E - 50 -59%.	
<b>Results of education:</b> Knowing about the philosophy of informationsociety andcomparison of thetraditional school.	
<b>Brief syllabus:</b> Introduction - Description of thetraditional schooleducation and informationsocietyeducation. Characteristics of theinformationsociety. Glossary: communication, digitization, computerization, globalization, digitalcapabilities, hazards of, propertyrights, thetheory of cognitiveprocessinthedigitalworld, teachingstyles, thepossibilities of ICT, teaching and learningforms and methods of thedigitalworld. E-books, e-learning, m-learning, teaching software. Knowledge Test. thefundamental of Computers. Multimediacomputers, interactivecommunicationineducation - chat, blogging, video conferencing,	
<b>Literature:</b> Albert Sándor, Bohony Pál: Oktatástechnológia. Komárno : Selye János Egyetem, 2006. 310. ISBN 8089234186 Kalaš Ivan et al.: Premeny školy v digitálnom veku. Bratislava: SPN – Mladé letá,s.r.o.,2013. ISBN 978-80-10-02409-4. Košice: pre UIPŠ vydal elfa, s.r.o., 2010. ISBN 978-80-8086-143-8. Brestenská Beáta et al. Premena školy s využitím IKT. Využitie IKT v danom predmete: spoločná časť. Košice: pre UIPŠ vydal elfa s.r.o., 2010.ISBN 978-80-8086-143-8 Javorová Katarína et al. Využitie informačných a komunikačných technológií v predmete chémia pre základné školy. Učebný materiál – modul3. Košice: pre UIPŠ vydal elfa, s.r.o., 2010. ISBN 978-80-8086-157-5. <a href="http://www.etrend.sk/clanky-autora/JAROSLAV+OSTER.html">http://www.etrend.sk/clanky-autora/JAROSLAV+OSTER.html</a> <a href="http://www.ucimeprezivot.sk/slides/kyberneticka-kriminalita-a-prevencia/">http://www.ucimeprezivot.sk/slides/kyberneticka-kriminalita-a-prevencia/</a> <a href="http://www.scoop.it/u/jaroslav-oster">http://www.scoop.it/u/jaroslav-oster</a> <a href="http://www.biztonsagosinternet.hu/tippepek/szemelyes-biztonsag-az-interneten">http://www.biztonsagosinternet.hu/tippepek/szemelyes-biztonsag-az-interneten</a> TÓTH, Péter. Learning Strategies and Styles in Vocational Education. Acta Polytechnica Hungarica. Vol. 9, no. 3 (2012), p. 195-216. ISSN 1785-8860. WoS, SCOPUS. IF (2015): 0,544. SNIP (2012): 1,044. TÓTH, Péter. Adaptive online learning environment and web usage mining. SACI 2013 -	

8th IEEE International Symposium on Applied Computational Intelligence and Informatics, Proceedings. P. 61-66. WoS, SCOPUS.

RUDAS, Imre J. a Péter TÓTH. Online learning, web mining and quality assurance. Proceedings of 2014 International Conference on Interactive Collaborative Learning, ICL 2014. P. 1051-1057. WoS, SCOPUS.

TÓTH, Péter. A tanulói gondolkodás fejlesztésének módszerei az informatika oktatásában. Szakképzési Szemle. Évf. 23, sz. 1 (2007), p. 21-46. ISSN 0237-2347.

KALÁŠ, Ivan, Martina KABÁTOVÁ, Beáta BRESTENSKÁ, Rastislav GULAŠA, Martina CHALACHÁNOVÁ, Katarína PALÚCHOVÁ, Janka PEKÁROVÁ, Katarína SZARKA, Jiří VANÍČEK a Michal WINCZER. Premeny školy v digitálnom veku. 1. vyd. Bratislava: Slovenské pedagogické nakladateľstvo - Mladé Letá, 2013. 252 s. ISBN 978-80-10-02409-4.

**Language, knowledge of which is necessary to complete a course:**

Hungarian and Slovak Language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 40

A	B	C	D	E	FX
92.5	5.0	2.5	0.0	0.0	0.0

**Teacher:** Dr. habil. Ádám István Nagy, PhD., prof. Dr. Péter Tóth, PhD., Mgr. Ladislav Jaruska, PhD.

**Date of last update:** 17.09.2018

**Approved by:**

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/VPD/ DPS/18	<b>Name:</b> Všeobecná pedagogika a dejiny pedagogiky
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 15s <b>Methods of study:</b> present	
<b>Number of credits:</b> 0	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> N	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The subject is finished by the exam. The exam is passed by the student in the exam period from the content semestral subject. The exam will be in the form of a written written test. condition passing the subject is a minimum of 50% of the maximum possible subject evaluation. Rating is awarded on a scale: A - 90 -100%, B - 80-89%, C - 70 -79%, D -60-69%, E -50-59%	
<b>Results of education:</b> Students will acquire a brief overview of the history of pedagogy, basic pedagogical concepts, taxonomy as and the laws of pedagogical science.	
<b>Brief syllabus:</b> Introduction to the history of pedagogy. Education in Egypt, Old Greece, Spartan Education, Athens education, Demokritos, Socrates, Plato, Aristotle. The period of helenism, education in the old Greece and Emperor Rome. Education for Feudalism and Early Middle Ages. Comenius, Locke, Rousseau, Pestalozzi, Tešedik, Lehotský. History of schools in Slovakia. The Movement of New Education. Educational Theory: Bertrand's Overview, Pragmatic-Behavioral, Cognitive-Scientist, Humanistic, personological. Pedagogical models and their analysis for today's pedagogical practice. Modeling educational situations. Application of Educational Theories in Practice. Set up observation scale, acquaintance with rating. Methodology of observation on lessons and its analysis.	
<b>Literature:</b> Slávka Hlásna, Kinga Horváthová, Martin Mucha, Renáta Tóthová. Úvod do pedagogiky / - 1. vyd. - Nitra : ENIGMA, 2006. - 356 s. - ISBN 80-89132-29-4. Švecová Valéria. Základy pedagogiky. Technická univerzita v Košiciach, 1998. - 124 s. - ISBN 80-7099-323-5. Prucha Jan. Moderní pedagogika. - 4. vyd. - Praha : Portál, 2009. - 481 s. - ISBN 978-80-7367-503-5. Zelina, Miron. Teórie výchovy alebo Hľadanie dobra. - 2. vyd. - Bratislava : SPN, 2010. - 232 s. - ISBN 978-80-10-01884-0. Kasper Tomáš, Kasperová, Dana. Dějiny pedagogiky. - 1. vyd. - Praha : Grada Publishing, 2010. - 224 s. - ISBN 978-80-247-2429-4. Pukánszky Béla. A magyar iskolatörténet és pedagógusképzés paradigmái. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2014. - 119 s. - ISBN 978-80-8122-096-8.	

Kováts-Németh Mária: Kultúra – Érték – Iskola. Palatia Nyomda és Kiadó Kft. Győr, 2015.

ISBN 978-963-7692-67-3

Mészáros István - Pukánszky Béla - Németh András: Neveléstörténet, Osiris Kiadó, Bp. 2007.

Kovátsné dr. Németh Mária - Liszka József - Novák Veronika: Fejezetek Csallóköz művelődéstörténetéből. NYME ATFK Győr, 2001.

**Language, knowledge of which is necessary to complete a course:**

slovak or hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 38

A	B	C	D	E	FX
65.79	23.68	7.89	0.0	0.0	2.63

**Teacher:** prof. Dr. Béla István Pukánszki, DSc., prof. Dr. András Németh, DSc., Katalin Kanczné Nagy, PhD.

**Date of last update:** 17.09.2018

**Approved by:**

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/VPS/ DPS/18	<b>Name:</b> Vývinová psychológia
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s <b>Methods of study:</b> present	
<b>Number of credits:</b> 0	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> N	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Final test. Condition for successful completion of this course is to obtain at least 50% of the maximum possible assessment of the subject. Evaluation: A - 90 -100%, B - 80% -89 C - -79% 70, D - 60-69%, E - 50 -59%.	
<b>Results of education:</b> Student will learn fylogenetetic and ontogenetic development patterns, the characteristics of the developments periods focused to students.	
<b>Brief syllabus:</b> History and main trends of developmetnalpsychology. Developmentalperiodizationas per differentauthors (L. Nagy, S. Freud, Erikson, J. Piaget) and itscomparation. Psychicaldevelopmetnindifferentages: prenatal, natal, postnatal, pre-schoolage, schoolage, teenage, adolescence. Adult life periods: early, middle and matureadult, senior life and death. Developmentspecifics a ser theircharacteristics: optimal, slowed, late, pathological and disharmonical.	
<b>Literature:</b> Atkinson L. Rita: Pszicholóogia. Budapest : Osiris Kiadó, 2005. 852 s. ISBN 9633897130. Bordás Sándor, Forró Zsuzsa, Németh Margit, Stredl Terézia: Pszichológiai jegyzetek. 3. vyd. Komárom : Valeur s.r.o. 2009. 320s. ISBN 9788089234851 Cole Michael: Fejlődéslélektan. Budapest : Osiris Kiadó, 2003. 810 s. ISBN 9633894735 Erényi Tibor at all.: Freud, avagy a modern individuum felfedezése. Budapest : Napvilág, 1997. 98. ISBN 9639082015 Mérei Ferenc - Binet V. Ágnes: Gyermeklélektan. Budapest : Medicina Könyvkiadó, 2006. 303 s. ISBN 963 226 027 9 Inhelder Barbel, Jean Piaget: A gyermek logikájától az ifjú logikájáig : A formális műveleti struktúrák kialakulása. Budapest : Akadémiai Kiadó. 1984. 336 s. ISBN 963 05 3642 0. Zelina Miron: Stratégie a metódy rozvoja osobnosti : Metódy výchovy. 2. vyd. Bratislava : Iris. 1996. 234 s. ISBN 8096701347	
<b>Language, knowledge of which is necessary to complete a course:</b> slovak or hungarian	
<b>Notes:</b>	

**Evaluation of subjects**

Total number of evaluated students: 39

A	B	C	D	E	FX
48.72	20.51	12.82	12.82	5.13	0.0

**Teacher:** Mgr. Bernadeta Szabóová, Mgr. Anita Tóth-Bakos, PhD.**Date of last update:** 17.09.2018**Approved by:**