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## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ AV/22	<b>Name:</b> State Examination
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule. In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience. The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit. The results of the state examination and the thesis defence are publicly announced by the chair of the board.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has acquired knowledge in the compulsory and profile subjects of the study programme,</li> <li>- the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan,</li> <li>- the student is able to analyse and evaluate the knowledge acquired in the subject.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- the student is able to present his/her expertise,</li> <li>- the student is able to hand over his/her knowledge</li> <li>- the student is able to organise and apply the theoretical knowledge acquired,</li> <li>- the student has the ability to organise and apply the knowledge acquired in the course of his (her) studies.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- the student is able to express his/her linguistic and professional culture in the oral examination,</li> <li>- the student is able to use the knowledge acquired in a wider context,</li> <li>- the student is able to put the knowledge acquired into practice and organise it,</li> </ul>	

<ul style="list-style-type: none"> <li>- the student is able to use his/her knowledge in a creative way while solving problems, as well as to analyse the problem and organise new solutions,</li> <li>- the student is able to answer the questions of the committee at the expected level.</li> </ul>					
<b>Brief syllabus:</b>					
<b>Literature:</b>					
<b>Language, knowledge of which is necessary to complete a course:</b> Literature indicated in the information sheets of the study programme					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b>					
<b>Date of last update:</b> 21.06.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ BFI/22	<b>Name:</b> Introduction to the study of sources
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The results of the study are evaluated according to the following criteria: regular attendance at lectures and seminars, or at archival exercises. Successful completion of a written test with a total score of 100, and successful completion of an oral examination. For credit to be awarded, a group seminar paper based on archival material or digital archival databases must be completed. Successful presentation of the results of the group seminar paper. A score of at least 50 points is required in the written tests. Grading scale A 90-100, B 80-89, C 70-79, D 60-69, E 50-59. The share of each condition in the students' grade is as follows: participation in seminars - 10%, seminar assignments 20%, continuous written tests - 30%, oral examination - 40%.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The listener will acquire the basic concepts of archival science and archival research</li> <li>- The listener will acquire the basic knowledge about the procedures of work in archives: about the inventory of fonds, archival aids (catalogue, register, inventory, guide) as well as about filling out an application for archival work, ordering archival material.</li> <li>- The listener is aware of the importance and necessity of archival research in the work of a historian.</li> <li>- The listener will have basic knowledge of the records of the inventory units of the fund about the structure of the archival inventory (introduction, inventory, registers and other scientific and informational apparatus)</li> <li>- The listener will get basic information about the functions and activities of archival departments</li> <li>- The listener will know the basic procedures in the processing of archival material.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The student will acquire skills in the use of archival material during the seminar work</li> <li>- The student will be aware of the need for preparation and orientation in the list of fonds, and archival aids prior to archival work.</li> <li>- The student will acquire basic skills in working with archival holdings, inventories, and guides.</li> <li>- The student will gain practice in studying archival material, locating the most important files, and ordering digital or xerox copies.</li> <li>- The listener will be able to navigate archival work, the digitized portions of a given fonds, and gain basic skills in handling archival material.</li> </ul>	

- The listener will be able to independently collect archival information for his/her term papers, undergraduate, graduate, and other student work, as well as for use in teaching history.
- The student will be able to work independently with archival sources from the 19th and 20th centuries.

**Competences:**

- The student should be an autonomous and responsible person, for whom, in addition to professional knowledge and competences, professional and institutional responsibilities must also be a guiding principle, even in the strict conditions of archival spaces, including the study room.
- The student should have the ambition to acquire new and original information, archival sources and evidence for his/her work in order to be able to create original and new values on the basis of rational and scientifically based knowledge.
- The student should be a supporter of a free democratic society and the rule of law.
- He/she should be characterised by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the subject matter of his/her field of study in history.
- Can work effectively independently.
- Has an active and responsible approach to completing tasks within the course.

**Brief syllabus:**

1. Basic concepts of archiving
2. Archival system in Slovakia and Hungary
3. Archival collections of the Komárno Department of the State Archives in Nitra
4. Study of archival aids, inventories
5. Archival stay Part 1. Introductory lecture: practical information on archival research and ordering materials
6. Archival stay Part 2. Introductory lecture on contemporary auxiliary books. Study of archival material
7. Archival Stay Part 3. Introductory lecture on digitizing archival material. Study of archival material
8. Archival stay part 4. Studying archival material
9. Processing of Komárno's digitized archival collection on the topic of the Spanish Influenza in Komárno in the winter of 1918-1919
10. Work with archival databases of the Hungarian National Archives
11. Presentation and evaluation of group seminar papers
12. Presentation and evaluation of group seminar papers
13. Presentation and evaluation of group seminar papers

**Literature:**

- Eszenyi Miklós: A történettudományi szakirodalmi kutatás módszerei. Kalauz főiskolai és egyetemi hallgatók számára. Rónai Művelődési Központ, Miskolc, 2000. <http://mek.oszk.hu/04800/04838/04838.pdf>
- Nagy Imre Gábor: Levéltári ismeretek. In. Nagy Imre Gábor: Forrásismereti előadások.s. 1-25. [http://www.niton.sk/documents/73-275-6831-nagy\\_imre\\_gabor,\\_forrasismereti\\_eloadasok.doc](http://www.niton.sk/documents/73-275-6831-nagy_imre_gabor,_forrasismereti_eloadasok.doc).
- Novák Veronika: A szlovákiai levéltárak magyar provenienciájú fondjai és állagai 1918-ig Budapest, 2004. 525 s. [https://library.hungaricana.hu/hu/view/BFLV\\_Fa\\_02\\_Novak\\_2004/?pg=0&layout=s](https://library.hungaricana.hu/hu/view/BFLV_Fa_02_Novak_2004/?pg=0&layout=s)
- Rákoš, Elemír: Teória archívnych dokumentov.Slovenská archivistika, 35, 2000, 1, s. 3-17.
- Rákoš, Elemír: Spisy v archívoch.Slovenská archivistika, 33, 1998, 1, s. 12-21.

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

Hungarian

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. László Szarka, CSc.					
<b>Date of last update:</b> 21.06.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ BSZ/22	<b>Name:</b> Seminar on Bachelor dissertation
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Submission of a selected bibliography related to the topic of the Bachelor thesis and drafting of a part of the Bachelor thesis (10-12 pages). Attendance at the seminar is compulsory. The student prepares part of the Bachelor thesis and submits the bibliography. The student must hand in a ready part of the thesis to the tutor by the deadline. If the student does not hand in the ready part of the thesis within 7 days after the deadline, he/she will not receive the credits for the course. The length of the ready part of the thesis to be handed in is determined by the tutor, the formal requirements are specified in the Rector's Directive 2/2021. The work must comply with the technical rules and ethics of citation. <b>Criteria for the evaluation of the work:</b> – the student's analytical-synthetic thought process, – expression of personal opinion supported by theoretical knowledge, – the definition of the problem and the aim of the work, the way in which it has been developed, – the structure of the work - logical structure and proportional length of each part, – work with literature and sources of information (how they are selected and used), – compliance with the basic formal requirements of the essay, compliance with citation requirements, – aesthetic and linguistic quality of the essay. <b>Percentages for each task:</b> Work done in seminars: 20 %. Seminar paper: 80 %. The student must complete at least 50 % of all assignments.	
<b>Results of education:</b> <b>Knowledge:</b> The student is able to: - list and explain the general requirements for the preparation of the Bachelor thesis, describe and characterize the content structure of the Bachelor thesis and its parts (introduction, main body, appendices),	

- explain the concepts of phenomenon and fact, list and describe ways of investigating educational phenomena,
- describe in more detail the main methods of collecting and processing the data presented in the Bachelor thesis,
- identify the basic requirements for the author of a thesis, describe and characterise the model, characteristics and formal structure of a thesis,
- list and explain the formal requirements for the Bachelor thesis,
- define the concept of an abstract, describe its structure, describe the characteristics of a quality abstract, list the most common mistakes in abstract preparation, distinguish between an abstract and an annotation, an extract, a summary and an overview,
- explain the concepts of citation, quotation, paraphrasing, compilation, plagiarism, distinguish between quoting and paraphrasing, and illustrate different citation and referencing techniques with examples,
- define and interpret in his (her) own words the basic concepts and motifs of the chosen subject area,
- be familiar with the basic terms used in the thesis,
- explain the basic terms used in an essay,
- construct (elaborate) the theoretical plane of the thesis, including all its important aspects,
- analyse and justify the conclusions of the thesis,
- critically analyse, re-evaluate and use in theory the knowledge gained.

#### Skills:

The student is able to:

- write a draft of his (her) own Bachelor thesis,
- explain the methodological rules for writing a Bachelor thesis,
- define the main question and the aim of the thesis, formulate hypotheses where appropriate,
- plan a timetable for the preparation of the Bachelor thesis, including its table of contents,
- work with literature (primary and secondary sources), search for information in library information databases,
- prepare the text of the Bachelor thesis, based on the knowledge acquired, by formulating ideas in a logical and precise way, producing a quality abstract, writing an introduction and conclusion, taking into account the criteria given,
- present the knowledge acquired in the field, recognising its complexity and drawing conclusions,
- apply knowledge of the ethics and techniques of citation and drafting,
- use correctly the various methods of citation and referencing and compile a bibliography correctly,
- create (develop) the practical aspects of the thesis, including all relevant aspects,
- analyse, synthesise and compare knowledge and propose solutions on this basis,
- draw conclusions and formulate practical implications through critical analysis,
- critically analyse, reassess and apply the knowledge acquired in practice,
- present, discuss and support the ideas with proper arguments, while writing the thesis,
- present, in a group of students and in the presence of the tutor, the outputs of the activity and justify their relevance and practical use,
- complete the Bachelor thesis and prepare for its public defence,
- to grade the strengths and weaknesses of the topic of the thesis and the thesis itself,
- critically evaluate the methods and procedures used in the thesis and make suggestions for their practical application,
- acquire independent knowledge in the chosen field,
- apply theoretical knowledge to teaching practice.

**Competences:**

The student

- is aware of the importance of respecting academic ethics and the ethical implications for his/her own student and future teaching activities,
- acts in accordance with the rules of good conduct,
- has mastered the basics of social appearance, and is dressed appropriately for the state examination,
- adheres to the ethical principles of citation
- expresses his/her beliefs and opinions in a straightforward and honest manner, while accepting that the other party has the right to form his/her own opinion,
- bears and accepts the consequences of his/her own actions.

**Brief syllabus:**

1. Requirements for the Bachelor thesis in the SJE guidelines.
2. A concise description of the Bachelor thesis.
3. The importance of the Bachelor thesis
4. Selection of the topic for the Bachelor thesis.
5. Preparation of a selected bibliography for the thesis.
6. Tasks and objectives of the Bachelor thesis.
7. Choosing the appropriate citation.
8. Content of the Bachelor thesis.
9. Formulating a strategy for the development of each part (chapter).
10. Working with reference books and journals.
11. Use of the Internet and online publications.
12. Preparing and carrying out the research, and getting ready for the defence of the Bachelor thesis.

**Literature:**

- A magyar helyesírás szabályai. 2015. Budapest: Akadémiai Kiadó. 12. kiadás. ISBN 978 963 05 9631 2
- Smernica rektora č. 2/2021 o úprave, registrácii, sprístupnení a archivácii záverečných, rigorózných a habilitačných prác na Univerzite J. Selyeho. 2021. Komárno: UJS
- A történész mestersége : Történetelméleti írások / Marc Bloch ; Eszter Babarczy, Domokos Kosáry, Pál Pataki. - Budapest : Osiris Kiadó, 1996. - 229. - ISBN 9633791030.
- Hogyan írjunk szakdolgozatot? / Umberto Eco ; Beatrix Klukon : Kairosz, 1987. - 256 s. – ISBN 963 9137 53 7.
- Ako písať záverečné a kvalifikačné práce : Ako písať: bakalárske práce, diplomové práce, dizertačné práce, špecializačné práce, habilitačné práce, seminárne a ročníkové práce, práce študentskej vedeckej a odbornej činnosti, ako urobiť bibliografické odkazy, ako citovať tradičné a elektronické dokumenty / Dušan Katuščák. - 5. vyd. - Nitra : Enigma, 2007. - 164 s. – ISBN 978-80-89132-45-4.

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

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Árpád Popély, PhD., Dr. habil. Attila Simon, PhD., Dr. habil. László Szarka, CSc., Dr. habil. Mgr. Barnabás Vajda, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ BTT/22	<b>Name:</b> An introduction to the historical science
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed on the basis of the following criteria: regular attendance at seminars, completion of seminar assignments, successful completion of written tests and oral examinations. Passing the test requires obtaining at least 50 % of the maximum possible the maximum possible mark. Grades are awarded on a scale of A-90-100%, B-80-89%, C-70-79%, D - 60-69 %, E- 50-59 %. The proportion of each condition in the students' assessment is as follows: attendance at seminars- 10%, seminar assignments- 20%, continuous written tests- 30%, oral exam- 40%.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student will acquire the basic concepts of the scientific discipline of history or historiography.</li> <li>- The listener will acquire basic knowledge of the methodological procedures of the historian's work</li> <li>- The listener will be aware of the basic peculiarities of historical research in comparison with other social science disciplines.</li> <li>- The listener will have basic knowledge of written, factual and oral historical sources and their importance in educational processes</li> <li>- The listener will acquire basic information about professional workplaces and archives in Slovakia and Hungary, as well as about methodological peculiarities of local, family and national history.</li> <li>- The listener will be familiar with the most important Hungarian and Slovak digital historical databases.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- During the course of the seminar work, the student will acquire skills in the use of the library, in the use of catalogues, reference books, as well as historical reference books (the most important Hungarian and Slovak syntheses, general and specialized lexicons, chronologies, and bibliographies).</li> <li>- The student will gain practice in Hungarian and Slovak Internet databases on History.</li> </ul>	

- The student will be able to navigate bibliographic work in search of specialized literature and published sources and will acquire basic skills in handling the source base of local, family, and national history.
- The student will be able to independently collect professional information (library, internet, etc.)
- The student will be able to independently prepare the text of his/her own seminar papers and presentations. The learner will be able to use basic forms of note-taking and reference lists.
- The student will be able to work independently with published historical sources.
- The listener will be able to prepare an oral history interview of local and family history.

**Competencies:**

- The listener should be an autonomous and responsible person for whom social responsibilities must be a guiding principle in addition to professional knowledge and competence.
- The learner should have faith in rational and scientifically based knowledge of history.
- The student should be a supporter of a free democratic society and the rule of law.
- He/she should be characterised by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the subject matter of his/her field of study in history.
- Can work effectively independently.
- Has an active and responsible approach to completing tasks within the course.

**Brief syllabus:**

1. Introductory information about the development of historical science, or about the differences between scientific and popular interpretation of history.
2. Basic concepts and methods of historical research.
3. Historical sources and their criticism. Written, or factual, iconographic, audio-visual, digital written sources.
4. Classification of medieval historical sources. Types of documents. Medieval chronicles (annals) chronicles, legends, codices.
5. Modern sources: official acts (writings), letters, biographical sources (diaries, memoirs, travelogues), diplomatic.
6. Newspapers and electronic press as a historical source.
7. Legal and statistical sources.
8. Basic Hungarian and Slovak historical reference books. Syntheses, editions of sources, general and specialized lexicons, chronologies, bibliographies.
9. Overview of research institutes and division of archives in Slovakia and Hungary.
10. Oral history interview: preparation, conducting, interview technique.
11. Basic concepts and sources of local history
12. Introduction to genealogy and family history.
13. Subject and sources of historical research on ethnic relations and processes

**Literature:**

- Bartl, Július: Úvod do štúdia dejepisu, Univerzita Komenského, Bratislava, 2003. 133 s. - ISBN 80-223-1805-1
- Gyáni Gábor: Az elveszített múlt. A tapasztalat mint emlékezet és történelem. Nyitott Könyvműhely. Budapest, 2010. 376 s. ISBN 978-963-310-016 5.
- Gyurgyák János – Kisantal, Tamás (szerk.): Történelemelmélet I-II. Osiris, Budapest 2006. 792. s. s. + 1 208 s. ISBN 963 389 870 6 – ISBN 963 389 871 4.
- Gyurgyák János: A tudományos írás alapjai. Útmutató szemináriumi és tudományos diákköri értekezést íróknak. 206 s. Osiris Kiadó, Budapest, 2019. ISBN 978 963 276 349 1
- Kávássy Sándor: Bevezetés a történettudományba. Nemzeti Tankönyvkiadó. Budapest, 2000. (22. vydanie) 232 s. J 11-970

- Kőfalvi Tamás: E-tanítás. Információs és kommunikációs technológiák felhasználása az oktatásban. Alapismeretek a tanári mesterségre készülőök számára. Nemzeti Tankönyvkiadó, Budapest, 2006. 120 s. ISBN 963 19 5846 9.
- Kőfalvi Tamás – Makk Ferenc: Forrástani ismeretek történelemből. Segédkönyv a történelem forrásközpontú tanításához. Budapest, 2007.
- Kőfalvi Tamás: Közgyűjteményi ismeretek. Nemzeti Tankönyvkiadó. Budapest, 2007. 258 s. ISBN 978. 963-19-6008-2.
- Rákoš, Elemír: Archívny a historické bádanie. In: Historický časopis, roč. 39, 1991, č. 4-5, s. 527-534. ISSN 0018-2575.

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

Hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 16

A	B	C	D	E	FX
6.25	12.5	50.0	18.75	0.0	12.5

**Teacher:** Dr. habil. László Szarka, CSc.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ BV/22	<b>Name:</b> Bachelor's Thesis and Defense
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 8	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> While writing the Bachelor thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of Bachelor and Master's theses, dissertations and habilitation theses written at Selye János University. The recommended length of the Bachelor thesis is 30 to 40 pages (54 000 to 72 000 characters with spaces). The deadline for submission of the Bachelor thesis is specified in the timetable for the academic year. The Bachelor thesis is checked for authenticity in the central register of final theses. A report is drawn up on the outcome. The examination of authenticity is a prerequisite for the defence. The submission of the Bachelor thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Bachelor thesis. The Bachelor thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided. The supervisor mainly assesses the fulfilment of the objective, the student's autonomy and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the Bachelor thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis. The assessor focuses on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the Bachelor thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis. The examination board will assess the originality of the thesis, the degree of student involvement in the solution of the academic problem, the student's self-reliance and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc.	

The committee will also assess the ability to present the results, including answers to questions on the topic, adherence to time constraints, etc.

The State Examination Board will evaluate the examination in an informal meeting and decide the mark. The grading is a complex assessment of the quality of the Bachelor thesis and its defence, taking into account the reviews and the process of thesis defence. The committee will mark the defence with an aggregate mark. The mark may be the same as, or better or worse than, the mark given in the marks, depending on the thesis defence.

The grading scale is A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who does not achieve 50% will not receive credit.

The results of the oral and theoretical part of the examination will be announced publicly by the chairperson of the board in public.

### **Results of education:**

Knowledge:

- The student is familiar with the structure of an academic publication,
- The student can use the resources in an independent and creative way,
- The student is able to analyse and evaluate the problem under study in his/her field of research,
- The student is able to select research methods and procedures appropriately and to apply them effectively.

Skills:

- The Bachelor thesis demonstrates the student's knowledge of the theoretical and practical aspects of the problem under study,
- The student should demonstrate the ability to work with national and international literature, to select relevant information and to use his/her ability to collect, interpret and process literature,
- The student is able to learn independently, enabling him (her) to continue his (her) studies,
- The student is able to collect and interpret relevant data (facts) in the field of his (her) study and to make decisions that take into account social, scientific and ethical aspects,
- The student is able to support the ideas presented with arguments and to draw practical conclusions and formulate proposals,
- The student is able to present the results of the Bachelor thesis,
- The student is able to respect the principles of academic integrity and ethics.

Competences:

The student is able to

- express his/her own linguistic and professional culture and approach to the professional issues encountered in the course of his/her studies, in an appropriate way
- reason and apply knowledge methodologically, both theoretically and practically,
- put knowledge into practice and to organise it,
- answer the questions of the supervisor and the assessor to the required standard and thus be able to defend their Bachelor thesis successfully.

### **Brief syllabus:**

The procedure for defending the Bachelor Thesis is as follows:

1. The student presents his/her thesis.
2. The main points of the thesis supervisor' and opponent's reviews are presented.
3. The student answers the questions of the supervisor and the opponent.
4. Professional discussion of the Bachelor Thesis, when the student answers questions.

The presentation of the Bachelor thesis should mainly include the following points:

1. A brief justification of the choice of topic, its relevance and practical utility.
2. Explanation of the objectives of the thesis and the methods used.
3. The main content of the thesis.

4. The conclusions and proposals drawn by the student.

A copy of the thesis and its electronic presentation are provided to the student during the presentation. The student presents the thesis on his own for a minimum of 10 minutes. He/she may use computing devices.

The final thesis is available to the committee before and during thesis defence.

**Literature:**

Literatúra je zadávaná individuálne podľa spracovanej témy.

Hogyan írjunk szakdolgozatot? / Umberto Eco ; Beatrix Klukon : Kairosz, 1987. - 256 s. - ISBN 963 9137 53 7.

Aktuálna smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho.

- A történész mestersége : Történetelméleti írások / Marc Bloch ; Eszter Babarczy, Domokos Kosáry, Pál Pataki. - Budapest : Osiris Kiadó, 1996. - 229. - ISBN 9633791030.

- Hogyan írjunk szakdolgozatot? / Umberto Eco ; Beatrix Klukon : Kairosz, 1987. - 256 s. – ISBN 963 9137 53 7.

- Ako písať záverečné a kvalifikačné práce : Ako písať: bakalárske práce, diplomové práce, dizertačné práce, špecializačné práce, habilitačné práce, seminárne a ročníkové práce, práce študentskej vedeckej a odbornej činnosti, ako urobiť bibliografické odkazy, ako citovať tradičné a elektronické dokumenty / Dušan Katuščák. - 5. vyd. - Nitra : Enigma, 2007. - 164 s. – ISBN 978-80-89132-45-4.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:**

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ FHT/22	<b>Name:</b> Chapters from the history of the Holocaust
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed based on the following criteria: - regular attendance at seminars - regular attendance at seminars - and the final written test. The weight of each factor is as follows: attendance at seminars – 10%, seminar assignments – 30%, final written test – 60%. In order to obtain a grade of A, it is necessary to obtain 100-90 points; B – 89-80 points; C – 79-70 points; D – 69-60 points; E – 59-50 points. Less than 50 points – FX	
<b>Results of education:</b> <b>Knowledge</b> The student will be able to name basic data, facts, and technical terms of the scientific discipline; The student will be familiar with the relevant scientific literature of the scientific discipline. The students can specify the essence of the processes of education and training. <b>Skills</b> The student will be able to correctly apply the methodological procedures of historical science during the historical research; The student will be able to plan, i.e. set relevant goals for a specific historical research The student can work effectively and independently. <b>Competency</b> The student should have a belief in a rational and scientifically based knowledge of history. The student is to be a supporter of a free democratic society and the rule of law.	
<b>Brief syllabus:</b> 1. Introduction. The concept and historiography of the Holocaust. Jews and Christians in antiquity. 2. Anti-Judaism in the Middle Ages. Programs, crusades, prejudices. 3. The Jewish question in the early modern period. Luther's position. 4. Modern anti-Semitism. Zionism. 5. Nazism and the Jewish Question. the Nuremberg Laws. 6. The Jewish question at the beginning of the Second World War. The ghettos in Poland. 7. Endlösung and the labour camp system.	

8. The concentration camps and their types. Auschwitz.
9. The end of the war and the liberation of the camps.
10. Jewish rescuers during the Holocaust. (Oscar Schindler, Raul Wallenberg, and others)
11. The Holocaust in Hungary.
12. Holocaust in Western Europe.
13. the Holocaust and contemporary society. Closing discussion.

**Literature:**

- Karsai László: Holokauszt. Pannonica Kiadó, 2001. - 430. - ISBN 963 9252 25 5.
- Ságvári Ágnes: Tanulmányok a magyarországi holokauszt történetéből. - 1. vyd. - Mogyoród : Napvilág kiadó, 2002. - 132s. - ISBN 963 9350 01 x.
- Hosszú Gyula: Utak a holokauszthoz, történetek a holokausztról. - 1. vyd. - Debrecen : Pedellus Tankönyvkiadó, 2002. - 380s. - ISBN 963-9396-31-1.
- Gyurgyák János: A zsidókérdés Magyarországon. - Budapest : Osiris, 2002. - 794. – ISBN 9633890276.
- Shlomo Avineri: A modern cionizmus kialakulása: A zsidó állam szellemi gyökerei. - 1. vyd. - Budapest : Századvég Kiadó, 1994. - 266 s. - ISBN 963 8384 77 8.
- Smoel Ettinger: A zsidó nép története : A modern kor: a 17. századtól napjainkig. Budapest : Osiris, 2003. - 404. - ISBN 963 389 2066.
- Martin Broszat Auschwitz parancsnoka voltam : Rudolf Höss emlékiratai. - 1. vyd. - Budapest : Jaffa Kiadó, 2017. - 319 s. - ISBN 978 615 5609 52 7.
- Grüll Tibor - Répás László A zsidóság és Európa : Új fejezetek az antiszemitizmus történeti-társadalmi gyökereiről. - 1. vyd. - Budapest : József Műhely Kiadó, 2006. - 234 s. - ISBN 963 7052 27 5.
- Simon Attila: Dunaszerdahely - Kis Palesztina = Dunajská Streda - Little Palestine : Útikalauz egy eltűnt zsidó közösség történetéhez - A Short Guide to the history of the Jewish Community. - 1. vyd. - Bratislava : Izraelská obchodná komora na Slovensku, 2015. - 88 s. - ISBN 978-80-969192-9-1.

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

Hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Attila Simon, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ HET1/22	<b>Name:</b> General history of the 20th century 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed on the basis of the following criteria: <ul style="list-style-type: none"> <li>- regular attendance at seminars</li> <li>- completion of seminar assignments</li> <li>- and the final written test.</li> </ul> The weight of each factor is as follows: attendance at seminars – 10%, seminar assignments – 30%, final written test – 60%. In order to be admitted to the oral examination, the student must achieve a score of at least 50%. A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. Students register for the oral exam in AIS. In case of unexcused absence from the exam, the student is graded with a grade of FX. A student may take two make-up examination dates.	
<b>Results of education:</b> <b>Knowledge</b> The student will be able to name basic data, facts, and technical terms of the scientific discipline; The student will be familiar with the relevant scientific literature of the scientific discipline. The students can specify the essence of the processes of education and training.	
<b>skills</b> The student will be able to work independently with the literature; The student will be able to correctly apply the methodological procedures of historical science during the historical research; The student will be able to plan, i.e. set relevant goals for a specific historical research.	
<b>Competency</b> The student is to be a supporter of a free democratic society and the rule of law. The student will be able to assess the importance of historical scholarship within society in the interest of an erudite, free, and tolerant school and society.	
<b>Brief syllabus:</b> 1. The Treaty of Versailles and its consequences 2. Economic and political changes after the First World War, international relations in the 1920s. 3. Russia 1917-1922. The fall of Tsarism, the Bolshevik Revolution, the Civil War. 4. Italy and Italian fascism between the two world wars. 5. The Weimar German state. The birth of Nazism. 6. The democracies of Western Europe. Britain	

and France. 7. The US economy and society between the two world wars. The Great Depression. The New Deal. 8. The Soviet Union in the years of Stalinism. Collectivisation, the gulags, the show Trial. 9. The Nazi German state. 10. Europe in the 1930s. The Spanish Civil War. the Anschluss. 11. The world before the Second World War. China and Japan. 12. World War II. the era of war. The anti-fascist coalition. 13. Summary of Curriculum

**Literature:**

- Németh István: 20. századi történet. I. Európa. Bp. Osiris, 2005. [https://regi.tankonyvtar.hu/hu/tartalom/tamop425/2011\\_0001\\_520\\_a\\_20\\_szazad\\_egytort\\_1/adatok.html](https://regi.tankonyvtar.hu/hu/tartalom/tamop425/2011_0001_520_a_20_szazad_egytort_1/adatok.html)
- Németh István: 20. századi történet. II. Európán kívüli országok. Bp. Osiris, 2005. [https://regi.tankonyvtar.hu/hu/tartalom/tamop425/2011\\_0001\\_520\\_a\\_20\\_szazad\\_egytort\\_2/adatok.html](https://regi.tankonyvtar.hu/hu/tartalom/tamop425/2011_0001_520_a_20_szazad_egytort_2/adatok.html)
- Majoros István – Ormos Mária: Európa a nemzetközi küzdőtéren. Budapest : Osiris Kiadó, 1999. - 515. - ISBN 9633895014.
- Ormos Mária – Krausz Tamás: Hitler – Sztálin. Pannonica, 2003. - 330. - ISBN 9638469943.
- Paul Johnson: A modern kor. Budapest : Aquila, 2000. - 410. - ISBN 9639302201.
- Heller, Mihail: A Szovjetunió története. Budapest : Osiris Kiadó, 2003. - 677. - ISBN 9633895464.
- Magyarics Tamás: Az Amerikai Egyesült Államok története 1914-1991. A rövid XX. század 1. vyd. - Budapest : Kossuth Kiadó, 2008. - 223 s. - ISBN 978-963-09-5860-8.
- John Lukacs: Az Egyesült Államok 20. századi története. Budapest : Gondolat Kiadó, 1988. 488. - ISBN 9632818598.
- John Keegan: A második világháború. Budapest : Európa, 2008. - 1040. - ISBN 9789630784573.

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

hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Attila Simon, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ HET2/22	<b>Name:</b> General history of the 20th century 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Study results are evaluated based on the following criteria: Regular participation in classes (10 points or 10%). Written seminar work, portfolio (20 points or 20%). Passing a written test (30 points or 30%). Oral exam (40 points or 40%). During regular attendance at classes, active participation is assumed, which is demonstrated by asking questions or actively participating in professional discussion. The preparation of a written seminar work is called a portfolio. Portfolio evaluation criteria: appropriate study of professional literature, library or online work with secondary literature; adequacy of chosen methods; level or quality of biographical and bibliographic data processing; own interpretation activity, creativity, imaginativeness of observations and opinions; working with sources and professional literature, correct quoting and paraphrasing. Successful completion of a written knowledge test in the scope of the content outline of the subject, while success here means achieving at least 50% of the achievable points for this sub-task. Successful completion of the oral exam. Students register for the oral exam in AIS. In case of unexcused absence from the exam, the student is evaluated with an FX grade. A student can take two exam correction dates. Passing the oral exam means achieving at least 50% of the achievable points for this sub-task. The condition for successful overall completion of the subject is obtaining at least 50% of the maximum possible assessment. The rating is given on a scale: A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%.	
<b>Results of education:</b> The student will have the following professional knowledge and skills: he will know the current status of the given scientific discipline in the Slovak and Hungarian scientific context; will be able to name the basic data, facts and technical terms of the given scientific discipline; will know the relevant professional literature of the given scientific discipline. The student will have the following professional skills: he will be able to independently collect professional information (library, Internet, etc.); will be able to work independently with professional literature; during the designated historical research, he will be able to correctly apply the methodological procedures of historical science; will be able to correctly apply heuristic procedures and techniques of collecting and gathering historical knowledge.	

After completing the studies, the student should have the following scientific and social competences: The student should have faith in rational and scientifically based knowledge about history. The student should be a supporter of a free democratic society and the rule of law.

**Brief syllabus:**

1. Post-war development of individual states and the international community.
2. Definitions and basic terms of the Cold War.
3. Different periods of the Cold War.
4. Political and military doctrines of the Cold War.
5. The nature and course of the decolonization process.
6. Character and dynamics of the Cold War.
7. Bipolar and multipolar world system (USA, USSR, China).
8. Focal points of political (1956, 1968) and war conflicts of the Cold War.
9. The Cold War as a peaceful rivalry between great powers.
10. The Cold War as a real conflict of various interests (Korea, Vietnam, Afghanistan, the Middle East).
11. The world in the second half of the 20th century.
12. Central and Eastern Europe and the Soviet Union during the Cold War.
13. Crisis of the Soviet power system, years 1988-1991.

**Literature:**

- Békés Csaba: Európából Európába : Magyarország konfliktusok keresztüzében, 1945-1990. 1. vyd. Budapest : Gondolat Kiadó, 2004. ISBN 963 9567 19 1.
- Fischer Ferenc: A kétpólusú világ 1945-1989. Budapest : Dialóg Campus Kiadó, 2005. ISBN 963 9542 85 7.
- Gaddis, John Lewis: Most már tudjuk : A hidegháború történetének újraértékelése. Budapest : Európa, 2001. ISBN 963 07 6936 0.
- Jut, Tony: Povojnová európa : História po roku 1945. 1. vyd. - Bratislava : Slovart, 2005. ISBN 978 80 8085 185 9.
- Kissinger, Henry: Világrend. Antall József Tudásközpont, Budapest, 2015.
- Németh István: Európa 1945-2000 - A megosztástól az egységig. 1. vyd. Budapest, Aula, 2004. ISBN 963 9585 20 3.
- Németh István (szerk.): 20. századi egyetemes történet 1890-1945, I. kötet. 1. vyd., Budapest, Korona Kiadó, 1999. ISBN 963 903 627-7.
- Reynolds, David: One World Divisible, A Global History since 1945. Norton 2000.
- Vajda Barnabás: Hidegháború és európai integráció. 2. Kiadás. Selye János Egyetem Tanárképző Kara, Komárom, 2020.
- Vajda, Barnabás: Rádio Slobodná Európa a jeho činnosť vo východnej Európe / Vajda Barnabás. Révész Béla (Recenzent), Popély Árpád (Recenzent). - 1. vyd. - Komárno : Univerzita J. Selyeho, 2013. - 178 s. [12,4 AH]. - (Monographiae Comaromienses 11.). - ISBN 978-80-8122-084-5.
- Vajda Barnabás: Detente and Emancipation: Hungary, the Soviet Bloc, and International Politics, 1944-1991. DOI 10.1162/jcws\_r\_00973. In: Harvard Journal of Cold War Studies. ISSN 1520-3972, Vol. 22, No. 4 (2020), p. 233-234. CCC, WoS. Q WoS=Q4.

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

Hungarian

**Notes:****Evaluation of subjects**

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. Mgr. Barnabás Vajda, PhD.					
<b>Date of last update:</b> 23.06.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ KET1/22	<b>Name:</b> Medieval world history 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed upon the following criteria: - Regular participation in seminars - Seminar assignments - Successful completion of an end-of-term written test The value of each factor is: seminar attendance 10%, seminar assignments 30%, written test 60%. To take part in the oral exam, the student must obtain at least 50% of the total assessment score. The assessment grading scale is: A – 90 -100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. For the oral exam the students must register at AIS. Absenteeism from the exam will result FX. Students are allowed to take part in two re-take exams.	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>● The student will acquire a basic overview of political, social, religious and cultural development of Medieval Europe (great migrations and the barbarian kingdoms, the Frankish Empire, the emergence and expansion of Islam, Byzantium and Eastern Europe, the emergence of the English and French states, the German Empire, the Church and Papacy until the 11th century).</li> <li>● The student will learn the essential dates, facts and terminology of the given discipline.</li> <li>● The student will learn the relevant scientific literature of the given discipline.</li> </ul> Skills: <ul style="list-style-type: none"> <li>● The student will be able to specify and solve more simple professional problems (with practical usage)</li> <li>● The student will be able to collect professional information independently (library, internet ...)</li> <li>● The student will be able to work with and scientific literature independently.</li> <li>● During collecting historical information, the student will be able to use correct heuristic methods.</li> <li>● The student will be able to work with primary historical sources independently.</li> </ul> Competences: <ul style="list-style-type: none"> <li>● The student must be an independent and responsible person for whom the scientific knowledge as well as social responsibility are of vital importance.</li> </ul>	

- The student must be a creative and independent personality bearing the responsibility of the problems of history.
- The student must work independently and effectively.
- The student's approach to the assignments within the subject must be active and responsible.
- The student must believe in rational and scientifically confirmed historical knowledge.

**Brief syllabus:**

1. The crisis and the fall of Roman Empire. Dislocation of the Empire after Emperor Theodosius's death.
2. The great migration of peoples and the emergence of early medieval barbarian states. The Huns, Goths, Vandals, Burgundians, Franks. Odoacer in Rome.
3. Byzantium in the early Middle Ages. The reign of Justinian I: Codex Justinianus. Emperor Heraclius.
4. The Frankish Empire. The Merovingian and Carolingian dynasties. New institutions. The Empire of the East and West Franks. Kingdom of Burgundy. Kingdom of Italy.
5. The emergence of Islam and its expansion. Mohammed's activity. The caliphate of Umayyeds. The emergence of Arabs and the Arab Empire.
6. The Avars in Central Europe and the emergence of their state. The Viking conquests and their states in Northern Europe.
7. The states of West Slavs in the Early Middle Ages. From the original homeland to the establishment of kingdom: the emergence of Great Moravia and the Czech, Polish and Hungarian states.
8. The Church in the Early Middle Ages. The emergence of Papal State.
9. The Holy Roman Empire. Treaty of Verdum and its consequences. The emergence of German Empire.
10. England in the Middle Ages. The Anglo-Saxons and their states.
11. The Balkan in the 8th – 10th centuries. The crisis of Byzantium, the movement of iconoclasm, the schism. The emergence of Tsardom of Bulgaria.
12. The political, social and economic change of Europe from the fall of Rome to the reign of Pope Sylvester II.
13. Early medieval culture: from the ancient times to Christianity. The conflict of faith and science.

**Literature:**

Európa a korai középkorban (3-11. század) / Angi János, Bárány Attila, Orosz István, Papp Imre, Pósnán László. DUP, Debrecen, 1997. ([https://mandadb.hu/tetel/181934/Europa\\_a\\_korai\\_kozepkorban\\_311\\_szazad](https://mandadb.hu/tetel/181934/Europa_a_korai_kozepkorban_311_szazad))  
 Európa története / Gunst Péter. Debrecen: Csokonai Kiadó, 1996. - ISBN 963 260 062 2.  
 A bizánci állam története / Georg Ostrogorsky. - 1. vyd. - Budapest : Osiris, 2001. - 540 s. - ISBN 963 389 117 5.  
 A középkor története / Katus László. Pannonica Kiadó, 2001. - 400. - ISBN 963 9252 04 2  
 A középkor művészete / Jannic Durand. - Budapest: Helikon, 2001. - 144 s. - ISBN 9632087089.  
 Az értelmiség a középkorban, Budapest, Osiris, 2002. Az értelmiség a középkorban / Jacques Le Goff. - Budapest: Osiris, 2002. - 392. - ISBN 963 379 736 5.

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

Hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 19

A	B	C	D	E	FX
0.0	0.0	10.53	26.32	31.58	31.58
<b>Teacher:</b> Dr. habil. Árpád Popély, PhD.					
<b>Date of last update:</b> 21.06.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ KET2/22	<b>Name:</b> Medieval world history 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed upon the following criteria: - Regular participation in seminars - Seminar assignments - Successful completion of an end-of-term written test The value of each factor is: seminar attendance 10%, seminar assignments 30%, written test 60%. To take part in the oral exam, the student must obtain at least 50% of the total assessment score. The assessment grading scale is: A – 90 -100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. For the oral exam the students must register at AIS. Absenteeism from the exam will result FX. Students are allowed to take part in two re-take exams.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>● The student will acquire a basic overview the medieval history of the most important European countries, territories, the Church and the Papacy.</li> <li>● The student will learn the essential dates, facts and terminology of the given discipline.</li> <li>● The student will know the relevant scientific literature of the given discipline.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>● The student will be able to specify and solve more simple professional problems (with practical usage)</li> <li>● The student will be able to collect professional information independently (library, internet ...)</li> <li>● The student will be able to work with and scientific literature independently.</li> <li>● During collecting historical information, the student will be able to use correct heuristic methods.</li> <li>● The student will be able to work with primary historical sources independently.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>● The student must be an independent and responsible person for whom the scientific knowledge as well as social responsibility are of vital importance.</li> <li>● The student must be a creative and independent personality bearing the responsibility of the problems of history.</li> <li>● The student must work independently and effectively.</li> </ul>	

- The student's approach to the assignments within the subject must be active and responsible.
- The student must believe in rational and scientifically confirmed historical knowledge.

**Brief syllabus:**

1. The Church at the turn of the millennium. Reforms of the religious orders and the emergence of new orders.
2. The fighting Church: the Crusades in Spain and Northern Europe, expelling Muslims from Sicily, holy wars to free Jerusalem.
3. Germany during the reign of the Hohenstaufen and Luxemburg dynasties. Struggling over Investiture. The emergence of Habsburg dynasty.
4. Norman campaigns in England and South Italy.
5. France during the Capets. The Hundred Years' War.
6. The Swiss cantons and the Southern Italian city-states.
7. The Byzantine Empire. Wars on the Balkan and in the Middle East.
8. Central European states: the Czech and the Polish states.
9. Eastern European states: the Russian state.
10. New challenges for the Papal State: the beginnings of national Churches: Wyclif and Jan Hus. The Hussite movement.
11. Economic changes from the 11th century: new discoveries and new methods of production. Epidemics and their consequences in view of the population rate.
12. Changes in the cultural life of Europe. The Romanesque and Gothic styles. The Renaissance.
13. Europe in the Late Middle Ages. Summary.

**Literature:**

- A középkor története / Katus László : Pannonica Kiadó, 2001. - 400. - ISBN 963 9252 04 2
- A középkor művészete / Jannic Durand. - Budapest : Helikon, 2001. - 144 s. - ISBN 9632087089.
- Az értelmiség a középkorban / Jacques Le Goff. - Budapest : Osiris, 2002. - 392. - ISBN 963 379 736 5.
- A középkori gazdaság és társadalom története / Henri Pirenne. - 1. vyd. - Budapest : Gondolat Kiadó, 1963. - 395 s. - ISBN 963 281 310 3.
- Európa milleniuma / Oscar Halecki. - Budapest : Századvég, 2000. - 372 s. - ISBN 963 7911 685.
- Az újkori kultúra története I. = Az európai lélek válsága a fekete pestistől az I. világháborúig / Egon Friedell. - 3. vyd. - Budapest : Holnap Kiadó, 1998. - 735 s. - ISBN 963-346-206-1.

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

Hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 16

A	B	C	D	E	FX
0.0	0.0	31.25	12.5	12.5	43.75

**Teacher:** Dr. habil. Árpád Popély, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ MAT1/22	<b>Name:</b> History of Hungary and of the nations of Hungary 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed upon the following criteria: - Regular participation in seminars - Seminar assignments - Successful completion of an end-of-term written test The value of each factor is: seminar attendance 10%, seminar assignments 30%, written test 60%. To take part in the oral exam, the student must obtain at least 50% of the total assessment score. The assessment grading scale is: A – 90 -100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. For the oral exam the students must register at AIS. Absenteeism from the exam will result FX. Students are allowed to take part in two re-take exams.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>● The student will acquire basic knowledge of Medieval Hungary including the present-day Slovakia's political, economic and social history.</li> <li>● The student will learn the essential dates, facts and terminology of the given discipline.</li> <li>● The student will learn the relevant scientific literature of the given discipline.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>● The student will be able to specify and solve more simple professional problems (with practical usage)</li> <li>● The student will be able to collect professional information independently (library, internet ...)</li> <li>● The student will be able to work with scientific literature independently.</li> <li>● The student will be able to work with primary historical sources independently.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>● The student must be an independent and responsible person for whom the scientific knowledge as well as social responsibility are of vital importance.</li> <li>● The student must believe in rational and scientifically confirmed historical knowledge.</li> <li>● The student must be a creative and independent personality bearing the responsibility of the problems of history.</li> <li>● The student must work independently and effectively.</li> </ul>	

- The student's approach to the assignments within the subject must be active and responsible.

### **Brief syllabus:**

1. The Carpathian Basin in the 9th – 11th centuries. The arrival of Avars, their battles with the neighbouring kingdoms and tribes. The Slavic state organizations.
2. The origin and the migration of the Hungarians (Magyars). Linguistic affinity. Settling down of Arpads in the Carpathian Basin.
3. Conditions and the course of emergence of the Christian kingdom. Great Prince Geza's foreign and domestic policy. Vajk – Stephen's becoming the heir to the crown.
4. Saint Stephen's state. Social changes in the 11th century. The matter of succession to the throne, pagan revolts. Almos's descendants. Stabilization of the state power. Fights in the west and south.
5. Change of state in the 13th century. The reign of Andrew II. The Golden Bull. Fights between fathers and sons.
6. Feudal anarchy in the 13th and 14th centuries. Extinction of Arpad Dynasty. Fights to seize the throne. The reign of Charles I and Louis I. Conquests in the north, east and south.
7. Consequences of the new dynasty change. The first queen on the throne: Mary. Crisis and its solution. Sigismund of Luxemburg. The Hungarian king as a Holy Roman Emperor.
8. Political, social and economic changes at the end of the 14th century: change in the leadership of the state, the emergence of homogeneous nobility and serfdom, peopling of the frontiers.
9. New great power at the southern boundary. The emergence and conquests of the Ottoman Empire. Pipo Ozorai, the bailiff of Temes. Building fortresses along the southern boundaries.
10. Lively decades. Change of dynasties, plots, wars at home and abroad. The emergence of John Hunyadi and his conflicts with the royal power.
11. The reign of Matthias Corvinus. Fights to seize the throne. Legitimation with conquests and representation. The matter of succession to the throne.
12. Fights to seize the throne. The reign of Vladislaus II. Palmy days of peace. Threatening Turks. Under-age king: Louis II and the royal council.
13. 29 August 1526: the Battle of Mohacs. The antecedents and the consequences of defeat.

### **Literature:**

Magyarország története: 1. Őstörténet és honfoglalás / Fodor István; 2. Államalapítás 970-1038. / Font Márta; 3. Válság és megerősödés / Koszta László; 4. Nagy uralkodók és kiskirályok a 13. században / Zsoldos Attila; 5. Az Anjouk birodalma 1301-1387 / Csukovits Enikő; 6. Luxemburgi Zsigmond uralkodása 1387-1437 / C. Tóth Norbert; 7. A Hunyadiak kora 1437-1490. / Pálosfalvi Tamás; 8. Mohács felé 1490-1526 / Tringli István. - Bp., Kossuth Kiadó, 2009.

Szent István birodalma. A középkori Magyarország története / Engel Pál. - História Könyvtár. Monográfiák 17. Bp., 2001.

Dejiny Slovenska / Čaplovič Dušan, Čičaj Viliam, Kováč Dušan. - 1. vyd. - Bratislava : AEP, 2000. - 310 s. - ISBN 80-88880-39-4.

Nem magyar népek a középkori Magyarországon / Gyula Kristó. - Lucidus Kiadó, 2003. ISBN 9639465151.

Mátyás király / Kubinyi András. - Budapest : Vince Kiadó, 2003. - 174. - ISBN 963 9323 24 1.  
Két évszázad a sztereotípiák fogságában. Helyzetkép a Jagelló-kor kutatásáról / Neumann Tibor, C. Tóth Norbert, Pálosfalvi Tamás. In: Több mint egy csata: Mohács. Az 1526. évi ütközet a magyar tudományos és kulturális emlékezetben. Szerk. Fodor Pál és Varga Szabolcs, közreműk. Szóts Zoltán Oszkár. (Mohács 1526–2026. Rekonstrukció és emlékezet) Bp., 2019. 11–73.  
(www.academia.edu/NorbertTóth)

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

Hungarian

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 16					
A	B	C	D	E	FX
6.25	18.75	6.25	25.0	18.75	25.0
<b>Teacher:</b> Dr. habil. Árpád Popély, PhD.					
<b>Date of last update:</b> 21.06.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ MAT2/22	<b>Name:</b> History of Hungary and of Nations of Hungary 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Study results are evaluated based on the following criteria: <ul style="list-style-type: none"> <li>• Regular participation in classes (30 points or 30%).</li> <li>• Written seminar paper, portfolio (40 points or 40%).</li> <li>• Oral exam (30 points or 30%).</li> </ul> During regular attendance at classes, active participation is assumed, which is demonstrated by asking questions or actively participating in professional discussion. The preparation of a written seminar work is called a portfolio. Portfolio evaluation criteria: appropriate study of professional literature, library or online work with secondary literature; adequacy of chosen methods; level or quality of biographical and bibliographic data processing; own interpretation activity, creativity, imaginativeness of observations and opinions; working with sources and professional literature, correct quoting and paraphrasing. Successful completion of the oral exam. Students register for the oral exam in AIS. In case of unexcused absence from the exam, the student is evaluated with an FX grade. A student can take two exam correction dates. Passing the oral exam means achieving at least 50% of the achievable points for this sub-task. The condition for successful overall completion of the subject is obtaining at least 50% of the maximum possible assessment. The rating is given on a scale: A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%.	
<b>Results of education:</b> <b>Knowledge:</b> Students will learn the basic concepts and problems of the political and social history of Hungary and the Hungarian peoples, with special attention to the territory of today's Slovakia, in the period from 1526 to 1711, i.e. from the demise of medieval Hungary to the last estate uprisings. The listener will be able to name the basic data, facts and technical terms of the given scientific discipline. The listener will know the relevant professional literature of the given scientific discipline. <b>Skills:</b> The student will be able to identify common professional problems, research and formulate the theoretical and practical starting points necessary for their solution and solve them (using practical procedures in practice). The student will be able to independently collect professional information (library, Internet, etc.) and will be able to work independently with	

professional literature. The student will be able to work independently with primary historical sources.

Competences: The student should be an autonomous and responsible person for whom, in addition to professional knowledge and abilities, social responsibilities must also be authoritative. The listener should have faith in rational and scientifically based knowledge of history.

**Brief syllabus:**

- 1) After the Battle of Mohács: double coronation, fight between Ferdinand I Habsburg and János Szapolyai.
- 2) Winning third: Sulejman. A stalemate, the establishment of a Turkish dominion and the division of the country into three parts.
- 3) Building the Habsburg state in the remaining part of the Hungarian Kingdom. A new system of institutions.
- 4) From the Kingdom of Hungary, the Principality of Transylvania: John I and the functioning of institutions inherited from the Middle Ages.
- 5) Territorial changes of the Turkish domain. Causes and consequences of unsuccessful collaboration.
- 6) The beginnings of the Reformation after the Battle of Mohács. The collapse of Catholicism and its institutions.
- 7) The importance of the person of the Archbishop of Esztergom. The revival of Catholicism and the emergence of new religious orders.
- 8) Changes in the life and activities of the Hungarian nobility and landed gentry, life on the Turkish-Hungarian border and in Vienna.
- 9) The weakening Ottoman Empire and the strengthening Habsburg Empire. Alternatives to Hungarian estates in the 17th century.
- 10) Peace of Vasvár and its consequences? conspiracies and rebellions. The idea of an anti-Turkish patriotic war.
- 11) What to do after liberation? Kingdom of Hungary and Transylvania. Uprising of Francis II. Rákóczi.
- 12) Social and economic changes between 1526 and 1711: demographic and ethnic transformation of the country.
- 13) Cultural changes. The rise of the Hungarian language at the expense of Latin. Scoring of the school system. Renaissance and Baroque.

**Literature:**

- A Magyar Királyság és a Habsburg Monarchia a 16. században / Pálffy Géza (História Könyvtár. Monográfiák 27.) Bp., 2010., 2016.
- A Magyar Királyság a kora újkorban / Szerk. Gőzsy Zoltán és Varga Szabolcs (Árkádia kiskönyvtár) Kronosz Kiadó, Pécs, 2020.
- Egy elfeledett magyar királyi dinasztia: a Szapolyaiak / Fodor Pál és Varga Szabolcs. (Mohács 1526–2026. Rekonstrukció és emlékezet) Bp., 2020.
- A tizenhetedik század története / Gábor Ágoston, Pannonica Kiadó, 2000. ISBN 9639252115.
- Virágkor és hanyatlás 1440-1711 / Szakály Ferenc. - 1. vyd. - Budapest : Háttér Lap- és Könyvkiadó, 1990.
- Szöveggyűjtemény a magyar történelem forrásaiból : őstörténet - 1790 / Nagy József. - 1. vyd. - Budapest : Tankönyvkiadó, 1982.

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

Hungarian

**Notes:**

<b>Evaluation of subjects</b>					
Total number of evaluated students: 1					
A	B	C	D	E	FX
0.0	0.0	0.0	100.0	0.0	0.0
<b>Teacher:</b> Dr. habil. Mgr. Barnabás Vajda, PhD.					
<b>Date of last update:</b> 21.06.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ MAT3/22	<b>Name:</b> History of Hungary and of the nations of Hungary 3.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Oral examination. Successful completion of written tests in 18th and 19th century history, with a score of 60-60 as a prerequisite for the oral examination. Seminar work requires either a group project on the most important laws or patents of individual rulers from the 18th century or an individual seminar paper on topics from the long 19th century. In order to receive credit, you must present the results of these papers, and obtain a score of at least 30-30 on two written tests and pass an oral examination. The grading scale for each level of the written tests is A 55-60, B 54-49, C 48-43, D 42-36, E 35-30. The share of each condition in the students' grade is as follows: participation in seminars - 10%, seminar assignments - 20%, continuous written tests - 30%, oral exam - 40%.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The listener will acquire basic knowledge of the history of the multi-ethnic Kingdom of Hungary in the 18th-19th centuries.</li> <li>- The listener will become familiar with the basic data and facts of the history of the national communities living on the territory of Hungary, from the Peace of Satmar to the collapse of the Hungarian state in 1918.</li> <li>- The listener will know the basic features of the Hungarian development in the 18th and 19th centuries, with special attention to the territory of today's Slovakia.</li> <li>- The listener will know the current state of knowledge of Slovak and Hungarian historiography about the period of absolutism, Enlightenment absolutism, the period of reforms and nation-building nationalism, Austro-Hungarian dualism and World War I. The listener will be familiar with the current state of knowledge of Slovak and Hungarian historiography.</li> <li>- The listener will be able to name basic dates and technical terms in the history of the 19th-20th centuries.</li> <li>- The learner will be familiar with relevant scholarly literature and will have an overview of the basic primary historical sources of Hungarian history.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The learner will be able to identify professional issues of the Habsburg state in the 18-19th centuries.</li> </ul>	

- The learner will be able to formulate theoretical and practical approaches to key historical issues and apply the knowledge gained in practice.
- The learner will be able to independently collect specialist literature on the history of various forms of absolutism, the serf question, national movements, reform and revolutionary processes.
- The learner will be able to work independently with specialist literature on the history of Hungary obtained in the library or on the Internet and in digital databases.
- The listener will be able to work independently with primary historical sources.
- The learner will be able to distinguish scientifically based historical phenomena from national and historical biases within a given scientific discipline.
- The student will be able to transform the learned scientific system of a given scientific discipline into the didactic system of the school subject of history.

**Competences:**

- The student should be an autonomous and responsible person, for whom, in addition to professional knowledge and competences, social responsibility must be a guiding principle.
- The listener should be oriented and convinced of rational and scientifically based historical knowledge. The student should be a supporter of a free democratic society and the rule of law
- He/she should be characterised by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the subject matter of the field of study of history.
- Can work effectively and independently with specialist literature and historical sources, as well as historical maps and statistical data
- Has an active and responsible approach to completing tasks within the course.

**Brief syllabus:**

1. Periodization of the history of Hungary in the 18-19th centuries. Demographic and ethnic development of Hungary
2. Settlement of the Lower Lands, Southern Danube
3. Economic and social changes during the reigns of Maria Theresa and Joseph II. The period of Enlightenment absolutism
4. The period of the Napoleonic Wars. Hungarian parliaments of the reform period
5. Beginnings of modern national movements in Hungary, Croatia and Transylvania. Economic, social and cultural characteristics of the first half of the 19th century
6. Revolutions and the struggle for Hungarian independence in 1848/49. The national question: programmes, conflicts
7. Vienna's centralizing policy in the neoabsolutist period. Memorandum movements of Slovaks, Romanians, and Serbs, policy of Hungarian emigration.
8. The Austro-Hungarian settlement and the period of the dualism.
9. Modernisation of economy and society.
10. Political history of dualism.
11. National question, migration, assimilation and mass emigration.
12. Foreign policy of Austria-Hungary in the Balkans
13. World War I and the end of the multi-ethnic Kingdom of Hungary

**Literature:**

- Csorba László: A tizenkilencedik század története. Pannonica Kiadó, Budapest, 2000. 270 s. s. - (Magyar Századok). - ISBN 963 9252 16 6.
- Katus László: A modern Magyarország születése. Magyarország története 1711-1914. Pécs, Kronosz Kiadó –Pécsi Pécsi Történettudományért Kulturális Egyesüle, 2010. 609 s. - ISBN 978-963-06-7961-9.

- Kónya Peter a kol.: Dejiny Uhorsk0a 1000–1918.) Citadella, Bratislava, 2014. 787 s. ISBN 978-80-89628-59-9.

- Kosáry Domokos: Újjáépítés és polgárosodás 1711–1867. História, Holnap Kiadó, Budapest, 2001. 372 s. - ISBN 963 346 426 9.

Kováč, Dušan – Dangl, Vojtech – Dudeková, Gabriela (red.): - Slováci po rakúsko-uhorskom vyrovnaní : Postupujúca modernizácia habsburskej monarchie. Budovanie centralizovanôho Uhorska. Modernizácia. Oslabovanie lojality Slovákov voči Uhorsku. Literárne informačné centrum, Bratislava, 2012. 399 s. - ISBN 978-80-8119-061-2.

Kováč, Dušan (red.): Slovensko v 20. storočí 1901-1914, 1914-1918, I-II. zv. Bratislava, VEDA. 2007-2008.

-Szarka László: Szlovák nemzeti fejlődés - magyar nemzetiségi politika 1867-1918 / Szarka László. - 2. vyd. - Bratislava : Kalligram Könyvkiadó, 1999. - 345s. - ISBN 80-7149-318-X.

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

Hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. László Szarka, CSc.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ MNK/22	<b>Name:</b> The cultural history of the Hungarian nations in the 18th-19th centuries
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Study results are evaluated on the basis of the following criteria: regular attendance at seminars, completion of seminar assignments, successful completion of a written midterm test. The proportion of each criterion is as follows: participation in seminars - 10%, seminar assignments - 30%, final test - 60%. The condition for passing the test is obtaining at least 50% of the maximum possible mark. The grades are awarded on a scale of A-90-100%, B-80-89%, C-70-79%, D-60-69%, E-50-59%. In the case of unexcused absence from the test, the student will be graded with a grade of FX. A student may take two make-up tests.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The learner will acquire a basic understanding of the history of culture, education, and schooling in the modern multiethnic</li> </ul> The student will learn about the history of the modern and modern Hungary. <ul style="list-style-type: none"> <li>- The learner will know the current state of research on key issues in Slovak and Hungarian scholarly context.</li> <li>- The student will be able to name basic dates, facts and technical terms in the history of culture and education of modern Hungary.</li> <li>- The learner will be familiar with the relevant literature on the history of culture and education in modern Hungary.</li> <li>- The learner will have an overview of relevant primary historical sources, laws on the history of culture and education in modern Hungary.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The learner will be able to identify basic scholarly issues, research and formulate theoretical and practical background necessary for their solution and to solve them using practical procedures in practice.</li> <li>- The learner will be able to independently collect professional information (library, internet, etc.).</li> <li>- The student will be able to work independently with specialist literature on the history of culture and the world the history of multi-ethnic Hungary in the 18th-19th centuries.</li> <li>- The student will be able to work independently with primary historical sources.</li> </ul>	

- The student will be able to distinguish, within the framework of the given scientific discipline, between scientifically based historical phenomena from historical myths and prejudices.
- The learner will be able to transform the learned scientific system of a given scientific discipline into didactic system of the school subject of history.

**Competencies:**

- The listener is to be an autonomous and responsible person for whom, in addition to professional knowledge and social responsibilities.
- The listener is to have faith in rational and scientifically based knowledge of history.
- The learner should be a supporter of a free democratic society and the rule of law.
- He is to be characterized by creative thinking, independence in planning his own education, autonomy and responsibility in decision-making in relation to the subject matter of the field of study History.
- Can work effectively independently.
- Has an active and responsible approach to completing tasks within the course.

**Brief syllabus:**

1. Introduction to the problems of the modern cultural history of Hungary
2. The state of folk, secondary and higher education in Hungary
3. The impact of the Counter-Reformation on the educational system in Hungary and Transylvania
4. The significance of Maria Theresa's school reform Ratio educationis of 1777
5. Causes and consequences of Josephism on the spheres of culture, education, religious life. The effects of the language and toleration patent
6. The influence of enlightened absolutism on the revival of literary and scientific life in national languages
7. New national written languages in place of "dead Latin" and the first canonization of the national history of the Hungarian peoples
8. The generation of "All-Slavia" under the leadership of Jan Kollar, and the "Transylvanian School" under the Romanian triad of Samuil Micu-Klein, Gheorghe Şincai és Petru Maior
9. The establishment of the Hungarian Academy of Sciences, the Serbian Matrix, the Croatian Matrix and the Slovak Matrix
10. The emergence of the political and cultural press of the Hungarian nations
11. The modernisation of popular education, the fight against illiteracy
12. Assimilationist tendencies in Hungarian government policy during the dualist period. Abolition of the Slovak Matrix and three Slovak grammar schools
13. Establishment of new universities, system of pedagogical high schools

**Literature:**

- Buzinkay Géza – Kókay György– Murányi Gábor: A magyar sajtó története Sajtóház Kiadó, Budapest, 2002. 258 s. ISBN 9637115161.
- Kósa László (szerk.): Magyar művelődéstörténet. Osiris Kiadó, Budapest, 2006. 713 s. ISBN 963 389 722 X
  - Kosáry Domokos: Művelődés a XVIII. századi Magyarországon. Akadémiai Kiadó, Bp., 1996. 757 s. - ISBN 963 05 1717 5.
  - Kosáry Domokos: Culture and Society in Eighteenth Century Hungary / Domokos Kosáry. - 1. vyd. - Budapest : Corvina, 1987. - 249 s. - ISBN 963 13 2522 9
  - Kowalská, Eva: Osvietenské školstvo (1771-1815). Nástroj vzdelania a disciplinizácie Historický ústav SAV, Typoset Print, Bratislava, 2014. 195 s. ISBN 978-80-971540-3-5
  - Mészáros István–Németh András– Pukánszky Béla: Neveléstörténet – szöveggyűjtemény. Osiris Kiadó, Budapest, 2006. 533 s. ISBN 963 389 851 0.

- Mészáros-Németh-Pukánszky: Bevezetés a pedagógia és az iskoláztatás történetébe. Osiris Kiadó, Bp., 1999.  
- Pukánszky Béla – Németh András: Neveléstörténet. Nemzeti Tankönyvkiadó, Budapest, 1994. 584 s. ISBN 963 18 5716 6.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. László Szarka, CSc.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ MOD/22	<b>Name:</b> Methodology of history teaching
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Study results are evaluated based on the following criteria: Regular participation in classes (60 points or 60%). Written seminar paper, portfolio (40 points or 40%). Active participation is assumed during regular attendance at classes. The preparation of a written seminar work is called a portfolio. Portfolio evaluation criteria: appropriate study of professional literature, library or online work with secondary literature; adequacy of chosen methods; level or quality of biographical and bibliographic data processing; own interpretation activity, creativity, imaginativeness of observations and opinions; working with sources and professional literature, correct quoting and paraphrasing. The condition for successful overall completion of the subject is obtaining at least 50% of the maximum possible assessment. The rating is given on a scale: A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%.	
<b>Results of education:</b> The student will have the following professional knowledge and skills: he will know the current status of the given scientific discipline in the Slovak and Hungarian scientific context; will be able to name the basic data, facts and technical terms of the given scientific discipline; will know the relevant professional literature of the given scientific discipline. The student will have the following professional skills: he will be able to independently collect professional information (library, Internet, etc.); will be able to work independently with professional literature; will be able to take into account the social context of the given scientific discipline; will be able to transform the acquired scientific system of the given scientific discipline into the didactic system of the school subject of history. After completing the studies, the student should have the following scientific and social competences: The student should be an autonomous and responsible person for whom, in addition to professional knowledge and abilities, social responsibilities must also be authoritative. The student should be able to consider the importance of academic historical science within society, in the interests of an erudite, free and tolerant school and society.	
<b>Brief syllabus:</b> 1. Basic concepts of history teaching methodology.	

2. History as a school subject.
3. Basic methodological knowledge.
4. Types of lessons.
5. Typology of teaching methods.
6. Basics, objectives and research procedures of history textbooks.
7. Data, facts, and concepts.
8. Basic goals and basic pedagogical activities during the teaching of history.
9. Methodology of using the history textbook.
10. Methodology of using the school historical map.
11. Basics of methodology for working with historical sources.
12. Organization of the history lesson.
13. Methodology of individual and collective work during the lesson.

**Literature:**

- F. Dárdai Ágnes: A tankönyvkutatás alapjai. 1. vyd. Budapest-Pécs : Dialóg Campus Kiadó, 2002. ISBN 963 9310 38 7.
- Kaposi József: Közelítések a történelemtanítás elméletéhez és gyakorlatához. Pázmány Péter Katolikus Egyetem, Budapest, 2020.
- Katona, A.– Sallai, J.: A történelem tanítása. Nemzeti Tankönyvkiadó, Budapest, 2002.
- Kmeť, Miroslav: História a dejepis. Vybrané kapitoly z didaktiky dejepisu. Vyd. IPV Inštitút priemyselnej výchovy, Žilina, 2018. ISBN 978-80-89902-11-8.
- Kojanitz, László (2019): A történelmi tudat fejlesztésének jelentősége és problémái. In: Iskolakultúra, XXIX. Évf. 11. szám, 2019. november, 54-77. (<http://www.iskolakultura.hu/index.php/iskolakultura/article/view/33039>)
- Vajda Barnabás: Bevezetés a történelemdidaktikába és a történelemmethodikába / Barnabás Vajda. - 2. vyd. - Komárno : Univerzita J. Selyeho, 2018. - 184 s. - ISBN 978-80-8122-239-9. Prvé vyd. - Komárno : Univerzita J. Selyeho, 2009. - 205 s. - ISBN 978-80-89234-86-8.
- Vajda Barnabás: Történelemdidaktika és történelemtankönyv-kutatás. Selye János Egyetem, Tanárképző Kar, Komárom, 2020. ISBN 978-80-8122-345-7.

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

Hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Mgr. Barnabás Vajda, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ MVH/22	<b>Name:</b> History of the World War II
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Study results are evaluated on the basis of the following criteria: regular attendance at seminars, completion of seminar assignments, successful completion of a written midterm test. The proportion of each criterion is as follows: participation in seminars - 10%, seminar assignments - 30%, final test - 60%. The condition for passing the test is obtaining at least 50% of the maximum possible mark. The grades are awarded on a scale of A-90-100%, B-80-89%, C-70-79%, D-60-69%, E-50-59%. In the case of unexcused absence from the test, the student will be graded with a grade of FX. A student may take two make-up writing tests.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student will learn the basic concepts of Italian Fascism, National Socialism in the Third Reich, and Stalinist Communism in the Soviet Union.</li> <li>- The listener will have an overview of the political and military history of World War II</li> <li>- The listener will know the current state of historiography on the key issues of the global conflict between the two superpower groupings during World War II.</li> <li>- The listener will be able to name key dates, facts, and technical terms in the history of World War II.</li> <li>- The listener will be familiar with relevant scholarly literature on the history of World War II.</li> <li>- The listener will have an overview of relevant primary historical and diplomatic sources on the history of the military conflicts, the Allied conferences, and the race war against the Jewish population of Europe.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>- The listener will be able to work independently with primary historical sources.</li> <li>- The listener will be able to distinguish scientifically based historical phenomena from pseudo-phenomena within a given scholarly discipline.</li> <li>- The listener will be able to transform the learned scientific system of a given scientific discipline into the didactic system of the school subject of history.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- The listener should be an autonomous and responsible person, for whom, in addition to professional knowledge and competences, social responsibilities must be a guiding principle.</li> </ul>	

- The learner should have faith in rational and scientifically based knowledge of history.
- The student should be a supporter of a free democratic society and the rule of law.
- He/she should be characterised by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the subject matter of his/her field of study in history.
- Can work effectively independently.
- Has an active and responsible approach to completing tasks within the course.

**Brief syllabus:**

1. Versailles Peace System and International Relations in Interwar Europe
2. The rise of Adolf Hitler and his preparations for war. The Anschluss. The Munich Treaty and the disintegration of the Czechoslovakia.
3. The aftermath of the pact between the Third Reich and the Soviet Union in 1941.
4. The „Blitzkrieg” wars against Poland, Denmark, Norway and France.
5. The war against the United Kingdom and in the Antarctic.
6. War in the Balkans, North Africa and Italy 1941-1943.
7. Operation Barbarossa - the attack against the USSR.
8. Japanese expansion. The Japanese attack on Pearl Harbor.
9. Battles of Moscow, Leningrad and Stalingrad. Allied conferences at Casablanca, and Tehran
10. The Race War. Ghettoization and deportation of Jews. The Holocaust.
11. The Yalta Conference. D-Day and the Western Front. Soviet counter-offensive Bagration.
12. Collaboration and resistance in Europe. Quisling, Tiso, Szálasi. Partisan warfare in the Soviet Union, France, Italy, Yugoslavia. Partisan uprisings in Warsaw, Slovakia
13. Battle of Berlin. Capitulation and occupation of Germany. Potsdam Conference. Capitulation of Japan

**Literature:**

- Commager, H. S. A második világháború története. Holnap Kiadó, Budapest, 2003. 442 s. ISBN 963 346 117.
- Evans, Richard, J.: A Harmadik Birodalom háborúban. Hogyan taszították a nácik katasztrófába Németországot. Park Kiadó, Budapest, 2014. 923 s. ISBN 978-963-355-027-4
- Karsai László: Holokausz. Pannonica Kiadó, Budapest, 2001. 430 s. ISBN 963 9252 25 5.
- Keegan, John: A második világháború Európa Kiadó, Budapest 2008. 1040 s. ISBN 9789630784573.
- Ormos Mária: Nácizmus–fasizmus. Magvető Kiadó, Budapest, 1987. 578 s. ISBN 9631410900.
- Ránki György: A második világháború története. Gondolat Kiadó, Budapest : Gondolat Kiadó, 1982. 651 s. ISBN 0002681.
- Ungváry Krisztián: A második világháború. Osiris Kiadó, Budapest, 2005. 891 s. ISBN 963 389762 9.

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

Hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. László Szarka, CSc.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ NMM/22	<b>Name:</b> The national movements of 18th-19th century Hungary
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 1. Versailles Peace System and International Relations in Interwar Europe 2. The rise of Adolf Hitler and his preparations for war. The Anschluss. The Munich Treaty and the disintegration of the Czechoslovakia. 3. The aftermath of the pact between the Third Reich and the Soviet Union in 1941. 4. The „Blitzkrieg” wars against Poland, Denmark, Norway and France. 5. The war against the United Kingdom and in the Antarctic. 6. War in the Balkans, North Africa and Italy 1941-1943. 7. Operation Barbarossa - the attack against the USSR. 8. Japanese expansion. The Japanese attack on Pearl Harbor. 9. Battles of Moscow, Leningrad and Stalingrad. Allied conferences at Casablanca, and Tehran 10. The Race War. Ghettoization and deportation of Jews. The Holocaust. 11. The Yalta Conference. D-Day and the Western Front. Soviet counter-offensive Bagration. 12. Collaboration and resistance in Europe. Quisling, Tiso, Szálasi. Partisan warfare in the Soviet Union, France, Italy, Yugoslavia. Partisan uprisings in Warsaw, Slovakia 13. Battle of Berlin. Capitulation and occupation of Germany. Potsdam Conference. Capitulation of Japan	
<b>Results of education:</b> <b>Knowledge:</b> - Students will acquire basic knowledge about the content, forms and types of national nationalisms and the origins of modern national societies in Western, Central and Eastern Europe, as well as the basic factual background on their relationship to multinational states and capitalist transformations. - The learner will acquire a basic understanding of the national and ethno-regional structure of the multiethnic Hungarian Kingdom, Transylvania and the Kingdom of Croatia, the changes in their relationship with each other and the Vienna policy towards Hungarian and non-Hungarian elites - The listener will know the basic concepts of state peoples as well as the social, linguistic basis of nation-building nationalisms within Hungary - The listener will be able to name the different periods of the national movements of the Hungarians, Romanians, Croats, Slovaks, Germans, Serbs, Ruthenians in Hungary and Transylvania	

- The listener will know their basic requirements
- The listener will learn the basic details of the creation of written languages, scientific and literary associations of individual national movements
- The listener will know the course of the armed national conflicts of 1848-1849
- The listener will have an overview of the national policy of the Hungarian governments during the dualist period
- The listener will be able to name basic dates, facts and technical terms in the history of national movements Hungary and the course of the national disintegration of Hungary in 1918

**Skills:**

- The listener will be able to identify scholarly issues, research and formulate theoretical and practical background necessary for their solution and address them on the basis of the professional literature on the history of nationalism.
- The learner will be able to independently gather scholarly information (library, internet, etc.).
- The student will be able to work independently with literature on the history of national movements in Kingdom of Hungary
- The listener will be able to work independently with primary historical sources.
- The student will be able to distinguish, within the framework of the given scientific discipline, between scientifically based historical phenomena from nationalistic stereotypes and prejudices.
- The learner will be able to transform the learned scientific system of a given scientific discipline into didactic system of the school subject of history.

**Competences:**

- The listener should be an autonomous and responsible person for whom, in addition to the professional knowledge and social responsibilities.
- The learner should have faith in rational and scientifically based knowledge of history.
- The learner should be a supporter of a free democratic society and the rule of law.
- He is to be characterized by creative thinking, independence in planning his own education, autonomy and responsibility in decision-making in relation to the subject matter of the field of study of the History.
- Can work effectively independently.
- Has an active and responsible approach to completing tasks within the course.

**Brief syllabus:**

1. Nationalism as a nation-building ideology and a reaction to the system of state privileges.
2. Typological peculiarities and differences of national movements in multiethnic Hungary, Croatia and Transylvania.
3. Linguistic and cultural programmes of national movements in Hungary: codification of written languages at the beginning of the 19th century.
4. The social basis and linguistic, cultural and political programmes of the Hungarian national movement up to 1848
5. The beginnings of the Romanian national movement in Transylvania and Eastern Hungary. Statutes of the governorate of Transylvania. Diploma Leopoldinum, Suplex Libellum Valachorum. Ecclesiastical autonomy of the Romanian Orthodox Church. The Romanian national movement in the 19th century: the programmes of Transylvanian autonomy, the Romanian-Hungarian armed conflict of 1848-1849. Re-unification of Transylvania and Hungary in 1848, 1868.
6. German enclaves in Transylvania and Hungary. Saxon autonomy in Transylvania. German political movements and the influence of Pan-Germanism in the second half of the 19th and early 20th centuries. Assimilation losses of Germans in the dualist period.
7. Changes in the legal status of the Kingdom of Croatia and the military borderlands. The development of Croatian national programs. The Hungarian-Croatian armed conflict of 1848-1849. The Hungarian-Croatian settlement in 1868.

8. Language-political emancipation efforts and the program of territorial autonomy of the Slovak national movement in Upper Hungary.
9. The Serbian national movement in Southern Hungary after the liquidation of Ottoman rule. The Illyrian language movement. The Serbo-Hungarian conflict and the formation of the Timiso-Serbian Vojvodina in 1848-1849.
10. The Ruthenian national movement and the Greek Catholic Church of the Ruthenians. Russophile, pro-Ukrainian and Uhrophile currents in the Ruthenian elite.
11. Ecclesiastical currents in the Jewish community in Hungary: the Orthodox communities and the Neolog movement. Rapid assimilation and pro-Hungarian loyalty of Jews in the dualist period.
12. National diasporas in Hungary: Armenians, Greeks, Bulgarians, Czechs, Poles.
13. The disintegration of Hungary and the realization of the right of self-determination of the non-Hungarian peoples of Hungary in 1918-1919. The international context of national emancipation movements in Europe in the first and second half of the 19th century.

**Literature:**

- Ács Zoltán: Nemzetiségek a történelmi Magyarországon, Kossuth Könyvkiadó, Budapest 1996. 336 s. - ISBN 963 09 2835 3.
- Hroch, Miroslav: Národy nejsou dílem náhody. Příčiny a předpoklady utváření evropských národů, SLON, Praha 2011. 315 s. - ISBN 978-80-7419-010-0.
- Kónya, Peter (ed.): Dejiny Uhorska (1000-1918) Citadella, Bratislava, 2014. 787 s. ISBN 978-80-89628-59-9.
- Romsics Ignác: Nemzet, nemzetiség és állam. Kelet-Közép- és Délkelet-Európában a 19. és 20. században. Budapest 2001.
- Niederhauser Emil: A nemzeti megújulási mozgalmak Kelet-Európában, Akadémiai Kiadó, Budapest 1977. - 385 s. - ISBN 963 05 1239 4.
- Romsics Ignác: Nemzet, nemzetiség és állam. Kelet-Közép- és Délkelet-Európában a 19. és 20. században. Helikon Könyvkiadó, Budapest, 2020. – 440 s. ISBN 978-963-479-452-3

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

Hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. László Szarka, CSc.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ OKT/22	<b>Name:</b> History of the prehistoric and ancient times
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 / 0 <b>For the study period:</b> 26 / 13 / 0 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student must complete one seminar assignment and must pass 3 written tests. The student will be admitted to the oral examination if he/she achieves at least a 50% result. The results will be evaluated on the basis of the following criteria: <ul style="list-style-type: none"> <li>- regular attendance at seminars</li> <li>- completion of seminar assignments</li> <li>- written tests.</li> </ul> The weighting of the individual factors is as follows: attendance at seminars – 10%, seminar assignments 30%, continuous written tests – 60%, and the tests must be passed at a minimum of 40%. In case of not reaching 50% at the end of the semester, the condition for passing the oral examination is the successful completion (min. at 50%) of the final written test, which will take place before the oral examination. In the oral examination, the student answers two questions, which are drawn from the topics covered at the beginning of the semester. A grade of A must be obtained with at least 91%, a grade of B with at least 81%, a grade of C with at least 71%, a grade of D with at least 61%, and a grade of E with at least 51%. Students register for the oral examination in AIS. In the case of unexcused absence from the examination, the student will be assessed with a grade of FX. A student may take two make-up examination dates.	
<b>Results of education:</b> <b>Knowledge</b> The student will be familiar with the current status of the scientific discipline; The student will be able to name basic data, facts, and technical terms of a given scientific discipline; The student will be familiar with the relevant scientific literature of the scientific discipline. <b>Skills</b> The student will be able to assess the importance of history within society in the interest of an erudite, free, and tolerant school and society. The student will be able to independently gather scholarly information (library, internet, etc.) on the topic.	

**Competency**

The student should have a belief in a rational and scientifically based knowledge of history.  
The student is to be a supporter of a free democratic society and the rule of law.

**Brief syllabus:**

1. The theory of evolution. Hominization, Homo Habilis, Homo Erectus, Homo sapiens, Homo Sapiens sapiens
2. The Neolithic culture. The first agricultural cultures.
3. The ancient eastern states. Mesopotamia, the Sumerians and the Akkadians. The laws of Hammurappi.
4. The empires of the ancient East: Assyria, Persia, Israel.
5. Ancient Egypt. politics and culture. Chronology of Egypt.
6. China and India. Brahmanism and Buddhism.
7. Periodization and early history of Greece;
8. The classical period of Greek history, Athens and Sparta, the Greco-Persian Wars,
9. Greek democracy and Pericles. Greek culture and Hellenism.
10. The main periods of Roman history, the Kingdom and the Republic.
11. The wars of Rome, the Punic Wars. The crisis of the Roman Republic.
12. The Roman Empire. Principate and Dominate periods. Christianity.
13. Summary of the curriculum

**Literature:**

- Németh György, Ritoók Zsigmond, Sarkady János, Szilágyi György: Görög Művelődéstörténet. Budapest : Osiris Kiadó, 2006. ISBN 963 389 872 2.
- Németh György: Görög történelem – szöveggyűjtemény. Budapest : Osiris Kiadó, 2003. - 384. - ISBN 9633894565.
- Anne-Marie Buttin: A klasszikus Görögország. Budapest : Korona Kiadó, 2006. - 300 s. - ISBN 963 9589 44 6.
- Jean-Noel Robert: Az ókori Róma. Budapest : Korona Kiadó, 2006. - 320 s. - ISBN 963 9589 49 7.
- Hegyi Dolores: Görög történelem a kezdetektől Kr. e. 30-ig. Budapest : Osiris Kiadó, 2005. - 404. - ISBN 963 389 799 8.
- Harmatta Az ókori Róma története. Budapest : Nemzeti Tankönyvkiadó, 0. - 434. ISBN 9631944565.
- Herber Attila, Martos Ida, Moss László, Tisza László: Történelem 1. A kezdetektől i. e. 500-ig. Reáltanoda Alapítvány, 2000, ISBN 963 042348 0.
- Herber Attila, Martos Ida, Moss László, Tisza László: Történelem 2, kr. e. 500-tól kr. u. 1000-ig. Reáltanoda Alapítvány, 2001. - 364 s. - ISBN 963 04 3380x.
- Mezopotámiai uralkodók : A világtörténelem nagy alakjai / Kalla Gábor : Kossuth Könyvkiadó, 1993. - 82. - ISBN 963 09 3676-3.

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

Hungarian

**Notes:****Evaluation of subjects**

Total number of evaluated students: 19

A	B	C	D	E	FX
0.0	5.26	10.53	10.53	15.79	57.89

**Teacher:** Dr. habil. Attila Simon, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ SZT1/22	<b>Name:</b> History of Slovakia after 1918. 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed on the basis of the following criteria: <ul style="list-style-type: none"> <li>- regular attendance at seminars</li> <li>- performance of seminar assignments</li> <li>- and the final written test.</li> </ul> The weight of each factor is as follows: attendance at seminars -- 10%, seminar assignments – 30%, final written test – 60%. In order to be admitted to the oral examination, the student must achieve a score of at least 50%. A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. Students register for the oral exam in AIS. In case of unexcused absence from the exam, the student is graded with a grade of FX. A student may take two make-up examination dates.	
<b>Results of education:</b> <b>Knowledge</b> The student will be able to name basic data, facts, and technical terms of the scientific discipline; The student will be familiar with the relevant scientific literature of the scientific discipline. The students can specify the essence of the processes of education and training. <b>Skills</b> The student will be able to independently gather scholarly information (library, internet, etc.) on the topic. The student will be able to work independently with the literature; The student will be able to correctly apply the methodological procedures of historical science during the historical research; <b>Competency</b> The student should have a belief in a rational and scientifically based knowledge of history. The student is to be a supporter of a free democratic society and the rule of law.	
<b>Brief syllabus:</b> 1. The Czech and Slovak national movements during the 1st World War 2. The formation of Czechoslovakia. The formation of the borders of Slovakia. The period of revolutionary national dictatorship. 3. The political system of the first Czechoslovak Republic. The constitution, the parties.	

4. Foreign policy of Czechoslovakia. Public administration and its reforms.
5. The economy of Czechoslovakia. The monetary reform and land reform. Economic and social characteristics of Slovakia.
6. The Slovak question. Hlinka's People's Party and the question of autonomy.
7. Nationality policy in Czechoslovakia. The German and Hungarian question. The situation in Transcarpathia.
8. The Great Economic Crisis and Czechoslovakia. The social and political consequences of the crisis.
9. The crisis in Czechoslovakia in 1938. The Statute of Nationality and the Munich Agreement.
10. The period of Slovak autonomy from October 1938 to March 1939.
11. The independent Slovak state and its political system. The economy and culture.
12. The Holocaust. The anti-fascist resistance and the Slovak National Uprising
13. Summary of the curriculum.

#### Literature:

- Simon Attila: Szlovákia története 1918-1945. 1. vyd. Komárno: Univerzita J. Selyeho, 2021. 142 s. ISBN 978-80-8122-397-6.
- Szöveggyűjtemény a szlovákiai magyarok történetéhez / Popély Árpád, Simon Attila. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2021. - online, 328 s. - ISBN 978-80-570-3595-4.
- Zemko, Milan – Bystrický, Valerián: Slovensko v Československu 1918-1939. 1. vyd. - Bratislava : Veda, 2004. - 687 s. - ISBN 80 224 0795 x.
- Kováč Dušan: Szlovákia története . Pozsony : Kalligram, 2001. - 382 s. - ISBN 80 7149 384 8.
- Simon Attila. Telepések és telepés falvak Dél-Szlovákiában a két világháború között. 1. vyd. Šamorín: Fórum inštitút pre výskum menšín, 2008. 286 s. ISBN 978-80-89249-19-0
- Kárník Zdeněk České země v éře první republiky (1918-1938) I. 1. vyd. - Praha : Nakladatelství Libri, 2003. - 575s. - ISBN 80-7277-195-7.
- Kárník Zdeněk: České země v éře první republiky (1918-1938) II. 1. vyd. - Praha : Nakladatelství Libri, 2002. - 580s. - ISBN 80-7277-031-4.
- Kárník Zdeněk: České země v éře první republiky (1918-1938) III. 1. vyd. - Praha : Nakladatelství Libri, 2003. - 810s. - ISBN 80-7277-119-1.
- Pekár, Martin: Dejiny Slovenska 1918 – 1945. UJPŠ, Prešov, 2015, 197 s. ISBN: 978-80-8152-325-0
- Kováč Dušan: Kronika Slovenska 2. Adut, 1999. - 610. - ISBN 8088980089.
- Rychlík, Jan: Češi a Slováci ve 20. století. 1. vyd. - Bratislava : Academic Electronic Press, 1997. - 365s. - ISBN 80-88880-10-6.
- Kamenec Ivan: Trauma : Az első Szlovák Köztársaság (1939-1945). Debrecen : Aura Kiadó, 1992. - 158. - ISBN 963 7913 11 4.

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

hungarian or Slovak

#### Notes:

#### Evaluation of subjects

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Attila Simon, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ SZT2/22	<b>Name:</b> History of Slovakia after 1918. 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed upon the following criteria: - Regular participation in seminars - Seminar assignments - Successful completion of an end-of-term written test The value of each factor is: seminar attendance 10%, seminar assignments 30%, written test 60%. To take part in the oral exam, the student must obtain at least 50% of the total assessment score. The assessment grading scale is: A – 90 -100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. For the oral exam the students must register at AIS. Absenteeism from the exam will result FX. Students are allowed to take part in two re-take exams.	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>● The student will acquire an overview of Slovakia’s or Czechoslovakia’s basic political, economic and social history.</li> <li>● The student will have knowledge of the given discipline in both Slovak and Hungarian scientific connection.</li> <li>● The student will know the relevant and more complex dates, facts and terminology of Slovakia’s history.</li> <li>● The student will know the relevant scientific literature of Slovakia’s 20th century history.</li> <li>● The student will have an overview of primary historical sources of Slovakia’s history.</li> </ul> Skills: <ul style="list-style-type: none"> <li>● The student will be able to specify and solve more complex professional problems (with practical usage)</li> <li>● The student will be able to collect scientific literature independently (library, internet ...)</li> <li>● The student will be able to work with primary historical sources including foreign sources.</li> <li>● The student will be able to work with scientific literature of Slovakia’s history independently including foreign literature.</li> <li>● The student will be able to distinguish scientifically confirmed historical phenomena from pseudo-scientific ones.</li> <li>● The student will be able to plant the acquired knowledge into the school subject of history.</li> </ul>	

#### Competences:

- The student must be an independent and responsible person for whom the scientific knowledge as well as social responsibility are of vital importance.
- The student must believe in rational and scientifically confirmed historical knowledge.
- The student must be a devotee of the independent democratic society and constitution.
- The student must be a creative and independent personality bearing the responsibility of the problems of history.
- The student must work independently and effectively.
- The student's approach to the assignments within the subject must be active and responsible.

#### **Brief syllabus:**

1. Introduction
2. Czecho – Slovak foreign and domestic resistance in WW II (Slovakia , the Protectorate and the government in exile in London).
3. Slovak National Uprising and its constitutional dimensions.
4. The Košice Government Program: its approval and interpretation.
5. The coalition years 1945-1948, political parties, the April Agreement and elections in 1946, the Slovak question and attack on the Democratic Party.
6. The fate of the German and Hungarian minorities: an attempt of establishing a Czecho – Slovak national state, measures against minorities, deportation of the Germans and the Czechoslovak – Hungarian population exchange.
7. The February coup in 1948. The communist dictatorship in the 1950s: economic and political situation, anti-church measures, personality cult.
8. The first and second wave of de-Stalinization. The reaction to the 1956 Hungarian revolution. The start of reform movement in the 1960s.
9. Prague Spring. Dismissal of Novotný and the period of Dubček reforms. The reaction of the Soviet Union and other socialist states to the events in Czechoslovakia.
10. The occupation of Czechoslovakia in August 1968 and its consequences. Dismissal of Dubček and rise of Husák.
11. Years of normalization under Husák. Escalation of the opposition against the totalitarian regime, Charta 77, activity of the Slovak opposition.
12. Velvet Revolution. Czech and Slovak ideas of the future of the federal state and the emergence of the independent Slovak Republic.
13. Summary

#### **Literature:**

- Szöveggyűjtemény a szlovákiai magyarok történetéhez / Popély Árpád, Simon Attila. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2021. - online, 328 s. - ISBN 978-80-570-3595-4.
- „Akaratunk ellenére...“: Dokumentumok a csehszlovákiai magyarság történetéből 1918-1992 / Popély Árpád, Simon Attila. - 1. vyd. - Somorja : Fórum Kisebbségkutató Intézet, 2020. - 456 s. - ISBN 978-80-89978-13-7.
- Szlovákia története / Dušan Kováč. - Pozsony : Kalligram, 2001. - 382 s. - ISBN 80 7149 384 8.
- Slovensko v 20. storočí / Ľubomír Lipták. - 1. vyd. - Bratislava : Kalligram, 2000. - 375s. - ISBN 80-7149-337-6.
- Češi a Slováci ve 20. století : Spolupráce a konflikty 1914-1992 / Jan Rychlík. - 2. vyd. - Bratislava : Academic Electronic Press, 2015. - 677 s. - ISBN 978-80-7429-631-4.
- Csehszlovákia története dokumentumokban / Bencsik Péter. - 1. vyd. - Budapest : Napvilág Kiadó, 2016. - 517 s. - ISBN 978 963 338 331 5.

- Charta 77 : 1977 - 1989 : Od morální k demokratické revoluci / Vilém Prečan. - 1. vyd. - Bratislava : Čs. středisko nezávislé literatury, Scheinfeld-Schwarzenberg a ARCHA, 1990. - 525 s. - ISBN 80-9000422-1-X.
- Hatvannyolc / Petr Pithart. - 1. vyd. - Pozsony : Kalligram Könyvkiadó, 1993. - 315 s. - ISBN 80-7149-013-X.
- Prágai tavasz - Prágai ősz : 1968 fehér foltjai / Kun Miklós. - Budapest : Akadémiai Kiadó, 2003. - 224 s. - ISBN 963 05 7554 4.
- A Szovjetunióval örök időkre és soha máshogy! : Az 1956-os forradalom csehszlovák dokumentumai / Bencsik Péter, Mitrovits Miklós. - 1. vyd. - Budapest : MTA Bölcsészettudományi Kutatóközpont Történettudományi Intézet, 2018. - 924 s. - ISBN 978-963-416-102-8.
- Maďarská revolúcia roku 1956 a Slovensko : Az 1956-os magyar forradalom és Szlovákia / Ivaničková, Edita, Simon, Attila. - 1. vyd. - Šamorín : Fórum Institute, 2006. - 120 s. - ISBN 978-80-89249-08-4.
- Revolúcia v susedstve : Maďarská revolúcia roku 1956 a Slovensko / Attila Simon, Slavomír Michálek. - 1. vyd. - Šamorín - Bratislava - Budapest : Fórum inštitút pre výskum menšín - Historický ústav SAV - Nemzeti Emlékezet Bizottsága, 2017. - 177 s. - ISBN 978-80-89249-97-8.
- A kitelepítéstől a rezlovakizációig = Trilógia a csehszlovákiai magyarság 1945-1948 közötti történetéről / Vadkerty Katalin. - 1. vyd. - Pozsony : Kalligram Könyvkiadó, 2007. - 704 s. - ISBN 978-80-7149-956-5.

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

Hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Árpád Popély, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ TAI1/22	<b>Name:</b> Basics of history 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Study results are evaluated based on the following criteria: - Regular participation in seminars.- Fulfillment of seminar tasks and the final written test. The weight of individual factors is as follows: participation in seminars - 10%, seminar tasks 30%, final written test - 60%. The condition for successful completion of the subject is obtaining at least 50% of the maximum possible assessment. The assessment is given on a scale: A – 90 – 100%, B – 80 – 89%, C – 70 – 79%, D – 60-69%, E – 50-59%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The listener will supplement his knowledge of world and national history</li> <li>- The listener will know basic terms, chronological, biographical data from world and of national history.</li> <li>- The listener will gain an overview of periodization, the basic trends of medieval and modern history of Europe, Hungary and Slovakia.</li> <li>- The student will know the relevant professional literature on world and national history</li> <li>- The listener will have an overview of the basic historical guides to world and national history history.</li> <li>- The listener will become familiar with source work as well as historical atlases</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The listener will be able to independently collect professional information (library, Internet, etc.).</li> <li>- The student will be able to work independently with professional literature.</li> <li>- The student will be able to work independently with primary historical sources.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>- The listener should have faith in rational and scientifically based knowledge about history.</li> <li>- Can work effectively independently.</li> <li>- Has an active and responsible approach to completing tasks within the subject.</li> </ul>	
<b>Brief syllabus:</b> 1. Periodization of medieval and modern world and national history.	

2. The emergence of medieval states in central Europe between the Byzantine and Roman-German empires.  
The first Slavic state formations in the Balkans and Central Europe.
3. The arrival of the Hungarians in the Carpathian basin and the establishment of the Hungarian Kingdom.
4. History of Hungary and its nations after the Battle of Mohács in 1526.
5. The emergence of the Habsburg Monarchy and conflicts with the Ottoman Empire. in the 16th and 17th centuries.
6. Reformation and counter-reformation in Central Europe.
7. Forms of absolutism during the reigns of Leopold I, Charles III, Maria Theresa and Joseph II.
8. Napoleonic Wars and the emergence of the ideology of modern nationalism
9. Revolutions in Europe in the years 1830-1848. The emergence of a united Italy and Germany.
10. Basic data from the history of the First World War, the collapse of the Habsburg Monarchy and the Hungarian Kingdom.
11. The emergence and development of national states in Central Europe
12. Europe during the Second World War and the Cold War in the second half of the 20th century
13. Summary of the curriculum.

**Literature:**

- A középkor története / Katus László. Pannonica Kiadó, 2001. - 400. - ISBN 963 9252 04 2
- A kora újkor története / Poór János. - 1. vyd. - Budapest : Osiris Kiadó, 2009. - 494 s. - ISBN 978 963 276 013 1.
- Kaposi József– Szabó Márta– Száray Miklós: Feladatgyűjtemény az új történelem érettségéhez - 12. évfolyam . Írásbeli. Budapest : Nemzeti Tankönyvkiadó, 2005. 320 s. - ISBN 963 19 2092 5
- Kristó Gyula– Barta János–Gergely Jenő: Magyarország története az előidőktől 2000-ig / : Pannonica, 2002. 690 s. ISBN 9639252565.
- Kováč, Dušan: Szlovákia története. Kalligram, Pozsony, 2001. 382 s. ISBN 80 7149 384 8.
- Kinder, Hermann–Hilgemann, Werner :Világtörténelem : 249 színes oldal, 5580 tárgyszó. Athenaeum, Budapest, 2000. 668 s. (Atlasz sorozat 3.). ISBN 963 9615 04 8.
- Papp-Váry Árpád: Történelmi atlasz, Cartographia, Budapest, 2005. 40 s. ISBN 963 352 549 7 CM.
- Pete József: Történelmi érettségi tételek vázlata. Közép- és emelt szint. A Ciszterci Rend Nagy Lajos Gimnáziuma és Kolégiuma, Pécs, 2019. <https://crnl.hu/tantargyioldalak/tortenelem/vakterkep/erett.pdf>

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Árpád Popély, PhD., Dr. habil. László Szarka, CSc., Mgr. László Bese, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ TAI2/22	<b>Name:</b> Basics of history 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed upon the following criteria: - Regular participation in seminars - Seminar assignments - Successful completion of an end-of-term written test The value of each factor is: seminar attendance 10%, seminar assignments 30%, written test 60%. To take part in the oral exam, the student must obtain at least 50% of the total assessment score. The assessment grading scale is: A – 90 -100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. For the oral exam the students must register at AIS. Absenteeism from the exam will result FX. Students are allowed to take part in two re-take exams.	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>● The student completes and confirms his/her previous knowledge on world and national history.</li> <li>● The student will know the relevant scientific literature of world and national history.</li> <li>● The student will have an overview of the primary sources of world and national history.</li> <li>● The student will have knowledge on sources and working with maps.</li> </ul> Skills: <ul style="list-style-type: none"> <li>● The student will be able to collect professional information independently (library, internet ...).</li> <li>● The student will be able to work with scientific literature independently.</li> <li>● The student will be able to work with primary historical sources independently.</li> </ul> Competences: <ul style="list-style-type: none"> <li>● The student must believe in rational and scientifically confirmed historical knowledge.</li> <li>● The student must work effectively.</li> <li>● The student's approach to the assignments within the subject must be active and responsible.</li> </ul>	
<b>Brief syllabus:</b> 1. Introduction. 2. Medieval Europe. The fall of Roman Empire, great migrations and emergence of medieval states and empires. 3. The establishment of Hungarian Kingdom and its history until 1526 Mohács Battle.	

4. Great geographical discoveries and their effect on the political development and economic growth of Europe in the 15th and 16th centuries.
5. Reformation and Counter-Reformation in the Holy Roman Empire and Central Europe in the 16th and 17th centuries.
6. Between the Osman and Habsburg Empires. The history of Hungary in the 16th and 17th centuries.
7. Enlightened Absolutism in the Habsburg Empire and other states of Europe in the 18th century.
8. Europe and the world in the 19th century. Bourgeois revolutions and the era of nationalism.
9. Unification of Italy and Germany. Struggle for repartition of the world and the emergence of federal states.
10. Tragedy of the two world wars, Europe and the world in the interwar period.
11. Europe and the world in the second half of the 20th century: from the Cold War to the fall of the Soviet block.
12. The Czechoslovak state and Slovakia in the interwar period and after WW II.
13. Summary.

**Literature:**

- A középkor története / Katus László. Pannonica Kiadó, 2001. - 400. - ISBN 963 9252 04 2
- A kora újkor története / Poór János. - 1. vyd. - Budapest : Osiris Kiadó, 2009. - 494 s. - ISBN 978 963 276 013 1.
- Vadász Sándor: 19. századi egyetemes történelem 1789-1914. Korona, 2005.
- Magyarország története 895-1301 / Kristó Gyula. - Budapest : Osiris Kiadó, 2006. - 315 s. - ISBN 963 3895 065.
- Magyarország története 1301-1526 / Engel Pál, Kristó Gyula, Kubinyi András. - 1. vyd. - Budapest : Osiris Kiadó, 2001. - 425 s. - ISBN 963 379 171 5.
- Magyarország története az előidőktől 2000-ig / Kristó Gyula, Barta János, Gergely Jenő : Pannonica, 2002. - 690. - ISBN 9639252565.
- Szlovákia története / Dušan Kováč. - Pozsony : Kalligram, 2001. - 382 s. - ISBN 80 7149 384 8.
- Világtörténelem : 249 színes oldal, 5580 tárgyszó / Hermann Kinder, Werner Hilgemann. - 1. vyd. - Budapest : Athenaeum Kiadó, 2000. - 668s. - (Atlasz sorozat ; 3.). - ISBN 963 9615 04 8.
- Történelmi atlasz / Papp-Váry Árpád. - 1. vyd. - Budapest : Cartographia, 2005. - 40 s. - ISBN 963 352 549 7 CM.

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

Hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Árpád Popély, PhD., Dr. habil. László Szarka, CSc.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ TFO/22	<b>Name:</b> Historical geography
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed upon the following criteria: - Regular participation in seminars - Seminar assignments - Successful completion of an end-of-term written test The value of each factor is: seminar attendance 10%, seminar assignments 30%, written test 60%. To take part in the oral exam, the student must obtain at least 50% of the total assessment score. The assessment grading scale is: A – 90 -100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. For the oral exam the students must register at AIS. Absenteeism from the exam will result FX. Students are allowed to take part in two re-take exams.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>● The student will acquire basic knowledge of the historical geography of Europe and the Carpathian Basin, with particular reference to the territory of present-day Slovakia.</li> <li>● The student will be able to name the essential facts and terminology of historical geography.</li> <li>● The student will know the relevant scientific literature of historical geography.</li> <li>● The student will have an overview of primary historical sources of historical geography.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>● The student will be able to specify and solve more complex professional problems (with practical usage)</li> <li>● The student will be able to collect professional information independently (library, internet ...)</li> <li>● The student will be able to work with maps and scientific literature independently.</li> <li>● The student will be able to plant the acquired knowledge into the school subject of history.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>● The student must believe in rational and scientifically confirmed historical knowledge.</li> <li>● The student must be a creative and independent personality bearing the responsibility of the problems of history.</li> <li>● The student must work independently and effectively.</li> <li>● The student's approach to the assignments within the subject must be active and responsible.</li> </ul>	

**Brief syllabus:**

1. Introduction.
2. Historical geography as a discipline. Its characteristics, development and representatives.
3. Sources of historical geography, atlases and maps.
4. Orography and hydrography of Europe: its mountains, rivers, gulfs, lakes, islands and peninsulas.
5. The most important regions of Europe: their localization and characteristics.
6. The states of Europe in the past and today. The most important historic territories and changes of their boundaries.
7. Historical geography of the Carpathian Basin including the territory of present-day Slovakia.
8. Orography and hydrography of the Carpathian Basin: its mountains, rivers and lakes.
9. Large regions of Austria-Hungary including the territory of present-day Slovakia.
10. Boundary changes of Hungary from its establishment to the 20th century.
11. Administrative units of Austria-Hungary: counties, Székely, Saxon seats and other privileged territories.
12. Types of settlements in Austria-Hungary including present-day Slovakia.
13. Summary.

**Literature:**

- Stolicice na Slovensku / Juraj Žudel. - 1. vyd. - Bratislava : Obzor, 1984. - 201 s. - ISBN 65 027 84.
- Magyarország történeti topográfiája / Borbála Bak. - Budapest : MTA Történettudományi Intézet, 1997. - 0. - ISBN 963049809x.
- Példatár Magyarország történeti topográfiájához / Borbála Bak. - Budapest : História, 1997. - 99. - ISBN 9630498103.
- Európa történeti földrajza / Norman J.G. Pounds ; Attila Boros. - Budapest : Osiris Kiadó, 2003. - 532. - ISBN 9633893844.
- Magyarország történeti földrajza / Frisnyák Sándor. - Budapest : Nemzeti Tankönyvkiadó, 1999. - 213 s. - ISBN 963 190 334 6.
- Az Árpád-kori Magyarország történeti földrajza I. : A / György Györffy. - Budapest : Akadémiai, 1987. - 1000. - ISBN 9630542005.
- Az Árpád-kori Magyarország történeti földrajz II. : D / György Györffy. - Budapest : Akadémiai, 1987. - 642. - ISBN 9630535335.
- A magyar nép táji-történeti tagolódása / László Kósa. - Budapest : Akadémiai Kiadó, 1983. - tk. - 232. - ISBN 9630533855.

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

Hungarian

**Notes:****Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Árpád Popély, PhD.**Date of last update:** 21.06.2022**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ TKC/22	<b>Name:</b> Society, culture, civilization
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The results of the study are evaluated according to the following criteria: <ul style="list-style-type: none"> <li>• Regular participation in classes (60 points, ie 60%).</li> <li>• Written seminar paper, portfolio (40 points, i.e. 40%).</li> </ul> Regular participation in classes assumes active involvement of the student, which can be achieved by asking questions or actively participating in professional discourse. The preparation of a written seminar work is a so-called portfolio. Portfolio evaluation criteria: appropriate literature study; library or online work with secondary literature; adequacy of chosen methods; quality, i.e. high-quality processing of biographical and bibliographic data; independent interpretation work, creativity, inventiveness of observations and opinions; working with sources and literature; correct quoting and paraphrasing. The condition for successful completion of the subject is obtaining at least 50% of the maximum possible number of points. Rating scale scale: A - 90-100%, B - 80-89%, C - 70-79%, D - 60-69%, E - 50-59%.	
<b>Results of education:</b> Within the subject, the student has professional knowledge and skills that a history teacher must have in primary and secondary schools. The course has strong practical content based on theoretical foundations. The student will have the following professional skills: he will know the current state of the field in terms of content and methodology within the rules prescribed in elementary and secondary school. After graduation, the student has the following scientific and social competencies: able to identify scientific problems; is able to formulate theoretical questions; is able to work independently with primary historical sources; is able to weigh the weight and importance of academic history in society, all within the context of an educated, free and tolerant school and society. After graduation, the student has the following scientific and social competences: the ability to navigate the basic methods of historical science taking into account social needs in the context of the given field of study, an educated, free and tolerant school and society.	
<b>Brief syllabus:</b> 1. Church and society, change in educational conditions, transformation of literature. 2. Renaissance.	

3. Places of social progress. Possibilities of advancement in the ecclesiastical and secular spheres.
4. Reformation and counter-reformation (Péter Pázmány).
5. National literature and letterpress. Forms of noble, urban and rural culture.
6. Examples of noble culture: Gábor Bethlen, II. Ferenc Rákóczi.
7. The beginnings of modern pedagogy (J. A. Comenius).
8. Baroque culture.
9. Exceptional female characters (Ilona Zrínyi).
10. Modern political revolutions and culture.
11. Culture and religion in the 19th and 20th centuries.
12. The process of secularization.
13. Sport and its impact on society in modern times.

**Literature:**

- A középkor története / Felipe Fernández-Armesto. - Budapest : Atheneum, 2003. - 234. – ISBN 963 9252 29 8.
- A középkor története / Katus László : Pannonica Kiadó, 2001. - 400. - ISBN 963 9252 04 2.
- Középkori egyetemes történeti szöveggyűjtemény : Európa és Közel-Kelet IV-XV. század / Sz. Jónás Ilona. - Budapest : Osiris, 2002. - 382. - ISBN 963 379 549 4.
- A katedrálisok kora / Georges Duby. - Budapest : Gondolat, 1984. - 332. - ISBN 963 281 385 5.
- Anyagi kultúra, gazdaság és kapitalizmus, XV-XVIII. század : A mindennapi élet struktúrái: a lehetséges és a lehetetlen / Fernand Braudel. - 1. vyd. - Budapest : Gondolat, 1985. - 640 s. - ISBN 963 281 615 3.
- Az értelmiség a középkorban / Jacques Le Goff. - Budapest : Osiris, 2002. - 392. - ISBN 963 379 736 5.
- A középkor alkonya: Az élet, a gondolkodás és a művészet formái Franciaországban és Németalföldön a XIV. és XV. században / Johan Huizinga : Magyar Helikon, 1976. - 330. – ISBN 963 207 196 4.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Mgr. Barnabás Vajda, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ TST/22	<b>Name:</b> Auxiliary sciences of history
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed based on the following criteria: - regular attendance at seminars - preparation of a seminar paper - and a final written test The condition for successful completion of the course is obtaining at least 50% of the maximum possible grade for the course. A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%.	
<b>Results of education:</b> <b>Knowledge</b> The student will be able to name basic data, facts, and technical terms of a given scientific discipline; The student will be familiar with the relevant scientific literature of the scientific discipline. The students can specify the essence of the processes of education and training. <b>SKills</b> The student will be able to correctly apply the methodological procedures of historical science during the historical research; The student will be able to plan, i.e. set relevant goals for a specific historical research The student can work effectively and independently. <b>Competency</b> The student is to be a supporter of a free democratic society and the rule of law. The student will be able to assess the importance of historical scholarship within society in the interest of an erudite, free, and tolerant school and society.	
<b>Brief syllabus:</b> 1. The concept and importance of the auxiliary sciences of history 2. Chronology: the calendar, years, months, weeks, calendar 3. Introduction to palaeography. The writing materials. 4. Sending and internal characteristics of charters. 5. Seals and their role. Types of seals. 6. Basic concepts of heraldry. The parts of the coat of arms and their description. 7. Origin and development of genealogy. Sources of genealogical research.	

8. Chronicles, gazetteers, yearbooks.
9. Basic concepts of numismatics.
10. Historical geography
11. Archontology and its relevance to political and ecclesiastical history.
12. Prosopography. How to process the history of an individual or a family.
13. The importance of archaeology in describing historical events

**Literature:**

A történelem segédtudományai : A / Iván Bertényi. - Budapest : Osiris Kiadó, 2003. - 320. - ISBN 9633895057.

Kis magyar címertan / Bertényi Iván. - 1. vyd. - Budapest : Gondolat Könyvkiadó, 1983. – 128 s. - ISBN 963 281 195.

A könyvkultúra Magyarországon a kezdetektől 1730-ig / Madas Edit, Monok István. - 1. vyd. - Budapest : Balassi Kiadó. - 183 s. - ISBN 963 506 176 5.

A könyvkultúra Magyarországon a kezdetektől 1800-ig / Madas Edit, Monok István. - 1. vyd. - Budapest : Balassi Kiadó, 2003. - 238 s. - ISBN 963 506 452 7.

A pozsonyi társaskáptalan kanonokai 1425-ben (Az egyházi archontológia készítésének módszertana és gyakorlata) / C. Tóth Norbert. Acta Universitatis Szegediensis de Attila József nominatae Acta Historica 135. (2013) 101–123. (academia.edu)

Az Árpád-kori Magyarország történeti földrajza – Sáros vármegye / Nógrády Árpád. Bp., 2021.

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

Hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Attila Simon, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ UET1/22	<b>Name:</b> General history New Age 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Study results are evaluated based on the following criteria: Regular participation in classes (10 points or 10%). Written seminar work, portfolio (20 points or 20%). Passing a written test (30 points or 30%). Oral exam (40 points or 40%). During regular attendance at classes, active participation is assumed, which is demonstrated by asking questions or actively participating in professional discussion. The preparation of a written seminar work is called a portfolio. Portfolio evaluation criteria: appropriate study of professional literature, library or online work with secondary literature; adequacy of chosen methods; level or quality of biographical and bibliographic data processing; own interpretation activity, creativity, imaginativeness of observations and opinions; working with sources and professional literature, correct quoting and paraphrasing. Successful completion of a written knowledge test in the scope of the content outline of the subject, while success here means achieving at least 50% of the achievable points for this sub-task. Successful completion of the oral exam. Students register for the oral exam in AIS. In case of unexcused absence from the exam, the student is evaluated with an FX grade. A student can take two exam correction dates. Passing the oral exam means achieving at least 50% of the achievable points for this sub-task. The condition for successful overall completion of the subject is obtaining at least 50% of the maximum possible assessment. The rating is given on a scale: A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%.	
<b>Results of education:</b> <b>Knowledge:</b> Students will master the basic phenomena of modern history, i.e. phenomena of the historical process from major geographical discoveries through various variants of the absolutist form of government to the creation of the United States, as well as a detailed overview of the key political, economic and social history of some selected European states (Great Britain, France, Prussia) in the early modern era. The listener will be able to name the basic data, facts and technical terms of the given scientific discipline. <b>Skills:</b> The student will be able to identify common professional problems, research and formulate the theoretical and practical starting points necessary for their solution and solve them (using practical procedures in practice). The listener will be able to independently collect	

professional information (library, Internet, etc.) will be able to work independently with professional literature. The student will be able to work independently with primary historical sources.

Competences: The student should be an autonomous and responsible person for whom, in addition to professional knowledge and abilities, social responsibilities must also be authoritative. The listener should be able, either as a researcher or as a teacher, to create an atmosphere of trustworthiness, a helpful and attentive colleague at his workplace.

**Brief syllabus:**

1. Stability and change in social conditions. Demographic conditions in the early modern era. Great geographical discoveries.
2. Reformation and counter-reformation. Religious wars.
3. The emergence of the Habsburg empire. The state of Charles V and the fate of the empire until the end of the century.
4. The beginnings of the colonial rule of Spain and Portugal.
5. Strengthening France. Wars of Religion in France.
6. The period of the Tudors in England and the establishment of the Anglican Church. Revolutions in England.
7. The Thirty Years' War and its stages.
8. The period of Louis XIV. in France. War of the Spanish Succession.
9. The rise of the Russian Empire in the 16-17. century.
10. Scandinavia in the 18th century. The Great Northern War and Sweden. Scandinavia
11. The German-Roman Empire in the 18th century. War of the Austrian Succession. The rise of Prussia and the Seven Years' War.
12. The demise of Poland.
13. The birth of the USA and the emergence of a new government system.

**Literature:**

Az abszolutista állam / Perry Anderson ; Géza Várady. - 1. vyd. - Budapest : Gondolat, 1989. - 716s. - ISBN 963 282 133 5.

Az abszolutizmus kora. Fejezetek a kora újkori Európa történetéből / Dévényi Anna, Forgó András, Gózszy Zoltán (szerk.). Pécs, 2019.

Nyugat-Európai gazdaság- és társadalomtörténet / H.A. Diederiks. - Budapest : Osiris Kiadó, 1995. - 348 s. - ISBN 9633791049.

Európa történeti földrajza / Norman J.G. Pounds. - Budapest : Osiris Kiadó, 2003. - 532 s. - ISBN 9633893844.

Kora újkori egyetemes történelem ( XV-XVIII. század) / Katona András. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2008. - 400 s. - ISBN 978-963-19-6030-3.

A kora újkor története / Poór János. - 1. vyd. - Budapest : Osiris Kiadó, 2009. - 494 s. - ISBN 978 963 276 013 1.

A katolikus egyház története II. / Szántó Konrád. - 2. vyd. - Budapest : ECCLESIA, 1988. - 935 s. - ISBN 963 363 495 4.

A barokk pápaság : 1600-1700 / Tusor Péter. - 1. vyd. - Budapest : Gondolat Kiadó, 2004. - 386 s. - ISBN 963 9567 01 9.

Az újkori kultúra története I–II. = Az európai lélek válsága a fekete pestistől az I. világháborúig / Egon Friedell. - 3. vyd. - Budapest : Holnap Kiadó, 1998. - 735 s. - ISBN 963-346-206-1.

Anyagi kultúra, gazdaság és kapitalizmus, XV-XVIII. század : A mindennapi élet struktúrái: a lehetséges és a lehetetlen / Fernand Braudel. - 1. vyd. - Budapest : Gondolat, 1985. - 640 s. - ISBN 9632816153.

Nyugat-Európa és a gyarmatbirodalmak kialakulásának kora (1500-1800) / János Poór. -

Budapest : IKVA, 1991. - 180 s. - ISBN 9637760520.					
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 1					
A	B	C	D	E	FX
0.0	0.0	100.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. Mgr. Barnabás Vajda, PhD.					
<b>Date of last update:</b> 21.06.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ UET2/22	<b>Name:</b> General history New Age 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Study results are evaluated based on the following criteria: Regular participation in classes (10 points or 10%). Written seminar work, portfolio (20 points or 20%). Passing a written test (30 points or 30%). Oral exam (40 points or 40%). During regular attendance at classes, active participation is assumed, which is demonstrated by asking questions or actively participating in professional discussion. The preparation of a written seminar work is called a portfolio. Portfolio evaluation criteria: appropriate study of professional literature, library or online work with secondary literature; adequacy of chosen methods; level or quality of biographical and bibliographic data processing; own interpretation activity, creativity, imaginativeness of observations and opinions; working with sources and professional literature, correct quoting and paraphrasing. Successful completion of a written knowledge test in the scope of the content outline of the subject, while success here means achieving at least 50% of the achievable points for this sub-task. Successful completion of the oral exam. Students register for the oral exam in AIS. In case of unexcused absence from the exam, the student is evaluated with an FX grade. A student can take two exam correction dates. Passing the oral exam means achieving at least 50% of the achievable points for this sub-task. The condition for successful overall completion of the subject is obtaining at least 50% of the maximum possible assessment. The rating is given on a scale: A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%.	
<b>Results of education:</b> The student will have the following professional knowledge and skills: he will know the current status of the given scientific discipline in the Slovak and Hungarian scientific context; will be able to name the basic data, facts and technical terms of the given scientific discipline; will know the relevant professional literature of the given scientific discipline; will know both traditional and newer scientific procedures of the given scientific discipline. The student will have the following professional skills: he will be able to independently collect professional information (library, Internet, etc.); will be able to work independently with professional literature; will be able to transform the acquired scientific system of the given scientific discipline into the didactic system of the school subject of history.	

After completing the studies, the student should have the following scientific and social competences: The student should be a supporter of a free democratic society and the rule of law. The student should be able to consider the importance of academic historical science within society, in the interests of an erudite, free and tolerant school and society.

**Brief syllabus:**

1. Historical periodization of the period 1789-1918.
2. Europe during the French Revolution: personalities, political parties and factions, the nature of various state formations.
3. Napoleonic Wars.
4. England as an example of the classic industrial revolution.
5. The course and social consequences of the industrial revolution: the example of France and Germany.
6. US foreign policy: Monroe doctrine.
7. The USA as a power factor in Asia. Civil War in the USA.
8. National unification of Italy and Germany.
9. Domestic and foreign political consequences of the unification of Italy and Germany.
10. Power transfers in the Balkans.
11. The network of political and military allied systems before the First World War.
12. The First World War: power groupings, Central Powers, Agreement.
13. Causes, course, military and political events of the First World War.

**Literature:**

- Barta János (szerk.): Egyetemes történelem. Pannonica, 2004.
- Berend T. Iván-Ránki György: Európa gazdasága a 19. században. Gondolat, Bp., 1987.
- Csató Tamás és kol.: Egyetemes történelmi kronológia. Tankönyvkiadó, é.n.
- Galántai József: Az első világháború. Budapest : Gondolat, 1988. ISBN 963 282 004 5.
- Németh István: Németország története. Budapest : Aula, 2004. ISBN 9639585181.
- Roberts, Martin: Európa története 1789-1914 : Az ipari forradalom és a liberalizmus kora. 1. vyd. Budapest : Akadémiai Kiadó, 1992. ISBN 963 05 6099 2.
- Roberts, Martin: Európa története 1900-1973 : Az új barbárság kora? Budapest : Akadémiai Kiadó, 1992. ISBN 9630562464.
- Vadász Sándor: 19. századi egyetemes történelem 1789-1914. Korona, 2005.
- Vajda Barnabás: Trianonská problematika a (česko)slovenské učebnice dejepisu / Vajda Barnabás, 2013. In: Rozpad Uhorska a trianonská mierová zmluva k politikám pamäti na Slovensku a v Maďarsku. - Bratislava : Historický ústav SAV, 2013. - ISBN 978-80-89396-24-5, S. 185-201.

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

Hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Mgr. Barnabás Vajda, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/BS/22	<b>Name:</b> Bachelor's Thesis Seminar
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Submission of a selected bibliography on the topic of the bachelor's thesis and preparation of a part (10 - 12 pages) of the bachelor's thesis. Attendance at the seminar is compulsory. Students will write a part of the thesis and submit a selection bibliography. Students will hand in the part of the thesis and the bibliography in hard copy to the instructor on the due date. If the student fails to submit the thesis even within 7 days of the due date, no credit will be awarded. The scope of the thesis will be determined by the instructor; the format will be determined by Rector's Directive No. 2/2021. The thesis must follow the technique and ethics of citation. The following are assessed in the thesis: - The student's analytical-synthetic thought processes, - expression of own opinion supported by theoretical knowledge, - setting the problems and objectives of the thesis, the way of processing, - structure of the thesis - logical continuity and balance of the individual parts, - work with literature and information sources (selection of the way of their use), - observance of basic standards for formal editing of the thesis, observance of citation standards, - aesthetic and linguistic aspects of the thesis. Percentage representation of individual tasks in the student's overall assessment. Work in seminars: 20%. Seminar work: 80 %. The student must complete each assignment at a minimum of 50%. Student workload: 4 credits = 100-120 hours 13 hours attendance at contact classes; 47 hours study of literature; 40-60 hours preparation of a single chapter of the thesis.	
<b>Results of education:</b> Knowledge: The student can:	

- state and explain the general requirements for the production of a thesis, describe and characterize the content structure of the thesis and its individual parts (introduction, main body of the text, appendices),
- explain the concepts of phenomenon, fact, list and describe the types of research on pedagogical phenomena,
- characterise in more detail the basic methods of data collection in the thesis and the ways of processing them,
- list the basic requirements for the author of a professional text, characterize and describe the model, features of a professional text and its formal construction,
- list and explain the formal requirements for a thesis,
- define the term abstract, describe the structure of an abstract, characterize the features of a good abstract, list the most common mistakes in abstract writing, distinguish an abstract from an annotation, abstract, summary, overview,
- explain the concepts of citation, quotation, citation, paraphrase, compendium, plagiarism, distinguish citation from paraphrase, illustrate various citation and referencing techniques with examples,
- define and interpret in their own words basic concepts and themes in the field of the chosen topic,
- recognise the basic terms of the thesis,
- clarify the terms used in the thesis,
- create (elaborate) a theoretical thesis with all the necessary formalities,
- analyse and justify the conclusions of the thesis,
- critically analyse the acquired knowledge, review it and use it in theory.

#### Skills:

The student will be able to:

- write a project of own thesis,
- Explain the methodological rules of creating a bachelor thesis,
- define the problem and goal of the thesis, formulate possible hypotheses,
- plan a timetable for the final thesis, including its content,
- work with professional literature (primary and secondary sources, search for information in book databases),
- on the basis of the acquired knowledge, create a text with logical and precise formulation of ideas, create a quality abstract, write an introduction, conclusion to the article, to the final thesis, respecting the established requirements,
- present knowledge in the field, manage its complexity and form judgements,
- apply knowledge of ethics and citation techniques in the production of a professional text,
- correctly use the various methods of citation and referencing, recording bibliographic references,
- in practical terms, to produce (process) a final thesis with all the necessary formalities,
- analyse, synthesise and compare knowledge and propose solutions on the basis of this,
- draw conclusions and recommendations for practice on the basis of critical analysis,
- critically analyse the acquired knowledge, review it and use it in practice,
- present, discuss and justify their knowledge in terms of the intended objectives of the thesis,
- present the outputs of the activity to the whole study group and to the tutor and justify their relevance and practical application,
- complete the final thesis and prepare for its public defence,
- classify the weaknesses and strengths of the thesis topic as well as the thesis itself,
- critically evaluate the need for and possibilities of applying methods and approaches in the chosen thesis and creatively propose possibilities of their application,

- independently and actively acquire new knowledge in the chosen field using the acquired skills,
- apply theoretical knowledge to educational practice.

Kompetencie:

Študent

- si uvedomí potrebu a dôležitosť dodržiavania akademickej etiky a etikety pre jeho študentský ako aj budúci učiteľský život,
- správa sa v súlade s pravidlami spoločenského správania,
- osvojil si základy spoločenského protokolu, vie sa správne obliecť a obuť na štátnu skúšku,
- dodržiava etiku citovania,
- vyjadruje svoje presvedčenie a názory priamo a úprimne, no zároveň dokáže uznávať, že aj druhá strana má právo na vlastný názor,
- nesie dôsledky a prijíma zodpovednosť za svoje konanie.

### Brief syllabus:

1. Formal regulations of theses in UJS guidelines.
2. Brief description of the bachelor thesis.
3. Importance of the bachelor thesis.
4. Selection of the topic of the bachelor thesis.
5. Preparation of a selected bibliography for the thesis.
6. Tasks and objectives of the bachelor thesis.
7. Method of selecting an appropriate citation.
8. Content of the bachelor thesis.
9. Conception and strategy of processing of individual parts - chapters.
10. Work with book and journal literature.
11. Use of the Internet and online publications
12. Preparing and conducting research.
13. Preparation for the bachelor thesis defence.

### Literature:

A magyar helyesírás szabályai. 2015. Budapest: Akadémiai Kiadó. 12. kiadás. ISBN 978 963 05 9631 2

MADARÁSOVÁ, J. (red.) 2000. Pravidlá slovenského pravopisu. Bratislava: VEDA. ISBN 8022406554

Smernica rektora č. 2/2021 o úprave, registrácii, prístupnení a archivácii záverečných, rigorózných a habilitačných prác na Univerzite J. Selyeho. 2021. Komárno: UJS

Literature - sources, primary, secondary literature, determined by the supervisor of the thesis

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

Hungarian language, Slovak language

### Notes:

### Evaluation of subjects

Total number of evaluated students: 0

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

### Teacher:

Date of last update: 04.05.2022

Approved by: Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ BŠ1/22	<b>Name:</b> Biblical Studies 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). During the semester he/she must take and successfully write 2 written tests in Practical Knowledge of the Old Testament 1. Their average will determine the final grade. From the sub-discipline Practical Knowledge of the New Testament 1. students must pass and successfully write 2 written tests and at the end of the semester students will also take an oral exam. For the sub-discipline Bible Seminar 1. students must submit written assignments. Assessment of written tests, written assignments and oral examination answers are assessed in accordance with the Study Regulations (See Article 10. Review of Study and Assessment of Learning Outcomes of the Study Regulations Outcomes). Student workload: 4 credits = 100-120 hours 39 hours of attendance at contact classes; 21 hours of study of recommended literature, preparation for the written test and preparation of assignments given in class; 40-60 hours of self-study.	
<b>Results of education:</b> <b>Knowledge:</b> Successful completion of this course will provide the student with a detailed knowledge of the contents and structures of Old and New Testament books. <b>Skills:</b> By using/method of the content of each book of the Old and New Testament ( personalities, stories and major theological emphases) and memorizing selected verses for some key events, the student will be able to apply the knowledge gained in practice. <b>Competencies:</b> The student will be able to introduce others to the history of salvation in the Old and New Testaments.	
<b>Brief syllabus:</b> Sub-discipline: Practical knowledge of the Old Testament 1 1. 1. Canon. Canonization.	

2. Pentateuchos - introduction.
3. Genesis.
4. Exodus.
5. Leviticus, Numbers.
6. I. Test.
7. Deuteronomy, Deuteronomistic historical work.
8. Book of Joshua.
9. The Book of Judges.
10. Ruth.
11. Book of Samuel.
12. Book of Kings.
13. Book of Chronicles.

Sub-discipline: Practical Knowledge of the New Testament 1

1. General introduction to the world of the Bible
2. General introduction to the books of the New Testament
3. Historical framework of the New Testament
4. The formation of the canon
5. The Synoptic Question
6. The Gospel according to Matthew, author, composition, theological message content and memoriter
7. The Gospel of Mark, author, composition, theological message of content and memoriter
8. The Gospel according to Luke, author, formation, theological message of content and memoriter
9. The Gospel according to John, author, formation, theological message of content and memoriter
10. Acts of the Apostles author, formation, theological message on content and memoriter
11. Acts of the Apostles, Salvation, Holy Spirit, Church
12. The Life and Work of the Apostle Paul
13. Summary

**Literature:**

- Biblia - Magyarázó jegyzetekkel. Kálvin Kiadó, Budapest, 2014.
- Jubileumi Kommentár, A Szentírás Magyarázata. I., II. Kötet, Kálvin Kiadó, Budapest, 1995.
- Karasszon István: Ószövetségi ismeretek vallástanárok számára. Selye János Egyetem, Komárom, 2006.
- Karasszon István: Mi van az Ószövetségben? Bibliaismereti vezérfonal. Selye János Egyetem, Komárom, 2018.
- Pecsuk Ottó: Bibliaismereti Kézikönyv, Budapest: Kálvin János Kiadó, 2008.
- Pákozdy László Márton: Bibliaiskola, Budapest, Kálvin Kiadó 2007.
- Westermann, Claus – Gloege, Gerhard: A Biblia titkai, Budapest, 1997.
- Bándy Juraj: Biblospitový úvod do Starej zmluvy. Univerzita Komenského, Bratislava, 1993.
- Rösel Martin: Bibelkunde des Alten Testaments. Neukirchen-Vluyn, 8. Aufl., 2008.
- Bándy György: bevezetés az Újszövetségbe. SJE RTK, Komárom, 2008. ISBN 978 80 89234 50 9.
- Budai Gergely - Herczeg Pál: Az Újszövetség története. Kálvin J. Kiadó, Budapest, 1994.
- Varga Zsigmond: Újszövetségi bevezetés. Ref. Zsinati Iroda DKFH, Budapest, 2000
- Biblia. Magyar Bibliatársulat Szöveggondozó Bizottsága. Budapest : Magyarországi Református Egyház Kálvin János Kiadója, 1997. ISBN 9633007097.

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines: Practical Knowledge of the Old Testament 1.  
Practical Knowledge of the New Testament 1.  
Bible Seminar 1.

**Evaluation of subjects**

Total number of evaluated students: 4

A	B	C	D	E	FX
25.0	25.0	25.0	0.0	0.0	25.0

**Teacher:** prof. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD., Ing. Jolán Kis, PhD.

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ BŠ2/22	<b>Name:</b> Biblical Studies 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). During the semester, he/she must take and pass 2 written tests in Practical Knowledge of the Old Testament 2. Their average will determine the final grade. In the sub-discipline Practical Knowledge of the New Testament 2, students must pass and successfully write 2 written tests and at the end of the semester students will also take an oral examination. For the sub-discipline Bible Seminar 2 students must submit written assignments. Evaluation of written tests, written assignments, and answers on the oral exam are evaluated in accordance with the syllabus (See Art. 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 4 credits = 100-120 hours 39 hours attendance at contact classes; 21 hours study of recommended literature, preparation for the written test and preparation of assignments given in class; 40-60 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> Successful completion of this course will provide the student with a detailed knowledge of the contents and structures of Old and New Testament books. <b>Skills:</b> By using/method of the content of each of the Old and New Testament books ( personalities, stories and major theological emphases) and memorizing selected verses for some key events, the student will be able to apply the knowledge gained in practice. <b>Competencies:</b> The student will be able to introduce others to the history of salvation in the Old and New Testaments. The student will be able to incorporate the values of the Old and New Testaments into catechetical practice.	
<b>Brief syllabus:</b> Sub-discipline: practical knowledge of the Old Testament 2 Text, content, historical context, structure, literary formation, and theological profile of each book:	

1.Ezra, Nehemiah. 2.Esther. Ruth. 3. The Book of Job. 4. Psalms 5. Proverbs, Ecclesiastes. 6. I. Test. 7. The Song of Solomon. 8. Isaiah, Ezekiel. 9. Jeremiah, Psalms. 10. Daniel. 11. Hosea, Joel, Amos, Obadiah. 12. Jonah, Micah, Nahum. 13. Habakkuk, Zephaniah, Haggai, Zechariah, Malachi.  
Sub-discipline: Practical Knowledge of the New Testament 2

1. Epistles in the New Testament. 2. Romans. 3. First Epistle to the Corinthians.;Second Epistle to the Corinthians. 4. 5. The Epistle to the Philippians. ; Epistle to the Colossians. 6th Epistle to Philemon. TEST 7. First Epistle to the Thessalonians. ;. Second letter to the Thessalonians. 8. Pastoral epistles. ; First epistle to Timothy. ; Second epistle to Timothy. Letter to Titus. 9. Letter to the Hebrews. 10. Catholic Epistles. ; Epistle to James. ; First Epistle of Peter. ; Second Epistle of Peter. ; Epistle to Jude. 11. First Epistle of John. ; Second Epistle of John. ; Third Epistle of John. 12. Revelation of John. ; 13.

Sub-discipline: Bible Seminar 2

Development of Old and New Testament themes under the guidance of the seminar leader.

**Literature:**

Karasszon, I., Ószövetségi ismeretek. SJE, Komárom, 2006.  
Soggin, A. J., Bevezetés az Ószövetségbe. Kálvin kiadó, Budapest, 1999.  
Rózsa, Huba, Az Ószövetség keletkezése II.( 3.kiad. ) Szent István Társulat, Budapest, 2002.  
Bándy, J., Úvod do Starej zmluvy. UK, Bratislava, 2003.  
Zenger, E., Einleitung in das Alte Testament.Kohlhammer, Stuttgart-Berlin-Köln, 2001  
Bándy, Gy., Bevezetés az Újszövetségbe. SJE, Komárom, 2008 SJE, Komárom, 2008. ISBN 978 80 89234 50 9.  
Bolyki, J., Újszövetségi bevezetéstán. Budapest, 1990  
Schweizer, E., Teológiai bevezetés az Újszövetségbe. Kálvin kiadó, Budapest, 2004 ISBN 9633009774.  
Kocsis, I., Bevezetés az Újszövetség kortörténetébe és irodalmába I. Szent István Társulat, Budapest,2010. ISBN 9789632771687.

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

Hungarian Language, Slovak Language

**Notes:**

The course includes the following sub-disciplines:Practical Knowledge of the Old Testament 2  
Practical Knowledge of the New Testament 2  
Bible Seminar 2

**Evaluation of subjects**

Total number of evaluated students: 4

A	B	C	D	E	FX
0.0	0.0	75.0	0.0	0.0	25.0

**Teacher:** prof. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD., Ing. Jolán Kis, PhD., Mgr. György Csík, PhD.

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ BŠ3/22	<b>Name:</b> Biblical Studies 3
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). During the semester, he/she must take and pass 2 written tests on Biblical Knowledge of the Old Testament 1. Their average will determine the final grade. In the sub-discipline Biblical Knowledge of the New Testament Theology, students must take and pass 2 written tests, and at the end of the semester students will also take an oral examination. In the sub-discipline of Biblical Seminar 1, students must submit written assignments. Assessment of written tests, written assignments, and oral examination answers are assessed in accordance with the Study Regulations (See Article 10. Review of Learning and Assessment of Learning Outcomes of the Study Regulations Outcomes). <b>Student workload:</b> 4 credits = 100-120 hours 39 hours of attendance at contact classes; 21 hours of study of recommended literature, preparation for the written test and preparation of assignments given in class; 40-60 hours of self-study.	
<b>Results of education:</b> <b>Knowledge:</b> This course provides a detailed overview of the contents and structures of the various Old Testament books as well as their major theological emphases. Students will also gain an overview of the literary-critical examination of each Old Testament book, the circumstances surrounding the creation of the Old Testament books, and the process of creating the Old Testament canon. The student will become familiar with the circumstances of the formation of the New Testament books (especially the formation of the Synoptic Gospels and the Gospel of John, and Acts of the Apostles), dealing with the process of the formation of the New Testament canon. <b>Skills:</b> The student will be able to introduce others to recognized content and handle knowledge in a differentiated manner. <b>Competencies:</b>	

The student will be able to argue using the learned content of the semester's material in theological reflection on contemporary issues.

**Brief syllabus:**

Sub-discipline: introduction to the Old Testament 1

1. Canon, Canonization. HB, LXX.
2. The earliest manuscripts and translations of the Old Testament.
3. Literary forms and genres of the Old Testament.
4. Pentateuchos - documentary theory and more recent compositional models.
5. I.Test.; Text, content, historical context, structure and theological profile of each book:
6. Genesis, Exodus, Leviticus.
7. Numbers, Deuteronomy.
8. The Book of Joshua.
9. Judges.
11. I and II Samuel.
12. I and II Kings.
13. I and II Chronicles.

Sub-discipline: Introduction to the New Testament 1

1. Basic concepts.
2. Brief overview of the scholarly discipline.
3. The origin of the New Testament canon and its theological significance.
4. History of the text. The earliest manuscripts and translations of the New Testament.
5. Literary forms and genres of the New Testament.
6. Detailed introduction. - 1. writing test
7. The Gospel according to Matthew.
8. The Gospel according to Marc
9. The Gospel according to Luke.
10. Synoptic question.
11. The Gospel according to John.
12. The Acts of the Apostles.
13. 2. writing test

Sub-discipline: Bible and Catechesis 1

Catechetical study of Old and New Testament topics with a leader.

**Literature:**

Odporúčaná literatúra:

- Karasszon, I., Ószövetségi ismeretek. SJE, Komárom, 2006.
- Soggin, A. J., Bevezetés az Ószövetségbe. Kálvin kiadó, Budapest, 1999.
- Rózsa, Huba, Az Ószövetség keletkezése I.( 3.kiad. ) Szent István Társulat, Budapest, 2002.
- Bándy, J., Úvod do Starej zmluvy. UK, Bratislava,
- Zenger, E., Einleitung in das Alte Testament.Kohlhammer, Stuttgart-Berlin-Köln, 2001
- Bándy, Gy., Bevezetés az Újszövetségbe. SJE, Komárom, 2008 SJE, Komárom, 2008. ISBN 978 80 89234 50 9.
- Bolyki, J., Újszövetségi bevezetéstán. Budapest, 1990
- Schweizer, E., Teológiai bevezetés az Újszövetségbe. Kálvin kiadó, Budapest, 2004 ISBN 9633009774. Kocsis, I., Bevezetés az Újszövetség kortörténetébe és irodalmába I. Szent István Társulat, Budapest,2010. ISBN 9789632771687.

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines: Introduction to the Old Testament 1  
Introduction to the New Testament 1  
Bible and Catechesis 1

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** prof. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD., ThDr. Lilla Szénási, PhD.

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ BŠ4/22	<b>Name:</b> Biblical Studies 4
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). During the semester he/she must take and successfully write 2 written tests on Practical Knowledge of the Old Testament 1. Their average will determine the final grade. In the sub-discipline of New Testament Theology, students must take and pass 2 written tests, and at the end of the semester students will also take an oral examination. In the sub-discipline of Biblical Seminar 1, students must submit written assignments. Assessment of written tests, written assignments, and oral examination answers are assessed in accordance with the Study Regulations (See Article 10. Review of Learning and Assessment of Learning Outcomes of the Study Regulations Outcomes). Student workload: 4 credits = 100-120 hours 39 hours attendance at contact classes; 21 hours study of recommended literature, preparation for the written test and preparation of assignments given in class; 40-60 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> This course provides a detailed overview of the contents and structures of the various Old Testament books as well as their major theological emphases. Students will also gain an overview of the literary-critical examination of each Old Testament book, the circumstances surrounding the creation of the Old Testament books, and the process of creating the Old Testament canon. The course provides an overview of the literary-critical examination of individual New Testament books. It also introduces the circumstances of the formation of the New Testament books ( especially the Epistles of the Apostle Paul, Hebrews, Catholic Epistles, John, and Revelation ).Great emphasis is also placed on the interpretation of the basic theological ideas of each book. <b>Skills:</b> The student will be able to introduce others to recognized content and handle knowledge in a differentiated manner. <b>Competencies:</b>	

The student will be able to argue using the recognized content of the semester's readings in theological reflection on contemporary issues.

**Brief syllabus:**

Sub-discipline: introduction to the Old Testament 2

Text, content, historical context, structure, literary formation, and theological profile of each book:

1. Ezra, Nehemiah.
2. Esther. Ruth.
3. The Book of Job.
4. Psalms
5. Proverbs, Ecclesiastes.
6. Written test
7. Song of Solomon.
8. Isaiah, Ezekiel.
9. Jeremiah Psalms.
10. Daniel.
11. Hosea, Joel, Amos, Obadiah.
12. Jonah, Micah, Nahum.
3. Habakkuk, Zephaniah, Haggai, Zechariah, Malachi.

Sub-discipline: Introduction to the New Testament 2

1. Epistles in the New Testament.
2. Romans.
3. First Corinthians.; Second Corinthians.
4. The Second Epistle to the Galatians.
5. The Epistle to the Ephesians. The Epistle to the Philippians. ; Epistle to the Colossians.
6. Epistle to Philemon. 1. written test
7. The first letter to the Thessalonians. ; Second letter to the Thessalonians.
8. First Epistle to Timothy. ; Second Epistle to Timothy. Second Epistle to Titus.
9. The Epistle to the Hebrews.
10. Catholic Epistles. ; Epistle to James. ; First Epistle of Peter. ; Second Epistle of Peter. ; Epistle of Jude.
11. First Epistle of John. ; Second Epistle of John. ; Third Epistle of John.
12. The Revelation of John. ;
13. 2. written test

Sub-discipline: Bible and Catechesis 2

Catechetical study of themes from the Old and New Testaments with a leader.

**Literature:**

- Karasszon, I., Ószövetségi ismeretek. SJE, Komárom, 2006.
- Soggin, A. J., Bevezetés az Ószövetségbe. Kálvin kiadó, Budapest, 1999.
- Rózsa, Huba, Az Ószövetség keletkezése I.( 3.kiad. ) Szent István Társulat, Budapest, 2002.
- Bándy, J., Úvod do Starej zmluvy. UK, Bratislava,
- Zenger, E., Einleitung in das Alte Testament. Kohlhammer, Stuttgart-Berlin-Köln, 2001
- Bándy, Gy., Bevezetés az Újszövetségbe. SJE, Komárom, 2008 SJE, Komárom, 2008. ISBN 978 80 89234 50 9.
- Bolyki, J., Újszövetségi bevezetéstán. Budapest, 1990
- Schweizer, E., Teológiai bevezetés az Újszövetségbe. Kálvin kiadó, Budapest, 2004 ISBN 9633009774.
- Kocsis, I., Bevezetés az Újszövetség kortörténetébe és irodalmába I. Szent István Társulat, Budapest, 2010. ISBN 9789632771687.

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

Hungarian language, Slovak language					
<b>Notes:</b> The course includes the following sub-disciplines: Introduction to the Old Testament 2 Introduction to the New Testament 2 Bible and Catechesis 2					
<b>Evaluation of subjects</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> prof. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD., ThDr. Lilla Szénási, PhD.					
<b>Date of last update:</b> 04.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ BŠ5/22	<b>Name:</b> Biblical Studies 5
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). He/ she must take and pass 2 written tests in the sub-discipline The Old Testament Background during the semester. Their average will determine the final grade. In the New Testament Period Background sub-discipline, students must take and successfully write 2 written tests, and at the end of the semester, students will also take an oral exam. In the sub-discipline of Ecumenics, systematic preparation and active participation in lectures is required. The student must learn the history of the ecumenical movement and be familiar with the attitudes of the various churches/ denominations toward the movement. It is also necessary for the student to be able to form his/ her own opinion about ecumenism. The form of the examination is written. The assessment of written tests, written assignments and answers to oral examinations are assessed in accordance with the Study Regulations (See Article 10. Control of Study and Assessment of Learning Outcomes of the Study Regulations Outcomes). <b>Student workload:</b> 4 credits = 100-120 hours 39 hours attendance at contact classes; 21 hours study of recommended literature, preparation for the written test and preparation of assignments given in class; 40-60 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> This course is designed to provide knowledge of the history of biblical Israel in the context of the history of the Near Orient from the earliest times to the end of the Old Testament era. By successfully completing the course, the student will acquire historical and systematic knowledge. The course is designed to provide knowledge of the history of the period in which the various books of the New Testament were written, as well as the events that had a major influence on the content and form of the New Testament books. The course focuses on the history of biblical Israel in the intertestamental era, the time of the life of Jesus Christ. Upon completion of the course, the student will have an overview of the history, basic principles, ideas, origins, and history of the ecumenical movement. <b>Skills:</b> The student will be able to place Israel in the context of the ancient East.	

By successfully completing the course, the student will acquire historical and systematic knowledge.

The student will gain the ability to determine the attitudes of the various churches toward ecumenism.

Competencies:

The student will be able to define the historical value of the biblical presentation, and using both canonical and extra-biblical books will be able to complete the picture.

The student will be able to define the historical value of the biblical rendering, and using both canonical and extra-biblical books will be able to complete this picture.

The student will be able to argue regarding the familiar themes of the semester.

The student will be able to evaluate the ecumenical situation and build ecumenical relationships in practice on the basis of the knowledge gained.

### **Brief syllabus:**

Sub-discipline: Old Testament contemporary history

1. Basic concepts. The historiography of Israel.
2. The origins of Israel, sources for the history of Israel.
3. Patriarchs.
4. Egypt and the Exodus.
5. The conquest of the land.
6. I. Test.
7. The origin of the kingdom - Saul.
8. David's empire.
9. Solomon. The end of the staff.
10. The division of the kingdom .In the shadow of the great powers.
11. The Babylonian captivity.
12. The return from exile. The restoration.
13. The ministry of Ezra and Nehemiah.

II. The test in the probationary period.

Sub-discipline New Testament contemporary history

1. The influence of Hellenism.
2. Under the rule of the Diadochi.
3. The Maccabean struggle for freedom.
4. The time of the Hasmoneans.
5. Herod the Great and his descendants.
6. Test I.
7. Israel in the time of J. Christ I.
8. Israel in the time of J. Christ II.
9. Jesus Christ.
10. The first Christian congregation.
11. The Jewish War.
12. The Revolt for Bar Kokhba.
13. Christian Mission.

II. The test in the probationary period.

Sub-discipline Ecumenics

Week 1: Course Objectives.

Week 2: Scripture and tradition in ecumenism.

Week 3: The life of the early Christian congregations.

Week 4: The concept of church and changes in its understanding.

Week 5: Ecumenical synods.

Week 6: The breakdown of church unity.  
 Week 7: The beginnings of the ecumenical movement.  
 Week 8: World Council of Churches.  
 Week 9: The Orthodox Church and ecumenism.  
 Week 10: The Roman Catholic Church and ecumenism.  
 Week 11: Protestantism and ecumenism.  
 Week 12: Current topics in ecumenism.  
 Week 12: The future of ecumenism

**Literature:**

Karasszon, I.: Izrael története a kezdetektől Bar-Kochbáig, Budapest: Új Mandátum, 2009.  
 Bándy, Gy., Karasszon, I., Kis, J.: Az ószövetségi kor és a bibliai archeológia. Selye János Egyetem, Komárom, 2015.  
 Jagersma, H.: Izrael története II. Nagy Sándortól Bar Kochbáig. Budapest, 1991.  
 J. M. Miller, J.H.Hayes: Az ókori Izrael és Júda története. Studia Orientalia, PPKE, Piliscsaba, 2003.  
 Bibliai Atlasz, Kálvin Kiadó, Budapest, 1994.  
 Aharony, Y.: Bibliai atlasz. Szent Pál Akadémia, Budapest, 2004.  
 Kessler, R.: Az ókori Izrael társadalma. Történeti bevezetés. Kálvin Kiadó, Budapest, 2011.  
 Bándy, J.: Dejiny Izraela. Univerzita Komenského, Bratislava, 2006.  
 Gábriš, K.: Dejiny novozmluvnej doby. SEBF, Bratislava, 1994.  
 M. Noth, Geschichte Israels. Göttingen, Vandenhoeck & Ruprecht, 1986.  
 A keresztyén gondolkodás rövid története : Teológusok és eszméik az apostoli atyáktól napjainkig / Tony Lane ; Péter Pásztor. - 1. vyd. - Budapest : Harmat-Kálvin, 2003. - 281 s. - ISBN 963 9148 43 1. Gellért Békés: Ökumenizmus /, 1976. - 108 s. - ISBN 0007174.  
 Zamfir Korinna: Az ökumenizmus katolikus és protestáns perspektívából.  
 Online: [http://rocateo.ubbcluj.ro/studia/st\\_Zamfir\\_2001.pdf](http://rocateo.ubbcluj.ro/studia/st_Zamfir_2001.pdf)  
 Dějiny křesťanského myšlení / Tony Lane. - 1. vyd. - Praha, 1985. - 286s. - ISBN 80-85495-47-3.

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

Hungarian language, Slovak language

**Notes:**

The course covers the following sub-disciplines: Old Testament contemporary history  
 New Testament contemporary history  
 Ecumenics

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** prof. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD., Mgr. Katarína Pólya, PhD.

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ EOK/22	<b>Name:</b> Ethical Issues in Catechetics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). Submit 3 written assignments during the semester. The course is assessed in accordance with the study regulations. (See Article 10. Control of study and evaluation of study results of the Study Regulations results). <b>Student workload:</b> 26 hours of attendance at contact classes; 8 hours of study of recommended readings, preparation of presentations and seminar papers; 12-26 hours of self-study.	
<b>Results of education:</b> <b>Knowledge:</b> Students will learn about the ethical dilemmas and fundamental challenges of our time and how to respond to them based on Scripture. <b>Skills:</b> Students will be able to communicate a Christian value system during and in relation to the topics covered. Internalization promotes education for living out faith in practice. <b>Competencies:</b> Students will have appropriate interaction opportunities to develop social and civic competencies and to develop honest, open and empathetic attitudes.	
<b>Brief syllabus:</b> 1. Aspects of religious education in the field of ethics, teaching ethical issues in catechesis 2. Ethical challenges of the 20th-21st century in catechesis, Internet ethics 3. Ethics and the environment in catechesis 4. Student presentation on the topic 5. The question of identity in catechesis 6. The question of values in catechesis 7. The question of community in catechesis 8. Student presentation on the topic 9. Conflict and crisis in catechesis	

10. Issues of loss in catechesis
11. The question of desires and temptations in catechesis
12. Student presentation on the topic
13. Interactive summary, discussion of the topic

**Literature:**

Kodácsy-Simon Eszter (szerk): Értelmes szívvel. Etikai kérdések az evangélikus oktatásban, Luther Kiadó, 2016, ISBN 978-963-380-090-4

[https://medit.lutheran.hu/files/kodacsy\\_simon\\_eszter\\_ertelmes\\_szivvel.pdf](https://medit.lutheran.hu/files/kodacsy_simon_eszter_ertelmes_szivvel.pdf)

Hodossi Sándor: Napjaink etikai kérdései, Református Pedagógiai Intézet, Magyarországi Református Egyház Kálvin János Kiadója, 2015

[http://refpedi.hu/lapozo/Napjaink\\_etikai\\_kerdesei-pdf/docs/Napjaink\\_etikai\\_kerdesei-pdf.pdf?reload=1504695393555](http://refpedi.hu/lapozo/Napjaink_etikai_kerdesei-pdf/docs/Napjaink_etikai_kerdesei-pdf.pdf?reload=1504695393555)

Thoma László: A serdülőkor etikai kérdései, Református Pedagógiai Intézet, Magyarországi Református Egyház Kálvin János Kiadója, 2015

<http://refpedi.hu/lapozo/HittanModulfuzet->

[A\\_serdulokor\\_etikai\\_kerdesei\\_Etika\\_kiegeszito\\_modul/#page=1](http://refpedi.hu/lapozo/HittanModulfuzet-A_serdulokor_etikai_kerdesei_Etika_kiegeszito_modul/#page=1)

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

Hungarian language, slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** ThDr. Lilla Szénási, PhD.

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ OB/22	<b>Name:</b> Bachelor's Thesis and Defence
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 8	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> <p>When preparing the final thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of final, thesis, dissertation and habilitation papers written at Selye János University. The recommended length of the final thesis is 30 to 40 pages (54 000 to 72 000 characters with spaces). The deadline for submission of the final thesis is specified in the timetable for the academic year. The final thesis is checked for authenticity in the central register of final theses. A record of the result is drawn up. The examination of authenticity is a prerequisite for the defence. The submission of the final thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the final thesis.</p> <p>The final thesis will be evaluated by the supervisor and the assessor, who will prepare their evaluation on the basis of the criteria provided.</p> <p>The supervisor will mainly assess the fulfilment of the objective, the student's independence and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the final thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis.</p> <p>The assessor will focus on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the final thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis.</p> <p>The examination board will assess the originality of the essay, the degree of student involvement in the solution of the scientific problem, the student's independence and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc. The committee will also assess the ability to present the results, including answers to questions on the topic, adherence to time constraints, etc.</p>	

The State Examination Board will evaluate the examination in an informal meeting and decide on the mark. The grading is a complex assessment of the quality of the final paper and its defence, taking into account the critiques and the course of the examination. The committee will mark the defence with an aggregate mark. The mark may be the same as, or better or worse than, the mark given in the marks, depending on the course of the defence.

The grading scale is A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who does not achieve 50% will not receive credit.

The results of the oral and theoretical part of the examination will be announced by the chairman of the board in public.

### **Results of education:**

Knowledge:

- the student knows the structure of scientific publications,
- The student knows the structure of scientific publications,
- The student is able to analyse and evaluate the state of the art of the problem under study in his/her field,
- the ability to select research methods and procedures appropriately and to apply them effectively.

Competences:

- The final thesis will demonstrate the student's knowledge of the theoretical and practical aspects of the problem under study,
- the student should demonstrate the ability to work with national and international literature, to select relevant information and to use his/her ability to collect, interpret and process literature,
- have the ability to learn independently, enabling them to continue their studies,
- the ability to collect and interpret relevant data (facts) in the field of study and to make decisions that take into account social, scientific and ethical aspects,
- the student will be able to support the ideas presented with arguments and to draw practical conclusions and formulate proposals,
- be able to present the results of the final thesis,
- be able to respect the principles of academic integrity and ethics.

Competences:

- The student will be able to express in an appropriate way his/her own linguistic and professional culture and approach to the professional issues encountered in the course of his/her studies,
- the ability to reason and apply knowledge methodologically, both theoretically and practically,
- the ability to put knowledge into practice and to organise it,
- be able to answer the questions of the supervisor and the assessor to the required standard and thus be able to defend their final thesis successfully.

### **Brief syllabus:**

The procedure for defending the final paper is as follows:

1. The student presents his/her final thesis.
  2. The main points of the referees' and opponents' critiques are presented.
  3. the student answers the questions of the supervisor and the referee.
  4. professional discussion of the final thesis with questions put to the student.
- The presentation of the final paper should mainly include the following points:
1. a brief justification of the choice of topic, its relevance and practical utility.
  2. an explanation of the objectives of the thesis and the methods used.
  3. the main content of the thesis.
  4. the conclusions and suggestions drawn by the student.

<p>A copy of the thesis and its electronic presentation will be provided to the student during the presentation. The student will present the paper independently for a minimum of 10 minutes. He/she may use computer tools. The final thesis is available to the committee before and during the examination.</p>					
<p><b>Literature:</b> KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004. Current Rector's Directive on editing, registration, access and archiving of theses and dissertations at J. Selye University - available at <a href="https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf">https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf</a></p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> Hungarian language, Slovak language</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 0</p>					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<p><b>Teacher:</b></p>					
<p><b>Date of last update:</b> 04.05.2022</p>					
<p><b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ PK1/22	<b>Name:</b> Practical Catechetics 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). Church Music 1 requires the active participation of the student throughout the semester. Mastery of the curriculum - history of church music, selected hymns from the textbook of the Reformed Religious Education course and from other hymnbooks intended for children and youth. From the sub-discipline Sources of Catechetical Work 1 students must hand in written assignments. The course is assessed in accordance with the Study Regulations (See Article 10. Control of Study and Assessment of Learning Outcomes of the Study Regulations Outcomes). Student workload: 3 credits = 75-90 hours 26 hours attendance at contact classes; 11 hours study of recommended literature, preparation of assignments given in class; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The graduate will have general knowledge in the field of study at the level of synthesis. The student will be able to classify the theoretical knowledge of the basic areas of the field of study, and to draw conclusions and connections between them in the context of the main topics (such as the basics of church music, hymnology and singing). At the same time, the student will be able to classify and explain the basic knowledge of pedagogy and catechetics. The student will be able to identify the basic conceptual, categorical and methodological apparatus. <b>Skills:</b> The graduate will be able to analyze and solve the main problems of church music at the level of mastery of the theoretical foundations of the field of study, the background knowledge of the partial disciplines belonging to these areas. In solving specific professional problems, the graduate will be able to propose solutions in practical activity. He/she will be able to assist in active pedagogical and catechetical work.	

He will be able to carry out activities such as mission and pastoral organization, work with children, youth. The student will be proficient in the methods of pedagogy and the content of the subject of church singing of a given school year.

He/she will be able to sing, lead the singing, start the songs correctly.

The student will be able to perform songs and teach children and youth to sing given songs.

The student will be able to perform given songs with simple instrumental musical accompaniment. The student will be able to identify the various chapters of church music (Old Testament, New Testament roots, the beginnings of Christianity, through the Middle Ages), with the liturgical elements of the service, with the psalms, and with the hymns that are part of the religious education curriculum in elementary and secondary schools.

Competencies:

The student will be able to evaluate essential contexts, principles, and theories from the field of study in sacred music.

The student will be able to identify various standards of elaboration for problems in particular areas of music.

The student will be able to defend the chosen conceptual and categorical apparatus, work independently and creatively with sources, and interpret and analyze scholarly texts.

The student will be able to carry out catechesis in various areas of Christianity and to teach church music, subject to the conditions of the generally binding legislation.

The student will be able to work effectively as an individual, member or leader of a team.

### **Brief syllabus:**

Sub-discipline: Church music 1.

Music Introduction.

1 Technique of correct singing. Peculiarities of the children's singing voice.

2. Singing material for preschool children I. ("Vígán énekelj az Úrnak!" nos. 4, 7, 11, 19, 28)

3. Singing material for pre-school children II ("Vígán énekelj az Úrnak!" Nos 32, 42, 45, 52, 56)

4. Singing material for pre-school children III ("Vígán énekelj az Úrnak!" Nos 64, 65, 66, 76, 81, 85)

5. Simple musical instrumentation of preschool children's songs.

6. Singing material for pupils in Grade I ("Isten tenyerén" Nos. 1-7)

7. Singing material for pupils of 1st grade II ("Isten tenyerén " No. 8-14.)

8. Singing material for pupils of 1st grade III ("Isten tenyerén" Nos. 15-20.)

9. Simple musical instrumentation of children's songs for pupils of 1st grade.

10. Singing material for pupils of 2nd grade I. ("Istennel az úton" No. 1-7.)

11. Singing material for pupils of 2nd grade II ("Istennel az úton", Nos. 8-14.)

12. Singing material for pupils of 2nd grade III ("Istennel az úton", Nos. 15-20.)

13. Simple musical instrumentation of children's songs for 2nd grade pupils.

Sub-discipline: Sources of catechetical work 1

Religious education and interpretation of religion.

History of religious education.

Trends in religious education.

Interpretation of religious education.

Introduction to the Bible.

Introduction to church history

Introduction to dogmatics

Introduction to ethics

Introduction to church life

Introduction to the Christian religions

Introduction to psychology

Introduction to the philosophy of religion.

## Summary

### Literature:

Vígan énekelj az Úrnak! / Képzési segédanyag RPI képzésekhez, óvodapedagógusok és katechéták számára – Budapest : RPI, 2016 [http://rpi.reformatus.hu/hatteranyagok/tanari\\_s/Ovodai\\_enekgyujtemeny\\_2016.pdf](http://rpi.reformatus.hu/hatteranyagok/tanari_s/Ovodai_enekgyujtemeny_2016.pdf)

Isten tenyerén : Református hittan tankönyv 1. osztályos tanulók részére / Bölcsföldiné Türk Emese, Szénási Lilla, Szászi Andrea. - Rimaszombat, 2018. - ISBN 978-80-972985-0-0. [http://refpedi.hu/lapozo/egyhazi\\_beliv\\_100\\_szazalekos\\_2018/](http://refpedi.hu/lapozo/egyhazi_beliv_100_szazalekos_2018/)

Istennel az úton : Református hittan tankönyv 2. osztályos tanulók részére / Kustár Gábor, Szénási Lilla, Szászi Andrea. - Rimaszombat, 2018. - ISBN 978-80-972985-1-7. [http://refpedi.hu/lapozo/Hittan2\\_egyhazi/#page=1](http://refpedi.hu/lapozo/Hittan2_egyhazi/#page=1)

AZ ÚRNAK ZENGJEN AZ ÉNEK – ifjúsági énekeskönyv. - Budapest : Magyar Református Egyházak Tanácskozó Zsinata és a Magyarországi Református Egyház Kálvin János Kiadója, 2007. ISBN 9789635580354.

Boross Géza: Bevezetés a valláspedagógiába, Károli Gáspár református Egyetem Hittudományi Kar Gyakorlati teológiai Tanszéke, Budapest, 1996

Bognárné Kocsis Judit: Valláspedagógiai nézetek, kutatások nemzetközi kitekintésben, Új Pedagógiai Szemle, 2018/9-10,

<https://folyoiratok.oh.gov.hu/uj-pedagogiai-szemle/vallaspedagogiai-nezetek-kutatasok-nemzetkozi-kitekintesben>

Lukács László: Valláspedagógia, Sapientia Szerzetesi Hittudományi Főiskola, kézirat, 2010

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

Hungarian language, Slovak language

### Notes:

The course includes the following sub-disciplines: Church Music 1

Sources of catechetical work 1.

### Evaluation of subjects

Total number of evaluated students: 3

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

**Teacher:** Mgr. Kinga Süll, PhD.

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ PK2/22	<b>Name:</b> Practical Catechetics 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). Church Music 2 requires the active participation of the student throughout the semester. Mastery of the curriculum - history of church music, selected songs from the textbook of the subject Reformed Religious Education and from other songbooks intended for children and youth. From the sub-discipline of Sources of Catechetical Work 2 students must turn in written assignments. The course is assessed in accordance with the study regulations (See Art. 10. Control of study and assessment of learning outcomes of the Study Regulations results). Student workload: 3 credits = 75-90 hours 26 hours participation in contact classes; 11 hours study of recommended literature, preparation of assignments given in class; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The graduate will have general knowledge in the field of study at the level of synthesis. The student will be able to classify the theoretical knowledge of the basic areas of the field of study, and to draw conclusions and connections between them in the context of the main topics (such as the basics of church music, hymnology and singing). At the same time, the student will be able to classify and explain the basic knowledge of pedagogy and catechetics. The student will be able to identify the basic conceptual, categorical and methodological apparatus. The student will become familiar with board games that can be used in catechesis. <b>Skills:</b> The graduate will be able to analyze and solve the main problems of church music at the level of mastery of the theoretical foundations of the field of study, the background knowledge of the partial disciplines belonging to these areas. In solving specific professional problems, the graduate will be able to propose solutions in practical activity. He/she will be able to assist in active pedagogical and catechetical work. He will be able to carry out activities such as mission and pastoral organization, work with children, youth. The student will be proficient in the methods of pedagogy and the content of the subject of church singing of a given school year. He/she will be able to sing, lead the singing, start the songs correctly. The student will be able	

to perform songs and teach children and youth to sing given songs. The student will be able to perform given songs with simple instrumental musical accompaniment. The student will be able to identify the various chapters of church music (Old Testament, New Testament roots, the beginnings of Christianity, through the Middle Ages), with the liturgical elements of the service, with the psalms, and with the hymns that are part of the religious education curriculum in elementary and secondary schools.

The student will be able to use board games creatively in the classroom.

Competencies:

The student will be able to evaluate essential contexts, principles, and theories from the field of study in church music. The student will be able to identify various standards of elaboration for problems in particular areas of music. The student will be able to defend the chosen conceptual and categorical apparatus, work independently and creatively with sources, and interpret and analyze scholarly texts. The student will be able to carry out catechesis in various areas of Christianity and to teach church music, subject to the conditions of the generally binding legislation. The student will be able to work effectively as an individual, member or leader of a team.

Students will strive to use their creativity as a means to achieve their professional goals.

### **Brief syllabus:**

Sub-discipline: church music 2

1. Music Introduction.

2. Singing material for pupils of the 3rd grade I. ("A szabadító Isten szeretetében" Nr. 1-7.)

3. Singing material for pupils of the 3rd grade II. ("A szabadító Isten szeretetében" Nr. 8-14.)

4. Singing material for pupils of the 3rd grade III. ("A szabadító Isten szeretetében" Nr. 15-20.)

5. Simple musical instrumentation of children's songs for pupils of grade 3.

6. Singing material for pupils of the 4th grade I. ("Isten a mi királyunk" Nr. 1-6.)

7. Singing material for pupils of the 4th grade II. ("Isten a mi királyunk" Nr. 7-12.)

8. Singing material for pupils of the 4th grade III. ("Isten a mi királyunk" Nr. 13-17.)

9. Simple musical instrumentation of children's songs for 4th grade pupils.

10. Singing material for pupils of grade 5 I. ("Istennel a döntéseinkben" Nr. 1-7.)

11. Singing material for pupils in Grade 5 II. ("Istennel a döntéseinkben" Nr. 8-14.)

12. Singing material for pupils in Grade 5 III. ("Istennel a döntéseinkben" Nr. 15-20.)

13. Simple musical instrumentation of children's songs for pupils of grade 5.

Sub-discipline: Sources of catechetical work 2

Play, board games.

The place and importance of games in the education of children and youth.

Religious education- group play.

Types of games.

Play as therapy.

Christian board games for different ages: Kezes-lábas

Logisztory/Logisztory-Reformáció

Tálentumok

Úton-útfélen

Community building games.

Making the game Double

Presentation of a biblical board game of your own design.

### **Literature:**

A szabadító Isten szeretetében : Református hittan tankönyv 3. osztályos tanulók számára /  
László Lilla, Szászi Andrea, Szénási Lilla. - Rimaszombat, 2018. - ISBN 978-80-972985-2-4.

[http://refpedi.hu/lapozo/Hittan-3\\_TK\\_beliv\\_2017\\_PRESS/](http://refpedi.hu/lapozo/Hittan-3_TK_beliv_2017_PRESS/)  
 Isten a mi királyunk : Református hittan tankönyv 4. osztályos tanulók számára / László Lilla, Szászi Andrea, Szénási Lilla. - Rimaszombat, 2018. - ISBN 978-80-972985-3-1.  
[http://refpedi.hu/lapozo/Hittan-4\\_TK\\_beliv\\_2017-05-18/](http://refpedi.hu/lapozo/Hittan-4_TK_beliv_2017-05-18/)  
 Istennel a döntéseinkben : Református hittan tankönyv 5. osztályos tanulók számára / Árvavölgyiné Szatmári Ibolya, Kustár Gábor, Szászi Andrea, Miklya Luzsányi Mónika, Szénási Lilla. - Rimaszombat, 2018. - ISBN 978-80-89964-00-0.  
[http://refpedi.hu/lapozo/Hittan-5-TK\\_2017\\_PRESS\\_96-/](http://refpedi.hu/lapozo/Hittan-5-TK_2017_PRESS_96-/)  
 AZ ÚRNAK ZENGJEN AZ ÉNEK – ifjúsági énekeskönyv. - Budapest : Magyar Református Egyházak Tanácskozó Zsinata és a Magyarországi Református Egyház Kálvin János Kiadója, 2007. ISBN 9789635580354.  
 Turbucz Erzsébet: Játék és hitoktatás, Budapest, 2009, Református Pedagógiai Intézet, ISBN 978-963-9700-42-0  
 Szászi Andrea: Közösségépítő/közösségteremtő játékok serdülőkorban, Magyar Református Nevelés, 2021/1, 76-87.p. ISSN 1585-7565  
[http://rpi.reformatus.hu/hatteranyagok/MRN/MRN2010\\_1\\_ebook.pdf](http://rpi.reformatus.hu/hatteranyagok/MRN/MRN2010_1_ebook.pdf)  
 Miklya Luzsányi Mónika – Miklya Zsolt: Gyülekezeti ludotéka, Magyar Református Nevelés, 2021/1, 76-87.p. ISSN 1585-7565  
[http://rpi.reformatus.hu/hatteranyagok/MRN/MRN2010\\_1\\_ebook.pdf](http://rpi.reformatus.hu/hatteranyagok/MRN/MRN2010_1_ebook.pdf)  
 Miklya Luzsányi Mónika – Miklya zsolt: Játéktár a mesélő Bibliához, Harmat Kiadó, Budapest, 2008, ISBN 978-963-288-001-3

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines: Church Music 2  
 Sources of catechetical work 2

**Evaluation of subjects**

Total number of evaluated students: 3

A	B	C	D	E	FX
0.0	33.33	66.67	0.0	0.0	0.0

**Teacher:** ThDr. Lilla Szénási, PhD., Mgr. Kinga Süll, PhD.

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ PK3/22	<b>Name:</b> Practical Catechetics 3
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). Church Music 3 requires the active participation of the student throughout the semester. Mastery of the curriculum - history of church music, selected hymns from the textbook of the Reformed Religious Education course and from other hymnbooks intended for children and youth. From the sub-discipline of Sources of Catechetical Work 3 students must hand in written assignments. The course is assessed in accordance with the Study Regulations (See Article 10. Control of Study and Assessment of Learning Outcomes of the Study Regulations). Student workload: 3 credits = 75-90 hours 26 hours participation in contact classes; 11 hours study of recommended literature, preparation of assignments given in class; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The graduate will have general knowledge in the field of study at the level of synthesis. The student will be able to classify the theoretical knowledge of the basic areas of the field of study, and to draw conclusions and connections between them in the context of the main topics (such as the basics of church music, hymnology and singing). At the same time, the student will be able to classify and explain the basic knowledge of pedagogy and catechetics. The student will be able to identify the basic conceptual, categorical and methodological apparatus. The student will become familiar with the special topic of missiology- the mission of youth, with the possibilities and problems of this field, with the various activities or themes that are intended for youth group meetings. <b>Skills:</b> The graduate will be able to analyze and solve the main problems of church music at the level of mastery of the theoretical foundations of the field of study, the background knowledge of the partial disciplines belonging to these areas. In solving specific professional problems, the graduate will be able to propose solutions in practical activity. He/she will be able to assist in active pedagogical and catechetical work. He will be able to carry out activities such as mission and pastoral organization, work with children, youth. The student will be familiar with the	

methods of pedagogy and the content of the subject of church singing of a given school year. He/she will be able to sing, lead the singing, start the songs correctly. The student will be able to perform songs and teach children and youth to sing given songs. The student will be able to perform given songs with simple instrumental musical accompaniment. The student will be able to identify the various chapters of church music (Old Testament, New Testament roots, the beginnings of Christianity, through the Middle Ages), with the liturgical elements of the service, with the psalms, and with the hymns that are part of the religious education curriculum in elementary and secondary schools.

The student will be able to organize and lead youth events

Competencies:

The student will be able to evaluate essential contexts, principles, and theories from the field of study in the area of sacred music. The student will be able to identify various standards of elaboration of issues in particular areas of music. The student will be able to defend the chosen conceptual and categorical apparatus, work independently and creatively with sources, and interpret and analyze scholarly texts. The student will be able to carry out catechesis in various areas of Christianity and to teach church music, subject to the conditions of the generally binding legislation. The student will be able to work effectively as an individual, member or leader of a team.

Students will strive to use their creativity as a means to achieve their professional goals.

### **Brief syllabus:**

Sub-discipline: church music 3

1. Music Introduction. The peculiarities of the singing voice of children and young people. Technique of correct singing.
2. Singing material for pupils of the 6th grade I. ("Isten világosságában" Nr. 1-7.)
3. Singing material for pupils of the 6th grade II ("Isten világosságában" Nr. 8-14.)
4. Singing material for pupils of the 6th grade III. ("Isten világosságában" Nr. 15-20.)
5. Simple musical instrumentation of children's songs for 6th grade pupils.
6. Singing material for pupils of the 7th grade I. ("Isten vonzásában" Nr. 1-7.)
7. Singing material for pupils of the 7th grade II ("Isten vonzásában" Nr. 8-14.)
8. Singing material for pupils of the 7th grade III. ("Isten vonzásában" Nr. 15-19.)
9. Simple musical instrumentation of children's songs for 7th grade pupils.
10. Singing material for pupils of 8th grade I. ("Isten igéjének tükrében" Nr. 1-7.)
11. Singing material for Grade 8 pupils II ("Isten igéjének tükrében" Nr. 8-14.)
12. Singing material for Grade 8 pupils III ("Isten igéjének tükrében" Nr. 15-20.)
13. Simple musical instrumentation of children's songs for 8th grade pupils.

Sub-discipline: Sources of catechetical work 3

1. Youth Mission.
2. The personal and professional approach of mission workers.
3. Evangelization.
4. Organization of youth ministry.
5. Diakonia as youth ministry.
6. Film club.
7. Youth choir.
8. Sports activities.
9. Organised leisure time for young people.
10. Organisation of summer camps.
11. Organization of prayer meetings.
12. Creative spirituality,
13. Presentation of written works of students.

**Literature:**

Isten világosságában : Református hittan tankönyv 6. osztályos tanulók számára / Szászi Andrea, Szénási Lilla. - Rimaszombat, 2018. - ISBN 978-80-972985-6-2.

[http://refpedi.hu/lapozo/Hittan-6\\_TK\\_2017\\_PRESS/](http://refpedi.hu/lapozo/Hittan-6_TK_2017_PRESS/)

Isten vonzásában : Református hittan tankönyv 7. osztályos tanulók számára / Bölcsföldiné Türk Emese, Szászi Andrea, Szénási Lilla. - Rimaszombat, 2018. - ISBN 978-80-972985-5-5.

[http://refpedi.hu/lapozo/7\\_HITTANKONYV\\_BELIV\\_2017\\_PRESS/](http://refpedi.hu/lapozo/7_HITTANKONYV_BELIV_2017_PRESS/)

Isten igéjének tükrében : Református hit- és erkölcsstan tankönyv 8. osztályos tanulók számára / Jakab-Szászi Andrea. - Budapest: RPI, 2016. - ISBN 978-963-558-322-5.

[http://refpedi.hu/lapozo/8\\_TK\\_2017\\_PRESS/](http://refpedi.hu/lapozo/8_TK_2017_PRESS/)

AZ ÚRNAK ZENGJEN AZ ÉNEK – ifjúsági énekeskönyv. - Budapest : Magyar Református Egyházak Tanácskozó Zsinata és a Magyarországi Református Egyház Kálvin János Kiadója, 2007. ISBN 9789635580354.

Bunrs, Jim: Ifjúságépítők. Debrecen, Új Remény Alapítvány ISBN 978 963 87604 7 0

Fields, Doug: Az ifjúsági munka első két éve. Új Remény Alapítvány

Bölcsföldi András: Tizenötlet. Parakletos Könyvesház. Kiskunfélegyháza. 2005. ISBN 963 86814 0 3

Bölcsföldi András: Kreatív segítség az ifi munkához, IFI\_KAPTÁR\_FÜZETEK I., Dunamelléki Református Egyházkerület Ifjúsági Missziója, ISBN 978-963-89654-1-7

Szénási Lilla. "Mert kell egy hely, egy vonzás, melyhez tartozunk" a serdülők egyházi életbe való bevonásának lehetőségeiről. In: Zborník 10. medzinárodnej vedeckej konferencie Univerzity J.

Selyeho - 2018: Sekcia teologických vied. = A Selye János Egyetem 2018-as 10. Nemzetközi Tudományos Konferenciájának tanulmánykötete: Teológiai szekció Komárno: Univerzita J.

Selyeho, 2018, CD-ROM, s. 20-26. ISBN 978-80-8122-254-2.

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines: Church Music 3

Sources of catechetical work 3

**Evaluation of subjects**

Total number of evaluated students: 1

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

**Teacher:** Mgr. Kinga Süll, PhD.

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ PK4/22	<b>Name:</b> Practical Catechetics 4
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). Church Music 3 requires the active participation of the student throughout the semester. Mastery of the curriculum - history of church music, selected hymns from the textbook of the Reformed Religious Education course and from other hymnbooks intended for children and youth. In the sub-discipline of Principled Catechetics, students must submit 3 written assignments. The course is evaluated in accordance with the Study Regulations (See Article 10. Control of Study and Evaluation of Learning Outcomes of the Study Regulations results). Student workload: 3 credits = 75-90 hours 26 hours participation in contact classes; 11 hours study of recommended literature, preparation of assignments given in class; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The graduate will have general knowledge in the field of study at the level of synthesis. The student will be able to classify the theoretical knowledge of the basic areas of the field of study, and to draw conclusions and connections between them in the context of the main topics (such as the basics of church music, hymnology and singing). At the same time, the student will be able to classify and explain the basic knowledge of pedagogy and catechetics. The student will be able to identify the basic conceptual, categorical and methodological apparatus. The student will become familiar with the creedal books used in the Reformed Christian Church in Slovakia. <b>Skills:</b> The graduate will be able to analyze and solve the main problems of church music at the level of mastery of the theoretical foundations of the field of study, the background knowledge of the partial disciplines belonging to these areas. In solving specific professional problems, the graduate will be able to propose solutions in practical activity. He/she will be able to assist in active pedagogical and catechetical work. He will be able to carry out activities such as mission and pastoral organization, work with children, youth. The student will be familiar with the methods of pedagogy and the content of the subject of church singing of a given school year.	

He/she will be able to sing, lead the singing, start the songs correctly. The student will be able to perform songs and teach children and youth to sing given songs. The student will be able to perform given songs with simple instrumental musical accompaniment. The student will be able to identify the various chapters of church music (Old Testament, New Testament roots, the beginnings of Christianity, through the Middle Ages), with the liturgical elements of the service, with the psalms, and with the hymns that are part of the religious education curriculum in elementary and secondary schools.

The student will be able to conduct religious education classes.

Competencies:

The student will be able to evaluate essential contexts, principles, and theories from the field of study in the area of sacred music. The student will be able to identify various standards of elaboration for problems in particular areas of music. The student will be able to defend the chosen conceptual and categorical apparatus, work independently and creatively with sources, and interpret and analyze scholarly texts. The student will be able to carry out catechesis in various areas of Christianity and to teach church music, subject to the conditions of the generally binding legislation. The student will be able to work effectively as an individual, member or leader of a team.

Students will be able to use religious education textbooks as a tool to achieve their professional goals.

### **Brief syllabus:**

Sub-discipline: Church music 3

1. The main groups of hymns in the liturgy and in the religious education classroom. Song as prayer  
Song as hymn of praise. Song as confession of sins. Song as confession of guilt. Song as a confession of faith.

2. The teaching of the Old and New Testaments on singing.

3. Singing in the Apostolic and Old Church times: Ambrosius, Pope Gregory the Great, Gregorian, folk songs.

Teachings of the Reformers on church singing: Luther, Calvin, Geneva Psalms, Albert Szenczi Molnár's translations of the Psalms.

5. Hymnals from the time of the Reformation to the present. Sorting out the contents of the Reformed hymnal (2021).

6. Advent and Christmas hymns.

7. Easter and Passover hymns.

8. Pentecost songs.

9. Simple musical instrumentation of holiday songs.

10. Songs of other religious festivals.

11. Morning and evening hymns, table blessings.

12. Youth hymns in the Reformed hymnal.

13. Simple musical instrumentation of the hymns of the Reformed hymnal.

Sub-discipline: Principled Catechetics

1. In the Palm of God : a textbook of the Reformed faith for primary school pupils in the first grade

2. In the Way with God : a Reformed Faith textbook for 2nd grade elementary students

3. In the Love of God the Saviour : a Reformed Faith textbook for pupils in Primary 3

4. God is our King : a Reformed faith textbook for pupils in Primary 4

5. With God in Our Decisions : a Reformed Faith textbook for grade 5 students in elementary school

6. In God's Light : a Reformed faith textbook for pupils in Year 6 of primary school

7. In God's Attraction : a Reformed faith textbook for pupils in Year 7 of primary school

8. In the Light of God's Word : a textbook of Reformed faith and morals for 8th graders in elementary school

9. God Shows the Way in Everyday Life : a Reformed Faith and Morals textbook for Grade 9 students in elementary school
10. Secondary school textbook modules : Knowing the Old Testament Bible, core module, Knowing the New Testament Bible, core module.
11. Basic module of ethics, Basic module of dogmatics
12. Basic module of Church history - Hungarian church history, Basic module of Church history - Universal church history, Comprehensive basic module of Church history
13. Basic module of Cohesion, Basic module of Ecclesiastics

#### **Literature:**

- Isten tenyerén : Református hittan tankönyv 1. osztályos tanulók részére / Bölcsföldiné Türk Emese, Szénási Lilla, Szászi Andrea. - Rimaszombat, 2018. - ISBN 978-80-972985-0-0.  
[http://refpedi.hu/lapozo/egyhazi\\_beliv\\_100\\_szazalekos\\_2018/](http://refpedi.hu/lapozo/egyhazi_beliv_100_szazalekos_2018/)
- Istennel az úton : Református hittan tankönyv 2. osztályos tanulók részére / Kustár Gábor, Szénási Lilla, Szászi Andrea. - Rimaszombat, 2018. - ISBN 978-80-972985-1-7.  
[http://refpedi.hu/lapozo/Hittan2\\_egyhazi/#page=1](http://refpedi.hu/lapozo/Hittan2_egyhazi/#page=1)
- A szabadító Isten szeretetében : Református hittan tankönyv 3. osztályos tanulók számára / László Lilla, Szászi Andrea, Szénási Lilla. - Rimaszombat, 2018. - ISBN 978-80-972985-2-4.  
[http://refpedi.hu/lapozo/Hittan-3\\_TK\\_beliv\\_2017\\_PRESS/](http://refpedi.hu/lapozo/Hittan-3_TK_beliv_2017_PRESS/)
- Isten a mi királyunk : Református hittan tankönyv 4. osztályos tanulók számára / László Lilla, Szászi Andrea, Szénási Lilla. - Rimaszombat, 2018. - ISBN 978-80-972985-3-1.  
[http://refpedi.hu/lapozo/Hittan-4\\_TK\\_beliv\\_2017-05-18/](http://refpedi.hu/lapozo/Hittan-4_TK_beliv_2017-05-18/)
- Istennel a döntéseinkben : Református hittan tankönyv 5. osztályos tanulók számára / Árvavölgyiné Szatmári Ibolya, Kustár Gábor, Szászi Andrea, Miklya Luzsányi Mónika, Szénási Lilla. - Rimaszombat, 2018. - ISBN 978-80-89964-00-0.  
[http://refpedi.hu/lapozo/Hittan-5-TK\\_2017\\_PRESS\\_96-/](http://refpedi.hu/lapozo/Hittan-5-TK_2017_PRESS_96-/)
- Isten világosságában : Református hittan tankönyv 6. osztályos tanulók számára / Szászi Andrea, Szénási Lilla. - Rimaszombat, 2018. - ISBN 978-80-972985-6-2.  
[http://refpedi.hu/lapozo/Hittan-6\\_TK\\_2017\\_PRESS/](http://refpedi.hu/lapozo/Hittan-6_TK_2017_PRESS/)
- Isten vonzásában : Református hittan tankönyv 7. osztályos tanulók számára / Bölcsföldiné Türk Emese, Szászi Andrea, Szénási Lilla. - Rimaszombat, 2018. - ISBN 978-80-972985-5-5.  
[http://refpedi.hu/lapozo/7\\_HITTANKONYV\\_BELIV\\_2017\\_PRESS/](http://refpedi.hu/lapozo/7_HITTANKONYV_BELIV_2017_PRESS/)
- Isten igéjének tükrében : Református hit- és erkölcsstan tankönyv 8. osztályos tanulók számára / Jakab-Szászi Andrea. - Budapest: RPI, 2016. - ISBN 978-963-558-322-5.  
[http://refpedi.hu/lapozo/8\\_TK\\_2017\\_PRESS/](http://refpedi.hu/lapozo/8_TK_2017_PRESS/)
- Középiskolai alapmodulok: <http://rpi.reformatus.hu/alapmodulok>
- Szénási Lilla. Szempontok a Z generáció katechéziséhez. Magyar Református Nevelés. Sz. 4 (2017), p. 15-29.
- Szénási Lilla. Kihívások és lehetőségek a Digitális generáció oktatásban. Teológiai Fórum. Évf. 9, sz. 1 (2015), p. 17-27. ISSN 1337-6519.
- Szénási Lilla. Új hittankönyvek a Szlovákiai Református Keresztyén Egyház használatában. Teológiai Fórum : Vedecký časopis Reformovanej teologickej fakulty Univerzity J. Selyeho a Teologického inštitútu J. Calvína : A Selye János Egyetem Református Teológiai Kara és a Calvin J. Teológiai Akadémia tudományos folyóirata. Évf. 12, sz. 2 (2018), p. 57-67. ISSN 1337-6519.
- AZ ÚRNAK ZENGJEN AZ ÉNEK – ifjúsági énekeskönyv. - Budapest : Magyar Református Egyházak Tanácskozó Zsinata és a Magyarországi Református Egyház Kálvin János Kiadója, 2007. ISBN 9789635580354.
- Református énekeskönyv, Kálvin János Kiadója Budapest, 2021.

Reformátusok a kegyelem trónusánál : A magyar református istentisztelet megújulásának teológiai alapelvei / Fekete Károly. - 1. vyd. - Budapest : Magyarországi Református Egyház Kálvin János Kiadója, 2010. - 44 s. - ISBN 978 963 558 158 0.

[https://www.google.com/search?q=reform%C3%A1tusok+a+kegyelem+tr%C3%B3nus%C3%A1n%C3%A1l&rlz=1C1GCEA\\_enSK916SK916&oq=reform%C3%A1tusok+a+kegyel&aqs=chrome.0.0j69i57.6321j0j15&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=reform%C3%A1tusok+a+kegyelem+tr%C3%B3nus%C3%A1n%C3%A1l&rlz=1C1GCEA_enSK916SK916&oq=reform%C3%A1tusok+a+kegyel&aqs=chrome.0.0j69i57.6321j0j15&sourceid=chrome&ie=UTF-8)

A református gyülekezeti éneklés. Református egyházi könyvtár 25. kötete / Csomasz Tóth Kálmán. - Budapest, 1950.

Dicsérjétek az Urat! Tudnivalók énekeinkről / Csomasz Tóth Kálmán. - Budapest, 1971.

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines: Church Music 3  
Principled Catechetics

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Mgr. Kinga Süll, PhD.

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ SCD/22	<b>Name:</b> Seminar of Church History
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). Active participation in the work of the classes, which are separately assessed, is required. In addition to the assessed work in seminars, during the semester the student submits 3 written assignments, which, if accepted by the teacher, make up 30% of the total. Another minimum of 20% of the grade will be given for classroom activity. To pass the course, the student must earn at least 50% of the total. The course is evaluated in accordance with the Study Regulations (See Article 10. Control of study and evaluation of learning outcomes of the Study Regulations results). <b>Student Load:</b> 26 hours of participation in contact classes; 8 hours of study of recommended literature, preparation of presentations and seminar papers; 12-26 hours of self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student will gain knowledge of church history of the early centuries. The student will acquire techniques for interpreting texts dealing with church history. Upon successful completion of the course, the student will gain practice in the preparation of a scholarly study. <b>Skills:</b> The student will gain practice in the use of scholarly literature. The student will gain practice in note-taking, which will be important later in catechesis. The student will gain an overview of the diverse literature related to church history. <b>Competencies:</b> The student will be able to explain the history and background of the Church and their interrelationships in religious education classes. The student will be able to highlight contexts that facilitate understanding of the historical context of a given situation concerning the social, societal, and political role of the church. The student will be able to teach objectively about faith and human aspirations for the spiritual renewal of the church.	
<b>Brief syllabus:</b>	

1. The cultural and religious heritage of antiquity.
2. The geographical and spiritual landscape of Jesus' birth.
3. The missionary activity of the apostles.
4. The relationship between the Roman Empire and the Church.
5. The spiritual centres of Christianity.
6. The first presentation of the students
7. The triumph of Christianity: religious freedom and state religion.
8. The role of the Church Fathers and the decisions of the first synods.
9. The conversion of the barbarian peoples.
10. The second presentation of the students.
11. The origin of monasticism.
12. The disintegration of Christianity, the emergence of the Western and Eastern Churches.
13. Third student presentation.

Written assignments to be prepared and presented by the students:

Presentation of 1 work of art. An author and work of their choice from a recommended author.

Presentation of 1 piece of professional literature. An author and work of their choice from the authors' recommendations.

Presentation of 3 excerpts of your choice from recommended authors.

### **Literature:**

Recommended reading:

Henryk Sienkiewicz: Quo vadis. Budapest, Europe. ISBN 9630750279.

Lloyd C. Douglas. Budapest, Calvin Publishing House, 1996. ISBN 963-300-666-X.

Passuth László: Born Purple. Budapest, Szépirodalmi Könyvkiadó, 1966.

László Passuth: Rome was buried in Ravenna. Budapest, Móra Ferenc Book Publishing House, 1963.

Thomas Mann: Joseph and his brothers. Hungarian Helikon, 1963.

Helios Mann:

Recommended reading:

Everett Ferguson: The Cradle of Christianity. 1993. ISBN 963 379 545 1.

Henry Chadwick: The Early Church. Budapest, Osiris, 2003.

Peter Brown: The Development of European Christianity: 200-1000. Atlantisz Könyvkiadó, 2003. ISBN 963 9165 32 8.

Peter Brown: The Life of Saint Augustine. Budapest, Osiris Publishing House, 2003. ISBN 963 389 298 8.

László Vanyó: The Early Christian Church and its Literature I. Budapest, Szent István Társulat, 1988. ISBN 963-360-355-2.

László Vanyó: Literature of the Early Christian Church II. 4th-8th centuries / - Third, revised edition. Budapest, JEL Publishers, 1999. ISBN 963 8344 82 2.

Géza Vermes: The origins of Christianity : from Nazareth to Nicaea (AD 30-325) Budapest, Libri Kiadó, 2012. ISBN 978-963-310-254-1.

Géza Vermes: Passion. Budapest, Osiris Publishers, 2005. ISBN 963 389 830 7.

Géza Vermes: The Qumran community and the history of the Dead Sea Scrolls. Budapest, Osiris Publishing House, 1998. ISBN 963 379 366 1.

Excerpts:

Ml. Pliny's letters to the Emperor Trajan. Szántó Konrád: History of the Catholic Church Volume

III: Sources of Church History - a collection of texts. Budapest, Ecclesia Publishing House, 1987. ISBN 963 363 482 2.

The figure of Jesus in ancient history. Tacitus, Iosephus Flavius Konrád Szántó: History of the Catholic Church Volume III: Sources for Church History - A Collection of Texts. Budapest, Ecclesia Kiadó, 1987. ISBN 963 363 482 2 (available in the CJTA-TIJC library)  
 The first monastic rules: Cassianus, Pacchomius, Basileus, Benedict of Nursia. Szántó Konrád: History of the Catholic Church Volume III: sources of church history - a collection of texts. Budapest, Ecclesia Kiadó, 1987. ISBN 963 363 482 2 (available in the CJTA-TIJC library)

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

Hungarian language, Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:**

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/SEK/22	<b>Name:</b> Seminar of Ecclesiastics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Art. 8. Organization of Educational Activities of the Study Regulations of J. Selye University). Active, initiative participation in meetings, individual study and collective evaluation of literature; elaboration of a seminar paper on the issues of a certain segment of the field. The course is evaluated in accordance with the study regulations (See Art. 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 3 credits = 75-90 hours 26 hours participation in contact classes; 11 hours study of recommended literature, preparation of presentations and seminar papers; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student will gain practical knowledge, building on theoretical ecclesiological and ecclesiastical knowledge, of practical issues in the following areas: the practice of church life; the foundations and logic of church functioning; the activity of the church in secular affairs; the political, cultural, and social activity of the church; the theoretical and practical possibilities of ecumenical relationships; and the denominational characteristics of the various denominations. <b>Skills:</b> Through individual study of selected topics in ecclesiology and ecclesiastics, the graduate will gain a deeper knowledge of specialized areas of the discipline. The student will be able to gain insight into the life of relatively closed communities - churches, into the internal logic of their activities, and to understand the motivation and mission of churches. He will be able to better differentiate between denominations. <b>Competencies:</b> The knowledge acquired teaches a nuanced perception that replaces a generalizing approach to different groups in society. The student will be able to examine the church openly by seeking to understand its specific logic. In this way, the student's empathetic attitude will be strengthened. The graduate will acquire a responsible attitude, will be able to take a responsible stance and will be able to think independently about issues related to the subject.	

**Brief syllabus:**

- 1, Church service
- 2, Various areas of ministry
- 3, Current challenges
- 4, Church and politics
- 5, Church and society
- 6, Motivations for ministry
- 7, Characteristics of small churches
- 8, Cults
- 9, Denominations - Catholic Church
- 10, Denominations - Protestant Churches
- 11, Denominations - young churches.
- 12, Churches, liturgies, customs of the various denominations.
- 13, Summary

**Literature:**

Bonhoeffer, Dietrich: Az egyház lényege, Kolozsvár, EXIT, 2013, ISBN 978 606 93230 7 6  
 Kádár, Ferenc: Ekkleziasztika. SRTA, Sárospatak, 2018. ISBN 978-615-5561-01-6.  
 Molnár, János: A keresztyénség. Keresztyén vallások és felekezetek, Komárno, Calvin J. Teológiai Akadémia, 2003. ISBN 80 968727 2 9

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

Hungarian language, Slovak language

**Notes:****Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:**

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ SKD/22	<b>Name:</b> Seminary of Christian Denominations
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Art. Organization of Educational Activities of the Study Regulations of J. Selye University). Active participation in meetings (assessed). During the semester the student will submit 3 written assignments. In order to pass the course, the student must obtain at least 50% of the total. The course is evaluated in accordance with the Study Regulations (See Article 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 3 credits = 75-90 hours 26 hours participation in contact classes; 11 hours study of recommended literature, preparation of presentations and seminar papers; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student will become familiar with the various Christian denominations and their major theological characteristics. The student receives information about: the persons of the Trinity and their work, the sacraments, and doctrinal specifics. The student will be familiar with the feasts and services of the church. The student will become familiar with the life of faith and religious practices of a particular church. <b>Skills:</b> The student will be able to use basic knowledge of Christian denominations. The student will be able to describe the specifics of each denomination in catechesis. The student will be able to compare Christian denominations. <b>Competencies:</b> The student will be able to distinguish between religious denominations. The student will be able to describe religious beliefs in catechesis. The student will be able to apply his/her knowledge during catechesis.	
<b>Brief syllabus:</b> 1. The religious division of the world (the place of Christianity among the world religions),	

2. Orthodox Church, 3. The Roman Catholic Church, 4. Evangelical Church, 5. Reformed Church, 6. Student presentations, 7. Baptist Fellowship, 8. Adventist Church, 9. Pentecostal Church, 10. Student presentations, 11-12. New Protestant small churches, 13. Presentation by students												
<b>Literature:</b> Helmuth von Glasenapp: Az öt világvallás, Budapest : Gondolat, 1987. - 524 s. - ISBN 963 281 732 X Szimonidesz Lajos: A világ vallásai II. : Zsidóság és kereszténység - 1. vyd. - Budapest : Dante Kiadó. - 318 s. Pál Beáta: Keresztyén felekezetek, Budapest, Református Pedagógiai Intézet, Kálvin Kiadó, 2016, <a href="http://refpedi.hu/lapozo/Keresztyen_felekezetek_vilaga_2016/">http://refpedi.hu/lapozo/Keresztyen_felekezetek_vilaga_2016/</a>												
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian language, Slovak language												
<b>Notes:</b>												
<b>Evaluation of subjects</b> Total number of evaluated students: 0												
<table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>	A	B	C	D	E	FX	0.0	0.0	0.0	0.0	0.0	0.0
A	B	C	D	E	FX							
0.0	0.0	0.0	0.0	0.0	0.0							
<b>Teacher:</b> ThDr. Lilla Szénási, PhD.												
<b>Date of last update:</b> 04.05.2022												
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.												

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ SNZ/22	<b>Name:</b> Seminar of the New Testament
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). Active participation in meetings (assessed). During the semester the student submits 1 written assignment (approximately 15 pages), which he/she also presents. The submitted work must meet the requirements customary in higher education (referencing, bibliography, etc.). To pass the course, the student must earn at least 50% of the total. The course is assessed in accordance with the study regulations (See Art. 10. Control of study and evaluation of learning outcomes of the Study Regulations results). Student workload: 3 credits = 75-90 hours 26 hours participation in contact classes; 11 hours study of recommended literature, preparation of presentations and seminar papers; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student will master the techniques of interpreting New Testament texts. The student will gain knowledge of the history of the New Testament and the introduction to the New Testament. Upon successful completion of the course, the student will gain practice in the preparation of a scholarly study <b>Skills:</b> The student will gain practice in the use of literature. The student will gain practice in note-taking, which will be important later in catechesis. The student will gain an overview of the basic literature related to the New Testament. The student will be able to explain in catechesis how the life, death, resurrection, and ascension of Jesus Christ influenced the mission and development of the early church. The student will be able to apply the knowledge gained in practice. <b>Competencies:</b> The student will be able to incorporate the values of the New Testament into catechetical practice. The student will be able to point out that the New Testament plays a very important role in the life of the Christian.	

The student will be able to introduce others to the history of salvation.

**Brief syllabus:**

1. Recognizing the main message of Scripture. Recognizing the vision of the Synoptic Gospels.;
2. An accurate knowledge of the events surrounding the birth of Jesus Christ. The circumstances of the baptism and temptation of Jesus Christ.;
3. Jesus Christ and his disciples. The circumstances of the calling of the disciples and their mission.;
4. Presentation of the students;
5. Introduction to the structure and content of the Sermon on the Mount;
6. Specifics of the content of the Our Father prayer;
7. Characteristics and lessons from the parables of Jesus;
8. Jesus' declaration of Himself;
9. Student Presentation;
10. Characteristics of the Book of Acts and the Apostle Paul ;
11. Introduction and grouping of the letters of the New Testament (genre, authorship, addressees, main content).;
12. Characteristics of the content of the book of Revelation.;
13. Presentation of the students.

**Literature:**

Biblia - Magyarázó jegyzetekkel. Kálvin Kiadó, Budapest, 2014.  
Jubileumi Kommentár, A Szentírás Magyarázata. I., II. Kötet, Kálvin Kiadó, Budapest, 1995.  
Bándy, Gy., Bevezetés az Újszövetségbe. SJE, Komárom, 2008 SJE, Komárom, 2008. ISBN 978 80 89234 50 9.  
Bolyki, J., Újszövetségi bevezetéstán. Budapest, 1990  
Schweizer, E., Teológiai bevezetés az Újszövetségbe. Kálvin kiadó, Budapest, 2004 ISBN 9633009774.  
Kocsis, I., Bevezetés az Újszövetség kortörténetébe és irodalmába I. Szent István Társulat, Budapest, 2010. ISBN 9789632771687.  
Other literature according to the choice of the topic in consultation with the teacher.

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

Hungarian language, Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:**

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ SPO/22	<b>Name:</b> Seminar of poimenics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). Active, initiative participation in meetings that have the character of a workshop, individual study and collective evaluation of literature; elaboration of a seminar paper on the issues of a certain segment of the field. The course is evaluated in accordance with the Study Regulations (See Article 10. Control of study and evaluation of learning outcomes of the Study Regulations outcomes). Student workload: 26 hours of participation in contact classes; 8 hours of study of recommended literature, preparation of presentations and seminar papers; 12-26 hours of self-study.	
<b>Results of education:</b> <b>Knowledge:</b> Building on and taking into account the theoretical knowledge already acquired in poimenics, the seminar sessions will provide the student with practical experience in pastoral ministry that he/she is likely to encounter in his/her future teaching practice. This includes topics such as pastoral care of children, dealing with psychological, spiritual problems of children and young people; conflicts in social relationships (friendship, love, family). The student will participate in modelled conversations to gain insight into the issues and their possible practical pastoral solutions. <b>Skills:</b> Through modelled exercises, the student will acquire skills that will enable them to use the tools of pastoral care in dealing with a variety of issues facing children and young people. He will be able to analyze part of the psychological and spiritual problems of the pupils, to conduct pastoral conversations; he will learn the elements of communication that help to verbalize and partly to solve problems. <b>Competencies:</b> The graduate's empathic and altruistic behavior and attitude will be greatly improved . His/her relationship with people, especially pupils, develops positively. He/she becomes sensitive, receptive to several problems of the student. Graduates show responsible behaviour in interpersonal relations and teaching practice.	

**Brief syllabus:**

- 1, Various problems of pupils (6-11 years old)
- 2, Different problems of pupils (12-15 years)
- 3, Different problems of pupils (16-18years)
- 4, Pastoral interview - preparation for the interview
- 5, Pastoral interview- verbalizing the problem
- 6, Pastoral interview - methods of problem clarification
- 7, Pastoral interview - different forms, elements of response (EISPU system)
- 8, Pastoral interview - useful, correct responses
- 9, Pastoral conversation - unhelpful, inappropriate responses
- 10, Pastoral interview - possible reactions of pupils
- 11, Katharzis
- 12, Helping pupils to make decisions
- 13, Evaluation of the interview

**Literature:**

Worthington, Everett: *Lelkigondozói ABC*, Budapest, Harmat, 2020, ISBN 978 963 9148 76 5  
Hézser, Gábor: *A pásztori pszichológia kézikönyve*. Budapest, Kálvin Kiadó, 0995, ISBN 963 30 631 7

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

Hungarian language, Slovak language

**Notes:****Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:**

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/SSZ/22	<b>Name:</b> Seminar of the Old Testament
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). Active participation in meetings (assessed). During the semester the student will submit 3 written assignments. To pass the course, the student must obtain at least 50% of the total. The course is evaluated in accordance with the Study Regulations (See Article 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 3 credits = 75-90 hours 26 hours attendance at contact classes; 11 hours study of recommended literature, preparation of presentations and seminar papers; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student will master the stories of the Old Testament. The student will gain knowledge of Old Testament history and an introduction to the Old Testament. By successfully completing this course, the student will gain a detailed knowledge of the contents and structures of the Old Testament books. <b>Skills:</b> Upon completion of the course, students will have a positive and appropriate attitude toward the Old Testament. The student will be able to navigate through the Bible. The student will be able to understand prophetic texts and interpret them for students. The student will be able to apply the knowledge gained to practical application. <b>Competencies:</b> The student will be able to incorporate Old Testament values into catechetical practice. The student will be able to point out that the Old Testament also plays a very important role in the life of the Christian. The student will be able to introduce others to the salvation history of the Old Testament.	
<b>Brief syllabus:</b>	

1. The circumstances of the Bible's origin;
2. The division, structure, and daily use of the Bible; 3. Learning about the biblical doctrine of creation; Man's place in creation and his priority role;
4. Sin; God's plan of salvation and the promise of saving grace;
5. Student Presentation;
6. God makes a covenant with the patriarchs; Joseph
7. Suffering of the people of Israel and Moses;
8. Exodus from Egypt and the Ten Commandments;
9. Daily life in the relationship between God and his people;
10. Student Presentation;
11. The establishment of the kingdom in Israel;
12. Prophecy in the Old Testament;
13. Student presentations.

**Literature:**

Biblia - Magyarázó jegyzetekkel. Kálvin Kiadó, Budapest, 2014.  
 Jubileumi Kommentár, A Szentírás Magyarázata. I., II. Kötet, Kálvin Kiadó, Budapest, 1995.  
 Karasszon István: Ószövetségi ismeretek vallástanárok számára. Selye János Egyetem, Komárom, 2006.  
 Karasszon István: Mi van az Ószövetségben? Bibliaismereti vezérfonal. Selye János Egyetem, Komárom, 2018.  
 Pecsuk Ottó: Bibliaismereti Kézikönyv, Budapest: Kálvin János Kiadó, 2008.  
 Pákozdy László Márton: Bibliaiskola, Budapest, Kálvin Kiadó 2007.  
 Westermann, Claus – Gloege, Gerhard: A Biblia titkai, Budapest, 1997.  
 Bándy Juraj: Biblospitový úvod do Starej zmluvy. Univerzita Komenského, Bratislava, 1993.

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

Hungarian language, Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** prof. ThDr. István Karasszon, PhD.

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ ZK1/22	<b>Name:</b> Basics of Catechetics 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). During the semester he/she must pass 2 written tests in the field of Church History, 2 written tests in the field of Religious Studies and 2 written tests in the field of Catechetics. The written tests in each case are drawn from the required readings and lecture material. Successful written tests represent 30% of the total to pass the course. The other 20% will be earned by the student for written assignments completed on an ongoing basis. During the semester, in the area of Church History, the student will turn in 2 written assignments; in the area of Religious Studies, the student will turn in 1 written assignment; in the area of Catechetics, the student will turn in 2 written assignments. The student will receive the other 50% on the oral examination. To pass the course, the student must earn at least 80% of the total. The assessment of written tests, written assignments and answers in the oral examination are assessed in accordance with the Study Regulations (See Article 10. Control of Study and Assessment of Learning Outcomes of the Study Regulations results.) Student workload: 5 credits = 125-150 hours 39 hours attendance at contact classes; 31 hours study of recommended readings, preparation for written test and preparation of assignments given in class; 55-80 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The aim of the course is to introduce the origins of the Church and the early stages of its development in the circle of ancient cultures, based on source texts and authoritative historical works. It seeks primarily to illustrate the form in which the Hellenistic civilization adopted the gospel of Jesus Christ. It looks into the times from the persecution of Christians to the emergence of the church as a world power in the early Middle Ages. Drawing on the activities of major ecclesiastical figures and introducing the General Synods, it informs us of the internal and external development of the liturgical life of the Church. Students will gain an understanding of the general issues and concepts of religious studies, when and under what conditions the discipline arose, the difference between religious studies	

and theology, and religious systems. They will also learn about the indigenous religions of the Americas, Africa and Oceania

The student will know the basic facts, directions, and boundaries of the field of education.

Skills:

The student will acquire the ability to identify general issues in ancient church history.

The student will acquire the ability to determine general issues in the phenomenology of religions.

The student will acquire the ability to perform work appropriate to his/her qualifications.

Competencies:

The student will be able to argue regarding the known content of theological and church-historical reflection on faith in light of the topic of the semester.

The student will be able to justify the application of knowledge from the study of general church history.

The student will be able to argue regarding the known content of theological and religious historical reflection in light of the topic of the semester.

The student will be able to justify the application of knowledge of the study of the phenomenology of religions.

The student will be able to argue regarding the known content of theological and catechetical-historical reflection in light of the topic of the semester.

### **Brief syllabus:**

Sub-discipline: church history 1

1. Its subsidiary sciences, co-sciences, sources and periodization.

2. The establishment of the Roman Empire, the spread and expansion of Christianity from the beginnings to 313.

3. The apostolic fathers and apologists

4. Church Fathers.

5. Persecution of Christians in the Roman Empire.

6. 1. written test.

7. Constantine the Great, Theodosius the Great, the 1st and 2nd Ecumenical Councils.

8. Dogmatic struggles and the Third

IV Ecumenical Council.

9. Augustine. Monasticism; the peculiarity of Eastern and Western monasticism.

10. Dogmatic struggles and the V.-VIIth Ecumenical Council.

11. The establishment of Christianity. Structure, ecclesiastical administration, hierarchy and art.

12. Summary

13. 2nd Written test.

Religious Studies 1.

1. What is religion? Different views and interpretations of the question

2. Religious studies as a science of religions (origins, personalities)

3. Religion in the history of human society

4. Religious studies and theology

5. Religious systems: dynamism, animism

6. Religious systems: polytheism, pantheism and dualism - 1st written test.

7. Religious systems: henotheism, monotheism and atheism

8. Religious concepts.

9. Holy Persons

10. Holy times

11. Holy sayings and scriptures

12. Religion and Nation

13. Types of world religions- 2nd written test

Sub-discipline: History of Catechesis

1. Education in ancient Rome,
2. Early Christianity and Education,
3. Institutions for the transmission of medieval spiritual literacy,
4. Humanistic Education,
5. Reformation and Education,
6. Pedagogy of the Catholic Renewal - 1. written test
7. Pedagogical principles of Johannes Amos Comenius,
8. Rousseau's naturalistic pedagogy,
9. Education and pedagogy in the age of absolutism,
10. Pedagogy and education 1867-1919,
11. Catechesis in 1920-1938 and under Communism,
12. Catechesis after 1990,
13. 2. written test

**Literature:**

Katus László: Középkor története. Rubicon, Budapest, 2001. ISBN: 963 9252 04

Heussi, Karl: Az egyháztörténet kézikönyve. Osiris. Budapest, 2000. ISBN: 963 379 686

Colijn, Jos: Egyetemes egyháztörténet. Iránytű Alapítvány, Sárospatak, 2001. ISBN: 963 9055 08 8.

Szántó Konrád: A katolikus egyház története I. Ecclesia, 1983. ISBN: 963 363 415 6.

Török József: Egyetemes egyháztörténelem I. / . - Budapest : Szent István Társulat, 1999. ISBN 9633610680

A vallástörténet klasszikusai. Szerk. Simon Róbert. Budapest, Osiris 2003. ISBN 963 379 905 8

Eliade, Mircea: A szent és a profán, Budapest : Európa Könyvkiadó, 1987. ISBN 963 07 4253 5.

Eliade, Mircea: Vallási hiedelmek és eszmék története I. Budapest : Osiris Kiadó, 2002. ISBN 963 379 121 9.

Eliade, Mircea: Vallási hiedelmek és eszmék története II. Budapest : Osiris, 2002. ISBN

9633792525. - Eliade, Mircea: Vallási hiedelmek és eszmék története III. Budapest : Osiris, 2002. - 348. - ISBN 9633791456.

Leeuw, G. v. d.: A vallás fenomenológiája. Budapest: Osiris Kiadó, 2001. ISBN 9633798841

Mészáros István – Németh András – Pukánszky Béla: Neveléstörténet. Bevezetés a pedagógia és az iskoláztatás történetébe, Budapest, Osiris, 2005, ISBN 9789633895917

<https://mek.oszk.hu/01800/01893/html/>

<http://magyar-irodalom.elte.hu/nevelestortenet/>

Szénási Lilla. Trianon hatása az oktatásra és az iskolai katechézisére a Szlovéniai és Kárpátaljai Református Egyházban. DOI 10.36007/3747.2020.59 In: 12th International Conference of J.

Selye University : Theological Sections: Theological Sections. Somogyi Alfréd. Komárno:

Univerzita J. Selyeho, 2020, online, s. 59-68. ISBN 978-80-8122-374-7.

<http://uk.ujs.sk/dl/3747/Szenasi.pdf>

Szénási Lilla. Új hittankönyvek a Szlovákiai Református Keresztyén Egyház használatában.

Teológiai Fórum : Vedecký časopis Reformovanej teologickej fakulty Univerzity J. Selyeho

a Teologického inštitútu J. Calvína : A Selye János Egyetem Református Teológiai Kara és a

Calvin J. Teológiai Akadémia tudományos folyóirata. Évf. 12, sz. 2 (2018), p. 57-67. ISSN

1337-6519.

Czinke Tímea: A katekézis nemzetmegtartó ereje a Szlovákiai Református Keresztyén

Egyházban, Calvin J. Teológiai Akadémia, Komárom, 2017, ISBN 978-80-89899-01-2

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

Hungarian language, Slovak language					
<b>Notes:</b> The course includes the following sub-disciplines: Church History 1 Religious Studies 1 History of Catechesis					
<b>Evaluation of subjects</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> doc. ThDr. Alfréd Somogyi, PhD., doc. ThDr. Attila Lévai, PhD., ThDr. Lilla Szénási, PhD.					
<b>Date of last update:</b> 04.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ ZK2/22	<b>Name:</b> Basics of Catechetics 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). During the semester he/she must pass 2 written tests in the field of Church History and 1 written test in the field of Religious Studies. The written tests in each case are drawn up from the compulsory literature and from the material of the lectures. Successful written tests constitute 30% of the total to pass the course. The other 20% will be earned by the student for written assignments completed on an ongoing basis. During the semester, in the area of Church History, the student will turn in 2 written assignments; in the area of Religious Studies, the student will turn in 1 written assignment; in the area of Catechetics, the student will turn in 3 written assignments. The student will receive the other 50% on the oral examination. To pass the course, the student must earn a minimum of 80% of the total. The assessment of written tests, written assignments and answers in the oral examination are assessed in accordance with the Study Regulations (See Article 10. Control of study and assessment of learning outcomes of the Study Regulations outcomes). Student workload: 5 credits = 125-150 hours 39 hours attendance at contact classes; 31 hours study of recommended literature, preparation for written test and preparation of assignments given in class; 55-80 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The aim of the lectures is to give a systematized knowledge of the institutional emergence of the church from the beginnings of the early Middle Ages through the solidified institutional form of the late Middle Ages to the pre-Reformation. Particular emphasis will be given to the origins and function of church administration and church organization, as well as their roles in determining everyday religious life . Students will become familiar with the major events of Hellenism, its religious culture. They will acquire knowledge of the various mystery religions (Eleusinian mystery, the cult of Diniz, Attis and Cybele, Isis and Osiris, the cult of Mithras) as well as the pagan religions of Europe (Gepids, Germans, Slavs)	

The student will learn the fundamentals, the basic concepts of catechetics, especially in the area of principled catechetics. The student will acquire the knowledge necessary for the successful study of material catechetics.

Skills:

The student will acquire the ability to identify general issues in ancient church history.

The student will acquire the ability to identify general issues in ancient pagan religions.

The student will acquire the ability to perform work appropriate to his/her qualifications.

Competencies:

The student will be able to argue regarding the known content of theological and church-historical reflection on faith in light of the topic of the semester.

The student will be able to justify the application of knowledge from the study of general church history.

The student will be able to argue regarding the known content of theological and religious historical reflection in light of the topic of the semester.

The student will be able to justify the application of knowledge of the study of ancient religions.

The student will be able to argue regarding the known content of theological and catechetical-historical reflection in light of the topic of the semester.

### **Brief syllabus:**

Sub-discipline: Church History 1

1. 2. Conversion of the Celts, Germans, Britons and Irish, Arianism and Catholicism. 3. Relationship of state and church: ecclesiastical possessions, power of popes, Arnulfing dynasty, Pipinid empire, morals and church discipline.

4. Conversion of the Scandinavians (Jutes, Danes, Swedes, Norwegians), Slavs and Hungarians.

5. The overthrow of the power of the Pope: Nicholas I, John VIII, Gregory VII, Henry IV, the journey to Canossa and the struggle for investiture.

6. /1st written test/ 7. /1st written test/

7. Monastic orders, begging orders, knightly orders. Incorrect tendencies: (heretical movement) Cathars, Albigenses, revolutionary heretical parties.

8. Doctrine of the Church of the Byzantine Empire: Renovatio Expanzia Romana. Religious differences between East and West. The great division of the Church, Eastern wrong tendencies.

9. The First and Fourth Lateran Councils, Pope Innocent III. Reform councils: Florence, Ferrara. Boniface VIII and France, the Avignon captivity, England and the Papacy.

10. The development of Christian theology in the IX-XV centuries. Mysticism: Bernard of Clairvaux. Scholasticism: Thomas Aquinas.

11. Pre-Reformation, pre-Reformers: Peter Valdes, John Wycliffe, John Huss, Savonarola.

12. Church and world culture, art, learning and science in the Middle Ages.

13.

Sub-discipline: Religious Studies 1

1. Pagan religions of the Germanic peoples. Alexander the Great his wars and campaigns

2. The situation of the empire after Alexander's death and the organization of the Hellenistic empire

3. Hellenistic religions and their influence on traditional religions

4. The nature and basic idea of mystery religions and their relationship to traditional religions

5. Eleusinian mystery

6. The Cult of Dionysus

7. Orphism

8. Attis and Cybele

9. Isis and Osiris

10. Mithraism

11. Religion of the Gepids

12. Religions of the pagan Germanic peoples

13. Pagan religions of the Slavs

Sub-discipline: Principled Catechetics

Seminar Topics:

Basic concepts of the discipline. The nature of catechetical activity. The theological motivation of catechetical activity. The anthropological motivation of catechetical activity. The ecclesiological motivation of catechetical activity. Catechesis in childhood. Catechesis in youth. Catechesis of adults. A brief history of catechesis: Catechetical education in the Old Testament . Catechetical education in the New Testament. Catechetics in the ecclesiastical field, Catechetical education in primary schools. Catechetical education in secondary schools.

**Literature:**

Katus László: Középkor története. Rubicon, Budapest, 2001. ISBN: 963 9252 04 2.

Heussi, Karl: Az egyháztörténet kézikönyve. Osiris. Budapest, 2000. ISBN: 963 379 686 5.

Klaniczay Gábor (szerk.): Európa ezer éve: A középkor. I-II. kötet. Osiris, Budapest, 2004.

Colijn, Jos: Egyetemes egyháztörténet. Iránytű Alapítvány, Sárospatak, 2001. ISBN: 963 9055 08 5.

Szántó Konrád: A katolikus egyház története II. Ecclesia, 1988. ISBN: 963 363 495 4.

Huizinga, Johan: A középkor alkonya. Az élet, a gondolkodás és a művészet formái

Franciaországban és Németalföldön a XIV. és a XV. században. Budapest, 1976 ISBN 963 207 196 4, Magyar Helikon.

Eliade, Mircea: A szent és a profán, Budapest : Európa Könyvkiadó, 1987. ISBN 963 07 4253 5.

Eliade, Mircea: Vallási hiedelmek és eszmék története I. Budapest : Osiris Kiadó, 2002. ISBN 963 379 121 9.

Eliade, Mircea: Vallási hiedelmek és eszmék története II. Budapest : Osiris, 2002. ISBN

9633792525. - Eliade, Mircea: Vallási hiedelmek és eszmék története III. Budapest : Osiris, 2002. - 348. - ISBN 9633791456.

Smolík, J.: Závazek křtu: Základy katechetiky. Praha: Kalich, 1974

Boross, G.: Katechetika. Budapest : Ráday Nyomda, 1998.

Fekete Károly, Bodó Sára, Katechetikai és valláspedagógiai szöveggyűjtemény. Debrecen, 1998

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines: Church History 2

Religious Studies 2

Principled Catechetics 2

**Evaluation of subjects**

Total number of evaluated students: 1

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

**Teacher:** doc. ThDr. Alfréd Somogyi, PhD., doc. ThDr. Attila Lévai, PhD., ThDr. Lilla Szénási, PhD.

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ ZK3/22	<b>Name:</b> Basics of Catechetics 3
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). During the semester he/she must pass 2 written tests in the field of Church History and 2 written tests in the field of Religious Studies. The written tests in each case are drawn up from the compulsory literature and from the material of the lectures. Successful written tests constitute 30% of the total to pass the course. The other 20% will be awarded to the student for written assignments completed on an ongoing basis. During the semester, in the area of Church History, the student will turn in 2 written assignments; in the area of Religious Studies, the student will turn in 1 written assignment; in the area of Catechetics, the student will turn in 3 written assignments. The student will receive the other 50% on the oral examination. To pass the course, the student must earn a minimum of 80% of the total. The assessment of written tests, written assignments and answers in the oral examination are assessed in accordance with the Study Regulations (See Article 10. Control of study and assessment of learning outcomes of the Study Regulations outcomes). Student workload: 5 credits = 125-150 hours 39 hours attendance at contact classes; 31 hours study of recommended literature, preparation for written test and preparation of assignments given in class; 55-80 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The aim of this course is to introduce the world history of the church from the time of the Reformation (16th century) to the end of 20th century through major events and personalities (Reformation movement, German , Swiss Reformation, Counter-Reformation, Toleration Patent, Age of Rationalism, Age of Liberalism, 20th century) Students will be introduced to Islam, Judaism, Zoroastrianism and Yazidism, as well as the religions of the pagan Greeks and Romans. Students will be introduced to a variety of new and perhaps unusual methods of teaching religious education in elementary and secondary schools. They will also gain an overview of extra-biblical religious education material.	

**Skills:**

The student will gain the ability to identify general issues in early modern church history.  
The student will gain the ability to identify general issues in ancient pagan religions and contemporary world religions.

The student will acquire the ability to perform work appropriate to his/her qualifications.

**Competencies:**

The student will be able to argue regarding the known content of theological and church-historical reflection on faith in light of the topic of the semester.

The student will be able to justify the application of knowledge from the study of early modern and modern church history.

The student will be able to argue regarding the content knowledge of theological and religious historical reflection in light of the topic of the semester.

The student will be able to justify the application of knowledge of the study of ancient and world religions.

The student will be able to argue regarding the known content of theological and catechetical reflection in light of the topic of the semester.

**Brief syllabus:**

Sub-discipline: Church history 3

Reformation.

Martin Luther.

John Calvin, Ulrich Zwingli.

The persecution of Protestants.

Counter-Reformation.

WRITTEN TEST I.

The toleration patent.

Rationalism, Liberalism.

Church history of the 20th century I.

Church History of the 20th Century II.

Church History of the 20th Century III.

Church History of the 20th Century IV.

WRITTEN TEST II.

Sub-discipline: Religious Studies 3

1. Religiousness of the Arabian Peninsula before Islam, Muhammad and early Islam, Muhammad's problems with his family, and the preparation and implementation of the "hijra".

2. Muhammad in Medina and the conditions there (Arab and Jewish tribes, conflict with Jews).

3. Muhammad's wars in Medina (Badr, Uhud, the Pioneer War). The conquest of Mecca.

4. The death of Muhammad and the problem of succession. The four "orthodox" caliphs and events during their reigns.

5. Further expansions (dynasties, culture, education).

6. The Qur'an and the hadeeth. Schools of jurisprudence. Sunnah and Shi'a.

7. Fundamentalism (18th-20th centuries)

8. Islam in the 20th and 21st centuries.

9. Religious reform of Zoroaster.

10. Holy books and teachings of Zoroastrianism.

11. Yazidiya

12. The religion of the pagan Greeks. Religion of the pagan Romans.

13. Judaism.

Sub-discipline: Catechetics 1.

Seminar topics:

Presentation of religious education topics for grades 1-9  
Conceptual issues  
Familiarization with the tools on the RPI website  
Introduction to using the digital bank  
Digital library of games and music  
Useful websites in catechesis  
Alternative methods in catechesis

**Literature:**

Révész, I.: Egyháztörténelem. Budapest: Kálvin Kiadó, 1995  
Bucsay, M.: Der Protestantismus in Ungarn 1521-1978: Ungarns Reformationskirchen Geschichte und Gegenwart. Wien, Köln, Graz: Verlag Hermann Böhlau Nachf., 1977 ISBN 3205081862  
Bíró, S. – Tóth, E. – Bucsay, M. – Varga, Z.: A magyar református egyház története. Sárospatak: Sárospataki Református Kollégium Theológiai Akadémiája, 1995 ISBN 963 04 609 5.  
Hrejša, F.: Dějiny křesťanství v Československu I-VI. Praha: Husova československá evangelická fakulta bohoslovecká, 1948  
A vallástörténet klasszikusai. Szerk. Simon Róbert. Budapest, Osiris 2003. ISBN 963 379 905 8  
Eliade, Mircea: A szent és a profán, Budapest : Európa Könyvkiadó, 1987. ISBN 963 07 4253 5.  
Eliade, Mircea: Vallási hiedelmek és eszmék története I. Budapest : Osiris Kiadó, 2002. ISBN 963 379 121 9.  
Eliade, Mircea: Vallási hiedelmek és eszmék története II. Budapest : Osiris, 2002. ISBN 9633792525. - Eliade, Mircea: Vallási hiedelmek és eszmék története III. Budapest : Osiris, 2002. - 348. - ISBN 9633791456.  
Glaserapp, Helmuth: Az öt világvallás : Bráhmánizmus - Buddhizmus - Kínai univerzizmus - Kereszténység - Iszlám. Budapest: Gondolat, 1987. ISBN 963 281 732 X.  
Herczeg, Pál., Vallásfenomenológia, Budapest 1993.  
Heller, J. – Mrázek, M.: Nástin religionistiky. Praha: Kalich, 1988  
Szimonidesz Lajos: A világ vallásai,  
Lion Handbook: The World's Religions,  
Gerhard J. Bellinger: Nagy valláskalauz  
Szénási Lilla. Szempontok a Z generáció katechéziséhez. Magyar Református Nevelés. Sz. 4 (2017), p. 15-29.  
Szénási Lilla. Kihívások és lehetőségek a Digitális generáció oktatásban. Teológiai Fórum. Évf. 9, sz. 1 (2015), p. 17-27. ISSN 1337-6519.  
Szénási Lilla. Differenciálás a többszörös intelligencia segítségével, mint a katechézis egyik lehetséges válasza a Z generáció kihívásaira. In: A Selye János Egyetem Nemzetközi Doktorandusz Konferenciája: Tanulmánykötet. Komárno: Univerzita J. Selyeho, 2017, P. 601-612. ISBN 978-80-8122-206-1.  
Szénási Lilla. A gamifikáció lehetséges formái az iskolai katechézisben. DOI 10.36007/3327.2019.171-178 In: 11. International Conference of J. Selye University : Theological Sections: Theological Sections. Bukor József, Lévai Attila. Komárno: Univerzita J. Selyeho, 2019, online, s. 171-178. ISBN 978-80-8122-332-7.

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines: Church History 3  
Religious Studies 3  
Catechetics 1

<b>Evaluation of subjects</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> doc. ThDr. Alfréd Somogyi, PhD., doc. ThDr. Attila Lévai, PhD., ThDr. Lilla Szénási, PhD.					
<b>Date of last update:</b> 04.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ ZK4/22	<b>Name:</b> Basics of Catechetics 4
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 / 1 <b>For the study period:</b> 26 / 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). During the semester he/she must pass 2 written tests in the field of Church History and 2 written tests in the field of Religious Studies. The written tests in each case are drawn up from the compulsory literature and from the material of the lectures. Successful written tests constitute 30% of the total to pass the course. The other 20% will be earned by the student for written assignments completed on an ongoing basis. During the semester, in the area of Church History, the student will turn in 2 written assignments; in the area of Religious Studies, the student will turn in 1 written assignment; in the area of Catechetics, the student will turn in 3 written assignments. The student will receive the other 50% on the oral examination. To pass the course, the student must earn a minimum of 80% of the total. The assessment of written tests, written assignments and answers in the oral examination are assessed in accordance with the Study Regulations (See Article 10. Control of Study and Assessment of Learning Outcomes of the Study Regulations Outcomes). Student workload: 4 credits = 100-120 hours 52 hours attendance at contact classes; 21 hours study of recommended literature, preparation for the written test and preparation of assignments given in class; 27-47 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> Based on the course, the student acquires information about the history of the Reformed Christian Church in Slovakia. The student will learn about the events leading up to the establishment of the church, the life of the church in the interwar period, and the church personalities of the period. In this way, he/she gains the skill to better understand the contemporary life of the Reformed Church. At the same time, a picture of the history of the churches in the territory of today's Slovakia and Central Europe is given. Students are introduced to the religions of the Far East: Brahmanism, Buddhism, Hinduism, Taoism, Confucianism, and Shinto, as well as the pagan religions of ancient Egypt, Palestine, and Mesopotamia.	

During the second semester of continuous material, the student will acquire a basic methodological background in catechetics.

**Skills:**

The student will acquire the ability to identify general issues in modern and contemporary church history.

The student will acquire the ability to identify general issues in ancient pagan religions and contemporary world religions.

The student will acquire the basic theological and didactic knowledge necessary to successfully teach religious education in elementary and secondary schools.

**Competencies:**

The student will be able to argue regarding the content learned in theological and church-historical reflection on faith in light of the semester's topic.

The student will be able to justify the application of knowledge from the study of modern and contemporary church history.

The student will be able to argue regarding the content knowledge of theological and religious-historical reflection in light of the topic of the semester.

The student will be able to justify the application of knowledge of the study of ancient and world religions.

The student will be able to argue regarding the known content of theological and catechetical reflection in light of the topic of the semester.

**Brief syllabus:**

Sub-discipline: church history 4

1. Introduction: the end of World War I; the Paris Peace Treaties
2. Contacts between the state and the Hungarian Reformed Church, 1881-1918
3. The Hungarian Commune (1919) and the churches
4. The transitional period: Bishop Révész Kálmán and Bishop Németh István
5. Conditions of the Czechoslovak State for the recognition of the Reformed Church: Bishop Pálóczi Czinke István and Bishop in Charge Patay Károly
6. Memoranda of the Reformed Church
7. Preparation of the Levice Synod; Constituent Synod in Levice; Synod in Bratislava
8. The origin of the districts, characteristics of church life
9. Contacts between the Reformed Church and the Czechoslovak state: negotiations
10. Situation of clergy and teachers: loyalty oath, congrua, citizenship
11. The question of the education of clergy and teachers. Theological seminary in Lucenec -1.
12. Theological seminary in Lucenec - 2nd; dormitory and kitchen in Bratislava
13. Bishops and General Curators in the years 1923-1938

Sub-discipline: Religious Studies 4

1. Development of the image of religiosity in the Indian subcontinent, Brahmanism and its holy books.
2. The Buddha's most important and fundamental statements, his dharma, the four noble truths and the Noble Eightfold Path.
3. The most important precepts of Buddhism and the Buddhist tradition, its expansions and directions.
4. Hinduism and its special features, tradition and caste system.
5. The teachings of Hinduism about the world and its historical background (Sacrificial Texts, Brahmanas, Aranyakas, Upanishads).
6. Bhakti. shivaism, Vishnuism, dharma and its types, karma.
7. Migration of souls and the main aim of the Hindu, his philosophical schools.
8. Confucianism.

9. Taoism.
  10. Shinto.
  11. Ancient Egyptian pagan religion
  12. The pagan religions of ancient Palestine.
  13. Pagan religions of ancient Mesopotamia.
- Sub-discipline: Catechetics 2
1. Elements of teaching theology.
  2. Preparation
  3. Prayer.
  4. Singing.
  5. Introduction.
  6. Repetition.
  7. Motivation.
  8. Teaching.
  9. Curriculum summary.
  10. Illustrations.
  11. Conducting and group teaching techniques.
  12. Classroom discipline.
  13. Discipline in the classroom. Elements of pastoral care in faith education.

#### **Literature:**

1. Csomár Zoltán: A csehszlovák államkeretbe kényszerített magyar református keresztyén egyház húszéves története (1918-1938). M.Kir. Állami Nyomada kirendeltsége, Ungvár, 1940.
- Fritz Peyer-Müller: A Kárpátaljai Református Egyház története a két világháború között - kitekintéssel a jelenre. Református Zsinati Iroda Tanulmányi Osztálya, Budapest, 1994. ISBN 963 8360 09 7
- Szabó Antal: A Szlovákiai Református Keresztyén Egyház története I. rész. In: Regio, kisebbségtudományi szemle; I. évf. 3. szám. <http://epa.oszk.hu/00000/00036/00003/pdf/09.pdf>
- Szabó Antal: A Szlovákiai Református Keresztyén Egyház története II. rész. In: Regio, kisebbségtudományi szemle; I. évf. 4. szám. <http://epa.oszk.hu/00000/00036/00004/pdf/14.pdf>
- Puntigán József: A Losonci Theológiai Szeminárium (1925-1939); Plectrum, Losonc, 2005; ISBN 80-968806-8-3
- Somogyi Alfréd: „A memorandumos évek”. Az 1920-21. év eseményei a helyettes püspöki hivatal (Nt. Patay Károly, alsószecsei esperes-lelkész, helyettes püspök) levelezése alapján. In: Lévai Attila (szerk.): Egyház és történelem. Tanulmányok az egyház életéről és történelméről. Tillinger Péter Műhelye; Szentendre 2013. ISBN 978-963-89359-6-0
- Lévai Attila: Rövid adalékok egy püspöki életúthoz. In: Lévai Attila (szerk.): Egyház és történelem. Tanulmányok az egyház életéről és történelméről. Tillinger Péter Műhelye; Szentendre 2013. ISBN 978-963-89359-6-0
- Fazekas Szilvia: Balogh elemér élete és munkássága. In: Teológiai Fórum; IV. évf. 1. szám; 1/2010. ISSN 1337-6519
- Czinke Zsolt: A szlovákiai református egyház elemi iskoláinak története 1918-1945. In: Teológiai Fórum; IV. évf. 1. szám; 1/2010. ISSN 1337-6519
- Somogyi Alfréd: A Losonci Teológiai Akadémia tudományművelése. In: Teológiai Fórum; VIII. évf. 1. szám; 1/2014. ISSN 1337-6519
- Szénási Lilla. Trianon hatása az oktatásra és az iskolai katechézisére a Szlovenszlkói és Kárpátaljai Református Egyházban. DOI 10.36007/3747.2020.59 In: 12th International Conference of J. Selye University : Theological Sections: Theological Sections. Somogyi Alfréd. Komárno: Univerzita J. Selyeho, 2020, online, s. 59-68. ISBN 978-80-8122-374-7.
- A vallástörténet klasszikusai. Szerk. Simon Róbert. Budapest, Osiris 2003. ISBN 963 379 905 8

Eliade, Mircea: Vallási hiedelmek és eszmék története I. Budapest : Osiris Kiadó, 2002. ISBN 963 379 121 9.

Eliade, Mircea: Vallási hiedelmek és eszmék története II. Budapest : Osiris, 2002. ISBN 9633792525.

Eliade, Mircea: Vallási hiedelmek és eszmék története III. Budapest : Osiris, 2002. - 348. - ISBN 9633791456.

Glasenapp, Helmuth: Az öt világvallás : Bráhmanizmus - Buddhizmus - Kínai univerzizmus - Kereszténység - Iszlám. Budapest: Gondolat, 1987. ISBN 963 281 732 X.

Szénási Lilla. A gamifikáció lehetséges formái az iskolai katechézisben. DOI 10.36007/3327.2019.171-178 In: 11. International Conference of J. Selye University : Theological Sections: Theological Sections. Bukor József, Lévai Attila. Komárno: Univerzita J. Selyeho, 2019, online, s. 171-178. ISBN 978-80-8122-332-7.

Gyökössy Endre: Hogyan tartunk gyermekbibliaórárt? Kis módszertan. Budapest : Kálvin, 2006. ISBN 963 300 994 4.

Tamminen, Kalevi, Vesa, Laulikki, Pyysiäinen, Markku: Hogyan tanítsunk hittant? Vallásdidaktika. Budapest, Teológiai Irodalmi Egyesület, ISBN 963 04 9368 3

Fogassy Judit: Katekéták könyve, Katekéták Kiskönyvtára. Budapest : Szent István Társulat, 2002. ISBN 963 361 380 9.

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines: Church History 4  
Religious Studies 4  
Catechetics 2

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** doc. ThDr. Alfréd Somogyi, PhD., doc. ThDr. Attila Lévai, PhD., ThDr. Lilla Szénási, PhD.

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ ÚK1/22	<b>Name:</b> Introduction to Catechetics 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 / 1 <b>For the study period:</b> 13 / 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). The course is completed by an examination. In the sub-discipline Theological Encyclopedia 1, the student may obtain 50 points for a successful intermediate written test. The student may obtain a further 50 points for a successful oral examination. The student must achieve at least 60 points, i.e. 60% of the total, to pass the course. The evaluation of written tests, written assignments and answers in the oral examination are evaluated in accordance with the study regulations (See Article 10. Control of study and evaluation of study results of the Study Regulations results). <b>Student workload:</b> 5 credits = 125-150 hours 39 hours attendance at contact classes; 31 hours study of recommended literature, preparation for written test and preparation of assignments given in class; 55-80 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> Acquire basic theoretical knowledge of ecclesiology - the nature of the church, the concept, understanding, origin and life of the church in the Old Testament, the New Testament, early Christianity, ecumenical and Reformed denominations, the Catholic Church and Protestant churches. The Theological Encyclopedia provides a comprehensive introduction to systematic subjects. The module covers prolegomena and basic entries. Upon completion of the course, the student will have an overview of Christian basic concepts. In the exercises, the student will gain an understanding of the basic features, subjects and concepts in the field of catechetics. He/she will be familiar with the technical terms of catechetics. <b>Skills:</b> The student will acquire the ability to integrate the basic concepts of ecclesiology into the conception of his/her studies, to think associatively about the concept of church, its nature, in an interdisciplinary manner. As the course discusses the understanding of the Church in different historical periods and cultures, it develops and encourages the student's differentiated thinking.	

As the course discusses understandings of the Church in different historical periods and cultures, the student/learner develops differentiated thinking.

The student will be able to explain and clarify the various, most important Christian dogmas, the most basic concepts of Christian theology.

The student plans and implements his/her catechetical tasks by selecting the necessary methods and tools and applying them in a specific and comprehensive manner. He/she uses methods of knowledge acquisition and self-development.

Competencies:

The student's knowledge is integrated into his/her thinking and determines his/her basic attitude towards the topics of the course. The graduate is able to think and decide in an ecumenical spirit about the nature of the church.

The graduate has a responsible attitude, is able to take a responsible stance, and can make independent decisions on issues related to the subject.

The student will be able to characterize the content of the theological terms dogma and heresy, to determine their distinction and to argue for the content of the theological reflection on faith.

The student will be able to justify the application of the knowledge of the study in practice.

The student will be open to catechetical situations. The student will be able to carry out independently the catechetical tasks assigned to him/her.

### **Brief syllabus:**

Sub-discipline: Ecclesiology 1

1, The concept of ecclesiology.

2, The concept of the church.

3, The understanding of the church in the Old Testament.

4, The understanding of the church in the New Testament I.

5, Understanding the Church in the New Testament II.,

6, The understanding of the church in the Apostles' Creed.

7, Roman Catholic understanding of the Church.

8, The understanding of the church in Protestantism - Lutheran trend.

9, The understanding of the church in Protestantism - Reformed direction.

10, Church structures I.- Episcopal, hierarchical structure.

11, Church Structures II- Congregationalism, the synodal-presbyteral system.

12, Distinctive elements of the various churches I.

13, Characteristic elements of the various churches II.

Theological Encyclopedia 1

Week 1: Introduction.

Week 2: Structure and language of theology.

Week 3: Allegory.

Week 4: Analogy.

Week 5: Metaphor.

Week 6: Biblical Criticism.

Week 7: Faith.

Week 8: Orthodoxy and heresy.

Week 9: The sources of theology.

Week 10: Holy Scripture.

Week 11: Reason.

Week 12: Tradition.

Week 13: Religious experience

Sub-discipline: Introduction to the Study of Catechetics 1

Students will conduct research on the following topics:

Bible, Bible Abbreviations, Bible Translations, Feasts, Church, Liturgy, Prayer, Lord's Prayer, Ten Commandments, Apostles' Creed

**Literature:**

Görözdi, Zsolt: Protestáns egyházértelmezés a reformáció századában a jelentősebb egyházi rendtartásokban . Budapest: L'Harmattan, 2014. ISBN 978-963-236-889-4.  
Kádár, Ferenc: Ekkléziasztika. SRTA, Sárospatak, 2018. ISBN 978-615-5561-01-6.  
Kálvin, J.: A keresztyén vallás rendszere I. Budapest, 1995. ISBN 963 300 599 X.  
McGrath, Alister: A keresztyén hit ( New Lion Handbook: Christian Belief, Budapest, Kálvin Kiadó, 2007 ISBN 978 963 558 082 8  
Papp János: Ekkléziasztika. Debrecen: Kézirat, 1979 – Achs, Károly: Ekkléziológia. Debrecen: Kézirat, 1979  
Alister, McGrath: Bevezetés a keresztyén teológiába. Budapest : Osiris Kiadó, 1995. ISBN 963 379 119 7.  
Alister, McGrath: A keresztyén hit Budapest, Kálvin Kiadó, 2007 ISBN 978 963 558 082 8.  
Dr. Kocsis E.: Bevezetés a teológiába: Theológiai enciklopédia,. Debrecen: Debreceni Református Theológiai Akadémia, 1990.  
Colijn, J.: Egyetemes egyháztörténet. Budapest : Iránytű alapítvány, 2001. ISBN 963 9055 08 5.  
Török I. – Kocsis E. – Szűcs F.: Dogmatikai prolegomena, Budapest: A Református Zsinati Iroda Doktorok Kollégiumának Főtitkári Hivatala, 2000. ISBN 963 8360 44 5.  
Márkus Gábor: Bevezetés a keresztyén felekezetek világába, Református Pedagógiai Intézet, Budapest, A Magyarországi Református Egyház Kálvin János Kiadója, 2016, [http://refpedi.hu/lapozo/Bevezetes\\_a\\_keresztyen\\_gyulekezetek\\_vilagaba/](http://refpedi.hu/lapozo/Bevezetes_a_keresztyen_gyulekezetek_vilagaba/)  
Szénási, Sándor: Megtaláltuk a Messiást. Konfirmációi olvasókönyv. Budapest, 1992  
Varga Imre: Református keresztyén kis káté. Szlovákiai Református Keresztyén Egyház 2008  
A katolikus egyház katekizmusának kompendiuma / Dr. Diós István. - 1. vyd. - Vatikán : Libreria Editrice Vaticana, 2005. - 245 s. - ISBN 963 361 784 7.

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines: Ecclesiology 1  
Theological Encyclopedia 1  
Introduction to the Study of Catechetics 1

**Evaluation of subjects**

Total number of evaluated students: 4

A	B	C	D	E	FX
50.0	25.0	0.0	0.0	0.0	25.0

**Teacher:** Mgr. Zsolt Görözdi, ThD., Mgr. Katarína Pólya, PhD., ThDr. Lilla Szénási, PhD.

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ ÚK2/22	<b>Name:</b> Introduction to Catechetics 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 / 1 <b>For the study period:</b> 13 / 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). The course is completed by an examination. In the sub-discipline Theological Encyclopaedia 2, a student may obtain 50 points for 2 successful intermediate written tests. The student may obtain an additional 50 points for a successful oral examination. The student must achieve at least 60 points, i.e. 60% of the total, to pass the course. The evaluation of written tests, written assignments and answers in the oral examination are evaluated in accordance with the study regulations (See Art. 10. Control of study and evaluation of study results of the Study Regulations). <b>Student workload:</b> 5 credits = 125-150 hours 39 hours attendance at contact classes; 31 hours study of recommended literature, preparation for written test and preparation of assignments given in class; 55-80 hours self-study	
<b>Results of education:</b> <b>Knowledge:</b> Acquisition of basic knowledge in ecclesiology and ecclesiastics, especially in the following topics: life, ministry of the church, local congregations and church bodies, work, efforts of the church in the world, in society, in politics, ecumenical issues, and the relationship of the church and the world. After completing the course, the student will have an overview of Christian basic concepts related to anthropology, i.e., he will be familiar with the themes of the moral powers, possibilities, and responsibilities of human beings In the practicums, the student will gain knowledge of the basic features, subjects and concepts of catechetics. He will be familiar with the professional terms of catechetics. <b>Skills:</b> By mastering the curriculum of the Ecclesiology 2 sub-discipline, the student will acquire the ability to reason, draw conclusions at an associative and interdisciplinary level about practical issues related to the life and various ministries of the Church. The student will be able to explain and clarify each of the most basic concepts of Christian anthropology	

The student will plan and implement his/her catechetical tasks by selecting the necessary methods and tools and applying them in a specific and comprehensive manner. He/she uses methods of knowledge acquisition and self-development

Competencies:

The student's knowledge is integrated into his/her thinking and determines his/her basic attitude towards the topics of the course.

The graduate is able to think and decide in an ecumenical spirit about the nature of the church.

The graduate has a responsible attitude, is able to take a responsible stance, and can make independent decisions on issues related to the subject.

The student will be able to characterize the content of anthropological expressions and to argue about the known content of theological reflection on faith

The student will be able to justify the application of the knowledge of the study in practice

The student will be open to catechetical situations. The student will be able to carry out independently the catechetical tasks assigned to him/her.

**Brief syllabus:**

Sub-discipline: ecclesiology 2

1, Life and organization of local congregations, Presbyterianism.

2, The life and organization of the eldership, the functions of the members of the board of eldership, the life and organization of the synod, the synod council, and the board of synod.

3, Ministry, opportunities for service in the church.

4, Worship.

5, Catechetical Ministry.

6, Pastoral Ministry.

7, Missional ministry.

8, Diaconal Ministry.

9, Church Press. Education.

10, Ecumenism, ecumenical movement.

11, The Church and the World.

12, Church and society,

13, Church and politics.

Sub-discipline: Theological Encyclopedia 2

Week 1: Introduction.

Week 2: Contemporary theological ethics and the role of ethics.

Week 3: Man, as God's creation.

Week 4: The moral powers and capacities of man.

Week 5: God's image of man.

Week 6: The problem of body and soul.

Week 7: Sin.

Week 8: Forgiveness, grace.

Week 9: Rebirth, Repentance.

Week 10: God's plan of salvation.

Week 11: God's Law.

Week 12: The threefold benefit of the law.

Week 13: Ethos of the redeemed: love.

Sub-discipline: Introduction to the Study of Catechetics 2

Students will conduct research on the following topics:

Singing, Hymnal, Sacraments, Devotions, Youth Groups, Youth Gatherings and Festivals, Church and Church History.

**Literature:**

- Zsolt Görözdi: Protestáns egyházértelmezés a reformáció századában a jelentősebb egyházi rendtartásokban . 1. vyd. - Budapest : L'Harmattan, 2014. - 137 s. - ISBN 978-963-236-889-4.
- Kádár, Ferenc: Ekkleziasztika. SRTA, Sárospatak, 2018. ISBN 978-615-5561-01-6.
- Kálvin, J.: A keresztyén vallás rendszere II., Budapest : Kálvin János Kiadó, 1995. ISBN 963 300 599 X. - Papp J.: Ekkleziasztika. Debrecen: Kézirat, 1979 Debrecen: Kézirat, 1979
- Kozma Zsolt: Ekkleziasztika, Kolozsvár, 2000.
- Keresztyén etika : Egy bukott világban való életről / Bernhard Kaiser. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2018. - 188 s. - ISBN 978-80-8122-237-5.
- Török I. – Kocsis E. – Szűcs F.: Dogmatikai prolegomena, Budapest: A Református Zsinati Iroda Doktorok Kollégiumának Főtitkári Hivatala, 2000. ISBN 963 8360 44 5.
- Alister, McGrath: Bevezetés a keresztyén teológiába. Budapest: Osiris Kiadó, 1995. ISBN 963 379 119 7.
- Alister, McGrath: A keresztyén hit Budapest, Kálvin Kiadó, 2007 ISBN 978 963 558 082 8.
- Szathmáry, S. Theologiai Antropológia dióhéjban. Az emberről szóló keresztyén tanítás (antropológia) hatása a hívők világban élésére. Budapest: Ref. Zsinati Iroda, 1990
- Ethik / Dietrich Bonhoeffer. - 1. vyd. - Gütersloh : Chr. Kaiser Verlag, 1998. - 566s. - ISBN 3 579 01876 0.
- Křesťanská etika / Karl Heinz Peschke. - 1. vyd. - Praha : Vyšehrad, 1999. - 664s. - ISBN 80 7021 331 0.
- Márkus Gábor: Bevezetés a keresztyén felekezetek világába, Református Pedagógiai Intézet, Budapest, A Magyarországi Református Egyház Kálvin János Kiadója, 2016, [http://refpedi.hu/lapozo/Bevezetes\\_a\\_keresztyen\\_gyulekezetek\\_vilagaba/](http://refpedi.hu/lapozo/Bevezetes_a_keresztyen_gyulekezetek_vilagaba/)
- Laczay András: A református egyházismeret alapjai, Református Pedagógiai Intézet, Budapest, 2016, [http://refpedi.hu/lapozo/A\\_REFORMATUS\\_EGYHAZISMERET\\_ALAPJAI\\_165x235mm\\_BELIV\\_megnezesre/](http://refpedi.hu/lapozo/A_REFORMATUS_EGYHAZISMERET_ALAPJAI_165x235mm_BELIV_megnezesre/)
- Szénási, Sándor: Megtaláltuk a Messiást. Konfirmációi olvasókönyv. Budapest, 1992
- Varga Imre: Református keresztyén kis káté. Szlovákiai Református Keresztyén Egyház 2008
- A katolikus egyház katekizmusának kompendiuma / Dr. Diós István. - 1. vyd. - Vatikán : Libreria Editrice Vaticana, 2005. - 245 s. - ISBN 963 361 784 7.
- Siba Balázs, Szabóné László Lilla, Pángyánszky Ágnes: Együtt a hit útján. Gyülekezetpedagógiai kézikönyv: Gyülekezetpedagógiai kézikönyv. Budapest: A Magyarországi Református Egyház Kálvin János Kiadója, 2019, P. 245-271. ISBN 978-963-558-421-5.

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines: Ecclesiology 2  
Theological Encyclopedia 2  
Introduction to the Study of Catechetics 2

**Evaluation of subjects**

Total number of evaluated students: 4

A	B	C	D	E	FX
50.0	25.0	0.0	0.0	25.0	0.0

**Teacher:** Mgr. Zsolt Görözdi, ThD., Mgr. Katarína Pólya, PhD., ThDr. Lilla Szénási, PhD.

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ ÚPO/22	<b>Name:</b> Introduction to poimenics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). Active participation in meetings (assessed), participation in modelled pastoral conversations, oral examination. The course is evaluated in accordance with the Study Regulations (See Article 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 26 hours of participation in contact classes; 8 hours of study of recommended literature, preparation of presentations and seminar papers; 12-26 hours of self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student will gain knowledge of the basic, principled, theoretical and partly practical issues of poimenics. The student will become familiar with the concepts, object, meaning, significance and possibilities of pastoral care, especially with regard to pedagogical work. With regard to pedagogical application, it deals with spiritual problems, issues of primary and secondary school pupils that can be addressed through pastoral care as well as their possible solutions. <b>Skills:</b> Based on the knowledge acquired, the student will be able to observe primary and secondary school pupils so as to be able to perceive, recognize and identify problems, To identify the mental roots and causes of problems. They will be able to recognize personal problems related to the spiritual and faith development of children and youth, as well as problems at the level of interpersonal relationships, and will be able to communicate with young people about these problems, helping them to understand themselves and find solutions. <b>Competencies:</b> The graduate will gain the ability to see new contexts for understanding their humanity, for understanding the meaning of life. This changes his/her basic attitude in interpersonal relations and communication and in the exercise of his/her profession. Graduates demonstrate responsible behaviour in interpersonal relationships and pedagogical practice; the ability to take a responsible stand and make independent decisions on issues related to the subject.	

**Brief syllabus:**

- 1, Poimenics - the meaning, goals, nature of the discipline.
- 2, Basic concepts.
- 3, Pastoral character of catechetical activity.
- 4, Attitudes and basic principles in pastoral care
- 5, Acceptance, respect, tolerance, agape
- 6, The biblical view of man, the child. Man as a child of the Lord. Man as a created being. man as imago Dei.
- 7, Problems of children and youth I. - development of personality. (morality).
- 8, Problems of children and youth II - faith, social situation.
- 9, Problems of children and youth III - family.
- 10, Possibilities of providing help. Pastoral care of children (6-10 years).
- 11, Pastoring children (11-15 years).
12. Pastoring youth (16-18 years).
13. Pastoral competences, possibilities, duties of the teacher of religious education in schools.

**Literature:**

Gyökössy Endre. Magunkról magunknak. Budapest, A Református Zsinati Iroda Sajtóosztálya, 1984, ISBN 936 300 046 7

Hézszer Gábor. A pásztori pszichológia gyakorlati kézikönyve. Budapest, Kálvin Kiadó, 1995. ISBN 963 30 631 7

Clinebell, Howard.J. . Modelle beratender Seelsorge. Chr., Kaiser Verlag, München 1971. ISBN 3 459 00768 0

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

Hungarian language, Slovak language

**Notes:****Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Mgr. Zsolt Görözdi, ThD.

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ ŠS/22	<b>Name:</b> State Examination
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the normal time of the normal timetable. In the oral state examination, the student will give an account of the knowledge and skills acquired in his/her field of specialisation and the interdisciplinary links with the relevant fields of specialisation. Demonstrate the ability to communicate information, ideas, problems and solutions to professional and lay audiences. The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts towards the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% will receive no credit. The results of the state examination and the examination will be announced by the chairman of the board in public.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has acquired knowledge in the compulsory and profile subjects of the study programme,</li> <li>- the student is able to define and interpret in his/her own words basic concepts, explain and describe basic processes, characterise and apply scientific methods of research in the areas specified in the subject's thematic plan,</li> <li>- the ability to analyse and evaluate the knowledge acquired in the subject.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- the student is able to present his/her expertise,</li> <li>- the student is able to present his/her knowledge in the context of the project,</li> <li>- the ability to organise and apply the theoretical knowledge acquired,</li> <li>- the student has the ability to organise and apply the knowledge acquired in the course of the learning process.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- the student is able to express his/her linguistic and professional culture in the oral examination,</li> <li>- the student can use the knowledge acquired in a wider context,</li> <li>- the ability to put into practice and organise the knowledge acquired,</li> </ul>	

- the student is able to use his/her knowledge in a creative way when solving problems and to analyse the problem and organise new solutions,
- the student is able to answer the questions of the committee to the required standard.

**Brief syllabus:**

Bible Studies 1-5 Disciplines: Old Testament, New Testament  
 Introduction to Catechetics 1-2 disciplines: Eklesiastics, Theological Encyclopedia  
 Basics of Catechetics 1-4 disciplines: Church History, Religious Studies, Catechetics

**Literature:**

Literature indicated in the information sheets of the study programme.

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

Hungarian language, Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:**

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/SPZ-B/22	<b>Name:</b> Study abroad
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The prerequisite for the course is a long-term stay abroad at a foreign university/partner institution.	
<b>Results of education:</b> Graduates of the course are eligible for a long-term study stay at a foreign university/partner institution.	
<b>Brief syllabus:</b>	
<b>Literature:</b>	
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak	
<b>Notes:</b> Credits are awarded to the student only after the contract has been signed. They are awarded in the semester(s) to which the student has contractually committed.	
<b>Evaluation of subjects</b> Total number of evaluated students: 1	
a	n
100.0	0.0
<b>Teacher:</b>	
<b>Date of last update:</b> 04.03.2022	
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ BCZ/22	<b>Name:</b> Human biology and basics of first aid
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the seminars, which consist of a theoretical and practical part. During the practical part, the student will try out, practice, and at the end, demonstrate basic practical skills in providing emergency first aid in various simulated situations and various types of injuries and accidents. The partial evaluation of the subject represents the evaluation of the protocols for some human organ systems, which the student will receive as homework (30%). In the final part, the student proves his theoretical knowledge by completing the test (70%). Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%. Achieving 50% of the total points is necessary to award credits. Total student load: 2 credits = 60 hours (13 hours: participation in seminars, 47 hours: self-study and preparation for the exam, preparation of protocols).	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student can characterize the ontogenetic development of a person from the formation of gametes through pre-embryonic development to the end of post-embryonic development.</li> <li>- The student can characterize the individual organ systems of a person with an emphasis on the morphological and functional characteristics of these systems in specific age periods, focusing mainly on childhood and adolescence.</li> <li>- The student can summarize theoretical knowledge about basic life-saving actions, disorders of consciousness, breathing disorders, seizures, bleeding from wounds, shock, fractures, joint injuries, and burns.</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- The student can understand and grasp the physiological processes that take place in the human body.</li> <li>- The student can explain and use the anatomy, morphology, and physiology of the human body in his teaching practice.</li> <li>- The student can practically perform essential emergency support of life functions - opening the airways, rescue breathing, chest compressions (heart massage), stopping bleeding, stabilizing position, cardiopulmonary resuscitation (revival), including the use of automatic external defibrillation,</li> </ul>	

- The student can provide psychological support to the disabled.
- The student can explain the importance of health protection already in childhood and can approach individual problems related to biological development processes in the organism concerning the given age of the child.
- The student can practically use knowledge and skills in dealing with sudden life and serious health-threatening processes of traumatic and/or non-traumatic origin.

**Competencies:**

- The student gains an overview of the functioning of the human body and the diseases that can most often affect human health, thereby gaining a positive attitude towards protecting and maintaining their health.
- The student acquires a positive attitude toward providing first aid and preventing sudden threats to the life and health of school-age children and adults.

**Brief syllabus:**

Characteristics of cell structure, individual tissue types. Ontogenetic development.

Human skeleton, characteristics of bones, morphological and functional characteristics of the skeleton in childhood. First aid for joint injuries, broken limbs, skull, and spine.

Characteristics of the muscular system, morphological and functional characteristics of the muscular apparatus in childhood. First aid for injuries to tendons, muscles, and contusions.

Respiratory system, morphological and functional characteristics of the respiratory system in childhood. First aid for respiratory arrest, removal of a foreign body from the airways, artificial respiration.

Circulatory system, morphological and functional characteristics of the circulatory system in childhood.

First aid for cardiac arrest, blood clotting, stopping bleeding in different types of wounds, types of dressings, and wound dressing techniques.

Characteristics of sense organs. Morphological and functional characteristics of sensory organs in childhood.

First aid for burns caused by caustics and chemicals.

Structure of the nervous system, morphological and functional characteristics of the nervous system in childhood. Damage to the nervous system, epileptic seizure, convulsions, and first aid.

Characteristics of the endocrine system, hormones, morphological and functional characteristics of the endocrine system in childhood.

Characteristics of genital systems. Morphological and functional characteristics of the genital system in childhood. The most common sexually transmitted diseases.

Gastrointestinal system, morphological and functional characteristics of the gastrointestinal system in childhood. Poisoning, drug poisoning, alcohol poisoning, food poisoning.

Excretory system, morphological and functional characteristics of the excretory system in childhood. The most common diseases of the excretory system.

Types of shock states, distributive types of shock, anaphylactic shock, and allergies.

**Literature:**

ANDICS, L.: Elsősegély: Közúton, otthon, munkahelyen, közterületen – 1. vyd. – Budapest: Sophia Kiadó, 2004 – 86 s. – ISBN 963216279X.

BASS, D., MAURICE, K.: Elsősegélynyújtás csecsemőknek és gyermekeknek. – 1, vyd. – Békéscsaba: Booklands, 2000. – 160 s. – ISBN 97863 9613 62 1.

BODZSÁR, E., ZSÁKAI, A.: Humánbiológia: Gyakorlati kézikönyv. - 1. vyd.- Budapest: Elte Eötvös Kiadó, 2004 – 300 s. – ISBN 963 463 653 5.

MADER, S. S.: Human biology. - 11. vyd. - Boston: Wm. C. Brown Publishers, USA, – 2008. - 600 s. - ISBN 0-978-0-07-016778-0.

McCracken, T. O.: Háromdimenziós anatómiai atlasz. Budapest : Scholar Kiadó, 2000. - 237 s. - ISBN 978-963-9193-99-4.  
 NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.  
 PORÁČOVÁ, J., NAGY, M., BERNÁTOVÁ, R., a kol. Fyziológia živočíchov a človeka - 1. vyd. - Prešov : Fakulta humanitných a prírodných vied PU v Prešove, 2014. - 591 s., [36,65 AH]. - ISBN 978-80-555-1150-4.  
 STOPPARDOVÁ, M.: Prvá pomoc malým deťom: Stručný sprievodca prvou pomocou. – 1. vyd. – Bratislava: Slovart s.r.o., 2005. – 63 s. – ISBN 80-8085-022-4.  
 SZENTÁGOTHAI, J.: Funkcionális anatómia I.-III. Budapest : Medicina Könyvkiadó, 2006. - 710, 600, 800. - ISBN 963 242 565 0.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 82

A	B	C	D	E	FX
4.88	10.98	30.49	26.83	7.32	19.51

**Teacher:** Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., RNDr. Eva Tóthová Tarová, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ DID/22	<b>Name:</b> General didactics and preparation for school observation
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites: 1. Preparation for the selected educational activity (lesson) 2. Observation sheets 3. Final exam - 100 points As a condition for admission to the examination, the student must submit a preparation for the selected learning activity (lesson) in the context of solving the assigned problem independently (or in pairs) and observation sheets to be completed in the student's logbook. Total student workload in terms of time allocation: 2 credits = 60 hours - attendance at lectures and seminars (26 hours), - preparation for class (10 hours), - preparation of observation sheets (10 hours), - preparation for the final examination (14 hours). Final assessment: maximum score of 100 points. A passing grade is required to achieve at least 50 points, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must achieve 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (50-59 points) of the total number of points.	
<b>Results of education:</b> Knowledge: The student knows - basic didactic concepts and the place of didactics in pedagogical science, - The main trends in epistemology, - The student will learn the basic principles of epistemology, the main ideas of epistemology, the main concepts of epistemology, the operations of thought and the limitations of rational thought, - the most important theories and models of learning, - age characteristics of children and age-specific features of their thinking, - the main theories of motivation, - the aims and outcomes of education and learning, - methods and means of planning the educational process,	

- educational strategies, including the main methods, forms of work and means.

The student has specific knowledge of :

- Modern techniques of project planning, imaging means, their purpose and applicability,
- Conscious planning for consistency of pedagogical content, objective and expected outcomes, contexts of sub- and final expected products,
- the content breakdown and methods of completing documents used during the hospitalization,
- the student knows the laws and principles of didactics of the age in question,
- the student knows the theoretical background, aspects, requirements and strategies for the implementation of educational work in schools,
- the student increases awareness of the role and importance of the state and institutional/school educational program,
- the student knows the aspects and requirements of planning, organization, implementation and evaluation, as well as the structure of thematic plans and preparations.

Skills:

The student is able to:

- Consciously summarize the sub- and final expected pedagogical products as part of their planning activities,
- integrate modern planning tools in the development of educational planning and preparation,
- apply the methodological toolkit,
- plan educational activities on the basis of the state educational programme,
- categorize the system of requirements based on the skill level of students based on their age and individual characteristics and can also, appropriately assign teaching objectives and strategies in accordance with the content of education,
- choose methods (methods and tools) of assessment and self-assessment, apply assessment questions depending on the age and individual characteristics of pupils,
- analyse the educational realities seen on the basis of given aspects and criteria (achievement of the objective, appropriateness of methods and strategies, etc.).

Competences:

Student:

- is able to imply his/her own theoretical-didactic knowledge into his/her own pedagogical practice,
- is able to present, explain and justify in detail those educational strategies which he/she has consciously chosen and applied in the process of pedagogical planning,
- is able to present the complex aspects and expectations of hospitality and pedagogical planning,
- feels responsible for adherence to ethical principles,
- is able to communicate and collaborate effectively,
- feels responsible for the correct analysis of a methodological and professional problem,
- identifies with the role of the teacher in accordance with professional expectations,

### **Brief syllabus:**

The concept and place of didactics in pedagogy.

Epistemological aspects of education.

Thought operations.

Education, teaching and learning: theories and models.

Planning the educational process.

The teacher and his strategies. Methods and teaching aids.

Basic didactic concepts and principles of education and training. Pedagogical documentation.

Curriculum documents, the structure of the current state educational program, its application in the development of the institutional educational program. Its position in the planning of educational activity.

Educational process and its stages. Organisational forms.  
Planning of educational work, levels of planning.  
Explanation, evaluation and summary of professional experience gained during the hospitalization.  
Reflective (analytical) and self-reflective (self-analytical) activities of the assistant, teacher.  
Methodological basis of evaluation and self-evaluation.  
Methodological preparation of students for the profession of teacher, assistant teacher. Practical aspects of the implementation of pedagogical work. Preparation for observation. Observation and analysis of pedagogical phenomena. Content analysis. Pedagogical diary. Portfolio.

### **Literature:**

Compulsory literature:

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Slovensko-maďarský glosár školskej terminológie. Szlovák- magyar közoktatási szószeret. 2020. Bratislava: Ministerstvo školstva, vedy, výskumu a športu SR. [online]. Dostupné na internete: [https://www.minedu.sk/data/files/9495\\_final\\_svk\\_mad.pdf](https://www.minedu.sk/data/files/9495_final_svk_mad.pdf)  
SZABÓOVÁ, E. 2018. Személyiségfejlesztő nevelő-oktató tevékenységek az óvodában. In: Orsovics, Y., Strédl, T., Szabóová, E., Vass, V. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : Selye János Egyetem, Tanárképző Kar, 2018. p. 59-105. ISBN 978-80-8122-282-5.  
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DEREVJANÍKOVÁ, A.- DZURILLA, M. 2014. Hudobná výchova v predprimárnej edukácii. Bratislava: MPC, 57 s. ISBN 978-80-8052-900-0. [online] Dostupné na internete: [https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/derevjanikova\\_dzurilla\\_0.pdf](https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/derevjanikova_dzurilla_0.pdf)

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MASARYKOVÁ, D. 2014. Vzdelávacia oblasť Zdravie a pohyb. Bratislava: Metodicko-pedagogické centrum. Metodická príručka. 38 s. ISBN 978-80-8052-891-1. [online]. Dostupné na internete: [https://mpcedu.sk/sites/default/files/publikacie/zdravie\\_a\\_pohyb\\_metodicka\\_prirucka\\_zal-\\_na\\_webe.pdf](https://mpcedu.sk/sites/default/files/publikacie/zdravie_a_pohyb_metodicka_prirucka_zal-_na_webe.pdf)

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MINÁRECHOVÁ, M.- ŽOLDOŠOVÁ, K. 2014. Človek a svet práce. Metodická príručka k vzdelávacej oblasti Štátneho vzdelávacieho programu pre materské školy. Bratislava : MPC. [online]. Dostupné na internete: [https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/minarechova\\_zoldosova\\_2.pdf](https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/minarechova_zoldosova_2.pdf)

MINÁRECHOVÁ, M.- ŽOLDOŠOVÁ, K. 2014. Človek a príroda. Metodická príručka k vzdelávacej oblasti Štátneho vzdelávacieho programu pre materské školy. Bratislava : MPC, 41 s.. [online]. Dostupné na internete: [https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/minarechova\\_zoldosova\\_1.pdf](https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/minarechova_zoldosova_1.pdf)

KAŠČÁK, O. - PUPALA, B. 2016. Evaulácia v materskej škole. Bratislava: ŠPÚ. 31 s. ISBN 978 – 80 – 8118 – 179-5.

PONDELÍKOVÁ, R. 2014. Umenie a kultúra- výtvarná výchova. Metodická príručka pre učiteľky materských škôl. Bratislava: MPC. 74 s. ISBN 978-80-8052-899-7. [online]. Dostupné na internete: <https://mpc-edu.sk/sites/default/files/projekty/vystup/pondelikova.pdf>

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PRIBÉK, L. 2020. Pedagógusszerepek vizsgálata, pedagógustevékenységek feltárása a Közép-dunántúli régió középfokú kollégiumaiban. Eszterházy Károly Katolikus Egyetem, Eger. Doktori

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ZÁPOTOČNÁ, Z.- PETROVÁ, Z. 2016. Jazyk a komunikácia. Metodická príručka k vzdelávacej oblasti Štátneho vzdelávacieho programu pre predprimárne vzdelávanie.

Bratislava: ŠPÚ. 27 s. ISBN 978 – 80 – 8118 – 175 – 7. [online]. Dostupné na internete: [https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/matrska-skola/zrevidovane\\_jazyk-komunikacia\\_na\\_zverejnenie.pdf](https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/matrska-skola/zrevidovane_jazyk-komunikacia_na_zverejnenie.pdf)

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 59

A	B	C	D	E	FX
22.03	11.86	8.47	16.95	32.2	8.47

**Teacher:** Dr. habil. Erika Kopp, PhD., prof. Dr. Péter Tóth, PhD., Dr. habil. PaedDr. Kinga Horváth, PhD., Dr. László Pribék, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ DOC/22	<b>Name:</b> Volunteering, helping activities
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio, i.e. based on the work produced during the volunteering activity (30 points). The conditions for completing the course are set and regulated by the Directive of the Dean of the Faculty of Education UJS: Principles of pedagogical practice at the Faculty of Education UJS student is obliged to follow the relevant part of this document, related to the pedagogical practice. Students shall prepare the following documents during their volunteer activity. He/she is obliged to submit an accurately and bilingually completed protocol on the completion of the volunteer activity and to create a portfolio based on a previously created and consulted structure. <b>Mandatory components of the portfolio:</b> - The portfolio must include a bilingually completed volunteering protocol. - The portfolio must include the structure of the volunteering organisation (observation of individual non-formal learning activities) (10 points) - The portfolio must include the activities of their work in the field carried out during the volunteering activity (10 points) - Documentation of the period (preparation for each activity) (10 points). <b>Total student workload:</b> 1 credit = 30 hours <b>Participation in 13 hours of practicum (contact hours); 10 hours of preparation for, and participation in, volunteer activities; 7 hours of portfolio preparation.</b>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student can monitor, analyse, volunteer activities.</li> <li>• The student will be able to document the activities observed in the volunteer organization,</li> <li>• The student will be able to plan, organize and conduct individual education and leisure activities in the organization.</li> <li>• The student is able to build positive interpersonal relationships with the organization's leadership and to establish positive relationships with people.</li> </ul> <b>Ability:</b> <ul style="list-style-type: none"> <li>• The student will be able to work with members of the volunteer organization.</li> <li>• The student will be able to participate actively in the activities of the organization.</li> </ul>	

- Through informal activities, the student will be able to manage, organize and create an event for a voluntary organization.

Competences:

- The student will be able to apply the knowledge and skills required for positive interpersonal relationships to a given volunteer organization, which may influence future professional choices.
- The student will be able to develop a targeted self-awareness of volunteering.
- The student will be able to design their own activities to enhance their knowledge in voluntary organizations.
- The student will be able to create an atmosphere of reliable, helpful, encouraging, attentive and accepted conduct, it is open to learning about and managing the working style of volunteer organizations.

### **Brief syllabus:**

Observation and evaluation of interior and exterior spaces in a voluntary organisation. Observation of the creation of conditions for the implementation of activities in the voluntary organisation. Professional analysis of the observed activities together with the staff of the voluntary organisation. Documenting the progress and results of the individual activities observed. Preparation of a portfolio of the observation activity with all its components based on predetermined criteria by the course leader, with the application of autonomy and alternativeness based on current trends.

### **Literature:**

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS, [https://www.ujs.sk/documents/SHK\\_2017\\_24\\_04\\_18\\_Fin3.doc.pdf](https://www.ujs.sk/documents/SHK_2017_24_04_18_Fin3.doc.pdf)

Cserespesová, Erika: A nonprofit szervezetek sikerének kulcsa Komárno : Selye János Egyetem, 2010. - DM.3301-EF.10.30A.5A. - 108 s.

Pusztai Gabriella, Lukács Ágnes: Közösségteremtők : Tisztelgés a magyar vallásszociológusok nagy nemzedéke előtt / - 1. vyd. – Debrecen, Debreceni Egyetemi Kiadó, 2014. - 406 s. - ISBN 978-963-318-424-0.

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Dobrovoľnícke združenia v Komárne - <https://www.azet.sk/katalog/obcianske-zdruzenia/komarno/>

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

hungarian, slovak

### **Notes:**

### **Evaluation of subjects**

Total number of evaluated students: 4

a	n
100.0	0.0

**Teacher:** Dr. habil. PaedDr. Beáta Dobay, PhD., Dr. László Pribék, PhD., Gyöngyi Gál, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ DTV/22	<b>Name:</b> Digital technologies in the educational process
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The prerequisite is active participation in the exercises and continuous compilation of a portfolio of specific digital/virtual/online tools that are implemented in the pedagogical or educational process. The categories of the portfolio evaluation are: submission on time, consideration of formal requirements (orderliness, logical interconnection, aesthetics) and content requirements (methodology of the developing assessment tool, didactic treatment of the implementation of the assessment tool in education). The table of assessment criteria will be available to students on moodle after logging in to the e-learning course. The final grade will be calculated as follows: $(0.1 \times \% \text{ of active participation in the exercises}) + (0.9 \times \% \text{ obtained from the portfolio assessment})$ Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours portfolio preparation. To achieve a grade of A, 90-100%; for a grade of B, 80-89%; for a grade of C, 70-79%; for a grade of D, 60-69%; and for a grade of E, 50-59% of the total number of points must be earned.	
<b>Results of education:</b> <b>Knowledge:</b> Possesses knowledge of the digital society with respect to the teaching profession and the performance of its activities. Knows the challenges of the digital world reflected in education. Knows how to relate the appropriate digital tool to each pedagogical objective. Knows the possibilities of online learning to support active student learning. Knows the strategies, methods and forms offered by digital technologies and virtual reality to develop students' subject and digital literacy, Has knowledge of the risks of the digital world. Knows the principles of netiquette and effective communication in the digital world. <b>Skills:</b> Possesses basic methodological competencies and skills in ICT. Independently applies adequate methods of working in the digital world.	

Is able to navigate in the digital world of information and use e-resources in the performance of professional activities.

Is able to navigate the range of possibilities for the use of digital technology to support - the developmental processes of individuals, their positive lifelong stimulation and the differences in the development of individuals resulting from health or social disadvantages.

Competences:

Characterized by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to issues of pedagogy and subject-specific areas of didactics,

can work effectively independently in the online world,

is competent to exercise the profession of a pedagogical employee, meets the requirements of the professional standard of a beginning pedagogical employee in terms of digital literacy.

Can reflect on and improve the effectiveness of his/her own teaching activities. Can identify with his/her own profession.

Identifies with the attitude of a teacher whose duty it is to support talented, but also to support weaker pupils and pupils with special educational needs in their cognitive development, including through digital technologies.

### **Brief syllabus:**

Cognitive process in the digital world. Appropriate tools for pedagogical purposes. Familiarity with selected applications.

Applications supporting the online cognitive process and its management through virtual classrooms.

Online tools to support cooperative learning. Augmented reality options.

Assessment supported with digital technology. Online application for instant feedback. Creation of online tests/quizzes.

Intervention and inclusion in digital pedagogy. Supporting pupils with special educational needs through digital technology

Data protection and online safety.

### **Literature:**

ABONYI-TÓTH, A., TURCSÁNYI\_SZABÓ, M. A mobiltechnológiával támogatott tanulás és tanítás módszerei. Educatio Társadalmi Szolgáltató Nonprofit Kft., 2015, (dostupné na internete: [https://www.educatio.hu/pub\\_bin/download/tamop311\\_II/eredmenyek/m\\_learning/mlearning\\_kotet.pdf](https://www.educatio.hu/pub_bin/download/tamop311_II/eredmenyek/m_learning/mlearning_kotet.pdf))

FARKAS, A. et al. Digitális pedagógiai módszertani ajánlások gyűjteménye. Budapest: Oktatási Hivatal. 2021. (dostupné na internete:

[https://www.oktatas.hu/pub\\_bin/dload/kozoktatas/tavoktatas/Modszertani\\_gyujtemeny\\_01\\_08\\_compressed.pdf](https://www.oktatas.hu/pub_bin/dload/kozoktatas/tavoktatas/Modszertani_gyujtemeny_01_08_compressed.pdf))

JÓZSA, K., et al. FOCUS teszt: új, számítógépalapú vizsgálati eszköz 3–8 éves

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LÉVAI, D., PAPP-DANKA, A. Interaktív oktatásinformatika. Eger: Eszterházy Károly Főiskola, ISBN 978-615-5297-74-8, (dostupné na internete: [http://www.eltereader.hu/media/2016/02/Interaktiv\\_Oktatasinformatika\\_READER.pdf](http://www.eltereader.hu/media/2016/02/Interaktiv_Oktatasinformatika_READER.pdf))

TÓTH-MÓZER, SZ. – MISLEY, H. Digitális eszközök integrálása az oktatásba Jó gyakorlatokkal, tantárgyi példákkal, modern eszközzel. Budapest: Eötvös Loránd

Tudományegyetem. 2019. ISBN 978-963-489-129-1. (dostupné na internete: [http://mindenkiiskolaja.elte.hu/wp-content/uploads/2019/09/Digit%C3%A1lis-eszk%C3%B6z%C3%B6k-integr%C3%A1l%C3%A1sa-az-oktat%C3%A1sba\\_INTERA.pdf](http://mindenkiiskolaja.elte.hu/wp-content/uploads/2019/09/Digit%C3%A1lis-eszk%C3%B6z%C3%B6k-integr%C3%A1l%C3%A1sa-az-oktat%C3%A1sba_INTERA.pdf))  
SZARKA, K. Inovácie v pregraduálnej príprave učiteľov s využitím webových aplikácií. 1. vyd. Komárom: KOMPRESS Nyomdaipari Kft., 2018. 154 s. [11,21AH]. ISBN 978-615-00-2597-1.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 16

A	B	C	D	E	FX
50.0	12.5	25.0	6.25	6.25	0.0

**Teacher:** prof. Dr. Krisztián Józsa, DSc., Mgr. Katarína Szarka, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ IPG/22	<b>Name:</b> Inclusive pedagogy
<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:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for successful completion of the course is active participation in lectures and seminars, as well as successful completion of written examinations. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for exam. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 1 credit = 30 hours (13 hours: attendance at lectures, 17 hours: self-study and exam preparation).	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Masters the basic competences for approaching a student with special educational needs from a theoretical and practical point of view.</li> <li>• Knows and understands basic concepts such as segregation, integration, inclusion.</li> <li>• Can define the terms special pedagogy, therapeutic pedagogy.</li> <li>• Acquires professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education.</li> <li>• Can transform theory into practice, knows progressive trends in the field of special pedagogy.</li> <li>• Knows the types and types of SEN, disabilities and other disorders of the relevant age period.</li> <li>• Orients himself correctly according to the Methodological Instructions of the Ministry of Education of the Slovak Republic for the inclusion of pupils with SEN, controls the individual educational plan and program.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Can recognize the symptoms of individual cases of SEN, disorders and disabilities.</li> <li>• Orients itself in the possible reasons for the occurrence of individual cases of SEN, disorders and disabilities.</li> <li>• Can compile pedagogical-psychological and subject criteria according to the physical and mental age of children and pupils.</li> <li>• Can navigate the methods of the given issue, apply observation schemes, screening.</li> <li>• Can differentiate children and pupils with SEN, proceed according to the individual educational plan.</li> </ul>	

- Can research and formulate the theoretical and practical starting points needed to solve the encountered problems.
- Can cooperate and consult with other experts, work in a team.

Competences:

- Responds to problems flexibly and well-founded, acts democratically, acts tolerantly.
- Applies principles of inclusive thinking, optimal working climate, cooperative methodology.
- Implements targeted development of self-knowledge, participates in further education.
- Independently plans activities that expand knowledge about social services, can create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior towards students.

### **Brief syllabus:**

Subject, mission and goals of therapeutic and special pedagogy, education of the disabled. Basic terms: segregation, integration, inclusion, norm, normality, abnormality, reversibility, irreversibility.

School problems: difficulties, disorders, falling behind.

Types and types of SEN - indicators for the inclusion (integration) of children and pupils.

Sensory, physical and mental disabilities, communication skills disorders, learning disorders, giftedness, psychosocial disorders, other types and types of disorders and difficulties.

Options and principles of integration.

Individual educational plan and program - development and implementation.

Cooperation with the inclusive team and counseling centers, school psychologist and school special educator.

Overview of stimulation programs and their application possibilities in the educational process, development and development - educational options, therapy, corrections, re-education as options for optimizing the educational process of pupils with specific developmental learning disabilities.

### **Literature:**

ATKINSON, R. 2000. Pszichológia. (Psychológia). Budapest : Osiris Kiadó. 2000.

BORDÁS, S., FORRÓ, Zs., NÉMETH, M. STRÉDL, T. 2005. Pszichológiai jegyzetek. 1. vydanie 2005. Komárno: UJS. ISBN 8096925156

KASTELOVÁ, A. – NÉMETH, O. 2014. Základy špeciálnopedagogickej diagnostiky a základy špeciálnopedagogického poradenstva. Bratislava : IRIS, 2013. 210 s. ISBN 9788089726011.

MÉREI, F. – V. BINET, Á. 2017. Gyermeklélektan. Budapest: LIBRI. 2017. 404 o. ISBN 9789633107997

N. KOLLÁR, K. 2004. Pszichológia pedagógusoknak. Budapest : Osiris Kiadó, 2004. 637 s. ISBN 963389672X

STRÉDL, T. 2013. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. Komárno : UJS. ISBN

STRÉDL, T. 2017. Terápiák és nevelés : A terápia szocializációs hatása a nevelésben. 1. vyd. Komárno : Univerzita J. Selyeho, 2017. 102 s. ISBN 9788081222276

STRÉDL, T. 2015. Befogadás és/vagy elfogadás : Zborník medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2015 : "Inovácia a kreativita vo vzdelávaní a vede" - Sekcie pedagogických vied. - Komárno : Univerzita J. Selyeho, 2015. - ISBN 978-80-8122-144-6, CD-ROM, p. 214-229.

STRÉDL, T. 2009. Differenciálás az oktatásban : Katedra : Szlovákiai magyar pedagógusok és szülők lapja. - ISSN 1335-6445, roč. 17., č. 4 (2009), s. 10-11.

STRÉDL, T. 2014. Esélyegyenlőség - és egyenőtlenség az oktatásban : A köznevelés kulturális, szociális és biológiai tényezői = Kultúrne, sociálne a biologické faktory edukácie - vedecký zborník Katedry pedagogiky a Katedry biológie PF UJS v Komárne : A SJE TKK

Neveléstudományi Tanszékének és Biológia Tanszékének tudományos tanulmánykötete. - Komárno : Univerzita J. Selyeho, 2014. - ISBN 978-80-8122-114-9, CD-ROM, p. 84-89.  
 STRÉDL, T. 2013. Inkluzív pedagogia : avagy a gyógypedagógiáról másképp : Komárno : Univerzita J. Selyeho, 2013. - 148 s.[8 AH]. - (Monographiae Comaromienses 14.). - ISBN 978-80-8122-089-0.

TÓTH-BAKOS, A. 2014. Az egészségünkben akadályozottak és a zeneterápia : A köznevelés kulturális, szociális és biológiai tényezői = Kultúrne, sociálne a biologické faktory edukácie - vedecký zborník Katedry pedagogiky a Katedry biológie PF UJS v Komárne : A SJE TKK Neveléstudományi Tanszékének és Biológia Tanszékének tudományos tanulmánykötete. - Komárno : Univerzita J. Selyeho, 2014. - ISBN 978-80-8122-114-9, CD-ROM, p. 54-59.

VAJDA, ZS. 1990. A gyermek pszichológiai fejlődése. (Psychický vývin dieťaťa). Budapest : 2006 (3. prepracované vydanie)

VAJDA, ZS., KÓSA, É. 2005. Neveléslélektan. (Psychológia výchovy). Budapest : Osiris Kiadó . 2005.

VAŠEK, Š. 1995. Špeciálnopedagogická diagnostika. Bratislava : SPN. ISBN 8008020563

ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha : Portál, 2011. ISBN 978802620044.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 11

A	B	C	D	E	FX
81.82	9.09	9.09	0.0	0.0	0.0

**Teacher:** PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ IZS/22	<b>Name:</b> Integrated student at school
<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: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for successful completion of the course is active participation in lectures and seminars, as well as successful completion of written examinations. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for exam. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 1 credit = 30 hours (13 hours: attendance at lectures, 17 hours: self-study and exam preparation).	
<b>Results of education:</b> Upon completion of the course, the student will <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Master the basic competences for approaching a student with special educational needs from a theoretical and practical point of view.</li> <li>• Controls the basic terminology of the given issue, knows various theoretical directions and practical outcomes in practice.</li> <li>• Controls and understands basic concepts such as segregation, integration, inclusion.</li> <li>• Can define the terms special pedagogy, therapeutic pedagogy.</li> <li>• Acquires professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education.</li> <li>• Can transform theory into practice, knows progressive trends in the field of special pedagogy.</li> <li>• Controls the types and types of SEN, disabilities and other disorders of the relevant developmental age period.</li> <li>• Orients himself correctly according to the Methodological Instructions of the Ministry of Education of the Slovak Republic for the inclusion of pupils with SEN, controls the individual educational plan and program.</li> <li>• Become familiar with methodological approaches, structure and aspects of job descriptions.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Can recognize the symptoms of individual cases of SEN, disorders and disabilities.</li> <li>• Orients itself in the possible reasons for the occurrence of individual cases of SEN, disorders and disabilities.</li> </ul>	

- He can independently evaluate the personality assumptions of the child and student in the educational process.
- Can compile pedagogical-psychological and subject criteria according to the physical and mental age of the students.
- Can navigate the methods of the given issue, apply observation schemes, screening.
- Can differentiate children and students with SEN, proceed according to the individual educational plan.
- He is able to perform screening and orient himself in pedagogical-psychological diagnostics.
- Can research and formulate the theoretical and practical starting points needed to solve the encountered problems.
- Can cooperate and consult with other experts, work in a team.

Competences:

- Responds to problems flexibly and well-founded, acts democratically, acts tolerantly.
- Applies principles of inclusive thinking, optimal working climate, cooperative methodology.
- Implements targeted development of self-knowledge, participates in further education.
- Independently plans activities that expand knowledge about social services, can create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior towards students.

**Brief syllabus:**

Subject and goals of therapeutic and special pedagogy.

Basic terms: segregation, integration, inclusion, standard, normality, abnormality.

Characteristics of children's school developmental period.

School problems: difficulties, disorders, lagging.

Indications for special educational needs of students.

Compilation of observation schemes for individual target groups (screening).

Development and development - educational opportunities.

Indicators for inclusion (integration) of children and students.

Options and principles of integration.

Individual educational plan and program - development and implementation.

Cooperation with the inclusive team and counseling centers.

School psychologist and school special educator.

Overview of incentive programs and their application possibilities in the educational process.

**Literature:**

ATKINSON, R. 2000. Pszichológia. (Psychológia). Budapest : Osiris Kiadó. 2000.

BORDÁS, S., FORRÓ, Zs., NÉMETH, M. STRÉDL, T. 2005. Pszichológiai jegyzetek. 1. kiadás. Komárno: UJS. ISBN 8096925156

KASTELOVÁ, A. – NÉMETH, O. 2014. Základy špeciálnopedagogickej diagnostiky a základy špeciálnopedagogického poradenstva. Bratislava : IRIS, 2013. 210 s. ISBN 9788089726011.

MÉREI, F. – V. BINET, Á. 2017. Gyermeklélektan. Budapest: LIBRI. 2017. 404 o. ISBN 9789633107997

N. KOLLÁR, K. 2004. Pszichológia pedagógusoknak. Budapest : Osiris Kiadó, 2004. 637 s. ISBN 963389672X

STRÉDL, T. 2013. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. Komárno : UJS. ISBN

STRÉDL, T. 2017. Terápiák és nevelés : A terápia szocializációs hatása a nevelésben. 1. vyd. Komárno : Univerzita J. Selyeho, 2017. 102 s. ISBN 9788081222276

VAJDA, ZS. 1990. A gyermek pszichológiai fejlődése. (Psychický vývin dieťaťa). Budapest : 2006 (3. prepracované vydanie)

<p>VAJDA, ZS., KÓSA, É. 2005. Neveléslektan. (Psychológia výchovy). Budapest : Osiris Kiadó . 2005.</p> <p>VAŠEK, Š. 1995. Špeciálnopedagogická diagnostika. Bratislava : SPN. ISBN 8008020563</p> <p>ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha : Portál, 2011. ISBN 978802620044.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 0</p>					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<p><b>Teacher:</b> PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.</p>					
<p><b>Date of last update:</b> 18.02.2022</p>					
<p><b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ MKO/22	<b>Name:</b> Minority competencies
<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: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for passing the course: active participation of the student in lectures, - participation of the student in the assignments and participation in the analysis and discussions during lectures, - an essay in which the student analyses relevant professional, scientific literature or an article (100 points), or a project proposal for an educational activity with the aim of developing the student's intercultural and minority competences (100 points). Criteria for essay evaluation: - Presentation of a literature review (20 points), - analysis and evaluation (40 points), - drawing conclusions and formulating suggestions (20 points), - elaboration (20 points). Criteria for evaluation of the educational activity project proposal: - Content (40 points), - originality (20 points), - formality (20 points), - presentation of the literature review (20 points). Total student load: 2 credits = 60 hours - 13 hours lecture attendance; 20 hours self-study; 27 hours preparation of term papers. The condition for successful completion of the course in both training modules is obtaining at least 50% of the maximum course grade. Overall course pass mark: - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70-79% (70-79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points)	
<b>Results of education:</b> Knowledge:	

<ul style="list-style-type: none"> <li>- The student can explain and justify the transformations of the terms intercultural, multicultural, and transcultural education.</li> <li>- The student will be familiar with the concepts of identity, majority and minority identity, educator identity, and minority educator identity.</li> <li>- The student will be able to analyze current concepts of minority educational policy in Slovakia.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- The student will be able to independently search, compare and work with relevant literature sources.</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>- The student will be able to design a project of an educational activity in order to develop intercultural and minority competences of the pupil.</li> <li>- The student will be able to design various didactic games that aim at developing intercultural and minority competences of the pupil.</li> </ul>
<p><b>Brief syllabus:</b></p> <p>Theoretical approaches to identity from a minority identity perspective.  General theoretical foundations of the concept of identity  Theories of identity research.  State and nation - national, ethnic, majority and minority identity.  Forms of ethnic and national minority education; contemporary analysis of the situation in Slovakia.  Curricular aspects of minority identity.</p>
<p><b>Literature:</b></p> <p>HORVÁTHOVÁ, Kinga, Péter TÓTH, András NÉMETH. 2019. Kisebbségi helyzet, identitás és műveltség [elektronický zdroj]: A szlovákiai magyar pedagógusok társadalmi önmegvalósítása. 1. vyd. Komárno: Univerzita J. Selyeho, 2019. 117 s. [CD-ROM]. ISBN 978-80-8122-309-9.</p> <p>HUSZÁR, Zsuzsanna, Melinda NAGY, Péter TÓTH, Béla István PUKÁNSZKY a András NÉMETH. 2021. Szlovákiai magyar pedagógusok szakmaképe, kisebbségi és pedagógusi identitásának vizsgálata. In: Engler Ágnes, Bocsi Veronika, Andl Helga (eds.). Új kutatások a neveléstudományokban 2020: Család a nevelés és az oktatás fókuszában. Debrecen: Magyar Tudományos Akadémia Pedagógiai Bizottság, 2021, P. 178-197.</p> <p>LISZKA, J. 2009. Interetnikus és interkulturális kapcsolatok Dél-Szlovákiában. Komárno : Selye János Egyetem. ISBN 978-80-89234-87-5</p> <p>LÁZÁR, I., 39 interkulturális játék : Ötlettár tanároknak az interkulturális kompetencia és a csoportdinamika fejlesztéséhez. Budapest : Eötvös Loránd Tudományegyetem. (Bölcsészet- és Művészetpedagógiai Tananyagok, ISSN 2416-1780 ; 9.) ISBN 978-963-284-657-6</p> <p>NAGY, M., STRÉDL, T., SZARKA, L. 2018. Többség, kisebbség és a tolerancia II. : Kapcsolatok és identitások a számok tükrében. Komárno : Univerzita J. Selyeho. ISBN 978-80-8122-280-1</p> <p>RÓKA, J., HOCHÉL, S. 2009. Interkulturális és nemzetközi kommunikáció a globalizálódó világban. Budapest : Budapesti Kommunikációs és Üzleti Főiskola. ISBN 978-963-7340-74-1</p>
<p><b>Language, knowledge of which is necessary to complete a course:</b>  hungarian, slovak</p>
<p><b>Notes:</b></p>
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 0</p>

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Dr. habil. PhDr. József Liszka, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Patrik Baka, PhD., PaedDr. Beáta Kiss					
<b>Date of last update:</b> 18.02.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ MPP/22	<b>Name:</b> Art-pedagogy-psychology, personal development course
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: - Active participation of the student in the seminars, - Participation of the student in the assigned tasks and involvement in discussions and creative individual and group activities and activities during the seminars. Total student workload: 1 credit = 30 hours - 13 hours for participation in seminars (contact hours), - 7 hours of study of recommended reading, - 10 hours of participation in assignments. Prerequisites for successful completion of the course are as follows: - Active participation of the student in the seminars, participation in debates, individual and group activities within the seminars (50%), - completion of the individual and group assignments (50%).	
<b>Results of education:</b> The aim of the course is to develop the personality of future teachers, their personality traits, communication skills and strengthening self-esteem as necessary attributes for the successful implementation of the educational process. The course introduces students to the methods, techniques and practices of experiential learning, positive psychology and positive education, through which the education of creative, empathetic, tolerant and professionally self-confident and motivated educators is carried out. <b>Knowledge:</b> - The student is proficient in the fundamentals of the art, education, and psychological disciplines system. - The student knows the fundamentals of experiential pedagogy theory and practice. - The student knows the foundations of the theory and practice of positive psychology and positive education. - The student knows the basic methods and techniques of art therapy, music therapy, art therapy, with their possible use in the educational process. <b>Skills:</b> - The student is able to apply selected methods, techniques, procedures of positive psychology and positive education in the educational process.	

- The student is able to use selected methods, techniques, procedures of applied psychology and pedagogical communication in the educational process.
- The student is able to apply selected innovative, progressive methods and techniques for the benefit of comprehensive personality development.

**Competencies:**

- The student purposefully and systematically pursues the development of his/her own personal and pedagogical core competencies, including through artistic and educational psychological disciplines.
- The student understands the educational process as an opportunity to develop and shape the personality of pupils and teachers, using new knowledge from the field of positive psychology and positive education.
- The student has developed competences for adapting elements, techniques and procedures from the field of artistic-educational and pedagogical-psychological disciplines to his/her own educational activity.

**Brief syllabus:**

- The place and importance of artistic, pedagogical and psychological disciplines in the development of personality aptitudes and harmonious personality development.
- Art education and its means in favor of developing emotional intelligence and comprehensive development of personality.
- Possibilities of application and application of creative methods and techniques of art education, passive and active art therapy and music therapy in the educational process (e.g. participation in an artistic event or participation in the creation of various projects of artistic orientation).
- Pedagogical-psychological disciplines, methods, techniques and means in favour of prevention and mental health of the pedagogical personality.
- Possibilities of application and application of methods and techniques of activation and motivation in the educational process:
  - Creation of a motivational calendar,
  - techniques of "rethinking and reframing" from the field of positive psychology,
  - altruism, volunteer activities and their influence on the mental and psychological health of the pedagogical personality,
  - the possibilities of drama education,
  - methods and techniques of "team-building" in favour of building interpersonal relationships.
- Possibilities of practicing and applying methods and techniques for the development of communication skills.
- Possibilities of practicing and applying methods and techniques with relaxation intention and to relieve tension, stress, stage fright.
- Positive pedagogy, positive psychology, experiential pedagogy as innovative and progressive directions of the 21st century and possibilities of their implementation in the educational process.

**Literature:**

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- BAGDY, E. 2002. Személyiségfejlesztő módszerek az iskolában. Budapest: Nemzeti Tankönyvkiadó, 2002. ISBN 9631922359.
- BAGDY, E. & BISHOP, B. & BÖJTE, CS. & RAMBALA, É. 2011. Hidak egymáshoz: Empátia, kommunikáció, konfliktuskezelés. Budapest: Kulcslyuk Kiadó. ISBN 978-963-89026-5-8.
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CINDLEROVÁ I. & A. CSEHIOVÁ & S. DUKIČIN VUČKOVIĆ & G. ENTLOVÁ & Z. GADUŠOVÁ & GY. GÁL & T. GUZIUROVÁ & A. HAŠKOVÁ & L. HOLEČKOVÁ & K. HORVÁTHOVÁ, K. & SZŐKÖL. I. 2016. A pedagógiai kommunikáció. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-175-0.

HORVÁTH & L. IVANOVIĆ VIBIĆ & T. JOVANOVIĆ & S. KLIMSZOVÁ & L. KNEZEVIĆ & L. KOVÁCS & K. KRPÁLKOVÁ-KRELOVÁ & I. LOMNICKÝ & E. MALÁ & ZS. MOGYORÓSI & S. O. NINKOVIĆ & L. PAVERA & L. PREDANOCYOVÁ & B. RADULOVIĆ & M. STOJANOVIĆ & E. STRANOVSKÁ & K. SZARKA & I. ŠIMONOVÁ & A. TÓTH-BAKOS & T. TÖRÖK & M. TRNOVÁ & T. VACINOVÁ & I. VIRÁG & E. PETLÁK & M. VÍTEČKOVÁ. 2021. MENTOR TRAINING: Materials and Tasks. Ostrava: Ostravská univerzita. ISBN 978-80-7599-294-9.

CSEHIOVÁ, A. 2014. Interdiszciplináris vonatkozások a művészeti és a zenei nevelés területén. In: Zborník z medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2014: "Vzdelávanie a veda na začiatku XXI. storočia" - Sekcie pedagogických vied. Komárno: Univerzita J. Selyeho, 2014, CD-ROM, s. 59-67. ISBN 978-80-8122-103-3.

CSEHIOVÁ, A. 2021. Művészeti nevelés, tolerancia és kapcsolódási pontjaik a pedagógushallgatók szemszögéből = Art education, tolerance and their connection from the perspective of teacher trainees. In: Aktuálne úlohy, problémy a riešenia vyučovania slovenského jazyka a slovenskej literatúry v školách s vjm. Szőköl István. = Szlovák nyelv és szlovák irodalom aktuális feladatai, problémái, tanításának megoldásai a magyar tannyelvű iskolákban Komárno: Univerzita J. Selyeho. P. 5-22, [CD-ROM]. ISBN 978-80-8122-387-7.

CSEHIOVÁ, A. 2020. The Transfer Effect of Musical Activities in Terms of Abilities and Personality Development - About the Results of a Music-Pedagogical Study. AD ALTA: journal of interdisciplinary research : recenzovaný mezioborový vědecký časopis. Vol. 10, no. 2 (2020), p. 46-50. ISSN 1804-7890. WoS

CSEHIOVÁ, A. & KANCSZÉ NAGY, K. Az élménypedagógia helye és szerepe a felsőoktatásban. In: Neveléstudományi kutatások a Kárpát-medencei oktatási térben: A 4. Kárpát-medencei Oktatási Konferencia tanulmánykötete: A 4. Kárpát-medencei Oktatási Konferencia tanulmánykötete. Tóth Péter, Horváth Kinga, Maior Enikő, Bartal Mária, Duchon Jenő. Komárno: Univerzita J. Selyeho, 2019, CD-ROM, p. 362-373. ISBN 978-80-8122-310-5.

CSEHIOVÁ, A. & KANCSZÉ NAGY, K. 2019. Élmény-foglalkozások a Selye János Egyetemen: "Művészet-Pedagógia-PSZichológia". DOI 10.36007/3334.2019.09-17 In: 11. International Conference of J. Selye University : Pedagogical Sections: Pedagogical Sections. Bukor József, Nagy Melinda, Pukánszki Béla István, Csehiová Agáta, Józsa Krisztián, Szőköl István. Komárno: Univerzita J. Selyeho. Online, s. 9-17. ISBN 978-80-8122-333-4.

CSÍKSZENTMIHÁLYI, M. 2001. Flow - Az áramlat = A tökéletes élmény pszichológiája. Budapest: Akadémiai Kiadó. ISBN 963 05 7770 4.

CSÍKSZENTMIHÁLYI, M. 2016. Kreativitás = A flow és a felfedezés avagy a találékonyság pszichológiája. Budapest: Akadémiai Kiadó. (Az elme kerekai, ISSN 2061-2087) ISBN 978 963 05 8746 4.

KANCSZÉ NAGY, K. & CSEHIOVÁ, A. 2020. "Az élménykeresés foka" egy tanárképzésben végzett kutatás eredményei. In: HuCER 2020: Tanulás és innováció a digitális korban: Tanulás és innováció a digitális korban. Kozma Tamás, Juhász Erika, Tóth Péter. Budapest: Magyar Nevelés- és Oktatáskutatók Egyesülete. P. [91]. ISBN 978-615-5657-08-5.

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TÓTH-BAKOS, A. Alternatív irányzatok a zenei nevelésben az inklúzió jegyében, avagy, hogyan lehet a zene tényleg mindenkié. In Parlando [online]. 2021, no. 6 [cit. 2021-12-07]. Dostupné na internete: <[http://www.parlando.hu/2021/2021-6/Toth-Bakos\\_Anita.pdf](http://www.parlando.hu/2021/2021-6/Toth-Bakos_Anita.pdf)>. ISSN 2063-1979.

TÓTHNÉ LITOVKINA, A. & ZOLCZER, P. 2018. Önfejlesztés és produktivitás: Rövid útmutató személyiségünk és teljesítőképességünk fejlesztéséhez. Komárno: Univerzita J. Selyeho ISBN 978-80-8122-288-7.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 3

a	n
100.0	0.0

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., Katalin Kanczné Nagy, PhD., Mgr. Anita Tóth-Bakos, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ MUV/22	<b>Name:</b> Methods of learning and research
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student's total workload: developing and updating a research plan min. 2 pages (20 points), development and adaptation of research methods and instruments (20 points), presentation of research method and instrument min. 2 pages (20 points), testing research methods and tools, summarizing experiences min. 3 pages (40 points). OR to reveal the learning style of the students with a selected questionnaire (min. 15 students), evaluate, identify learning styles and summarize the results in a written paper (min. 3 pages, 40 points). Complete evaluation of the success of the subject: <ul style="list-style-type: none"> <li>• A = 90 – 100% (100 – 90 points) - excellent,</li> <li>• B = 80 – 89% (89 – 80 points) - very good,</li> <li>• C = 70 – 79% (79 – 70 points) - good,</li> <li>• D = 60 – 69% (69 – 60 points) - satisfactory,</li> <li>• E = 50 – 59% (59 – 50 points) - pass,</li> <li>• FX = 0 – 49% (49 – 0 points) - fail.</li> </ul> The student's total workload - Work Schedule: 2 credit = 60 hours: 13 hours (contact hours); 47 hours (preparation of a semester paper).	
<b>Results of education:</b> Educational outcomes: The fulfilment of subject requirements entails the acquisition of the following characteristics; <b>Knowledge:</b> Familiarity with the most important characteristics of scientific research; Familiarity with the qualitative and quantitative methodologies; Familiarity with the methods of collecting research data; Familiarity with the basics of case-studies and online researches; Familiarity with the basics of Academic Writing; Familiarity with the working with scientific literature; Familiarity with the methods and characteristics of scientific literature; Familiarity with methods of reference to scientific literature;	

Familiarity with relationship between learning style, learning environment and learning motivation;  
Familiarity with the basic concepts of learning methodology;  
Familiarity with the main characteristics of measuring instruments (used during data collection),  
Familiarity with the criteria of validity and reliability;  
Familiarity with the requirement of an argumentative interpretation;

Abilities:

The student is able to:

- formulate the purpose of the research,
- compile a research plan on a selected topic,
- develop the principles of scientific literature research,
- evaluate the appropriateness of the applied research instruments and methods.

Competencies:

The student is capable of:

- preparing her/his own research plan,
- formulating hypotheses and/or questions,
- choosing research methods and instruments in order to implement her/his own research plan,
- analyzing and referring to the scientific literature,
- summarizing thoughts, based on the processed literature formulation.

### **Brief syllabus:**

The main characteristics of pedagogical research.  
Quantitative and qualitative methodologies of pedagogical science.  
Formulation of research hypotheses and questions.  
Selection and processing of appropriate scientific literature.  
Data collection methods (questionnaire, interview, observation, tests).  
Case studies, researches on the internet.  
The thesis as a publication.  
System of scientific references.  
Learning styles and learning environment.  
Learning didactics.  
Correlations of learning and teaching styles.

### **Literature:**

Andragógiai interdiszciplináris kutatómódszertan / Kálmán Anikó. - 2. vyd. - Budapest : OKKER Oktatási és Kiadói Rt., 2005. - 148 s. - ISBN 963 9228 97 4.  
Kutatómódszertan = Elmélet, gyakorlat, tanulmányok : Oktatási segédlet / Menyhárt József. - 1. vyd. - Nitra-Nyitra : Nyitrai Konstantin Filozófus Egyetem -Univerzita Konštantína Filozofa v Nitre, 2015. - 167 s. - ISBN 978-80-558-0962-5.  
A társadalomtudományi kutatás gyakorlata / Earl Babbie ; Gábor Kende. - 6. vyd. - Budapest : Balassi Kiadó, 2008. - 600 s. - ISBN 978-963-506-764-0.  
Doing a Successful Research Project : Using Qualitative or Quantitative Methods / Martin Davies, Nathan Hughes. - 2. vyd. - Hampshire : Palgrave Macmillan, 2014. - 278 s. - ISBN 978-1-137-30642-5.  
Doing Your Research Project : A Guide for First-time Researchers / Judith Bell, Stephen Waters. - 7. vyd. - London : McGraw-Hill Education, 2018. - 344 s. - ISBN 978-0-335-24338-9.  
Metody pedagogického výzkumu : Základy kvantitativního výzkumu / Miroslav Chráska. - 2., akt. vyd. - Praha : Grada, 2016. - 254 s. - ISBN 978-80-247-5326-3.  
Egyéni különbségek szerepe a tanulásban : Tanulási stratégiák / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2012. - 143 s. - ISBN 978-963-88946-7-0.

Egyéni különbségek szerepe a tanulásban : A tanulási stílus / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2011. - 222 s. - ISBN 978-963-88946-5-6.-  
A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája / Paul Roeders, Gefferth Éva. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

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

**Teacher:** Dr. habil. Erika Kopp, PhD., prof. Dr. Péter Tóth, PhD., Dr. László Pribék, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PDI/22	<b>Name:</b> Pedagogical diagnostics
<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: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for passing the subject: The student's final assessment (max. 100 points = 100%) consists of the various results of the work done during the semester and the final test. Conditions for completing the subject: - active participation in lectures, - the student's participation in assigned tasks, analyses and discussions during lectures, - preparation of the student's seminar presentation / preparation of the thesis to be submitted, - successful final exam During the semester, students must complete the following tasks: - During the semester: a) written work in the form of a case study (group work; min 6 pages; max 50 points) or b) making a diagnostic record/observation sheet (group work; min 5 pages; max 50 points) or c) individual educational plan for a student with special educational needs within a given subject (group work; 5 pages; max 50 points). Aspects of evaluation a/ o description of the case from a diagnostic point of view, application of technical terminology (20 points), o content and form (10 points), o the suitability of the strategies proposed for the development of the problematic area(s) (20 points). Optional: written work or lecture/presentation. b/ o content (20 points), o form (10 points), o categorization of fields, technical terminology (20 points). Optional: written work or lecture/presentation. c/ o content (20 points), o form / structure (10 points),	

o suitability of strategies and procedures (20 points).

Optional: written work or lecture/presentation.

- At the end of the semester:

Completed final test (max 50 points)

Aspects of evaluation: based on the scores achieved A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; E = 50-59% of the total score.

The student's total workload in terms of the distribution of working hours: 2 credits = 60 working hours:

- Participation in lectures (13 working hours).

- The student's research work in connection with the seminar presentation/thesis to be submitted and its preparation (22 working hours).

- Preparation for the final test (25 working hours).

Final evaluation: The maximum score is 100. The condition for passing the subject is a minimum of 50 points (50%) with the condition that all tasks must be completed with at least 50%. Rating scale: A (90-100%), B (80-89%), C (70-79%), D (60-69%), E (50- 59%).

### **Results of education:**

Results of education:

Knowledge

The student...

- on a theoretical level, can identify the developmental and individual characteristics of the child/student/youth, as well as the possibilities of self-evaluation,

- can justify the selection criteria of methods and forms of assessment related to the learning and behaviour of the child/student/youth,

- understands the cultural needs and characteristics of different social groups,

- raises awareness of the importance of pedagogical work depending on the diversity of the population,

- able to define the concept of pedagogical diagnostics, its goals and tasks, types and applied methods,

- familiar with computer-based testing procedures.

Abilities

The student...

- will be able to evaluate the educational process and its results, the learning process and its results: able to reasonably implement the pedagogical evaluation,

- has basic practical experience in assessing the current level of development and developmental characteristics of children/students,

- recognize pathological signs in behaviour; able to implement prevention, recognize and solve sociopathological phenomena,

- supports the formation of self-evaluation processes in their students,

- can modify and thereby make the activities more efficient,

- can apply reasonable and effective methods and forms of evaluation, evaluates the child/student free of prejudices and stereotypes,

- can identify developmental and individual characteristics in practice, recognize specific educational needs,

- takes into account the different levels of development of each child/student resulting from socio-cultural differences,

- has basic knowledge related to developmental differences resulting from the specific educational needs of individuals (health or social disadvantage, talent). Able to effectively cooperate with specialists (special pedagogues, psychologists and other specialists) during the educational process, following the principles of inclusive pedagogy, and to take their instructions

and conclusions into account in relation to the education of children/students with special educational needs,

- able to document results and select or compile record/observation sheets,
- is able to apply the methods and tools of pedagogical diagnostics in practice,
- accepts individual differences (accepts differences resulting from developmental and spiritual characteristics), has practical experience in identifying the psychological and social factors of learning and accepts and takes into account the diversity of the class/community,
- is able to develop an individual educational plan for a student with special educational needs and apply it in practice.

Competencies

The student...

- identifies with their profession and institutional standards,
- demonstrates an empathic attitude towards others,
- can adequately evaluate the learning process and its results based on the specified criteria (achievement of the set goals, the impact of learning on the child/student) according to the individual's developmental and individual characteristics,
- can use the skills necessary to establish the correct diagnosis during pedagogical diagnosis in practice and can formulate the prognosis, can set the appropriate development goals,
- uses the principles of assertive communication, communicates with legal representatives and specialists (psychologist, special pedagogue, other specialists) in matters concerning children/students with special educational needs,
- can effectively communicate and cooperate with the external environment,
- feels responsible for the effective implementation of the educational process supported by pedagogical diagnostics and the application of self-reflection.

### **Brief syllabus:**

Pedagogical diagnostics as a scientific discipline. Its development tendencies and trends in the 20th and 21st centuries in Hungary and abroad.

Concept, object, goals, tasks and basic concepts of pedagogical diagnostics.

Pedagogical diagnostics in the school environment. Its focuses, importance, functions and methodological rules.

Typology of pedagogical diagnostics. The process of diagnosis. Application of pedagogical diagnostics in pedagogical processes.

Diagnostic competences of pedagogical workers.

Pedagogical evaluation. Basic requirements of diagnostic, formative and summative assessment.

Methods and tools of pedagogical diagnostics and their practical application.

Documenting the results of pedagogical diagnostics.

Diagnosing in practice. Social skills. Measuring learning motivation. Diagnosis of cognitive abilities. Computer-based testing.

Integration is inclusion.

Students with special educational needs in the school. Institutional integration of students with special educational needs. Integration, learning and behaviour disorder.

Educational programs for students with special educational needs. Individual educational plan and its practical application.

Cooperation with legal representatives, institutions and professionals.

### **Literature:**

- BORBÉLYOVÁ, D. 2021. A pedagógiai diagnosztika új útjai és kihívásai. Komárno: Selye János Egyetem, Tanárképző kar. 251 o. ISBN 978-80-8122-394-5.

- Koncepcia rozvoja nadaných detí a mládeže v SR. 2007. Bratislava. [online]. Dostupné na internete: <https://www.minedu.sk/data/att/933.pdf>
- MERTIN, V.-KREJČOVÁ, L. 2016. Metody a postupy poznávání žáka. Pedagogická diagnostika. Wolters Kluwer ČR. 400 s. ISBN 9788075520142.
- Stratégia SR pre mládež na roky 2021-2028. [online]. Dostupné na internete: [https://www.minedu.sk/data/files/11043\\_strategia-slovenskej-republiky-pre-mladez-na-roky-2021-2028.pdf](https://www.minedu.sk/data/files/11043_strategia-slovenskej-republiky-pre-mladez-na-roky-2021-2028.pdf)
- STRÉDL, T. 2013. Inkluzív pedagógia avagy a gyogypedagógiáról másképp. 1. kiad. Komárno : Univerzita J. Selyeho, 148 s. ISBN 978-80-8122-089-0.
- VARGÁNÉ, MEZŐ, L. 2009. A pedagógiai dignosztika és az együttnevelést segítő szakmaközi együttműködés lehetőségei. [online]. Dostupné na internete: <https://ofi.oh.gov.hu/vargane-mezo-lilla-pedagogiai-diagnosztika-es-az-egyuttnevelest-segito-szakmaközi-egyuttmukodes>
- VAŠEK, Š. 2004. Špeciálno- pedagogická diagnostika. 4. vyd. Bratislava: Sapientia s.r.o, 2004. 168 s. ISBN 80-969112-0-1.
- ZELINKOVÁ, O. 2009. Poruchy učení : dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, ADHD. 1. vyd. Praha : Portál, 263 s. ISBN 978-80-7367-514-1.
- ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha: Portál. 208 s. ISBN 978-80-2620-044-4.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

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

**Teacher:** prof. Dr. Krisztián Józsa, DSc., Dr. habil. Erika Kopp, PhD., Mgr. Katarína Szarka, PhD., PaedDr. Diana Borbélyová, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PHO/22	<b>Name:</b> Pedagogical evaluation
<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:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Final student assessment (max. 100 points = 100%): independent written work and final test. Prerequisites: - Active participation of the student in lectures, - active participation of the student in the course of the course, - successful completion of the final test. During the semester the student must prepare: - written thesis: The student has to construct a knowledge test in the context of his/her own approbation course. The paper should include: 1.) a knowledge test with a maximum time limit of 45 minutes, 2.) the correct answer key for each item, 3.) instructions for measurement (when, under what circumstances pupils can write the test, what aids they can use, etc.), 4.) A brief analysis of the curriculum (grade level; specific part of the curriculum covered etc.). Assessment criteria: - Form requirement (10 points), - content requirement, methodological correctness (20 points), - quality of instructions and key (20 points). Assessment criteria on the basis of the scores: to achieve an A grade 90-100% (50-46 points); for grade B, 80-89% (45-41 points); for grade C, 70-79% (40-36 points); for grade D, 60-69% (35-31 points); and for grade E 50-59% ( 30-25 points) of the total number of points. 0-24 points = FX. - Pass the final test - at the end of the semester (max 50 points). The test serves to verify the student's theoretical knowledge. Grading criteria based on points: to achieve grade A, you need to get 90-100% (50-46 points); for grade B, 80-89% (45-41 points); for grade C, 70-79% (40-36 points); for grade D, 60-69% (35-31 points) and for grade E, 50-59% ( 30-25 points) of the total points. 0-24 points = FX. Total student workload - distribution of work hours: 2 credits = 60 work hours: - Lecture attendance: total for the semester (13 hours).	

- Student's written work and its elaboration - designing a knowledge test (22 working hours).
- Preparation for the final test (25 working hours).

The maximum number of points is 100. The condition for passing the course is the achievement of at least 50 points, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade of A, 90-100% (90-100 points); for a grade of B, 80-89% (80-89 points); for a grade of C, 70-79% (70-79 points); for a grade of D, 60-69% (60-69 points); and for a grade of E, 50-59% (50-59 points) of the total number of points. 49-0 points = FX.

### **Results of education:**

#### Knowledge

##### The student

- has an in-depth knowledge of the methodological foundations of assessment theory and practice, and of the theory and practice of student assessment,
- understand the importance of assessment and feedback in learning,
- can give an overview of current trends in assessment in education,
- has knowledge of the purpose and methods of diagnostic, formative and summative assessment,
- has knowledge of methodological guidelines for assessing and grading students,
- has knowledge of the similarities and differences between skills and knowledge tests,
- knows the principles of writing tasks,
- knows of the principles for the preparation of assesment and measurement guides,
- knows the principles of testing knowledge.

#### Skills:

##### The student

- will be able to evaluate the teaching-learning process and its outcomes, the learning process and its outcomes: will be able to carry out effective pedagogical evaluation,
- has basic practical experience in assessing learners' current levels of development and developmental characteristics,
- is able to apply different methods and forms of assessment, to assess the learner without prejudice and stereotypes,
- can identify developmental and individual characteristics in practice,
- is able to apply in practice the pedagogical assessment tools,
- is able to test subject knowledge.

#### Competences:

##### The student

- identifies with his/her profession and with institutional standards,
- demonstrates empathy towards others,
- is able to evaluate the learning process and its results in relation to the developmental and individual characteristics of the person, on the basis of the criteria set (achievement of objectives, impact of learning on the learner),
- adopt a non-judgemental and non-stereotypical approach to pedagogical assessment,
- has basic competences in the field of educational assessment.

#### Topics:

1. Student assessment. The impact of assessment on student performance and motivation.
2. Types, methods and tools of assessment in the teaching-learning process.
3. Diagnostic, formative and summative tests.
4. Assessment in relation to norms and criteria.
5. Performance indicators of tests, objectivity, reliability, validity. Assessment for learning in the classroom.
6. Skills and ability tests.

7. Principles of constructing and using proficiency tests.
8. Exploring content and requirements, constructing taxonomies.
9. Task pathology, types of tasks for knowledge assessment.
10. Practice in preparing knowledge assessment tasks.
11. Measurement and evaluation guides, revision key.
12. Interpretation of measurement results, use in school.

**Brief syllabus:**

Student assessment. The impact of assessment on student performance and motivation.  
 Types, methods and tools of assessment in the teaching-learning process.  
 Diagnostic, formative and summative tests.  
 Assessment in relation to norms and criteria.  
 Performance indicators of tests, objectivity, reliability, validity. Assessment for learning in the classroom.  
 Skills and ability tests.  
 Principles of constructing and using proficiency tests.  
 Exploring content and requirements, constructing taxonomies.  
 Task pathology, types of tasks for knowledge assessment.  
 Practice in preparing knowledge assessment tasks.  
 Measurement and evaluation guides, revision key.  
 Interpretation of measurement results, use in school.

**Literature:**

BORBÉLYOVÁ, D. 2021. A pedagógiai diagnosztika új útjai és kihívásai. Komárno: Selye János Egyetem, Tanárképző kar. 251 o. ISBN 978-80-8122-394-5.

CSÍKOS, Cs. & B. NÉMETH, M. 1998. A tesztekkel mérhető tudás. In B. Csapó (Ed.), Az iskolai tudás (pp. 83–114). Budapest: Osiris Kiadó. ISBN 963 389 246 5. online. Dostupné na internete: [http://publicatio.bibl.u-szeged.hu/11931/1/CsBeno\\_Iskolai\\_tudas\\_2002.pdf](http://publicatio.bibl.u-szeged.hu/11931/1/CsBeno_Iskolai_tudas_2002.pdf)

CSAPÓ, B. et. al. (szerk.). 2015. A matematikai tudás online diagnosztikus értékelésének tartalmi keretei. Budapest: Oktatókutató és Fejlesztő Intézet. online. Dostupné na internete: <http://pedagogus.edia.hu/?q=content/matematikai-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei>

CSAPÓ, B. et. al. (szerk.). 2015. A természettudományi tudás online diagnosztikus értékelésének tartalmi keretei. Budapest: Oktatókutató és Fejlesztő Intézet, Budapest. online. Dostupné na internete: <http://pedagogus.edia.hu/?q=content/term%C3%A9szettudom%C3%A1nyi-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei>

D. MOLNÁR, É., MOLNÁR, E. K. & JÓZSA, K. 2012. Az olvasásvizsgálatok eredményei. In: Csapó Benő (szerk.): Mérlegen a magyar iskola. Budapest: Nemzeti Tankönyvkiadó. 17–81. online. Dostupné na internete: [http://pedagogus.edia.hu/sites/default/files/merlegen\\_a\\_magyar\\_iskola.pdf](http://pedagogus.edia.hu/sites/default/files/merlegen_a_magyar_iskola.pdf)

JÓZSA, K. 2012. A tanulás affektív tényezői. In: Csapó Benő (szerk.): Mérlegen a magyar iskola. Nemzeti Tankönyvkiadó, Budapest. 367–406. online. Dostupné na internete: [http://www.staff.u-szeged.hu/~fejesj/pdf/Jozsa-Fejes\\_2012\\_Affektiv\\_tenyezok.pdf](http://www.staff.u-szeged.hu/~fejesj/pdf/Jozsa-Fejes_2012_Affektiv_tenyezok.pdf)

JÓZSA, K. 2012. Részletes tartalmi keretek az olvasás diagnosztikus értékeléséhez. In: Csapó Benő és Csépe Valéria (szerk.): Tartalmi keretek az olvasás diagnosztikus értékeléséhez. Budapest: Nemzeti Tankönyvkiadó. 219–308. online. Dostupné na internete: [http://www.edu.u-szeged.hu/~csapo/publ/Olvasas\\_tartalmi\\_keretek.pdf](http://www.edu.u-szeged.hu/~csapo/publ/Olvasas_tartalmi_keretek.pdf)

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

hungarian, slovak

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> prof. Dr. Krisztián Józsa, DSc., Dr. habil. Erika Kopp, PhD., Mgr. Katarína Szarka, PhD., PaedDr. Diana Borbélyová, PhD.					
<b>Date of last update:</b> 18.02.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PPX1/22	<b>Name:</b> Introductory pedagogical practice
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The conditions for the completion of the course are defined by the current dean's guideline of the Faculty of Teacher Education of the SJU TKK Komárom: the Principles of Pedagogical Practice of the Selye János University. The student is obliged to follow the instructions for the subject Pedagogical Practice 1 - PPX 1 of this document and to act according to them. The conditions for completing the course: - active participation of the student in the pedagogical practice within the given time interval in accordance with the guidelines, - cooperation of the student in the performance of the tasks, active participation in the analysis and discussion during the pedagogical exercise, - submission of a completed report, stamped and signed by the institution, certifying participation in the pedagogical training (PPX 1), - Completion of a portfolio (reflection on the induction training) - assessment of the quality of the portfolio/reflection (max. 50 points): <ul style="list-style-type: none"> <li>• content: 35 points,</li> <li>• format: 15 points.</li> </ul> Total workload of the student: 1 credit = 30 working hours •5 contact hours in the form of attendance at the institution; 5 hours of analysis; 10 hours preparation of the portfolio/reflection. Successful completion of the course requires: 1.) the submission of a completed and signed/ stamped report on the pedagogical practice (PPX 1 2.) obtaining at least 50% of the maximum number of points (50 points) for the course. Final assessment: - passed = 50 - 100% (25 - 50 points) - not passed = 49 - 0% (0 - 24 points)	
<b>Results of education:</b> <b>Knowledge:</b> - the student is familiar with the school's legal documents. - The student knows the pedagogical documentation of the school. <b>Skills:</b> - be able to find their way around school legislation and search for relevant information,	

<p>- be able to find their way around the school's pedagogical documentation.</p> <p>Competencies:</p> <p>- the student is able to independently observe and analyse the internal and external space of the school in the context of the implementation of educational processes.</p>					
<p><b>Brief syllabus:</b></p> <p>The pedagogical practice in the training schools/practice school facilities, within which the student will acquire knowledge on the following topics: school legislation, pedagogical documentation, teaching methods, curricula, curriculum, thematic plans, teaching process, preparation for the classroom, possibilities for active work with students, evaluation criteria.</p> <p>Preparing a portfolio/reflection.</p>					
<p><b>Literature:</b></p> <p>CINDLEROVÁ, I,- CSEHIOVÁ, A. et al. 2021. Mentor Training: Materials and Tasks. 1. vyd. Ostrava: Ostravská univerzita, 268 s. ISBN 978-80-7599-294-9.</p> <p>HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.</p> <p>PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Štátne vzdelávacie programy</p> <p>Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J. Selyeho.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b></p> <p>hungarian , slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b></p> <p>Total number of evaluated students: 88</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>88.64</td> <td>11.36</td> </tr> </tbody> </table>		a	n	88.64	11.36
a	n				
88.64	11.36				
<p><b>Teacher:</b> PaedDr. Tamás Török, PhD.</p>					
<p><b>Date of last update:</b> 18.02.2022</p>					
<p><b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PPX2/22	<b>Name:</b> Pedagogical practice 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation on the Principles of Pedagogical Practice at the SJE CPTS. The student is obliged to follow the sections of this document concerning the pedagogical practice of tutorials (PPX2). Mandatory parts of the portfolio: - A (completed) protocol certifying the completion of the pedagogical training - Observed lessons analysis and completed observation forms - Other documents and annexes of the pedagogical practice. Subject grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 1 credit = 25 hours (10 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis and 15 hours of preparation: preparation for the pedagogical practice - consultation with the trainer, preparation for the lesson, preparation of the portfolio and documentation)	
<b>Results of education:</b> Oktatási kimenetek: Knowledge: - The student is able to observe and analyse activities in upper secondary and secondary school. - The student is able to evaluate professionally the observed upper secondary and secondary school activities and activities. - The student is able to consult school documents. - The student is familiar with the staff structure and material resources of the school. - The student is aware of the specific activities of the teacher during the lessons. - The student knows and understands the environment, culture and organisation of primary and secondary schools. Skills: - The ability to identify the different manifestations of the structural elements of personality, the psychological processes of the learner in the process of teaching and in social interactions. - Knowledge of the specific activities of the teacher during the day, in the classroom and in the teaching of subjects related to his/her field of specialisation in primary and secondary schools.	

- Identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- Can identify the teaching methods used in the lesson.
- Describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in the field of the teacher's specialisation.
- Describe the processes of student assessment in the teaching process.
- Identify the teaching and communication style and professional skills of the teacher.
- Ability to process, evaluate and reflect on the results of observations in the context of educational theory.
- The learner can recognise his/her own level of competence.
- The learner is able to identify common professional problems, to search for, formulate and solve them from a theoretical and practical background (using practical procedures in practice).
- The ability to identify gifted pupils, pupils with difficulties or special educational needs, disadvantaged pupils, pupils with multiple disadvantages and pupils with special educational needs.

**Competencies:**

- It takes a position on observed phenomena based on previous theoretical knowledge.
- Understands the relationship between teaching principles, consequences and learning effectiveness.
- Reflects on own pedagogical skills.
- The student will be able to develop self-awareness of the teaching profession in a targeted way.
- The student will be able to create an atmosphere of trust, helpfulness, encouragement, attentiveness, acceptance, openness, recognition and management of the working style of others.

**Brief syllabus:**

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.

Learning about and working with the pedagogical documentation of the class and the school.

Observation of the creation of conditions, implementation and evaluation of lessons in upper primary and secondary schools.

To carry out a professional analysis of the lessons observed in collaboration with the trainee teacher. Documenting the process and results of each lesson observed.

Preparation of a portfolio of the lessons observed, with all its components, according to predefined criteria by the head of the teaching practice, using autonomy and alternativity, based on current trends in didactics.

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

a	n
100.0	0.0

**Teacher:** PaedDr. Tamás Török, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PPX3/22	<b>Name:</b> Pedagogical practice 3
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation on the Principles of Pedagogical Practice at the SJE CPTS. The student is obliged to follow the sections of this document concerning the pedagogical practice of tutorials (PPX3). Mandatory parts of the portfolio: - A (completed) protocol certifying the completion of the pedagogical training - Observed lessons analysis and completed observation forms - Other documents and annexes of the pedagogical practice. Subject grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 1 credit = 25 hours (10 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis and 15 hours of preparation: preparation for the pedagogical practice - consultation with the trainer, preparation for the lesson, preparation of the portfolio and documentation)	
<b>Results of education:</b> <b>Knowledge:</b> - The student is able to observe and analyse activities in upper secondary and secondary school. - The student is able to evaluate professionally the observed upper secondary and secondary school activities and activities. - The student is able to consult school documents. - The student is familiar with the staff structure and material resources of the school. - The student is aware of the specific activities of the teacher during the lessons. - The student knows and understands the environment, culture and organisation of primary and secondary schools. <b>Skills:</b> - The ability to identify the different manifestations of the structural elements of personality, the psychological processes of the learner in the process of teaching and in social interactions. - Knowledge of the specific activities of the teacher during the day, in the classroom and in the teaching of subjects related to his/her field of specialisation in primary and secondary schools.	

- Identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- Can identify the teaching methods used in the lesson.
- Describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in the field of the teacher's specialisation.
- Describe the processes of student assessment in the teaching process.
- Identify the teaching and communication style and professional skills of the teacher.
- Ability to process, evaluate and reflect on the results of observations in the context of educational theory.
- The learner can recognise his/her own level of competence.
- The learner is able to identify common professional problems, to search for, formulate and solve them from a theoretical and practical background (using practical procedures in practice).
- The ability to identify gifted pupils, pupils with difficulties or special educational needs, disadvantaged pupils, pupils with multiple disadvantages and pupils with special educational needs.

**Competencies:**

- It takes a position on observed phenomena based on previous theoretical knowledge.
- Understands the relationship between teaching principles, consequences and learning effectiveness.
- Reflects on own pedagogical skills.
- The student will be able to develop self-awareness of the teaching profession in a targeted way.
- The student will be able to create an atmosphere of trust, helpfulness, encouragement, attentiveness, acceptance, openness, recognition and management of the working style of others.

**Brief syllabus:**

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.

Learning about and working with the pedagogical documentation of the class and the school.

Observation of the creation of conditions, implementation and evaluation of lessons in upper primary and secondary schools.

To carry out a professional analysis of the lessons observed in collaboration with the trainee teacher. Documenting the process and results of each lesson observed.

Preparation of a portfolio of the lessons observed, with all its components, according to predefined criteria by the head of the teaching practice, using autonomy and alternativity, based on current trends in didactics.

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

hungarian ,slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

a	n
100.0	0.0

**Teacher:** PaedDr. Tamás Török, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PRP/22	<b>Name:</b> Profession of teaching
<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: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student's final grade (max. 100 points = 100%) consists of the results of several types of work carried out during the semester and a final didactic test. <ul style="list-style-type: none"> <li>- Student participation in assignments and involvement in analysis and discussions during lectures,</li> <li>- an essay in which the student analyses relevant professional, scientific literature or an article (50 points), or a project proposal for an educational activity aimed at developing the pedagogical competences of the teacher (50 points)</li> <li>- a final didactic test (50 points).</li> </ul> Criteria for the evaluation of the essay: <ul style="list-style-type: none"> <li>- presentation of a literature review (10 points),</li> <li>- analysis and evaluation (20 points),</li> <li>- drawing conclusions and formulating proposals (10 points),</li> <li>- elaboration (10 points).</li> </ul> Criteria for evaluation of the educational activity project proposal: <ul style="list-style-type: none"> <li>- Content (20 points)</li> <li>- originality (10 points)</li> <li>- formality (10 points)</li> <li>- presentation of the literature review (10 points)</li> </ul> Total student workload: 2 credits = 60 hours <ul style="list-style-type: none"> <li>- 26 hours attendance at lectures (contact hours); 17 hours self-study; 17 hours preparation of term papers.</li> </ul> The maximum number of points is 100. 100 points are required to pass the course, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must obtain 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (59-50 points) of the total number of points.	
<b>Results of education:</b> Knowledge <ul style="list-style-type: none"> <li>- The student knows the most important exploratory methods to reveal the social situation of groups and students,</li> </ul>	

- The student knows the pedagogical methods that promote community formation and development,
- the student knows pedagogical theories about the role of the teacher, expectations related to the role of the teacher,
- the student has knowledge of the role of reflective thinking, opportunities for further education,
- the student is informed in the field of educational research,
- the student knows the main ethical standards of his/her profession.

#### Skills

The student will be able to:

- Independently search, compare and use relevant literature sources,
- define strategies appropriate to the goals of education,
- select organizational forms and organize an environment conducive to effective learning,
- independently, professionally analyse different learning situations,
- reflectively interpret, analyse and evaluate their pedagogical experiences and opinions.

Competencies:

Student:

- Can form an independent opinion, reflect on himself/herself as a future teacher.
- Is able to develop own practices to achieve the set goals,
- behaves empathetically towards different social groups,
- takes responsibility for the mission of his/her institution,
- feels responsible for the effective solution of each problem.

#### **Brief syllabus:**

1. Professionalization, profession: professional theories; historical and sociological interpretation of professionalization.
2. History and interpretation of the development and changes in the teaching profession.
3. History of the teaching profession and teacher training. Paradigms of teacher education. Characteristics of the teaching profession.
4. Pedagogical research; the concept and results of pedeutology.
5. Career suitability, personality of the teacher.
6. The role of the teacher in the teaching-learning process. Styles and strategies of learning and teaching (when, how and why it is necessary to innovate them),
7. Theories and career models of professional development. A professionally informed interpretation of the individual, organisational and systemic relationship between continuous professional development. Innovation and collaboration in the teaching career (a two-factor model of retention in the profession)
8. A model of the educator's career. Individual career image and reflection.
9. Reflexivity in the teacher's work. The reflective teacher.
10. Strengthening teachers' professional awareness, support for their work, their career opportunities.
11. Teacher's code of ethics.
12. Difficulties of the teaching profession: role conflicts, prevention of burnout syndrome.
13. Competences of beginning teachers, possibilities of their development.
14. Professional support for beginning teachers. Mentoring opportunities in public education and higher education.

#### **Literature:**

Czető Krisztina: Eredményesség és szakmai fejlődés. A tanári eredményesség modelljei és az eredményes szakmai fejlődést és tanulást támogató tanulási helyzetek megközelítése.

Neveléstudomány, 2020 (8) 1. sz. 80-93. [http://nevelestudomany.elte.hu/downloads/2020/nevelestudomany\\_2020\\_1\\_83-97.pdf](http://nevelestudomany.elte.hu/downloads/2020/nevelestudomany_2020_1_83-97.pdf) [2022. 02. 05.]

Falus Iván (szerk.): Tanári pályaaalkalmasság – kompetenciák – sztenderdek. Nemzetközi áttekintés. Eszterházy Károly Főiskola, Eger, 2011. [http://epednet.ektf.hu/eredmenyek/tanari\\_palyaaalkalmassag\\_kompetenciak\\_sztenderdek.pdf](http://epednet.ektf.hu/eredmenyek/tanari_palyaaalkalmassag_kompetenciak_sztenderdek.pdf) ISBN 978-963-9894-86-0 [2022. 02. 05.]

Hercz Mária (szerk.): Pályakezdő óvodapedagógusok túlélőkészlete. [http://www.jgypk.hu/mentorhalo/tananyag/Plyakezd\\_vodapedaggusok\\_tllkszleteV3/index.html](http://www.jgypk.hu/mentorhalo/tananyag/Plyakezd_vodapedaggusok_tllkszleteV3/index.html) [2022. 02. 05.]

Ingvarson, L. (2002): Development of a national standards framework for the teaching profession. [https://research.acer.edu.au/cgi/viewcontent.cgi?article=1007&context=teaching\\_standards](https://research.acer.edu.au/cgi/viewcontent.cgi?article=1007&context=teaching_standards) [2022. 02. 05.]

N. Tóth Ágnes: Az inkluzív pedagógus. In: A pedagógia adósságai. Savaria University Press. Szombathely. 2015.

[https://www.researchgate.net/profile/Agnes-N-Toth/publication/316432178\\_Az\\_inkluziv\\_pedagogus/links/58fdc181a6fdccae60a1e71d/Az-inkluziv-pedagogus.pdf](https://www.researchgate.net/profile/Agnes-N-Toth/publication/316432178_Az_inkluziv_pedagogus/links/58fdc181a6fdccae60a1e71d/Az-inkluziv-pedagogus.pdf) [2022. 02. 05.]

Németh András: Magyar pedagógusképzés és a pedagógus szakmai tudásformák I. 1775 –1945. nemzeti fejlődési trendek, nemzetközi recepciós hatások. ELTE Eötvös Kiadó, Budapest, 2012. ISBN: 978 963 33120934

Pukánszki Béla István: Iskola és pedagógusképzés. Gondolat, Budapest, 2013. ISBN: 9789636932282

Sági Matild (szerk.): A pedagógushivatás megerősítésének néhány aspektusa. OFI, Budapest, 2015. [https://ofi.oh.gov.hu/sites/default/files/attachments/1506257\\_a\\_pedagogushivatas\\_megerositesenek\\_nehany\\_aspektusa\\_beliv.pdf](https://ofi.oh.gov.hu/sites/default/files/attachments/1506257_a_pedagogushivatas_megerositesenek_nehany_aspektusa_beliv.pdf) [2022. 02. 05.]

Szivák Judit: Reflektív elméletek, reflektív gyakorlatok. ELTE, Budapest, 2014. ISBN 978-963-284-482-4.

[https://www.eltereader.hu/media/2016/05/Szivak-\\_READER.pdf](https://www.eltereader.hu/media/2016/05/Szivak-_READER.pdf) [2022. 02. 05.]

Vámos Ágnes (szerk.): Tanuló pedagógusok és az iskola szakmai tőkéje. Eötvös Kiadó, ELTE, Budapest, 2016. [https://www.eltereader.hu/media/2017/05/Vamos\\_Agnes\\_Tanulo\\_pedagogusok\\_READER.pdf](https://www.eltereader.hu/media/2017/05/Vamos_Agnes_Tanulo_pedagogusok_READER.pdf) ISBN 978-963-284-805-1 [2022. 02. 05.]

Z. Gadusova (szerk.): Mentor training. Materials and tasks. The publication is supported by Erasmus+ project No. 2020-1-SK01-KA201-078250 Mentor Training (MENTRA). ISBN 978-80-7599-294-9.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 15

A	B	C	D	E	FX
73.33	0.0	20.0	0.0	6.67	0.0

**Teacher:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc., prof. Dr. András Németh, DSc., Gyöngyi Gál, PhD., Katalin Kanczné Nagy, PhD., Dr. habil. PaedDr. Kinga Horváth, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ RAS/22	<b>Name:</b> Family and school
<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:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites for passing the course are: active participation of the student in lectures and submission of a written thesis during the semester. The assessment of the course will be based on the points obtained in the following distribution: maximum 10 points for participation maximum 30 points for solving seminar problems during class and maximum 60 points for the submitted work. A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. FX 50% or less. Total student load: 1 credit = 30 hours (13 hours of active participation in lectures; 17 hours of independent study and preparation of written work).	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student knows the details of school and family education.</li> <li>- The student knows the possibilities and interactions with parents</li> <li>- the student knows and current methods for problem solving and conflict management.</li> <li>- The student knows current social trends in social and family difficulties</li> <li>- the student knows and social inequalities and the problems they cause</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- The student is able to independently search, compare and use relevant literary sources,</li> <li>- The student is able to navigate between legal documents and search for relevant legislation,</li> <li>- the student is able to manage a small social group,</li> <li>- the student is able to collaborate with partner institutions of his/her school.</li> <li>- The student is able to embrace family values.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>- The student is able to use his/her theoretical knowledge in the context of the family and the school,</li> <li>- the student is able to develop his/her own procedures to achieve his/her goals,</li> <li>- the student is compassionate towards different social groups,</li> <li>- the student is able to critically evaluate legislative documents related to his/her work,</li> <li>- the student takes responsibility for solving problems related to his/her work.</li> </ul>	
<b>Brief syllabus:</b>	

The concept and history of the family.  
Family form and family functions.  
The place, role and absence of members in the family.  
Evolution of family life and changes in family life.  
Paranormal crises and the under-functioning family.  
The family and the school.  
Methods of getting to know the family.  
Opportunities for cooperation.  
Educational methods and teacher communication.  
Social deficiencies and school success.  
Research on family inequalities.  
The education of family life.  
Strengthening the relationship between school and family. Good practices.

**Literature:**

Balogh László–Bolló Csaba–Dávid Imre–Tóth László–Tóth Tamás: A pedagógusok, szülők együttműködése és a kollégiumok szerepe a tehetségfejlesztésben. Magyar Tehetségsegítő Szervezetek Szövetsége, 2014. ISSN 2062-5936  
[https://tehetseg.hu/sites/default/files/konyvek/geniusz\\_31\\_net.pdf](https://tehetseg.hu/sites/default/files/konyvek/geniusz_31_net.pdf)  
Cs. F. Nemes Márta: Családpedagógiai módszertan. Családi Nevelésért Alapítvány, Bp., 2001-2002.  
Forward, S. (2000): Méregző szülők. Budapest, Háttér Kiadó, 346 p.  
Hegedűs Judit ( szerk.): Család, gyermek, társadalom – A gyakorlati pedagógia néhány alapkérdése sorozat (5. kötet) ELTE, Budapest, 2006.  
<http://gepeskonyv.btk.elte.hu/adatok/Pedagogia/84N%E1dasi/Nyomtat%E1sra/pdf/Csal%E1d,%20gyermek,%20t%E1rsadalom.pdf>  
Kováts-Németh Mária – Muhi Béla – Szijártó István (szerk.) A család és szerepe a tehetséggondozásban. Ziegler-nyomda, Keszthely, 2013.  
Németh András (2004): Az európai család változásai. in: Pukánszky Béla-Németh András: A pedagógia problémátörténete. Gondolat Budapest, 241-259.o ISBN: 963 956 7183  
Podráczky J. szerk. 2012. Szövetségben. Tanulmányok a család és az intézményes nevelés kapcsolatáról. Budapest, ELTE Eötvös Kiadó.  
Pukánszky Béla: A gyermekkor története. Műszaki Kiadó, Budapest, 2001.  
Ranschburg Jenő (2004): Gepárd–kölykök. Urbis Kiadó, Budapest, 5–137. ISBN: 963 929 1595  
Szabó Éva (2008). Szeretettel és szigorral. Az iskolai nevelés problémái a szülők és a tanárok szemszögéből. Akadémiai Kiadó. ISBN:9779630583771  
UTASI Ágnes: A bizalom hálója. Mikro-társadalmi kapcsolatok, szolidaritás. Budapest, 2002. Új Mandátum Kiadó 155 p.  
Vajda Zsuzsa (2005): A család funkciói. in: Vajda Zsuzsanna–Kósa Éva: Neveléslélektan. Osiris Kiadó, Budapest, 171–179. ISBN: 963389 7289

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 34

A	B	C	D	E	FX
52.94	17.65	2.94	8.82	0.0	17.65
<b>Teacher:</b> prof. Dr. Béla István Pukánszky, DSc., Gyöngyi Gál, PhD., prof. Dr. András Németh, DSc.					
<b>Date of last update:</b> 18.02.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ RMK/22	<b>Name:</b> Regional and minority culture
<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:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>- Active participation of the student in lectures,</li> <li>- Participation of the student in the assignments and participation in the analysis and discussions during the lectures,</li> <li>- an essay in which the student analyses relevant professional, scientific literature or an article (100 points), or a project proposal for an educational activity aimed at developing the student's intercultural and minority competences (100 points)</li> </ul> Essay evaluation criteria: <ul style="list-style-type: none"> <li>- Presentation of a literature review (20 points),</li> <li>- analysis and evaluation (40 points),</li> <li>- drawing conclusions and formulating suggestions (20 points),</li> <li>- elaboration (20 points).</li> </ul> Criteria for evaluation of the educational activity project proposal: <ul style="list-style-type: none"> <li>- Content (40 points),</li> <li>- originality (20 points),</li> <li>- formality (20 points),</li> <li>- presentation of the literature review (20 points).</li> </ul> Total student workload: 2 credit = 60 hours <ul style="list-style-type: none"> <li>- 13 hours of lecture attendance; 20 hours of self-study; 27 hours of term paper preparation.</li> </ul> The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade.           Overall course pass mark: <ul style="list-style-type: none"> <li>- A = 90 - 100% (90 - 100 points)</li> <li>- B = 80 - 89% (80 - 89 points)</li> <li>- C = 70 - 79% (70 - 79 points)</li> <li>- D = 60 - 69% (60 - 69 points)</li> <li>- E = 50 - 59% (50 - 59 points)</li> <li>- FX = 0 - 49% (0 - 49 points)</li> </ul>	
<b>Results of education:</b> Knowledge:	

- The student can explain and justify the transformations of the terms intercultural, multicultural, and transcultural education.
- The student will be familiar with the concepts of identity, majority and minority identity, educator identity, and minority educator identity.
- The student will understand the cultural legacy of generations, and societal value systems.
- The student will be able to analyze current concepts of minority educational policy in Slovakia.

**Skills:**

- The student will be able to independently search, compare and work with relevant literary sources.

**Competencies:**

- The student will be able to design a project of an educational activity in order to develop intercultural and minority competences of the pupil.
- The student has internalized social values.
- The student has respect for ancestral traditions.
- The student is able to create various didactic games aimed at developing the student's intercultural and minority competences.

**Brief syllabus:**

Theoretical approaches to identity from a minority identity perspective.

General theoretical foundations of the concept of identity.

Theories of identity research.

State and nation - national, ethnic, majority and minority identity.

Cultural and social values with regard to minorities.

Forms of education of ethnic and national minorities; current analysis of the situation in Slovakia.

Curricular aspects of minority identity.

**Literature:**

HORVÁTHOVÁ, Kinga, Péter TÓTH, András NÉMETH. 2019. Kisebbségi helyzet, identitás és műveltség [elektronický zdroj]: A szlovákiai magyar pedagógusok társadalmi önmegvalósítása. 1. vyd. Komárno: Univerzita J. Selyeho, 2019. 117 s. [CD-ROM]. ISBN 978-80-8122-309-9.

HUSZÁR, Zsuzsanna, Melinda NAGY, Péter TÓTH, Béla István PUKÁNSZKY a András NÉMETH. 2021. Szlovákiai magyar pedagógusok szakmaképe, kisebbségi és pedagógusi identitásának vizsgálata. In: Engler Ágnes, Bocsi Veronika, Andl Helga (eds.). Új kutatások a neveléstudományokban 2020: Család a nevelés és az oktatás fókuszában. Debrecen: Magyar Tudományos Akadémia Pedagógiai Bizottság, 2021, P. 178-197.

LISZKA, J. 2009. Interetnikus és interkulturális kapcsolatok Dél-Szlovákiában. Komárno : Selye János Egyetem. ISBN 978-80-89234-87-5

LÁZÁR, I., 39 interkulturális játék : Ötlettár tanároknak az interkulturális kompetencia és a csoportdinamika fejlesztéséhez. Budapest : Eötvös Loránd Tudományegyetem. (Bölcsészet- és Művészetpedagógiai Tananyagok, ISSN 2416-1780 ; 9.) ISBN 978-963-284-657-6

NAGY, M., STRÉDL, T., SZARKA, L. 2018. Többség, kisebbség és a tolerancia II. : Kapcsolatok és identitások a számok tükrében. Komárno : Univerzita J. Selyeho. ISBN 978-80-8122-280-1

RÓKA, J., HOCHÉL, S. 2009. Interkulturális és nemzetközi kommunikáció a globalizálódó világban. Budapest : Budapesti Kommunikációs és Üzleti Főiskola. ISBN 978-963-7340-74-1

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

hungarian, slovak

**Notes:**

<b>Evaluation of subjects</b>					
Total number of evaluated students: 60					
A	B	C	D	E	FX
18.33	26.67	28.33	21.67	1.67	3.33
<b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Dr. habil. PhD. József Liszka, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Patrik Baka, PhD., PaedDr. Beáta Kiss					
<b>Date of last update:</b> 18.02.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ RPK/22	<b>Name:</b> Gross motor development
<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: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a summary assessment of theoretical knowledge and practical skills. 80% active participation at the lectures. The evaluation involves developing a seminar and presenting health practices for good physical well-being, as well as relaxation and relaxation practices to protect health. The student will present at a seminar the learning of good terminology for physical exercise, basic rules for describing mobility. Evidence of theoretical knowledge is given in writing during the examination period (open and closed questions). Credit terms and assessment criteria: Seminars in a range of 5 pages (A4, v.p.: 12, r.: 1,5), the preparatory part of educational activities and the presentation of health practices for good physical well-being, and relaxation and relaxation practices to protect health. The student will present at a seminar the learning of good terminology for physical exercise, basic rules for describing mobility. Compliance with this requirement is a condition for participation in the final written knowledge check. Assessment criteria (max. Score 15): The formal side of the seminar work, the feasibility of content and application options in terms of pedagogical practice, the appropriate selection of physical practices and kinesthetic games, the use of good terminology and a description of practices, the incorporation of sentences in content, the indication of educational activity in practical implementation. A practical introduction to the extended preparation section, a variety of warm-up options (n=3), which are adapted in content and format to the selected age groups (younger school age, adults). Compliance with this requirement is a condition for participation in the final written knowledge check. Assessment criteria: In order to meet this requirement, practical demonstration of the warm-up models produced is desirable depending on the age of the pedagogical performance, organization of practices and terminology. Completed/not completed Knowledge validation (open and closed questions) is the basic terminology of physical exercise, principles of graphical representation and drawing practices, laws on the mold development of human engine skills, including the development of basic movement patterns and mobility skills, growth attributes and human development at individual mold genetic stages, theory of theoretical	

and didactic movement, health education, relaxation and relaxation practices, specificity of the development of the mobility of children of kindergarten age.

Participation in the written knowledge check is conditional on the fulfillment of the on-going conditions for the taking of credits (participation, preparation of medical practice aids, practical demonstration of sample satisfaction, seminar work).

Assessment criteria (maximum score 30): The minimum requirement for written completion of the subject is 16 points (minimum 50 %). Final assessment: V: 100-91% B: 90-81% C: 80-71% D: 70-61% E: 60-50% FX: 49% or less.

Total student workload : 2 credits = 60 hours, 13 hour participation at the lectures; 47 hours of self-study.

### **Results of education:**

Knowledge:

- It is familiar with current public education programs, it will be able to implement and evaluate education and training.
- The trainee has basic knowledge of the area.
- It can work effectively as a team Member and individually control, using sports games.
- The student will be able to organize leisure activities.
- The student can acquire expertise in leisure activities and individual sports games.
- The student will be able to learn and use the basics of movement and pre-training in the wild.

Capabilities:

- The graduate knows and understands the concept of the institutional socialization process in a broader social science context It is ready to provide independent care, further education and professional development.
- The student will be able to properly create kinesthetic games that are appropriate for the age.
- The student will be able to apply his/her knowledge correctly in developing kinesthetic gaming projects.

Competences:

- The student will be able to apply his knowledge to his/her work, which may influence his/her professional choice.
- It is able to create a problem channel and to navigate the situation of individuals at the target groups.
- The student will be able to develop a targeted self-knowledge related to vocational guidance.
- The student will be able to design his/her activities independently.
- He knows the legislation and institutional context in which to exercise his profession. It has developed socially accepted civic attitudes and a positive attitude toward its profession and target group.
- The student will be able to develop a reliable, helpful, encouraging, attentive and accepted attitude, an open atmosphere to learn about and manage the way others work.

### **Brief syllabus:**

The importance of kinesthetic toys for the somatic, physiological and psychological antisocial development of students. Kinesthetic toys and basic knowledge of their distribution. Use of kinesthetic games in practice and in leisure time. Collective sporting activities, didactic games. All-in-one games and their use: Play games, play games with a ball (FIT-BALL), and play games for children in the open. Learn the basic rules for handling kinesthetic games. Motion-manipulation toys. Terminology for physical practices. Basic rules for the movement description. Preparatory part of the educational activities - exercises, warm-up methods. The regularity and mold development of the growth and development of human motorized skills. The development of motorized skills and opportunities to develop motor skills at different stages of learners' development. Kinesthetic

toys and physical practices for good body-keeping. Kinesthetic games and physical exercises to improve basic movements. Kinesthetic games and physical exercises to develop basic mobility skills. Kinesthetic toys are designed to develop motorized skills fitness. Kinesthetic games aim at improving the capacity for the coordination of motor skills. Preparation, conduct, methodological and educational procedures (evaluations) for kinesthetic games. Relaxation, health and relaxation practices.

**Literature:**

Dobay Beáta: Mozgásos játékgyűjtemény, 2016 ISBN 978-80-81-22-192-7  
 Pektor Gabriella: Mozgásfejlesztő játékok gyűjteménye, 2011 ISBN 978-963-697-652-1  
 Farmosi István: Mozgásfejlődés, Dialog Campus, Pécs, 2007 ISBN 963-9310-06-9  
 Laczo Eugen a kol.: Rozvoj a diagnostika pohybových schopností detí a mládeže, Bratislava 2014, ISBN 978-80-97-14-66-0-3, [http://www.telesnavychova.sk/userfiles/downloads/Rozvoj\\_diagnostika\\_PS\\_Laczo\\_2014.pdf](http://www.telesnavychova.sk/userfiles/downloads/Rozvoj_diagnostika_PS_Laczo_2014.pdf)  
 Nádas Lajos: Motoros cselekvéses játékok az iskolai testnevelésben, 2001 ISBN 963-19-2112-3  
 Židek, J. et al.: Turistika a ochrana života a zdravia, Univerzita Komenského, Bratislava, 2013,  
 Židek, J. et al.: Turistika história turistiky obsah, druhy a formy turistiky ochrana prírody, PEEM, Bratislava, 2004

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

hungarian ,slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ SOV/22	<b>Name:</b> Sociology of education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites for passing the course are: active participation of the student in the exercises and submission of a written thesis during the semester. The evaluation of the course will be made on the basis of the points obtained in the following distribution: a maximum of 10 points for participation, a maximum of 30 points for solving the semester assignments during the class and a maximum of 60 points for the submitted work. A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. FX 50% or less. Total student load: 1 credit = 30 hours (13 hours active participation in exercises; 17 hours study and preparation of written work).	
<b>Results of education:</b> The goal of this course is to introduce the student to various sociological conceptions of education and social expectations. The goal is to provide a foundation of sociological knowledge about the work of educators and the empathy needed to understand people in different social situations. <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Acquire the basic concepts of the sociology of education,</li> <li>- The student will become familiar with the details of family and school socialization,</li> <li>- the student will become familiar with current methods for conflict and problem solving,</li> <li>- the student will become familiar with current social problems</li> <li>- the student will become familiar with current difficulties of social inequalities</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The student will be able to independently search, compare, and use relevant sources of scholarly literature,</li> <li>- the student is able to recognize the difficulties of education and upbringing of children coming from different social backgrounds,</li> <li>- The student is able to manage a small social group,</li> <li>- the student is able to independently analyze a variety of educational situations,</li> <li>- the student is able to appreciate different social values.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>- The student forms his/her own opinion, thinks of himself/herself as a future teacher,</li> <li>- the student is able to create his/her own procedures to achieve his/her own goals,</li> </ul>	

- the student is empathetic towards different social groups,
- the student identifies with the mission of his/her institution,
- the student feels responsibility for effective problem solving.

### **Brief syllabus:**

Problems addressed by the sociology of education. Opinions on the sociology of education.

The development of topics in the sociology of education: socio-historical context.

Scenarios of education, forms of socialization: family, pre-school, school and out-of-school education.

Family research from a sociological perspective: family functions and socialization.

Sociology of the educational system: the continental system. The Atlantic system. Who owns the school?

Theories of capital in educational research: human capital theory.

Cultural capital and the theory of reproduction. Social capital as a compensating factor of disadvantage.

Multi-culturalism, intercultural education: society and historical background. The concept and meaning of multicultural and intercultural education.

Approach to multicultural and intercultural education. Using multicultural and intercultural education to develop skills. Analysis of school performance and student achievement.

Social mobility and school: social structure, inequalities in school. Social mobility and equal opportunities in school.

Equal opportunities and inclusion in school: strategies for social and school coexistence.

Linguistic socialisation and school: School as a test of language ability and higher level language contact. Bernstein's language codes.

Effectiveness, good outcomes and adequacy in public education. Circumstances affecting effectiveness.

Minority education. Demographic trends in the Carpathian Basin.

### **Literature:**

Csepeli Gy. et al. 1987 Modern polgári társadalomelméletek. Budapest: Gondolat Kiadó

ĎURDÍK, Ladislav. Asszimilációs folyamatok a szlovákiai magyarság körében. 1. vyd. Pozsony: Kalligram, 2004. 152 s. ISBN 978-80-7149-668-5.

Gál Gyöngyi: Erdélyből áttelepedett pedagógusok otthon- és családképe. Katolikus Pedagógia, VII. ÉVFOLYAM, 2018/1–2. SZÁM. pp.5-16 (2018).

Kováts-Németh Mária: Kultúráközvetítés és pedagógiai értékrendszerek. Komárno: Selye János Egyetem Tanárképző Kara, 2013.

Kozma Tamás: Bevezetés a nevelésszociológiába. Nemzeti Tankönyvkiadó 1994

Lannert Judit (2004): Minőség, hatékonyság, eredményesség. Új Pedagógiai Szemle, <http://epa.oszk.hu/00000/00035/00087/2004-12-ko-Lannert-Hatekonysag.html>

Tóth Péter, Holik Ildikó (szerk.): Új kutatások a neveléstudományokban 2015: Pedagógusok, tanulók, iskolák – az értékformálás, az értéközvetítés és az értékteremtés világa. MTA Pedagógiai Tudományos Bizottság, Budapest, 2016 ISSN 2062-090X.

Varga Aranka (szerk.): A nevelésszociológia alapjai 2015. Pécs. ISBN (epub) 978-963-642-850-1 – DOI 10.15170/BTK.2015.00001. <https://mek.oszk.hu/14500/14566/14566.pdf>

Továbbá a: Képzés és Gyakorlat, a Köznevelés, az Iskolakultúra, a Neveléstudomány, a Nevelésszociológia, a Pedagógusképzés, a Magyar Pedagógia, a Fejlesztő Pedagógia és az Egészségnevelés című folyóiratok tantárgyhoz kapcsolódó további írásai (2015-2021.)

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

hungarian, slovak

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 2					
A	B	C	D	E	FX
50.0	0.0	50.0	0.0	0.0	0.0
<b>Teacher:</b> Gyöngyi Gál, PhD.					
<b>Date of last update:</b> 18.02.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ STŽ/22	<b>Name:</b> Professional training
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The conditions of professional training are set and regulated by the current Directive of the Dean of the Faculty of Education of the University of J Selye: Principles of pedagogical practice at the Faculty of Education of the University of J Selye. The student is obliged to follow the relevant part of this document related to the professional training (STZ). The requirements for taking the course are as follows: - active participation of the student in the professional training in the scope of 20 hours in accordance with the directive, - submission of a completed and certified professional training Protocol (STZ), - submission of a portfolio from the professional training, consisting of completed observation sheets, analyses and evaluation of the student (max. 50 points). Total student workload: 1 credit = 30 hours - 20 hours participation in the professional training (contact hours); 10 hours analysis and preparation of the portfolio. Prerequisite for successful completion of the course: 1.) submission of a completed and certified professional training protocol, 2.) obtaining at least 50% of the maximum course grade (50 points). Overall course pass mark: - Pass = 50 - 100% (25 - 50 points) - Fail = 49 - 0% (0 - 24 points)	
<b>Results of education:</b> Professional training is a stay of students in a school and in a school educational institution such as a school children's club, leisure centre, school boarding school, in order to participate not only in the educational process, but also in the day-to-day work of teachers and educators. Knowledge: - The student possesses basic theoretical knowledge in the field of education and training in schools and school educational institutions, - the student is familiar with the educational activities of teachers in schools and educators in school educational establishments,	

- the student is familiar with other work activities of teachers in schools and educators in school educational establishments,
- the student knows the course and sequence of the work activities of school teachers and school educators which do not relate to direct educational activities,
- the student knows the duties of teachers and educators depending on the educational environment - trip, excursion, children's camp, staying outdoors, etc,
- the student knows the possibilities and strategies of cooperation with other educators, teachers, supervisors, non-teaching staff, parents and other institutions.

**Skills:**

- The student is able to implement educational activities related to the work of teachers in schools and educators in educational settings,
- the student is able to carry out other work activities of teachers and educators in school educational establishments which are not related to direct educational activities,
- the student is able to cooperate with other educators, teachers, supervisors, non-teaching staff, parents and other institutions,
- the student can plan, implement, analyse and evaluate the course of educational activities.

**Competences:**

- The student is able to imply his/her own knowledge and experience into the independent implementation of educational activities in schools and educational institutions,
- the student is able to independently carry out other work activities related to the work of a teacher and educator, which are not related to direct educational activities,
- the student is able to conceive his/her own working procedures for effective observation, recording, analysis and evaluation of the course of educational and interest activities and other activities.

**Brief syllabus:**

Within the professional training of 20 hours, in addition to the educational process, the student will also be involved in activities such as administrative tasks, working with parents, participating in meetings, planning and implementation of interest activities, extracurricular activities, interest groups, preparing students for competitions, organizing competitions, organizing exhibitions, preparing projects, preparing teaching materials for work with an interactive whiteboard or smartphone, working with children in nature, participating in excursions. During the professional training, the student has the opportunity to teach more consecutive lessons, or to carry out interest activities and other activities, which will improve the quality of practical preparation for the teaching profession.

Ethical principles of professional training.

Organisational requirements of the professional training.

Material, technical, hygiene and safety requirements of the professional training.

Planning and designing the work, preparation for the activity.

Pedagogical reflection. Evaluation. Self-evaluation.

Pedagogical documentation

**Literature:**

CINDLEROVÁ, I,- CSEHIOVÁ, A. et al. 2021. Mentor Training: Materials and Tasks. 1. vyd. Ostrava: Ostravská univerzita, 268 s. ISBN 978-80-7599-294-9.

FRÝDKOVÁ, Eva. Metódy a formy spolupráce rodiny a školy. In Manažment školy v praxi: odborný mesačník pre manažment škôl, školských a predškolských zariadení. Bratislava:

IURA EDITION, 2010, (12), 21-27. ISSN 1336-9849. [online]. Dostupné na internete: [https://sekarl.euba.sk/arl-eu/sk/detail-eu\\_un\\_cat-0124951-Metody-a-formy-spoluprace-rodiny-a-skoly/](https://sekarl.euba.sk/arl-eu/sk/detail-eu_un_cat-0124951-Metody-a-formy-spoluprace-rodiny-a-skoly/)

<p>FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.</p> <p>ORSOVICS, Y. a kol. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : UJS, 2018. 161 s. ISBN 978-80-8122-282-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. [online]. Dostupné na internete: &lt;<a href="https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/">https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/</a>&gt;.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácii a ďalšej dokumentácii. [online]. Dostupné na internete: <a href="https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/">https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/</a></p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Ostatné dokumenty: Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho. Az iskola, intézmény pedagógiai és egyéb dokumentációja.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 0</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>		a	n	0.0	0.0
a	n				
0.0	0.0				
<p><b>Teacher:</b> Dr. László Pribék, PhD., PaedDr. Alexandra Nagyová, PhD.</p>					
<p><b>Date of last update:</b> 18.02.2022</p>					
<p><b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TFV/22	<b>Name:</b> Educational theory and educational philosophy
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General requirements: <ul style="list-style-type: none"> <li>• active participation,</li> <li>• written exam (50 point),</li> <li>• seminar assignments, groupwork</li> <li>• written essay a written essay on one of the specified topics of the course (min requirements: essay based on min. 5 literature, 15.000 character) (50 points)</li> </ul> Criteria for assessing the written essay: <ul style="list-style-type: none"> <li>- Content 20 points,</li> <li>- Formal structure 10 points,</li> <li>- Literature used 20 points.</li> </ul> Total workload of the student: 3 credits = 90 hours (26 hours lecture and seminar; 32 hours of independent study, preparation for the exam and 32 hours for the essay). To successfully complete the course, at least 50% of the maximum number of points (100 points) must be obtained. Total assesment of the course: <ul style="list-style-type: none"> <li>• A = 90 – 100% (150 – 135 point)</li> <li>• B = 80 – 89% (134 – 120 point)</li> <li>• C = 70 – 79% (119 – 105 point)</li> <li>• D = 60 – 69% (104 – 90 point)</li> <li>• E = 50 – 59% (89 – 75 point)</li> <li>• FX = 0 – 49% (0 – 74 point)</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- The student knows and can interpret the results of recent research.</li> <li>- The student is able to understand and apply the results of new research in the field of education and pedagogy.</li> <li>- The student knows and be able to interpret the different conceptions of the human person, the related educational approaches, be aware of the socio-cultural factors influencing these approaches and recognise their implications for personal development.</li> </ul>	

- The student is familiar with and able to apply different theoretical approaches and interpretations of education and its role.
- The student is able to develop his/her understanding of the person, the child and education in dialogue with other theories in an open-minded way; he/she will seek to develop a coherent approach of his/her own.
- The student is familiar with pedagogical methods that promote community building and development.

**Skills:**

- The student is able to develop an awareness of his/her own conception of man and child, of education, to communicate with others and to understand others' ideas about man;
- The student is able to search, compare and use relevant literature independently,
- The student is able to identify strategies appropriate to educational and pedagogical objectives,
- The student is able to select forms of organisation and to organise an environment conducive to effective learning,
- The student is able to analyse different educational situations independently and professionally,
- The student is able to reflect, analyse and evaluate his/her pedagogical experiences and views.

**Competences:**

- The student is sufficiently prepared and committed to carry out professional and pedagogical work in a responsible manner,
- the student takes responsibility for the mission of his/her institution,
- the student has a sense of responsibility for the effective solution of specific problems,
- the student has a democratic commitment to values and a sense of responsibility, is ready to accept values different from his/her own, and is open to learning about and respecting the opinions of others.

**Brief syllabus:**

Anthropological foundations of education. Culture- education-learning: the social mimesis; the mimetic foundations of cultural learning, traditions, celebration, play, rites and informal education. Basic concepts of education: upbringing, culture - enculturation, socialisation, individualisation, education, learning.

Discipline and education, the purpose of education, the role of ideals and norms in education; the main European value systems (conservative-Christian, liberal, socialist, alternative) and their educational implications, diversity in schools, value pluralism.

Institutional education; school as a social institution: functions of school, mobility, school selection and equal opportunities. The hidden curriculum and school rites.

The relationship between family and school.

The relationship between school, local society and the state. Legislation on the functioning of education. Slovak education laws and ISCED.

Vulnerability of modern mass democracies and the totalitarianism.

The postmodern. Main directions and dilemmas of contemporary philosophy.

**Literature:**

Bárány Tibor (szerk.): Kiskaté. Kortárs filozófiai kiskönyvtár. Műút Könyvek, Miskolc, 2017. ISBN 978-615-5355-22-6

<http://www.muut.hu/wp-content/uploads/kiskate.pdf>

Csejtei Dezső (2016): Filozófia a mindennapokban. Gondolatok emberről, világról, Istenről. Attraktor, Gödöllő-Máriabesnyő. ISBN:9786155601101

<https://www.szaktars.hu/attraktor/view/csejtei-dezso-filozofia-a-mindennapokban-gondolatok-emberrol-vilagrol-istenrol-2016/?pg=224&layout=s>

Dietrich, Jürgen – Tenorth, Heiz-Elmar: A modern iskola kialakulása és működése. Műszaki Könyvkiadó, Budapest, 2003. ISBN 963 16 2757 8  
 Donald, Merlin (2002): Az emberi gondolkodás eredete. Osiris, Budapest. ISBN 963 389 085 3  
 Németh András (2004): Ember és világainak változásai. Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184  
 Németh András: Nevelés – gyermek – iskola. Eötvös Kiadó, Budapest, 1997. ISBN: 9639024198  
 Németh András: Emberi idővilágok – pedagógiai megközelítések. Gondolat Kiadó, Budapest, 2013. ISBN 9789636932688  
 Wulf, Christoph: Az antropológia rövid összefoglalása. Enciklopédia Kiadó, Budapest, 2007. ISBN 963 9655 09 0

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 15

A	B	C	D	E	FX
20.0	13.33	40.0	13.33	13.33	0.0

**Teacher:** Dr. habil. Erika Kopp, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Dr. Attila Józsefné Katalin Ambrus, DSc., Gyöngyi Gál, PhD., Katalin Kanczné Nagy, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TKZ/22	<b>Name:</b> Movement culture and healthy lifestyle 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:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in hours, seminars and oral exams. The content of the seminar work will be to plan part of the curriculum under the subject-matter of the curriculum for a selected type of school facility. The definition of the competences of the child/student of the selected school facility type (50 points), the definition of the educational thematic area of the selected school facility type (50 points). Final assessment: A-100-91% B-90-81%, C-80-71%, D-70-61%, E-60-50%. Students who do not reach 49% will not receive credit. Total student workload: 2 credits = 60 hours, participation in 13 hour lectures (contact); 47 hours self-studying and preparation - half-year work.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student is able to work with theoretical knowledge.</li> <li>• The student is able to develop preparedness for child and youth health practices.</li> <li>• The student can develop various tools to improve the mobility of children, young people and the adult population.</li> <li>• The student can set up specific warm-up exercises per age group.</li> </ul> <b>Capabilities:</b> <ul style="list-style-type: none"> <li>• The student will be able to navigate through the AOP Education area of health and physical activity.</li> <li>• The student has the ability to expand his or her knowledge and self-training.</li> <li>• The student is able to develop their own preparedness and health practices for different age groups.</li> <li>• The student is able to apply sentence-related knowledge in practice.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>• The student will be able to apply his/her knowledge in the course of his/her future work.</li> <li>• It can make contact not only with children, but also with parents and adults.</li> <li>• The student has the ability to provide professional reasons for his activity.</li> <li>• The student is able to implement a targeted self-training development.</li> </ul>	

- The student is able to independently design activities that enhance his or her knowledge and contribute to his or her choice of profession.
- The student is able to demonstrate a reliable, helpful, encouraging, attentive and accepted attitude, to create an atmosphere open to knowledge.

**Brief syllabus:**

The theory and basic knowledge of physical culture, physical education and sport education. ( physical culture, kinesthetic games, conditional, coordination, compensatory practices). The physical development of pupils' school age. Healthy lifestyle - elements of a healthy lifestyle for students. The main principles of a healthy lifestyle. Physical activity for a healthy lifestyle. Theoretical and basic knowledge, practical and recreational use of kinesthetic toys. Various sports activities in school clubs. Knowledge of basic tourism skills and information in nature in summer and winter. Organization of various sporting events under the legislation in force at the Ministry of Education of the Slovak Republic. Knowledge of basic health standards for sports activities in schools.

**Literature:**

Dobay, Beáta. Mozgásos játékgyűjtemény: (óvó- és alsó tagozatos pedagógusok részére). 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 135 s. ISBN 978-80-8122-192-7.

Dobay, Beáta a Elena Bendíková. Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia. 1. vyd. Komárom: Kompress, 2016. 104 s. ISBN 978-963-12-7613-8

Domonkos Mihály: Testkultúra, Juhász Gyula Pedagógiai Kar – Szeged, ISBN 978-963-306-366-8, <http://www.ofi.hu/tudastar/kultura-testkultura>, <http://www.jgypk.u-szeged.hu/dok/tamopsport/Nadori-Dancs-Retsagi-Ekler-Gaspar%20-%20Sportelmeleti%20ismeretek>

Gaál Sándorné, Kunos Andrásné : Testnevelési játékok anyaga és tervezése az óvodában, Szolnok, 0. - 246 s. - ISBN 963 650 519 5.

Gaál Sándorné: Mozgásfejlődés és fejlesztés az óvodában : Kézikönyv óvodapedagógusok számára / - 1. vyd. - Szarvas : Szarvaspress, 2010. - 332s. - ISBN 978-963-08-0198-0.

Gaál Sándorné, Bencze Sándorné: A testnevelés mozgásanyagának feldolgozása a 3-10 éves korosztály számára, Szarvas, 2004. - 224 s. - ISBN 0010409.

Rétsági Erzsébet: A testnevelés tantárgypedagógiája, Dialóg Campus, 2004

Farmosi István: Mozgásfejlődés, Dialóg Campus, 2005

Šelingerová - Šelinger: Športová antropológia, SVSpTVaŠ, 2017

ZANZA TV – Testkultúra, <https://zanza.tv/fogalom/testkultura>

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

hungarian ,slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TPR/22	<b>Name:</b> Theory and practice of the management of educational institutions
<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: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: - Active participation of the student in lectures, - Successful completion of a continuous knowledge test, - successful completion of the final examination. The course ends with an examination. The intermediate written knowledge test has a maximum score of 60 points. The final written knowledge test has a maximum score of 40 points. The successful completion of the course is subject to obtaining at least 50 % of the maximum possible grade for the course (100 points). The grade is awarded on the following scale: A - 90-100%, B - 80-89%, C - 70-79%, D - 60-69%, E- 50-59%. Total student load: 1 credit = 30 hours - 26 hours lecture attendance (contact hours); 4 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> - The student has knowledge of the specifics of school management in the areas of comprehensive management, quality management, management styles, school marketing, school climate and culture - the student is familiar with management styles and can characterise them, - the student knows the structure of the school system of the Slovak Republic, - the student is familiar with school legislative documents, - the student is able to characterise the competences of the head teacher, his/her rights and duties, as well as the rights and duties of the founder and control bodies, - the student knows the forms of cooperation with partners of educational institutions, - the student knows the meaning and methods of evaluation and self-evaluation, - the student is familiar with pedagogical documentation related to the management of educational institutions (school educational and educational programmes), - the student knows the target and structural difference between the school educational programme of kindergarten and the educational programme of school educational institutions, - the student knows the background to the development of each programme, - the student knows the procedures for the development of individual programmes.	
<b>Skills:</b>	

- The student can independently search, compare and work with relevant literary sources,
- the student is able to navigate school legislative documents and search for relevant information,
- the student is able to establish cooperation with school partners and educational institutions,

**Competences:**

- The student is able to imply theoretical knowledge into his/her own pedagogical practice in the field of management and cooperation,
- the student is able to conceive his/her own practices in achieving the set objectives in the field of management and cooperation,
- the student is able to apply knowledge about school management in the context of school management in the Slovak Republic in relation to legislation,
- the student will be able to critically evaluate existing legal documents especially in relation to national schools,
- the student will be able to evaluate the ongoing changes in the field of public administration, to express his/her own opinion on the justification of self-governing structures in the process of school management,
- the student will feel responsible for the quality of individual programs for the benefit of an effective educational process.

**Brief syllabus:**

Functions of the school. The nature of school governance in a democratic society. Adaptability of the school management system.

The position and roles of the state administration in school management. The responsibilities of local government, school authorities and other bodies in the management of schools and schools.

The nature and content of management. Concepts and theories of management. Functions of management - basic and general management functions.

School management. Models of school management, their peculiarities. Organisational structure of the school. Comprehensive school management in the implementation of the school educational programme. Educational programmes from the point of view of school management. Management of the development and implementation of the school educational programme. Internal standards of the school as regulators of optimal functioning.

Management styles. Personality and communication skills of the school manager. School marketing from the point of view of contemporary school needs.

School climate and culture in terms of the development and implementation of the school educational programme.

Kindergarten and school education partners and their cooperation.

Evaluation and self-evaluation methods in management.

Legislative basis for the development of the school educational programme of kindergarten and educational programme of school educational establishments.

Principles of development and structure of the school educational program of kindergarten and educational program of school educational facilities.

Analysis of local conditions and possibilities of kindergarten and school educational facilities prior to the development of the educational and school educational program - SWOT analysis.

Stages of creation of school educational and educational programs.

**Literature:**

HORVÁTHOVÁ, K. Opatávamenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.

HORVÁTHOVÁ, K., OBDRŽÁLEK, Z. Organizácia a manažment školstva: Terminologický a výkladový slovník. Bratislava : SPN, 2004. 419 s. ISBN 80-10-00022-1.

HORVÁTHOVÁ, K. a kol. Otázky koncepcie prípravy riadiacich zamestnancov škôl. Nitra : UKF, 2011. 344 s. ISBN 978-80-558-0001-1.

HORVÁTHOVÁ, K. Školský manažment v nových spoločenských podmienkach (pre riadiacich pedagogických zamestnancov). Bratislava : UK, 2008. 181 s. ISBN 978-80-969178-8-4.

HORVÁTHOVÁ, K, MANNIOVÁ, J. Úvod do školského manažmentu. Ivanka pri Dunaji : AXIMA, 2008. 179 s. ISBN 978-80-969178-6-0.

KETS DE VRIES, M. The leadership mystique: Leading behavior in human enterprises. Great Britain : Pearson Education, 2006. 279 s. ISBN 978-1-4058-4019-4.

PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.

SIVÁK, J. Minőség az óvodában. Budapest : Okker, 2001, 272 o. ISBN 963-9228-50-8.

SLAVÍK, J. Hodnocení v současné škole: Východiská a nové metody pro praxi. Praha : Portál, 1999. 190 s. ISBN 80-7178-262-9.

ŠTÁTNY PEDAGOGICKÝ ÚSTAV, 2016. Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách [online]. Bratislava : ŠPÚ, 2016. 112 s. Dostupné na internete <[https://www.statpedu.sk/files/articles/nove\\_dokumenty/statny-vzdelavaci-program/svp\\_materske\\_skoly\\_2016-17780\\_27322\\_1-10a0\\_6jul2016.pdf](https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf)>.

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Zákon č. 138/2019 o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.

Zásady tvorby školských vzdelávacích programov a výchovných programov – [www.statpedu.sk](http://www.statpedu.sk), [www.minedu.sk](http://www.minedu.sk).

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 11

A	B	C	D	E	FX
36.36	45.45	9.09	9.09	0.0	0.0

**Teacher:** Dr. habil. PaedDr. Kinga Horváth, PhD., Dr. habil. Erika Kopp, PhD., PaedDr. Alexandra Nagyová, PhD., PaedDr. Beáta Kiss

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TVD/22	<b>Name:</b> Creative workshop
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> - active participation of the student in the exercises - participation of the student in the assignments and participation in the discussions during the exercises - submission of term papers in physical and digital form and its presentation - Evaluation of the success of the semester work - max. 50 points: - quality - 20 points, - originality - 10 points, - formal aspect - 10 points, - a short oral explanation of the concept and content of the works the contents and the content of the submitted works - 10 points. - The successful completion of the course includes the submission of term papers in digitised form as a pdf document, with the quality and content of this document being assessed separately according to the following criteria - max. 30 points: - formal aspect - 10 points - quality of reproductions of the theses - 10 points - skills in the use of digital media (working with hardware and software) -10 points Evaluation - max. 80 points: A : 72 - 80 points (90 - 100%) B: 64 - 71 points (80 - 89%) C: 56-63 points (70-79%) D: 48 - 55 points (60 - 69%) E: 40 - 47 points (50 - 59%) Fx: 0-39 points (0-49%) Total student load: 1 credit = 30 hours - 13 hours of participation in exercises (contact hours); 8 hours of self-study; 9 hours of term paper preparation.	
<b>Results of education:</b> Knowledge Student/Student:	

- Knows the tools of the visual arts and their proper use
- knows the art techniques and their areas of application
- knows the application of some graphic, plastic and digital technologies
- knows the forms of visual education activities
- recognises the specificities of the visual representation of children and young people
- knows the methods of education aimed at developing creativity
- plans and organises forms of visual education and craft activities

#### Skills

The student is able to:

- use the tools of visual arts correctly and to apply them appropriately
- select and apply appropriate art techniques on the surface and in space
- use the elements of visual language in different ways on the surface and in space
- express themselves using art techniques on a given subject
- carry out certain graphic, plastic and digital processes
- to reflect on current social and cultural issues and critical thinking

#### Competencies:

The student is able to:

- Apply practical knowledge of the curriculum as applied to creative production practices
- apply the theoretical knowledge of the curriculum that he/she uses in a creative way
- establish own procedures for achieving goals in planning and implementing art activities
- to work independently in creative making practices or in learning the curriculum
- identify with their own profession in which they are fluent in developing their own abilities and skills
- feel responsible for methodologically correct planning, organisation and implementation of art activities
- to support the thinking and creative processes of children and young people and their visual expression

#### **Brief syllabus:**

Visual expression - perception, qualities, experience.

Ecology and environmental awareness in art education - land art, environmental art, arte povera.

The development of pictorial representation of children and young people - schematism, symbols, colour and form, space.

Phenomena of visual art - creation, styles.

Characteristics of media - typical expressive means of media.

Bookmaking - Japanese binding, paperback, picture book.

Theory and practice of digital competence - digital image and text, basics of typography and graphic design - poster, advertising, visual identity.

Synesthesia, smells, sounds and touch on canvas, free association of images based on our senses through art therapy.

The possibilities of spatial representation on the canvas - historical overview, peculiarities of spatial representation of children's drawings, basics of perspective representation.

Possibilities of integrating visual education into other areas of education.

Visual education by project method.

Environment: technology and tradition - objects, spaces, function.

Environment: technology and tradition - tradition, design, fashion.

#### **Literature:**

ARHNEIM, R. A vizuális élmény: Az alkotó látás pszichológiája. Budapest: Gondolat, 1979, 560 s. ISBN 9632801415

BÁLVÁNYOS, H. Esztétikai - művészeti ismeretek nevelés: Vizuális kultúra II. : Képzőművészet, tárgy - és környezetkultúra. Budapest: Balassi Kiadó, 1998, 168 s. ISBN 963 506 240 0.

BÁLVÁNYOS, H. Látás és szemléltetés. Budapest: Balassi Kiadó, 2003, 155 s. ISBN 963 506 521 3.

BÁLVÁNYOS, H., SÁNTA, L. Vizuális megismerés, kommunikáció. Budapest: Balassi Kiadó, 2000, 125s. ISBN 963 506 354 7.

BAKOS, T., BÁLVÁNYOS, H., PREISINGER ZS. A vizuális nevelés pedagógiája: 6-12 éves korosztályban. Budapest: Balassi Kiadó, 2001, 263 s. ISBN 963 506 398 9.

BEKE, M. 77 magyar népi játékok. Budapest: Corvina, 2017, 304 s. ISBN 978 963 13 6431 6. 161 s. ISBN 978-80-8122-335-8.

DVORSZKY, H. Design: A forma művészete. Budapest: Képzőművészeti Alap Kiadóvállalata, 1979, 295 s. ISBN 963 336 119 2

FEUER M. A gyermekrajzok fejlődéslélektana. Budapest: Akadémiai Kiadó, 2000, 405 s. ISBN 9630577321.

FIEDLER, J., VANCURÁNÉ, S. A., HAJDÚ, A. Kép-játék-hang: Foglalkozási tervek képzőművészeti alkotásokhoz. Budapest: Pedellus Tankönyvkiadó, 2015, 80 s. ISBN 978-615-5154-63-8.

GOMBRICH E. H.. A művészet története. Budapest: Gondolat Kiadó, 1983, 522 s. ISBN 9632812158.

HEGYI, L. Avantgarde és transzavantgarde. Budapest: Magvető Kiadó, 1986, 520 s. ISBN 963 14 0875 2.

KÁRPÁTI A. A gyermekrajztól a fiatalok vizuális nyelvégig. Budapest: Akadémiai Kiadó, 2019, 210 s. ISBN 978 963 454 361 9.

KÁRPÁTI A. Firkák, formák, figurák: A vizuális nyelv fejlődése a kisgyermekkortól a serdülőkorig. Budapest: Dialóg Campus Kiadó, 2001, 198 s. ISBN 963 9123 36 6.

VIRÁGVÖLGYI P. A tipográfia mestersége számítógéppel. Budapest: Osiris, 2002, 262 s. ISBN 963379529X.

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

hungarian , slovakian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 31

A	B	C	D	E	FX
61.29	12.9	9.68	0.0	3.23	12.9

**Teacher:** Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ UDP/22	<b>Name:</b> Introduction to pedagogical studies
<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: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites for successful completion of the course: <ul style="list-style-type: none"> <li>- active participation of students in lectures,</li> <li>- written exam (50 points),</li> <li>- Creation and presentation of a term paper on one of the topics or subtopics of the course using at least 3 primary sources and at least 5 literary sources, min. 20 000 characters.</li> </ul> Assessment of the term paper (50 points): <ul style="list-style-type: none"> <li>- content 20 points,</li> <li>- formal structure 10 points,</li> <li>- list of references 20 points.</li> </ul> Total student workload: 3 credits = 90 hours (26 hours of participation in contact teaching, 32 hours of self-study, 32 hours of term paper preparation) Final evaluation: maximum 100 points. 100 points are required to pass the course, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must obtain 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (59-50 points) of the total number of points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student knows and can interpret the most important scientific results about human beings, the different ideas about human beings, the educational perceptions associated with them, is aware of the sociocultural factors influencing attitudes, and is aware of the implications of all this for personal development.</li> <li>- The student is able to understand and interpret the results of recent theoretical, anthropological and historical research adequate to teacher education.</li> <li>- The student is familiar with various theoretical approaches and interpretations of education and their roles and is able to apply them in his/her work.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Using the results of the discipline, the student approaches contemporary phenomena of education and pedagogy on the basis of new aspects, with a historical context.</li> </ul>	

- The student should develop his/her image of people and children, his/her perception of education and upbringing, be able to be aware of it and communicate it to others.
- With democratic commitment and a sense of responsibility, the student is prepared to accept values other than his/her own, to recognize and respect the views of others.
- The student is able to reflectively interpret, analyze and evaluate his/her teaching experiences and opinions.

**Competences:**

- The student is able to form an independent opinion, to reflect on himself/herself as a future teacher.
- The student is able to develop his/her own procedures to achieve set goals,
- The student behaves empathetic towards different social groups.
- The student takes responsibility for the mission of his/her institution.
- Student feels responsible for the effective solution of each problem.

**Brief syllabus:**

Historical and cultural anthropological approach to education, basic concepts of education - human body, ritual, holiday, space, time, narrative knowledge, informal education, generational relations, education as a social primary function, evolution of culture (mimetic, mythic, paradigmatic) ; Basic models of ancient Greek education, educational ideas of Greek philosophers (Socrates, Plato, Aristotle).

Augustinian principle of education, transformation of medieval man and his worlds - origins of medieval approach to children, education and education, institutionalized education of women.

The world of the Renaissance man, his important pedagogical thinkers (Vittorino da Feltre, Guarino da Verona, Neri St. Philipines, Juan Vives).

The Reformation and the Catholic renewal. Man and worldview - changes in childhood, the family model and women's education.

Early modern and modern man and his education - institutional education, its main ideologies (Comenius, Locke, Rousseau); temporal and institutional discipline.

The formation and development of modern European school systems in the 19th and 20th centuries. The main stages of the development of Hungarian education (Ratio Educationis, Law on Popular Education); the age of the development of Hungarian women's education.

Pedagogical scientific thought, Herbart and his pupils, positivism, pedagogy of spiritual science, experimental pedagogical aspirations, paediatric studies and modern child psychology.

The crisis of modern times. School criticism, life reform, women's emancipation movements. The development and main trends of reform pedagogy (Montessori, Waldorf, Freinet, Jenaplan, Dalton-plan), their methodological role in the innovation of school, kindergarten and teaching practice. Competence profile of the future teacher, practical activities and experience.

**Literature:**

Kéri Katalin: Hölgyek napernyővel. Nők a dualizmus kori Magyarországon 1867-1914. Pro Pannonia Kiadó, Pécs, 2008. ISBN: 9789639893092

Kéri Katalin: Lánynevelés és női művelődés az újkori Magyarországon: nemzetközi kitekintéssel és nőtörténelmi alapozással. Kronosz Kiadó, Pécs, 2018. ISBN: 9789634670377

Mészáros István – Németh András – Pukánszky Béla: Neveléstörténet. Bevezetés a pedagógia és az iskoláztatás történetébe. Osiris, Budapest, 2003. ISBN: 9633793432

Németh András: A reformpedagógia múltja és jelene. Nemzeti Tankönyvkiadó, Budapest, 1996. 2. átdolgozott és bővített kiadás: 1998, 3. kiadás: 1998; 4. kiadás 2001. ISBN 9789631921908

Németh András – Skiera Ehrenhard: Reformpedagógia és az iskola reformja. Nemzeti Tankönyvkiadó, Budapest, 1999. 2. kiadás 2003. ISBN: 9631901688

Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184  
Németh András et al: Alternatív- és reformpedagógia a gyakorlatban  
[http://nti.btk.pte.hu/dogitamas/BHF\\_FILES/html/99Nemeth/topic.php-topic=14.htm](http://nti.btk.pte.hu/dogitamas/BHF_FILES/html/99Nemeth/topic.php-topic=14.htm)  
(2022.02.07.)  
Pukánszki Béla István: Pedagógiai eszmetörténet. Budapest: Gondolat, 2013. ISBN 978-963-693-228-2.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 90

A	B	C	D	E	FX
43.33	22.22	14.44	3.33	2.22	14.44

**Teacher:** prof. Dr. Béla István Pukánszky, DSc., prof. Dr. Attila Józsefné Katalin Ambrus, DSc., Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Katalin Kanczné Nagy, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ VVP/22	<b>Name:</b> General and developmental psychology
<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: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Successful completion of the course requires active participation in lectures and successful completion of a written examination. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 30 points for participation and max. 70 points for the exam. A student may obtain a maximum of 100 points in total. The final grade for the course is: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points. Total student load: 2 credit = 60 hours (26 hours: attendance at lectures, 34 hours: self-study and exam preparation).	
<b>Results of education:</b> After completing the course the student <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Knows the basic terminology of the subject, knows different theoretical directions.</li> <li>- Knows the basic concepts of general psychology, such as perception, sensation, learning, memory, attention and concentration, communication, thinking, intelligence, emotion, motivation</li> <li>- Knows the mechanisms of cognitive, emotional and motivational processes.</li> <li>- Knows and can characterize the biological, psychological and sociological aspects of ontogenetic development of all developmental.</li> <li>- Knows the professional knowledge, developmental criteria, and psychological guidelines for public education participants (preschool, junior and senior school age periods, high school age, and lifelong learning).</li> <li>- Can translate theory into practice, familiar with progressive trends in special and applied psychology.</li> <li>- Familiar with methodological approaches, structure and aspects of job descriptions .</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Is able to independently construct psychological criteria according to physical and mental age.</li> <li>- Is able to orient himself in the methods of the given problem, to apply observation schemes, scearing.</li> <li>- He is able to differentiate children and pupils with SEN, to follow the individual educational plan.</li> </ul>	

- Can carry out depistigation and orientation in pedagogical-psychological diagnostics.
- Is able to investigate and formulate theoretical and practical bases necessary for solving problems encountered in pedagogical practice regarding psychological processes and developmental peculiarities.
- He/she is able to collaborate and consult with other professionals, working in a team.
- Can apply the acquired knowledge in solving practical problems in various areas of social life, especially in pedagogical practice.

**Competences:**

- Responds flexibly and knowledgeably to problems, speaks democratically, acts tolerantly,
- Applies the principles of inclusive thinking, optimal working climate, cooperative methodology.
- Applies the acquired knowledge of psychological phenomena and processes and age specificities from the perspective of developmental psychology to his/her own studies, to specific pedagogical, methodological and didactic disciplines and subjects of pedagogical practice.
- Carries out targeted development of self-knowledge, participates in further education
- The graduate is characterized by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the issues of the field of study of teaching.

**Brief syllabus:**

Introduction to psychology, general psychology as a scientific discipline.  
 Biological factors of psyche, psychophysiology, perception and sensation  
 Learning, memory, attention and concentration  
 Speech and communication, verbal, non-verbal communication and metacommunication.  
 Feelings and emotions, motivation, thinking and thought processes,  
 Intelligence and models of intelligence, emotional intelligence, creativity.  
 Developmental psychology as a special scientific discipline - definition.  
 Physical and mental age - observation schemes.  
 Developmental scales and developmental periods.  
 Theories of development of Piaget, Freud, Erikson.  
 Generational changes and characteristics of generational differences x, y, z and alpha generations  
 - change in intelligence structure  
 Gardner's theory of ability and its relevance to education, Rogers' theory of person-centred approach.  
 Recent research in developmental psychology.

**Literature:**

GOLEMAN, Daniel, N. KISS Zsuzsanna. Érzelmi intelligencia - 4. kiad. - Budapest : Háttér, 2008. - 456 s. - ISBN 9638128666.  
 BUGÁN Antal, OLHÁH Attila. Fejezetek a pszichológia alapterületeiből - 1. vyd. - Budapest : ELTE EÖTVÖS Kiadó, 2006. - 592 s. - ISBN 963 463 478 8.  
 PLÉH Csaba, BOROSS Otilia. Pszichológia A-Z : A pszichológia legfontosabb fogalmai magyar és angol nyelven - 1. vyd. - Budapest : Akadémiai Kiadó, 2010. - 403 s. - ISBN 978 963 8658 0.  
 PLÉH Csaba. Bevezetés a pszichológiába : Olvasmányok és feladatok a lélektan alapkérdéseinek tanulmányozásához - 1. vyd. - Budapest : Osiris Kiadó, 2004. - 920 s. - ISBN 963 389 478 6.  
 PLÉH Csaba. A lélektan története - 2. vyd. - Budapest : Osiris Kiadó, 2010. - 652 s. - ISBN 978 963 276 052 0.  
 ATKINSON, R. 2000. Pszichológia. (Pszichológia). Budapest : Osiris Kiadó. 2000.  
 Bordás, S., FORRÓ, Zs., NÉMETH, M. STRÉDL, T. Pszichológiai jegyzetek. 1. vydanie 2005. Komárno: UJS. ISBN 8096925156

BAGDY, E. 2002. Személyiségfejlesztő módszerek az iskolában. Budapest : Nemzeti Tankönyvkiadó, 2002. 308 s. ISBN 9631922359.

N. KOLLÁR, K. 2004. Pszichológia pedagógusoknak. Budapest : Osiris Kiadó, 2004. 637 s. ISBN 963389672X.

STRÉDL, T. 2009. Fejlődésléktan (Vývinová psychológia). In Bordás-Forró-Németh-Stredl, T. 2009. Pszichológiai jegyzetek (Základy psychológie). Komárno : UJS. 2009. s. 156 – 210. ISBN 80-969251-5-6

VAJDA, ZS. 1990. A gyermek pszichológiai fejlődése. (Psychický vývoj dieťaťa). Budapest : 2006 (3. prepracované vydanie)

VAJDA, ZS., KÓSA, É. 2005. Nevelésléktan. (Psychológia výchovy). Budapest : Osiris Kiadó . 2005.,

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 18

A	B	C	D	E	FX
27.78	11.11	33.33	22.22	5.56	0.0

**Teacher:** PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ZAP/22	<b>Name:</b> Introduction to academic writing
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: - Developing and updating a research plan of at least 2 pages (20 points) - development and adaptation of a research method and tool (20 points) - presentation of the research tool and method in a minimum of 2 pages (20 points) - testing of the research method and tool, summary of the experience in a minimum of 3 pages (40 points) Final course grade: - A = 90 - 100% (100 - 90 points) - B = 80 - 89 % (89 - 80 points) - C = 70-79 % (79-70 points) - D = 60 - 69 % (69 - 60 points) - E = 50 - 59 % ( 59 - 50 points) - FX = 0 - 49 % ( 49 - 0 points) Total student workload: 2 credit = 60 hours (13 hours: seminar attendance, 47 hours: self-study and research plan preparation).	
<b>Results of education:</b> <b>Knowledge:</b> Upon completion of the course, the student will know * the main features of scientific knowledge * quantitative and qualitative methods of scientific knowledge * methods of data collection * the basics of case studies and internet research * basic principles of writing bachelor theses * methods and main features of literary research * methods of reference to literature * the link between learning style, learning environment and learning motivation * measurement tools used in data collection and their main features * scientific criteria of validity and reliability * the requirement to ensure argumentative interpretation <b>Skills:</b>	

The student is able to

- formulate a research aim
- construct a research plan on a selected topic, for example, exploring learning styles
- develop principles of literary research
- evaluate the appropriateness of the research tools and methods used

Competencies:

The student can

- draw up their own research plan
- formulate hypotheses and/or questions
- choose own methods and tools to implement the research plan
- analyse the literature and formulate references to their results
- formulate summary ideas on the basis of the developed literature.

### **Brief syllabus:**

Main features of scientific knowledge

Quantitative and qualitative directions of pedagogical science

Formulation of research questions and hypotheses

Selection and processing of literature

Methods of data collection (questionnaires, interview, observation, tests)

Case studies, internet research

Bachelor's thesis as a publication genre

System of references to literature

Learning style and learning environment

Didactics of learning

The connection between learning style and teaching style

### **Literature:**

Andragógiai interdiszciplináris kutatómódszertan / Kálmán Anikó. - 2. vyd. - Budapest : OKKER Oktatási és Kiadói Rt., 2005. - 148 s. - ISBN 963 9228 97 4.

Kutatómódszertan = Elmélet, gyakorlat, tanulmányok : Oktatási segédlet / Menyhárt József. - 1. vyd. - Nitra-Nyitra : Nyitrai Konstantin Filozófus Egyetem -Univerzita Konštantína Filozofa v Nitre, 2015. - 167 s. - ISBN 978-80-558-0962-5.

A társadalomtudományi kutatás gyakorlata / Earl Babbie ; Gábor Kende. - 6. vyd. - Budapest : Balassi Kiadó, 2008. - 600 s. - ISBN 978-963-506-764-0.

Doing a Successful Research Project : Using Qualitative or Quantitative Methods / Martin Davies, Nathan Hughes. - 2. vyd. - Hampshire : Palgrave Macmillan, 2014. - 278 s. - ISBN 978-1-137-30642-5.

Doing Your Research Project : A Guide for First-time Researchers / Judith Bell, Stephen Waters. - 7. vyd. - London : McGraw-Hill Education, 2018. - 344 s. - ISBN 978-0-335-24338-9.

Metody pedagogického výzkumu : Základy kvantitativního výzkumu / Miroslav Chráska. - 2., akt. vyd. - Praha : Grada, 2016. - 254 s. - ISBN 978-80-247-5326-3.

Egyéni különbségek szerepe a tanulásban : Tanulási stratégiák / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2012. - 143 s. - ISBN 978-963-88946-7-0.

Egyéni különbségek szerepe a tanulásban : A tanulási stílus / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2011. - 222 s. - ISBN 978-963-88946-5-6.-

A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája / Paul Roeders, Gefferth Éva. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2.

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

hungarian, slovak

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> prof. Dr. Péter Tóth, PhD., Dr. László Pribék, PhD.					
<b>Date of last update:</b> 18.02.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ZPP/22	<b>Name:</b> Basics of first aid and biology for teachers
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the seminars, which consist of a theoretical and practical part. During the practical part, the student will try out, practice, and at the end, demonstrate basic practical skills in providing emergency first aid in various simulated situations and various types of injuries and accidents. The partial evaluation of the subject is the evaluation of the seminar work (extent of at least five pages, TNR font, font size 12) on an arbitrarily selected topic from the list of topics covered according to the subject outline. Evaluation criteria (30%): - Summary of the issue according to the currently available professional literature, drawn from at least three professional sources - Description of a specific case based on own experience, or design of a specific practical method for implementing the given topic in practice - Requirements for content, form, and graphic, image documentation. In the final part, the student proves his theoretical knowledge by completing the test (70%). Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%. Achieving 50% of the total points is necessary to award credits. Total student load: 2 credits = 60 hours (13 hours: participation in lectures, 47 hours: self-study and preparation for the exam, preparation of a seminar paper).	
<b>Results of education:</b> Knowledge: - The student can name the causes, consequences, and solutions of the most frequent sudden actions of traumatic and non-traumatic origin threatening the life and health of newborns, children, and adults. - The student can summarize theoretical knowledge about basic life-saving actions, disorders of consciousness, breathing disorders, seizures, bleeding from wounds, shock, fractures, joint injuries, and burns. - The student can design adjustments to create a safe environment for children and organize various school activities. - The student can characterize individual organ systems and combine them with knowledge of first aid in case of failure of these systems.	

**Abilities:**

- The student can evaluate situations with a focus on minimizing the risk of further endangering himself and can call emergency medical services and other components of the integrated rescue system in the event of an accident.
- The student can practically perform essential emergency support of life functions - opening the airways, rescue breathing, chest compressions (heart massage), stopping bleeding, stabilizing position, cardiopulmonary resuscitation (revival), including the use of automatic external defibrillation,
- The student can provide psychological support to the disabled.
- The student can provide health care for various types of children's diseases, such as allergies, metabolic disorders, parasites, and respiratory and gastrointestinal tract diseases.

**Competencies:**

- The student acquires a positive attitude toward providing first aid and preventing sudden threats to the life and health of school-age children and adults.
- The student can justify the importance of providing first aid in the emergency health care system in sudden life and health-threatening events.
- The student can practically use knowledge and skills in dealing with sudden life and serious health-threatening events of traumatic and/or non-traumatic origin.

**Brief syllabus:**

The importance of first aid, the implementation of first aid in the educational process, and the procedure for reporting an accident to the emergency services.

Safety in the school environment (in the building, in the yard, during free time activities), building a first aid kit at school and school activities.

Essential characteristics of the respiratory system. Determining the affected person's condition, examination of the airways and essential vital functions, stabilization position, removal of a foreign body from the airways, and artificial respiration.

The structure and function of the heart, diseases of the circulatory system, and the heart providing first aid in case of cardiac arrest.

The function of blood and blood elements, stopping bleeding in different types of wounds, types of bandages and wound dressing techniques, and internal bleeding.

Essential characteristics of the musculoskeletal system, muscles, and bones. Injury of tendons, joints, treatment of fractures.

Types of shock states, anaphylactic shock, and essential characteristics of the immune system.

Essential characteristics of the nervous system. Damage to the nervous system, epileptic seizure, convulsions, and first aid.

Essential characteristics of the skin. Types of burns, first aid for burns, eye injuries.

Essential characteristics of the gastrointestinal system. First aid for poisoning.

Wounds caused by stings, bites, planning, organization, and implementation of walks, trips, camps, and safe transportation of children.

Allergies, frequent diseases of the respiratory tract and gastrointestinal tract, parasites in childhood, autoimmune diseases, and metabolic disorders in children.

**Literature:**

ANDICS, L.: Elsősegély: Közúton, otthon, munkahelyen, közterületen – 1. vyd. – Budapest: Sophia Kiadó, 2004 – 86 s. – ISBN 963216279X.

BASS, D., MAURICE, K.: Elsősegélynyújtás csecsemőknek és gyermekeknek. – 1, vyd. – Békéscsaba: Booklands, 2000. – 160 s. – ISBN 97863 9613 62 1.

BODZSÁR, E., ZSÁKAI, A.: Humánbiológia: Gyakorlati kézikönyv. - 1. vyd.- Budapest: Elte Eötvös Kiadó, 2004 – 300 s. – ISBN 963 463 653 5.

MADER, S. S.: Human biology. - 11. vyd. - Boston: Wm. C. Brown Publishers, USA, – 2008. - 600 s. - ISBN 0-978-0-07-016778-0.  
 McCracken, T. O.: Háromdimenziós anatómiai atlasz. Budapest : Scolar Kiadó, 2000. - 237 s. - ISBN 978-963-9193-99-4.  
 NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.  
 PORÁČOVÁ, J., NAGY, M., BERNÁTOVÁ, R., a kol. Fyziológia živočíchov a človeka - 1. vyd. - Prešov : Fakulta humanitných a prírodných vied PU v Prešove, 2014. - 591 s., [36,65 AH]. - ISBN 978-80-555-1150-4.  
 STOPPARDOVÁ, M.: Prvá pomoc malým deťom: Stručný sprievodca prvou pomocou. – 1. vyd. – Bratislava: Slovart s.r.o., 2005. – 63 s. – ISBN 80-8085-022-4.  
 SZENTÁGOTHAI, J.: Funkcionális anatómia I.-III. Budapest : Medicina Könyvkiadó, 2006. - 710, 600, 800. - ISBN 963 242 565 0.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., RNDr. Eva Tóthová Tarová, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ŠSB/22	<b>Name:</b> State Examination
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for qualifying for the State examination: a) completion of all compulsory courses (16 credits), b) obtaining at least 11 credits from the compulsory elective courses of the program, c) obtaining 5 credits from elective courses, d) obtaining 32 credits in the prescribed composition (to complete the subject of the state examination, the student has get 2 credit). In the oral state examination, the student gives an account of his own pedagogical, psychological and biological knowledge as components of education and training. The state examination takes the form of a colloquium, in which the student's pedagogical knowledge is evaluated by the state final examination committee. The oral exam is evaluated on the basis of the following grading scale: A – 100–90%, B – 90–80%, C – 80–70%, D – 70–60%, E – 60–50%. A student who does not reach 50% does not receive credit.	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- the student can explain the biological and social psychological aspects of the development of school-aged students,</li> <li>- based on the basic principles of pedagogical diagnostics, the student is able to distinguish the students' current level of personal development and developmental characteristics,</li> <li>- the student is able to reflect on the psychological laws of the student's learning process,</li> <li>- the student can identify the students' individual learning styles,</li> <li>- the student can assess the impact of socio-cultural determinants on the student's personal development,</li> <li>- the student can evaluate the compensation function of the school in relation to the effects of the socio-cultural environment on the development and improvement of the student's personality,</li> <li>- the student has interdisciplinary knowledge about the developmental differences of students, which result from health or social disadvantages,</li> <li>- the student will be able to assess the possibilities of developing his own career in the career development system,</li> <li>- the student will be able to justify the choice of self-education methods.</li> </ul>	

**Skills:**

- the student has basic practical experience in assessing the students' current level of development,
- the student will be able to accept the developmental differences and psychological characteristics of individual students,
- the student will be able to recognize the specific educational needs of students,
- the student will be able to respect students' individual learning methods,
- the student has basic practical experience in identifying the multicultural environment of students,
- the student is able to take into account the students' different levels of development.

**Competencies:**

- the student is able to select and use appropriate pedagogical and diagnostic methods (e.g. observation, interview) to assess students' personality characteristics,
- the student is able to interpret the results of the diagnostics, draw conclusions for choosing the strategy of the educational activity,
- the student is able to cooperate with experts in the preparation of individual educational programs,
- the student is able to cooperate in the creation/innovation of the school education program,
- the student is able to cooperate with various experts for the sake of his own professional development,
- the student is able to set the goals of his own professional development,
- the student is able to identify with the need for lifelong learning,
- the student is empathetic and socially committed.

**Brief syllabus:**

- Not relevant

**Literature:**

Literature indicated in the information sheets of the study program.

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

hungarian, slovak

**Notes:****Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:**

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KTVŠ/ VSA1a/22	<b>Name:</b> Leisure sport activities 1a
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I., I.II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The following conditions shall apply to the subject: General conditions for the performance of the subject: <ul style="list-style-type: none"> <li>• active participation in the course is at least 80%,</li> <li>• various forms of kinesthetic activities: play balls, sultanas, swimming, aerobic exercise, body construction, exercise (kinesthetic activity selected by the student).</li> </ul> General conditions for the performance of the subject: <ul style="list-style-type: none"> <li>• active participation in the course is at least 80%,</li> <li>• course evaluation criteria: active participation, completed — not completed.</li> <li>• Demonstration Of the sporting activity chosen By the student: In the case of game games - demonstration of the training of an attacker and defense; in the case Of swimming, - demonstration of the technical features of different swimming pools; fitness - demonstration of certain basic practices for different muscle groups and without devices;</li> </ul> Assessment: Presentation of the elements of the selected sport activity - 20p. Total student workload (module 2): 1 credits = 30 hours participation in 13 hours of practical training (contact); 27 hours build up a set of individual exercises. Evaluation criteria: Presentation of selected sports activities (at the discretion of the student).	
<b>Results of education:</b> <b>Knowledge:</b> The student shall be able to apply the practical skills of the chosen sport. The student recognizes the relationship between the chosen sport and a healthy lifestyle. <b>Capabilities:</b> The student is familiar with the basic features and practices of the chosen sport. The student can expand his knowledge and self-training. <b>Competences:</b> The student can also apply the knowledge acquired to the active use of leisure time. The student is able to independently plan the activity and expand his knowledge.	
<b>Brief syllabus:</b> 1. Understand the importance of physical activity as an essential part of everyday life and its impact on mental and physical health.	

2. Acquisition of football and football core rules (according to selected sports activities).
3. Acquisition of basic rules and basic beats for table tennis (focused on palm beats).
4. Acquisition of basketball, volleyball, acquisition of the basic rules and techniques of the sport (according to selected sports activities).
5. Exercise - according to the selected sports activities.
6. Introduction to aerobics practices.
7. Introduction to the aerobic practices of step aerobics.
8. Development of basic mobility skills - appropriate to selected sporting activities.
9. Acquisition by basic elements in float – speed swimming, breaststroked.
10. Acquisition of control methods for sporting activities - human beings - according to the selected sporting activities.
11. Development of standing — in selected sporting activities.
12. Development of coordination capabilities - torture - according to the selected sporting activities.
13. Output sport activity in selected sports.

**Literature:**

- 1005 röplabda játék és gyakorlat / Edi Bachmann, Martin Bachmann. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2000. - 344 s. - ISBN 963 9123 84 6.
- 1006 kosárlabda játék és gyakorlat / Peter Vary. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2001. - 317 s. - ISBN 963 9123 85 4.
- 1008 torna játék és gyakorlat : Kézikönyv tanároknak, edzőnek, játékosoknak / Ursula Häberling-Spöhel. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2003. - 271 s. - ISBN 963 9310 93 x.
- 1014 asztalitenisz játék és gyakorlat : Kézikönyv tanároknak, edzőknek, játékosoknak / Harry Blum. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2004. - 323 s. - ISBN 963 9542 07 5.
- Die fitnesspyramide / Bob Anderson, Ed Burke. - Ulm : Franz Spiegel Buch GmbH, 1997. - 117 s. - ISBN 3585335258.
- Sport a családban / Takács László. - Budapest : Sport, 1973. - 380 s. - ISBN 963 253 512 x.
- Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia/ Beáta Dobay-Elena Bendíková, 2016. ISBN 978-963-12-7613-8

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

Hungarian language, Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 29

a	n
100.0	0.0

**Teacher:** Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek

**Date of last update:** 28.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KTVŠ/ VSA1b/22	<b>Name:</b> Leisure sport activities 1b
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I., I.II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The following conditions shall apply to the subject: General conditions for the performance of the subject: <ul style="list-style-type: none"> <li>• active participation in the course is at least 80%,</li> <li>• various forms of kinesthetic activities: play balls, sultanas, swimming, aerobic exercise, body construction, exercise (kinesthetic activity selected by the student).</li> </ul> General conditions for the performance of the subject: <ul style="list-style-type: none"> <li>• active participation in the course is at least 80%,</li> <li>• course evaluation criteria: active participation, completed — not completed.</li> <li>• Demonstration Of the sporting activity chosen By the student: In the case of game games - demonstration of the training of an attacker and defense; in the case Of swimming, - demonstration of the technical features of different swimming pools; fitness - demonstration of certain basic practices for different muscle groups and without devices;</li> </ul> Assessment: Presentation of the elements of the selected sport activity - 20p. Final assessment: A: 100-91% B: 90-81 % C: 80 % TO 71 % D: 70 TO 61 % E: 60-51% FX: 50 % Total student workload (module 2): 1 credits = 30 hours participation in 13 hours of practical training (contact); 27 hours of self-training for the specific sport.	
<b>Results of education:</b> <b>Knowledge:</b> The student shall be able to apply the practical skills of the chosen sport. The student recognizes the relationship between the chosen sport and a healthy lifestyle. <b>Capabilities:</b> The student is familiar with the basic features and practices of the chosen sport. The student can expand his knowledge and self-training. <b>Competences:</b> The student can also apply the knowledge acquired to the active use of leisure time. The student is able to independently plan the activity and expand his knowledge.	
<b>Brief syllabus:</b>	

1. Understand the importance of physical activity as an essential part of everyday life and its impact on mental and physical health.
2. Master the rules of the game and be able to make the right decisions in accordance with the rules of football/football, table tennis, basketball, volleyball (according to selected sports activities).
3. Master the rules of the 'table tennis' - learn how to open the 'table tennis'.
4. Learn the rules of the basketball, balls — learn the techniques of the basketball baskets on the basketball, and the regular execution of the basketball touch and bargaining touch.
5. Make conscious use of its knowledge to develop conditioned skills at training courses in line with selected sporting activities.
6. Preparation of the set of practice required for aerobic stress in the vessel with manual weights.
7. Become familiar with step aerobics and the applicability of steppers.
8. Developing mobility, including developing fitness for work - by selected sporting activity.
- 9 acquiring the method of float and float and repairing faults — backstroke, breaststroke- swimming by the way, using various kinds of devices.
10. Human health-based activities — practice of protection techniques — according to the selected sporting activities.
11. Conscious development of virtue — in selected sporting activities.
12. Improving coordination capabilities — balance development.
13. Output sport activity in selected sports.

**Literature:**

1005 röplabda játék és gyakorlat / Edi Bachmann, Martin Bachmann. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2000. - 344 s. - ISBN 963 9123 84 6.

1006 kosárlabda játék és gyakorlat / Peter Vary. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2001. - 317 s. - ISBN 963 9123 85 4.

1008 torna játék és gyakorlat : Kézikönyv tanároknak, edzőnek, játékosoknak / Ursula Häberling-Spöhel. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2003. - 271 s. - ISBN 963 9310 93 x.

1014 asztalitenisz játék és gyakorlat : Kézikönyv tanároknak, edzőknek, játékosoknak / Harry Blum. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2004. - 323 s. - ISBN 963 9542 07 5.

Die fitnesspyramide / Bob Anderson, Ed Burke. - Ulm : Franz Spiegel Buch GmbH, 1997. - 117 s. - ISBN 3585335258.

Sport a családban / Takács László. - Budapest : Sport, 1973. - 380 s. - ISBN 963 253 512 x.

Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia/ Beáta Dobay-Elena Bendíková, 2016. ISBN 978-963-12-7613-8

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 37

a	n
100.0	0.0

**Teacher:** Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek

**Date of last update:** 28.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KTVŠ/ VSA2a/22	<b>Name:</b> Leisure sport activities 2a
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I., I.II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The training course shall: The course is conditional on active participation in at least 80% of the hours. Various forms of movement, including ball games, table tennis, swimming, aerobic practices, fitness and group and reinforcement training. Assessment criteria: <ul style="list-style-type: none"> <li>● completion of the practical part of the training by at least 80 %.</li> </ul> Assessment criteria: Active participation and full content of educational activities. Completed/not completed <ul style="list-style-type: none"> <li>● describe the practices according to the selected sporting activities of the student: Learning the techniques of kinesthetic activities, creating offensive and defensive game combinations and basic game systems in games. Acquiring and demonstrating basic techniques in swimming. At Fitnesssi: Acquisition and demonstration of basic practices for different body parts and groups of muscles, correct use of fitness tools and devices.</li> </ul> Assessment criteria: Presentation of selected sports activities (at the choice of the learner). Total student workload: 1 credits = 30 hours Active participation - 13 hour exercises (contact); preparation 27 hours - build up a set of individual exercises. Evaluation criteria: Presentation of selected sports activities (at the discretion of the student).	
<b>Results of education:</b> <b>Knowledge:</b> The student shall be able to apply the practical skills of the chosen sport. The student recognizes the relationship between the chosen sport and a healthy lifestyle. <b>Capabilities:</b> The student is familiar with the basic features and practices of the chosen sport. The student can expand his knowledge and self-training. <b>Competences:</b> The student can also apply the knowledge acquired to the active use of leisure time. The student is able to independently plan the activity and expand his knowledge.	

**Brief syllabus:**

1. Understand the importance of physical activity as an essential part of everyday life and its impact on mental and physical health.
2. Acquisition Of football and football core rules (according to selected sports activities).
3. To learn basic rules for table tennis and beat technique.
4. basketball personal protection learning, panda-jumping acquisition of opening techniques, learning the basic rules and techniques of sport (according to selected sports activities).
5. Exercise - according to the selected sports activities.
6. Become familiar with the aerobik practices, using THE HOT-IRON utility.
- 7 introduction to step aerobik, aerobic practices — use of hand weights.
8. Developing basic mobility skills, including the development of speed, according to selected sporting activities.
9. Swimming learning - swathes, swimming techniques - use of aids and exercise of strolling.
10. Acquisition of control methods for sporting activities — semi-professional human beings — according to the selected sporting activities.
11. Developing speed capability through various means of support in selected sports activities.
12. Develop coordination capabilities — improve the sense of motion rhythm — in line with the selected sporting activities.
13. Output sport activity in selected sports

**Literature:**

- 1005 röplabda játék és gyakorlat / Edi Bachmann, Martin Bachmann. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2000. - 344 s. - ISBN 963 9123 84 6.
- 1006 kosárlabda játék és gyakorlat / Peter Vary. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2001. - 317 s. - ISBN 963 9123 85 4.
- 1008 torna játék és gyakorlat : Kézikönyv tanároknak, edzőnek, játékosoknak / Ursula Häberling-Spöhel. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2003. - 271 s. - ISBN 963 9310 93 x.
- 1014 asztalitenisz játék és gyakorlat : Kézikönyv tanároknak, edzőknek, játékosoknak / Harry Blum. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2004. - 323 s. - ISBN 963 9542 07 5.
- Die fitnesspyramide / Bob Anderson, Ed Burke. - Ulm : Franz Spiegel Buch GmbH, 1997. - 117 s. - ISBN 3585335258.
- Sport a családban / Takács László. - Budapest : Sport, 1973. - 380 s. - ISBN 963 253 512 x.
- Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia/ Beáta Dobay-Elena Bendíková, 2016. ISBN 978-963-12-7613-8

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

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek

**Date of last update:** 28.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KTVŠ/ VSA2b/22	<b>Name:</b> Leisure sport activities 2b
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I., I.II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The training course shall: The course is conditional on active participation in at least 80% of the hours. Various forms of movement, including ball games, table tennis, swimming, aerobic practices, fitness and group and reinforcement training. Assessment criteria: <ul style="list-style-type: none"> <li>● completion of the practical part of the training by at least 80 %.</li> </ul> Assessment criteria: Active participation and full content of educational activities. Completed/not completed <ul style="list-style-type: none"> <li>● describe the practices according to the selected sporting activities of the student: Learning the techniques of kinesthetic activities, creating offensive and defensive game combinations and basic game systems in games. Acquiring and demonstrating basic techniques in swimming. At Fitnesssi: Acquisition and demonstration of basic practices for different body parts and groups of muscles, correct use of fitness tools and devices.</li> </ul> Assessment criteria: Presentation of selected sports activities (at the choice of the learner). Total student workload: 1 credits = 30 hours Active participation - 13 hour exercises (contact); preparation 27 hours - build up a set of individual exercises. Evaluation criteria: Presentation of selected sports activities (at the discretion of the student).	
<b>Results of education:</b> <b>Knowledge:</b> The student shall be able to apply the practical skills of the chosen sport. The student recognizes the relationship between the chosen sport and a healthy lifestyle. <b>Capabilities:</b> The student is familiar with the basic features and practices of the chosen sport. The student can expand his knowledge and self-training. <b>Competences:</b> The student can also apply the knowledge acquired to the active use of leisure time. The student is able to independently plan the activity and expand his knowledge.	

**Brief syllabus:**

1. Understand the importance of physical activity as an essential part of everyday life and its impact on mental and physical health.
2. The application of football and football rules, 3:3 game (according to selected sports activities).
3. Application of rules on table tennis and acquisition of various techniques of impact of table tennis.
4. Applying international rules, in basketball and volleyball, learning the various modes of basketball delivery, acquiring the technique of jumping from 3m to step (according to selected sports activities).
5. Develop a functional capability, with complex coordination capabilities, in line with the selected sporting activities.
6. Learning on the aerobics practices, using the weighting plates.
7. Acquiring the aerobic practices of step aerobics.
8. Development of the standing capacity by various means of support, according to the selected sporting activities.
9. Learning to use the skills - improving fast-float, float, back-float technology by using aids and techniques of drawing up the skills.
10. Use of a mixed-defense method throughout the course, according to the selected sports activities.
11. Development of standing capacity by various means of support - selected sporting activities.
12. Develop coordination capacity - develop responsiveness to selected sports activities.
13. Output sport activity in selected sports.

**Literature:**

- 1005 röplabda játék és gyakorlat / Edi Bachmann, Martin Bachmann. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2000. - 344 s. - ISBN 963 9123 84 6.
- 1006 kosárlabda játék és gyakorlat / Peter Vary. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2001. - 317 s. - ISBN 963 9123 85 4.
- 1008 torna játék és gyakorlat : Kézikönyv tanároknak, edzőnek, játékosoknak / Ursula Häberling-Spöhel. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2003. - 271 s. - ISBN 963 9310 93 x.
- 1014 asztalitenisz játék és gyakorlat : Kézikönyv tanároknak, edzőknek, játékosoknak / Harry Blum. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2004. - 323 s. - ISBN 963 9542 07 5.
- Die fitnesspyramide / Bob Anderson, Ed Burke. - Ulm : Franz Spiegel Buch GmbH, 1997. - 117 s. - ISBN 3585335258.
- Sport a családban / Takács László. - Budapest : Sport, 1973. - 380 s. - ISBN 963 253 512 x.
- Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia/ Beáta Dobay-Elena Bendíková, 2016. ISBN 978-963-12-7613-8

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

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek**Date of last update:** 28.02.2022**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KTVŠ/ VSA3a/22	<b>Name:</b> Leisure sport activities 3a
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I., I.II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The training course shall: The course is conditional on active participation in at least 80% of the hours. Various forms of movement, including ball games, table tennis, swimming, aerobic practices, fitness and group and reinforcement training. Assessment criteria: <ul style="list-style-type: none"> <li>● Completion of the practical part of the training by at least 80 %.</li> </ul> Assessment criteria: Active participation and full content of educational activities. Completed/not completed <ul style="list-style-type: none"> <li>● Describe the practices according to the selected sporting activities of the student: Learning the techniques of kinesthetic activities, creating offensive and defensive game combinations and basic game systems in games. Acquiring and demonstrating basic techniques in swimming. At Finesse: Acquisition and demonstration of basic practices for different body parts and groups of muscles, correct use of fitness tools and devices.</li> </ul> Assessment criteria: Presentation of selected sports activities (at the choice of the learner). Total student workload: 1 credits = 30 hours Active participation - 13 hour exercises (contact); preparation 27 hours - build up a set of individual exercises. Evaluation criteria: Presentation of selected sports activities (at the discretion of the student).	
<b>Results of education:</b> <b>Knowledge:</b> The student shall be able to apply the practical skills of the chosen sport. The student recognizes the relationship between the chosen sport and a healthy lifestyle. <b>Capabilities:</b> The student is familiar with the basic features and practices of the chosen sport. The student can expand his knowledge and self-training. <b>Competences:</b> The student can also apply the knowledge acquired to the active use of leisure time. The student is able to independently plan the activity and expand his knowledge.	

**Brief syllabus:**

1. Understand the importance of physical activity as an essential part of everyday life and its impact on mental and physical health.
2. Games in football or football in accordance with international rules, games against 4:4 (according to selected sports activities).
3. The practice Of various drop-down techniques In table-tennis and table-tennis at a toy according to international rules.
4. Apply international sports rules during the game, learn to attack basketball, learn the techniques of jumping the net from one hop to the other volleyball (according to selected sports activities).
5. Exercise training with strength conditioning capabilities according to the sport activities selected.
6. Carrying out the exercises of the aerobics with its own weight.
7. Acquiring the aerobic practices Of step aerobics.
8. Developing basic mobility skills - speed - according to selected sports activities.
9. Developing floating techniques - crawl, breaststroke, backstroke - learn turning techniques in swimming.
10. Sediment according to selected sporting activities (2:1:2; 1:3:1; 2:2; 1:2).
11. Improving speed by various means of support for selected sports activities.
12. Develop coordination capabilities - exploratory skills - in line with selected sporting activities.
13. Output sport activity in selected sports.

**Literature:**

- 1005 röplabda játék és gyakorlat / Edi Bachmann, Martin Bachmann. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2000. - 344 s. - ISBN 963 9123 84 6.
- 1006 kosárlabda játék és gyakorlat / Peter Vary. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2001. - 317 s. - ISBN 963 9123 85 4.
- 1008 torna játék és gyakorlat : Kézikönyv tanároknak, edzőnek, játékosoknak / Ursula Häberling-Spöhel. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2003. - 271 s. - ISBN 963 9310 93 x.
- 1014 asztalitenisz játék és gyakorlat : Kézikönyv tanároknak, edzőknek, játékosoknak / Harry Blum. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2004. - 323 s. - ISBN 963 9542 07 5.
- Die fitnesspyramide / Bob Anderson, Ed Burke. - Ulm : Franz Spiegel Buch GmbH, 1997. - 117 s. - ISBN 3585335258.
- Sport a családban / Takács László. - Budapest : Sport, 1973. - 380 s. - ISBN 963 253 512 x.
- Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia/ Beáta Dobay-Elena Bendíková, 2016. ISBN 978-963-12-7613-8

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

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek

**Date of last update:** 28.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KTVŠ/ VSA3b/22	<b>Name:</b> Leisure sport activities 3b
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I., I.II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The following conditions shall apply to the subject: General conditions for the performance of the subject: <ul style="list-style-type: none"> <li>• active participation in the course is at least 80%,</li> <li>• various forms of kinesthetic activities: play balls, sultanas, swimming, aerobic exercise, body construction, exercise (kinesthetic activity selected by the student).</li> </ul> General conditions for the performance of the subject: <ul style="list-style-type: none"> <li>• active participation in the course is at least 80%,</li> <li>• course evaluation criteria: active participation, completed — not completed.</li> <li>• Demonstration Of the sporting activity chosen By the student: In the case of game games - demonstration of the training of an attacker and defense; in the case Of swimming, - demonstration of the technical features of different swimming pools; fitness - demonstration of certain basic practices for different muscle groups and without devices;</li> </ul> Assessment: Presentation of the elements of the selected sport activity - 20p. Final assessment: A: 100-91% B: 90-81 % C: 80 % TO 71 % D: 70 TO 61 % E: 60-51% FX: 50 % Total student workload (module 2): 1 credits = 30 hours participation in 13 hours of practical training (contact); 27 hours of self-training for the specific sport.	
<b>Results of education:</b> <b>Knowledge:</b> The student shall be able to apply the practical skills of the chosen sport. The student recognizes the relationship between the chosen sport and a healthy lifestyle. <b>Capabilities:</b> The student is familiar with the basic features and practices of the chosen sport. The student can expand his knowledge and self-training. <b>Competences:</b> The student can also apply the knowledge acquired to the active use of leisure time. The student is able to independently plan the activity and expand his knowledge.	
<b>Brief syllabus:</b>	

1. Understand the importance of physical activity as an essential part of everyday life and its impact on mental and physical health.
  2. Games in football or football in accordance with international rules, games against 5:5 (according to selected sports activities).
  3. The practice of various road-making techniques In table-tennis, table-tennis, according to international rules - raction.
  4. Organize games, championships, basketball training in accordance with international rules 1:2:2; 1:3:1; practice of a net jump-out technique in a volleyball (according to selected sports activities).
  5. Developing a konditional capacity - strength: Still image power, maximum force, speed-of-speed force - according to the selected sports activities.
  6. Carrying out the exercises of the aerobis with its own weight.
  7. Acquiring aerobic practices of step aerobik with different combinations.
  8. Developing basic mobility skills in line with selected sports activities.
  9. Developing the skills of the sex - fast-float, float, float - learn the skills of turning and jumping in swimming.
  10. Acquiring various kinds of physical activity - according to the selected sporting activity (2:1:2; 1:3:1; 2:2; 1:2).
  11. Developing speed — speed, speed of movement, speed of speed, speed of speed of speed, with various aids — for selected sports activities.
  12. Develop coordination capabilities — spatial awareness capabilities — in accordance with selected sporting activities.
  13. Output sport activity in selected sports.
- According to the selected ball roll. Kinesthetic activities in different load zones — according to the sport activities selected. Preparation of a weekly microcycle plan to improve aerobic capacity.

**Literature:**

- 1005 röplabda játék és gyakorlat / Edi Bachmann, Martin Bachmann. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2000. - 344 s. - ISBN 963 9123 84 6.
- 1006 kosárlabda játék és gyakorlat / Peter Vary. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2001. - 317 s. - ISBN 963 9123 85 4.
- 1008 torna játék és gyakorlat : Kézikönyv tanároknak, edzőnek, játékosoknak / Ursula Häberling-Spöhel. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2003. - 271 s. - ISBN 963 9310 93 x.
- 1014 asztalitenisz játék és gyakorlat : Kézikönyv tanároknak, edzőknek, játékosoknak / Harry Blum. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2004. - 323 s. - ISBN 963 9542 07 5.
- Die fitnesspyramide / Bob Anderson, Ed Burke. - Ulm : Franz Spiegel Buch GmbH, 1997. - 117 s. - ISBN 3585335258.
- Sport a családban / Takács László. - Budapest : Sport, 1973. - 380 s. - ISBN 963 253 512 x.
- Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia/ Beáta Dobay-Elena Bendíková, 2016. ISBN 978-963-12-7613-8

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek

**Date of last update:** 28.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., prof. ThDr. István Karasszon, PhD.