CONTENS

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ BS-CH/22	**Name:** Bachelor's Thesis Seminar

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 1 **For the study period:** 13
Methods of study: present

Number of credits: 4

Recommended semester/trimester of study: 5.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
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.
Criteria for the evaluation of the work:
– 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.
Percentages for each task:
Work done in seminars: 20 %.
Seminar paper: 80 %.
The student must complete at least 50 % of all assignments.

Results of education:
Knowledge:
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 quotating 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 familair with the basic terms used in the thesis,
- explain thebasic 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 wthical 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
Madarásová, J. (red.) 2000. Pravidlá slovenského pravopisu. Bratislava: VEDA. ISBN 8022406554
Smernica rektora č. 2/2021 o úprave, registrácii, sprístupnení a archivácii záverečných, rigoróznych a habilitačných prác na Univerzite J. Selyeho. 2021. Komárno: UJS
Ecco, U.: Hogyan írjunk szakdolgozatot? Kairosz, 1987. - 255. - ISBN 9639137537
Chajdiak, J.: Štatistika jednoducho v Exceli. - 1. vyd. - Bratislava : Statis, 2013. - 340 s. - ISBN 978-80-85659-74-0.
Katuščák, D.: Ako písať záverečné a kvalifikačné práce. 5. vyd. - Nitra : Enigma, 2007. - 164 s. - ISBN 978-80-89132-45-4
Nagy-György, J.: Valószínűségszámítás és statisztika példatár : POLYGON Jegyzettár - 1.vyd. - Szeged : Szegedi Egyetemi Kiadó POLYGON, 2010. - 111 s.
Silverman, D.: Ako robiť kvalitatívny výskum /. - Bratislava : Ikar a.s., 2005. - 328 s. – ISBN 80-551-0904-4.
Marko J.: Ako písať záverečnú prácu. - 1. vyd. - Zvolen : TU, 2010. - 66 s. - ISBN 978-80-228-2112-4.
Murray R.: How to Write a Thesis - 3. vyd. - England : McGraw-Hill Open University Press, 2011. - 326 s. - ISBN 978-0-33-524428-7.

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: doc. RNDr. Róbert Gyepes, PhD., prof. Róbert Mészáros, DSc., Dr. habil. PaedDr. György Juhász, PhD., Mgr. Katarína Szarka, PhD., Mgr. Andrea Vargová, PhD., Attila Kardos, PhD., Dr. habil. Imre Varga, PhD., Mgr. Alexandra Hengerics Szabó, PhD.

Date of last update: 26.06.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ CCL/22	**Name:** Chemistry of foreign substances

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 2 **For the study period:** 26
Methods of study: present

Number of credits: 2

Recommended semester/trimester of study: 6.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
During the semester, the tasks submitted by the student are evaluated. In addition to solving the tasks (max. 8 points), the submission of the tasks on time (max. 2 points) is also assessed.
At the end of the course, the student must achieve a score of at least 50% on the written examination. The final evaluation of the course is calculated on the basis of the assignments submitted by the student and the results obtained in the written examination.
The final grade is calculated based on the scores of the written examination and the assigned tasks as follows: (1x the average percentage of the submitted tasks + 2 x the percentage of the written examination) / 3.
Total student load: 2 credits = 50-60 hours
- 26 hours of participation in contact classes; 13 hours to solve the tasks; 11 to 21 hours of independent study and preparation for the written examination.
The condition for successful completion of the course is to obtain at least 50% of the maximum possible score.
The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.

Results of education:
After successfully completing the course, the student:
Knowledges:
• able to identify the basic conceptual and categorical apparatus of the given chemical field;
• has basic knowledge of the selected chemical discipline;
• able to describe and characterize basic chemical phenomena based on specific aspects;
• can establish connections between chemical substances and their transformations;
• mastered the basic concepts of environmental science and environmental chemistry;
• acquired theoretical foundations for understanding the relationship between chemistry and the environment in solving practical problems;
• has basic knowledge of food chemistry, which is related to knowledge of inorganic chemistry, organic chemistry and biochemistry, with particular regard to the chemical mechanisms of foreign substances in the food chain;
• knows the basic requirements of a healthy diet and the risk of foreign substances in the food chain;

• becomes able to analyze and evaluate the relationships between pollutants and additives;
• understand the purpose of monitoring natural ingredients that are generally used positively in nutrition and food technology.
Skills:
• can comprehensively analyze basic chemical phenomena in the field of environmental chemistry;
• can combine the knowledge acquired from the studied chemistry subjects to understand the theoretical foundations of the subject;
• able to apply the acquired theoretical knowledge and use it comprehensively when choosing the right lifestyle and healthy diet;
• acquires the ability to analyze and evaluate the relationships between food production and the presence of foreign substances in the final product;
• can find out about additives used in food industry production, realistically assess the necessity and possibility of their use, and adequately explain the benefits and risks in his future pedagogical practice;
• can understand and explain the process and results of the official inspection;
Competencies:
• has creative thinking and independence in solving professional problems related to chemistry, as well as planning his own education, and is capable of autonomous and responsible decisions within the given field;
• is able to present his own opinion properly and professionally;
• understands the ethical, social, legal, security and economic contexts of the given area;
• able to comprehensively analyze basic chemical phenomena and interpret them in the field of food quality.

Brief syllabus:

1. Introduction to environmental chemistry.
2. Renewable and non-renewable energy sources.
3. The air and its pollution. Protection of the air.
4. Water and water pollution. Protection of groundwater, surface water and drinking water.
5. Soil and its protection. Illegal and organized landfills.
6. Municipal waste - recycling of solid waste.
7. Concept of food safety, history, food chain, consumer protection in the EU.
8. Health protection - concept of health, basic determinants of health, food and health damage.
9. Food - definition, basic components of food, energy value of food, calculation of energy value, energy needs in the stages of human development. Food composition: water-solids, proteins, fats, carbohydrates, fibers, vitamins.
10. Proper nutrition, the pyramid of healthy nutrition. Alternative eating habits.
11. Free radicals and antioxidants. Occurrence of free radicals, properties, role of antioxidants, occurrence of antioxidants.
12. Foreign substances in food. Additives, technological aids - their role and occurrence in foods. Pollutants – chemical, biological, physical. Occurrence and health risks.
13. Official control of foodstuffs in the Slovak Republic. Exercise control and competence. Legal basis for food inspection. National and international regulation. An overview for the practice of future chemistry teachers.

Literature:

Klinda J., Lieskovská Z. a kol.: Správa o stave životného prostredia Slovenskej republiky v roku 2010 - 1. vyd. - Bratislava - Banská Bystrica : Ministerstvo ŽP SR - Slovenská agentúra

životného prostredia - 192 s. - ISBN 978-80-89503-19-3, dostupné na internete: https://www.enviroportal.sk/spravy/detail/3424
Bihariné Krekó I., Kanczler Gy.: Természetvédelem és környezetvédelem az ELTE TÓK hallgatóinak, Szerkesztette: Dr. Vitályos Gábor Áron, ELTE Tanító- és Óvóképző Kar, Természettudományi Tanszék, Budapest, 2019, ISBN 978-963-489-073-7, dostupné na internete: https://www.eltereader.hu/media/2019/03/Termeszetvedelem_es_kornyezetvedelem_WEB.pdf
Angyal Zs. et al.: A környezetvédelem alapjai, Typotex Kiadó, 2012, ISBN 978-963-279-547-8, dostupné na internete: https://ttk.elte.hu/dstore/document/1134/EJ-A_kornyezetvedelem_alapjai_OK.pdf
Hoffmann D.J. et al: Handbook of ecotoxicology, 2nd edition, CRC Press LLC, Boca Raton Florida, 2003, ISBN 1-56670-546-0, dostupné na internete: http://www.jlakes.org/ch/book/Handbook.of.Ecotoxicology.2nd.ed.2003.pdf

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: Mgr. Andrea Vargová, PhD., Mgr. Alexandra Hengerics Szabó, PhD.

Date of last update: 26.06.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ CH1/22	**Name:** General Chemistry
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar **Recommended extent of course (in hours):** **Per week:** 2 / 2 **For the study period:** 26 / 26 **Methods of study:** present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The seminar ends with a written examination, which can be divided into two during the semester if needed. In the case of a division in two, the final evaluation of the seminar is given by the average result of the two written examinations. Only students who have passed the written examination with at least 50% are allowed to participate the oral examination. During the termtime of the semester, the student can earn additional points by solving and submitting assignments. The exam consists of a written and an oral part. Only those students who have passed the written part with a score of over 50% are allowed to take the oral part, otherwise the exam will be evaluated as insufficient (Fx) at the given time. The final assessment of the course is as follows: 0.15 x the % of points awarded for the submitted assignments + 0.25 x the % of points awarded for the evaluation of the seminar's written examinations + 0.6 x the % of points awarded for the exam part. Total student load: 5 credits = 125-150 hours - 52 hours of participation in contact classes; 26 hours of preparing and solving seminar tasks; 47-72 hours of self-study, preparation for written and oral exams. The condition for successful completion of the course is to obtain at least 50% of the maximum score. The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.	
Results of education: After successfully completing the course, the student: Knowledges: • get to know the structure and basic laws of the world around us; • understands the structure of atoms and molecules, as well as the creation of matter from molecules; • get to know the states of matter and their properties, as well as the laws of the periodic system of the elements; • can interpret the course of chemical reactions by knowing the structure of atoms and molecules.	

• within the framework of knowledge of chemical reactions, the student learns about the laws of equilibrium reactions and becomes familiar with acid-base reactions important in everyday life, as well as their practical applications;
Skills:
• using the knowledge acquired during the course, the graduate is able to understand the more complex laws of chemistry;
• able to understand the complex relationships between different areas of chemistry (organic, inorganic, analytical and physical chemistry);
• able to use the periodic table of elements independently;
• able to organize simple chemical reactions;
• is able to routinely and professionally use concepts relevant to everyday life (e.g. acidity, alkalinity);
Competencies:
• seeks to understand basic chemical and physical relationships;
• strives to use chemical terms accurately and professionally;
• able to independently interpret basic natural phenomena.

Brief syllabus:
1. Development of atomic theory.
2. Modern atomic theory - the quantum mechanical model of the atom.
3. Classical theories of chemical bonding (ionic, covalent and coordination bonding).
4. Hydrogen molecule. Quantum mechanical foundations of chemical bond theory.
5. The electronic structure of diatomic molecules. Electronic structure of polyatomic molecules (fundamentals of hybridization, delocalization of π-bonds.
6. Electronic structure of polyatomic molecules (metals, semiconductors and insulators). Internal movements of molecules.
7. Geometry of molecules (VSEPR theory). Secondary intermolecular interactions (van der Waals interactions, hydrogen bonding).
8. Single-component, single-phase systems: gases and their properties. Gas laws and ideal gas equation of state.
9. Single-component, single-phase systems: liquids and their properties (surface tension, viscosity and evaporation). Solid materials and their properties (crystal structure, amorphous materials).
10. Chemical energetics: heat of reaction and Hess's law.
11. Chemical kinetics: chemical transformations leading to equilibrium, chemical equilibrium. Redox reactions. Acid-base balances.
12. The most important types of chemical reactions.

Literature:
Kotočová A., (1993): Všeobecná chémia: Návody na laboratórne cvičenia. Bratislava, Slovenská technická univerzita, 209 s., ISBN 80 227 0560 8
Gyorbíró K., (1994): Általános kémia. Budapest, Műszaki Könyvkiadó, 155 s., ISBN 00 0255 3
Kiss Zs., (2004): Összefoglaló feladatgyűjtemény kémiából - Megoldások. Budapest, Nemzeti Tankönyvkiadó, ISBN 963 19 5394 7
Rózsahegyi M.,(1996): Érettségi felvételi feladatok. Mozaik Oktatási Stúdió, ISBN 963 697 017 3

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

Notes:

Evaluation of subjects

Total number of evaluated students: 6

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

Teacher: Dr. habil. PaedDr. György Juhász, PhD., Attila Kardos, PhD.

Date of last update: 12.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ CH2/22	**Name:** Inorganic Chemistry
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar **Recommended extent of course (in hours):** **Per week:** 2 / 2 **For the study period:** 26 / 26 **Methods of study:** present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The seminar ends with a written examination, which can be divided into two during the semester if needed. In the case of a division in two, the final evaluation of the seminar is given by the average result of the two written examinations. Only students who have passed the written examination with at least 50% are allowed to participate the oral examination. During the termtime of the semester, the student can earn additional points by solving and submitting assignments. The exam of the course consists of a written and an oral part. Only those students who have passed the written part with a score of over 50% are allowed to take the oral part, otherwise the exam will be evaluated as insufficient (Fx) at the given time. The final assessment of the course is as follows: 0.15 x the % of points awarded for the submitted assignments + 0.25 x the % of points awarded for the evaluation of the seminar's written examinations + 0.6 x the % of points awarded for the exam part. Total student load: 5 credits = 125-150 hours - 52 hours of participation in contact classes; 26 hours of preparing and solving seminar tasks; 47-72 hours of self-study, preparation for written and oral exams. The condition for successful completion of the course is to obtain at least 50% of the maximum score. The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.	
Results of education: After successfully completing the course, the student will be able to: Knowledges: • successfully classifies chemical compounds and changes, is able to determine the internal structure of substances, explain their structure and chemical properties; • successfully defines the conceptual, grouping and instrumental structure of inorganic chemistry; • is able to relate chemical substances and their changes, and is able to deduce the end products expected during chemical reactions; • has knowledge of the concepts of classical and modern inorganic chemistry, such as the periodicity of the properties of the elements, changes in their physical and chemical properties,	

acidic and alkaline properties, and changes in reactivity depending on the location of the elements in the periodic table;
• has in-depth knowledge of binary and more complex compounds;
• has theoretical knowledge of the chemistry of elements and inorganic compounds.
Skills:
• able to comprehensively analyze basic chemical phenomena within the scope of inorganic chemistry;
• determine the binary and more complex inorganic compounds formed from the most important elements;
• able to determine simple coordinative compounds in the case of elements prone to this;
• define stoichiometric and non-stoichiometric binary compounds;
• names inorganic compounds correctly according to the currently accepted nomenclature, and successfully derives the structural formula of basic inorganic compounds;
• acquires proficiency in the application of nomenclature for stoichiometric and non-stoichiometric compounds, including compounds containing solvent molecules.
Competencies:
• has creative thinking, is independent within his own educational process, is capable of autonomous and responsible decisions within the framework of the study major of chemistry;
• capable of independent and efficient activity.

Brief syllabus:

The periodic system of the elements, the structure of the valence shell. Basic chemistry of non-transitional and transition elements.
1. The periodic system of the elements, the structure of their valence shell, the periodic table.
2. Types of chemical bonds, characterization of inorganic compounds - hydrides, halides, oxides, peroxides, superoxides, oxoacids, sulfides, nitrides, phosphides, carbides, silicides, borides, cyanides. Hybridization of atomic orbitals.
3. Hydrogen, bond types, occurrence, production, compounds, isotopes.
4. General properties of non-transition and transition metals.
5. Alkali metals - elements of group I of the periodic system, bond types, compounds. A subgroup of copper.
6. Alkaline earth metals - the periodic table II. group elements, bond types, compounds. A subgroup of zinc.
7. Hybridization.
8. The elements of the III. group, bond types, compounds. A subgroup of scandium.
9. The elements of the IV. group, bond types, compounds. A subgroup of titanium.
10. The elements of the V. group, bond types, compounds. A subgroup of vanadium.
11. The elements of the VI. group, bond types, compounds. A subgroup of chromium.
12. The elements of the VII. group, bond types, compounds. A subgroup of manganese.
13. The elements of the VIII. group and compounds.

Literature:

Krätsmár - Šmogrovič J. a kol., (2007): Všeobecná a anorganická chémia. Osveta, ISBN 80 806 3245 8
Greenwood N. N., Earnshaw A., (2004): Az elemek kémiája I, II, III.
ISBN: 963195255X
Fajnor V., (1992) : Laboratórna technika, názvoslovie a chemické výpočty: Vysokoškolské skriptá. - Bratislava, Univerzita Komenského - 100 s. - ISBN 80 223 0436 0
Lukeš I., (2009): Systematická anorganická chémie. - 1. vyd. – Praha, Nakladatelství Karolinum - 230 s. ISBN 978-80-246-1614-8.

Bánhidi L., (1989): Szervetlen kémia. Budapest, Tankönyvkiadó, ISBN 96 318 2192 7
Fehér D., (1987): Szervetlen kémia. Budapest, Tankönyvkiadó, ISBN 96 318 0282 5
Sunlight Photolysis of Decamethyltitanocene Dihydrosulfide Affords the Titanium Sulfide Cage Clusters (Cp*Ti)6S8 and (Cp*Ti)4S6 / Gyepes Róbert, Cisařová Ivana, Pinkas Jiří, Kubišta Jiří, Horáček Michal, Mach Karel, 2013. In: European Journal of Inorganic Chemistry. - ISSN 1434-1948. - Vol. 2013, no. 19 (2013), pp. 3316-3322.
Experimental and computational evidence of solid-state anion-π and π-π Interactions in [VO(O2)(L)(pa)]•xH2O complexes (L = picolinate, pyrazinate or quinolinate; Pa = picolinamide) / GYEPES Róbert, PACIGOVÁ Silvia, SIVÁK Michal, TATIERSKY Jozef, 2009. DOI 10.1039/B819875F In: New Journal of Chemistry. - ISSN 1144-0546, Vol. 33, no. 7 (2009), pp. 1515-1522., IF (2019): 3,288, Q WoS=Q2

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

Notes:

Evaluation of subjects
Total number of evaluated students: 6

A	B	C	D	E	FX
0.0	16.67	33.33	0.0	0.0	50.0

Teacher: doc. RNDr. Róbert Gyepes, PhD., Mgr. Katarína Szarka, PhD., Mgr. Andrea Vargová, PhD.

Date of last update: 12.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ CH3/22	**Name:** Analytical Chemistry
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar **Recommended extent of course (in hours):** **Per week:** 2 / 2 **For the study period:** 26 / 26 **Methods of study:** present	
Number of credits: 5	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The seminar ends with a written examination, which can be divided into two during the semester if needed. In the case of a division in two, the final evaluation of the seminar is given by the average result of the two written examinations. Only students who have passed the written examination with at least 50% are allowed to participate the oral examination. During the termtime of the semester, the student can earn additional points by solving and submitting assignments. The exam of the course consists of a written and an oral part. Only those students who have passed the written part with a score of over 50% are allowed to take the oral part, otherwise the exam will be evaluated as insufficient (Fx) at the given time. The final assessment of the course is as follows: 0.15 x the % of points awarded for the submitted assignments + 0.25 x the % of points awarded for the evaluation of the seminar's written examinations + 0.6 x the % of points awarded for the exam part. Total student load: 5 credits = 125-150 hours - 52 hours of participation in contact classes; 26 hours of preparing and solving seminar tasks; 47-72 hours of self-study, preparation for written and oral exams. The condition for successful completion of the course is to obtain at least 50% of the maximum score. The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.	
Results of education: After successfully completing the course, the student will be ablke to: Knowledges: • identify the basic conceptual and categorical apparatus of analytical chemistry, knows the basic equipment, laboratory aids and other laboratory supplies that can be used in analytical laboratory practice; • masters the basic analytical methods, their theoretical foundations and practical applicability from sampling to sample preparation, performing actual measurement and evaluating of measurement results.	

• can use the knowledge of the chemistry subjects which has already been completed to understand the theoretical foundations of qualitative and quantitative analysis;
Skills:
• utilize the theoretical knowledge acquired in the field of analytical chemistry in practical laboratory activities;
• correctly plan, independently search and evaluate appropriate analytical methods and their application in future practice;
• identify the professional problems that occur, examine and formulate the theoretical and practical starting points necessary for their solution, and solve them in practice;
Competencies:
• has creative thinking, independence to solve the professional chemistry problems in our changing environment, as well as to plan one's own education, and is capable of autonomous and responsible decisions within the given field;
• apply the quality requirements and the basics of current quality management methods during your work, including ensuring cleanliness and accuracy;
• is able to present his own opinion properly and professionally;
• understands the ethical, social, legal, security and economic contexts of the discipline;
• find solutions to professional problems arising in the field of analytical, critical and conceptual thinking;
• create an atmosphere of reliability, helpfulness, encouragement, attention, accepting behavior, openness, recognize and control the work style of others.

Brief syllabus:

1. Introduction - tasks and methods of analytical chemistry, basic concepts, quality of chemicals and water, basic methods of sample processing.
2. Qualitative analysis - proof, identification, methods of qualitative analysis, preliminary testing, flame tests, solubility tests, separation and detection of anions, qualitative organic analysis.
3. Qualitative analysis - division and proof of cations, class reactions of cations, selective reactions of cations and anions.
4. Gravimetry - principle, chemical equilibrium, solubility product, heterogeneous system, precipitation reactions, gravimetric factor, practical examples.
5. Titration methods - Acidimetric, alkalimetric and precipitation titrations - their principles, basic concepts, equivalent point, indicators, primary raw materials and their role in titrimetry, determination of exact concentration, practical examples
6. Titration methods - redox titrations: reactions, standard redox potential, indicators, permanganometry, bichromatometry, primary raw materials, determination of the exact concentration, practical examples.
7. Titration methods - redox titrations: iodometry and reductometry, reactions, indicators, primary raw materials, determination of the exact concentration, practical examples.
8. Chelatometry - complex compounds, buffers, primary raw materials, indicators, determination of the exact concentration, practical examples.
9. Instrumental analytical methods - spectral methods in general (the nature and properties of electromagnetic radiation, the interaction of radiation with matter). The most common spectral methods in laboratories (spectrophotometry, atomic absorption spectrometry, ICP).
10. Instrumental analytical methods - liquid chromatography, gas chromatography, principles of methods, principle of equipment, injection, separation, detection, evaluation of the chromatogram, ways of evaluating the results, practical use.
11. Instrumental analytical methods - electrochemical methods: electrode, half-cell - cell, standard electrode potential, Nernst equation, potentiometry and conductometry, voltammetry.

12. Evaluation of analytical results, parallel analyses, certified reference materials, laboratory round tests, proficiency tests, interpretation of results.
13. Basic chemometric calculations - validation of analytical methods (accuracy, precision, LOD, LOQ, measurement uncertainty).

Literature:

Karlíček R., a kol. (2009): Analytická chemie pro farmaceuty. Karolinum, ISBN 97 8802 46 1453 3
Barcza L., (2006): A mennyiségi kémiai analízis gyakorlati kézikönyve. Medicina Kiadó, ISBN: 963 2429 61 3
Barcza L., (2007): Kvantitatív analitikai kémia. Budapest, Semmelweis Kiadó, ISBN 978 963 9656 73 4.
Barcza L., Buvári Á., (2009): A minőségi kémiai analízis. Medicina Könyvkiadó, ISBN 978 9 6 322 6186 7
Pokol Gy., a kol. (2011):Analitikai kémia: Egyetemi tananyag. Typotex Kiadó, ISBN 978-963-279-466-2, dostupné na internete: http://oktatas.ch.bme.hu/oktatas/konyvek/anal/AnalKemBSc/Analitikai_kemia.pdf
Paveleková I. (2010): Analytická chémia pre študentov pedagogických fakúlt. ISBN 978-80-8082-388-7, dostupné na internete: https://pdf.truni.sk/download?e-skripta/analchem.pdf
Krížek M., Šíma J. (2015): Analytická chemie. Katedra analytické chemie Přírodovědecká fakulta Univerzity Karlovy Praha, ISBN: 978-80-7394-486-5, dostupné na internete: http://kch.zf.jcu.cz/vyuka/download/Analyticka_chemie_komplet.pdf

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

Notes:

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. RNDr. Róbert Gyepes, PhD., Mgr. Alexandra Hengerics Szabó, PhD., Attila Kardos, PhD.

Date of last update: 12.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ CH4/22	**Name:** Organic Chemistry
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar **Recommended extent of course (in hours):** **Per week:** 2 / 2 **For the study period:** 26 / 26 **Methods of study:** present	
Number of credits: 5	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The seminar ends with a written examination, which can be divided into two during the semester if needed. In the case of a division in two, the final evaluation of the seminar is given by the average result of the two written examinations. Only students who have passed the written examination with at least 50% are allowed to participate the oral examination. During the termtime of the semester, the student can earn additional points by solving and submitting assignments. The exam of the course consists of a written and an oral part. Only those students who have passed the written part with a score of over 50% are allowed to take the oral part, otherwise the exam will be evaluated as insufficient (Fx) at the given time. The final assessment of the course is as follows: 0.15 x the % of points awarded for the submitted assignments + 0.25 x the % of points awarded for the evaluation of the seminar's written examinations + 0.6 x the % of points awarded for the exam part. Total student load: 5 credits = 125-150 hours - 52 hours of participation in contact classes; 26 hours of preparing and solving seminar tasks; 47-72 hours of self-study, preparation for written and oral exams. The condition for successful completion of the course is to obtain at least 50% of the maximum score. The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.	
Results of education: After successfully completing the course, the student: Knowledges: • can classify chemical compounds and transformations, can identify the chemical composition of organic compounds, can explain their structure and chemical properties, • can identify the basic conceptual, categorical and methodological apparatus of organic chemistry, • is able to derive the connections between compounds and their transformations, and can draw conclusions regarding the expected products of chemical reactions,	

• acquires the basic knowledge of organic chemistry, including the division of organic compounds based on structure and the most important functional groups,
• able to solve theoretical and practical problems that arise during their work,
• knows and can apply the nomenclature of organic compounds,
• knows the basic structure and reactions of organic compounds,
• • knows the physical and chemical properties of organic compounds, as well as their effects on health and the environment,
• • learns the basic principles of organic chemistry,
• • recognize the different types of isomers: constitutional, geometric (cis-, trans) and stereo- (R/S) isomerism,
• • acquires the theoretical knowledge necessary to study and understand the subject of biochemistry;
Skills:
• can comprehensively analyze basic organic chemical processes,
• knows the nomenclature of organic compounds and based on this is be able to correctly writes the structural formula of the compounds,
• can explain the variety of structures and stereochemistry of organic compounds and knows their chemical reactions,
• able to solve constitutional, geometric (cis- and trans) and stereo- (R/S) isomerism tasks,
• understands the basic principles and mechanisms of chemical reactions of organic compounds,
• can plan the synthesis of a specific organic compound,
• able to design a chemical method to prove the structure of a given compound;
Competencies:
• has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
• is committed to applying the chemical way of thinking,
• open to learning higher-level organochemical knowledge,
• understand the interactions between different groups of organic compounds,
• can explain everyday chemical problems, can assess the course of a chemical reaction, its control, and act proactively in the event of possible occupational health and safety hazards.

Brief syllabus:

1. Introduction to the subject. The History of Organic Chemistry. Types of organic compounds. Hybrid states of the carbon atoms. Stereochemistry, basic concepts of stereochemistry: configuration, conformation, chirality, geometric isomerism, optical isomerism.
2. Alkanes, cycloalkanes - the structure, nomenclature, physical and chemical properties and typical reactions of saturated hydrocarbons.
3. Alkenes, cycloalkenes - the structure, nomenclature, physical and chemical properties and typical reactions of unsaturated hydrocarbons.
4. Alkadienes, alkynes - structure, nomenclature, physical and chemical properties, typical reactions, amphoteric nature of alkynes.
5. Aromatic hydrocarbons - the structure and aromatic character of arenes. The Hückel rule. Nomenclature, physical and chemical properties and typical reactions of aromatic hydrocarbons.
6. Halogen derivatives - nomenclature, polarity of the C-X bond, dipole moment, polarizability of molecules. Physical and chemical properties and typical reactions of halogen derivatives.
7. Hydroxy derivatives of hydrocarbons - alcohols and phenols. Nomenclature and division. Physical and chemical properties. Typical reactions of alcohols and phenols.
8. Ethers, thiols - nomenclature, physical and chemical properties. Nucleophilic substitution and elimination reactions of hydroxy derivatives. Tautomerism.

9. Carbonyl compounds - aldehydes and ketones. Nomenclature, physical and chemical properties. Structure of the carbonyl group (spatial and electronic structure). Reactions of oxo compounds.
10. Carboxyl compounds - nomenclature, spatial and electronic structure of the carboxyl group, physical and chemical properties. Reactions of carboxylic acids, decarboxylation, esterification.
11. Carboxylic acid derivatives. Functional derivatives: acyl halides, anhydrides, esters, amides. Substitution derivatives of carboxylic acids: halogen carboxylic acids, hydroxy carboxylic acids, amino acids, β-dicarbonyl compounds.
12. Nitrogen-containing organic compounds - nitro compounds and amines. Electronic structure and spatial arrangement of functional groups. Physical and chemical properties. Basic nature and reactions of amines.
13. Heterocyclic compounds, their structure, nomenclature, physical and chemical properties. Acidic and basic character of heterocyclic compounds.

Literature:

Devínsky F., a kol.(2001) : Organická chémia pre farmaceutov. 1. vyd. – Bratislava, Osveta, - 750 s. ISBN 80-8063-056-9
Antus S., Mátyus P., (2010) : Szerves kémia I. Budapest, Nemzeti Tankönyvkiadó, ISBN: 978 963 195 716 7
Balogh Á., (1990): Szerves kémia. Budapest, Tankönyvkiadó, ISBN 96 318 2741 0
Halmos I., (1992): Szerves kémia. Budapest, Műszaki Könyvkiadó, ISBN 96 310 9743 9
Kajtár M.: Változatok négy elemre - Szerves kémia 1-2. ELTE Eötvös Kiadó Kft., ISBN: 9789 6328 4113 7
McMurry J., (2007) : Organická chemie, ISBN 987-80-7080-637-1
Svoboda J., (2013) : Organická chemie - 1. vyd. – Praha, Vysoká škola chemicko-technologická - 310 s, ISBN 978-80-7080-561-9.

Language, knowledge of which is necessary to complete a course:
Hungarian or 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: Dr. habil. PaedDr. György Juhász, PhD., Mgr. Andrea Vargová, PhD., Mgr. Alexandra Hengerics Szabó, PhD.

Date of last update: 12.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ CH5/22	**Name:** Biochemistry

Types, range and methods of educational activities:
Form of study: Lecture / Seminar
Recommended extent of course (in hours):
Per week: 2 / 2 **For the study period:** 26 / 26
Methods of study: present

Number of credits: 5

Recommended semester/trimester of study: 5.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
The seminar ends with a written examination, which can be divided into two during the semester if needed. In the case of a division in two, the final evaluation of the seminar is given by the average result of the two written examinations. Only students who have passed the written examination with at least 50% are allowed to participate the oral examination. During the termtime of the semester, the student can earn additional points by solving and submitting assignments.
The exam of the course consists of a written and an oral part. Only those students who have passed the written part with a score of over 50% are allowed to take the oral part, otherwise the exam will be evaluated as insufficient (Fx) at the given time.
The final assessment of the course is as follows:
0.15 x the % of points awarded for the submitted assignments + 0.25 x the % of points awarded for the evaluation of the seminar's written examinations + 0.6 x the % of points awarded for the exam part.
Total student load: 5 credits = 125-150 hours
- 52 hours of participation in contact classes; 26 hours of preparing and solving seminar tasks; 47-72 hours of self-study, preparation for written and oral exams.
The condition for successful completion of the course is to obtain at least 50% of the maximum score.
The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.

Results of education:
After successfully completing the course, the student:
Knowledges:
• can classify chemical compounds and chemical transformations, can identify the chemical structure of natural macromolecular substances, can explain their structure and chemical properties;
• able to identify the basic conceptual, categorical and methodological apparatus of biochemistry,
• knows and can apply the nomenclature of biologically important compounds;
• knows the basic principles of the primary, secondary, tertiary and quaternary structure of hydrocarbons, peptides and proteins;

• can explain the connections between biological function and the chemical structure of the cell membrane;
• knows the role of organic molecules in biological processes, from their entry into the body to their removal from the body;
• acquires knowledge of the basic biochemical processes taking place in living organisms and gets a comprehensive picture of the chemical laws of living organisms;
• able to create interdisciplinary connections between chemistry and biology;
Skills:
• capable of comprehensive analysis of basic chemical phenomena in the field of biochemistry;
• able to describe the structure of macromolecular organic substances;
• can explain the variety of their structures, their stereochemistry and know their chemical reactions;
• able to explain the biological function of macromolecular substances based on their structure;
• understand the basic principles and mechanisms of chemical reactions of biochemical compounds;
• able to propose a chemical method to prove the chemical structure of a given compound
Competencies:
• has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
• apply chemical thinking in biological systems;
• able to understand the principle of the structure of organic macromolecules and explain their biological function;
• open to learning higher level organochemical knowledge;
• understand the interactions between different groups of organic compounds;
• able to explain everyday biochemical problems

Brief syllabus:

1. Introduction to the subject. The subject of biochemistry. Biochemistry as an interdisciplinary science.
2. Carbohydrates, their biological importance and division. Monosaccharides - Fischer, Tollens, Haworth formulas. Oligosaccharides, polysaccharides - chemical structure.
3. Simple lipids - chemical structure, biological importance. Comparison of fats, oils and waxes. Complex lipids.
4. Composition of biological membranes. Material transport processes through the membrane.
5. Amino acids, the structure and general properties of amino acids, optical activity, isoelectric point. The division of amino acids. Essential amino acids.
6. Peptides. Peptide bond formation and structure. Biologically significant peptides. Proteins - their structure and distribution.
7. Enzymes. The composition of enzymes, the active center of the enzyme. Specificity of enzymes. Mechanism of action of enzymes. Michaelis - Menten equation. Michaelis constant. Inhibitors and their types.
8. Chemical processes in living organisms. Characteristics, nature and importance of redox reactions.
9. Krebs cycle - citric acid cycle. The respiratory chain. Oxidative phosphorylation.
10. Carbohydrate metabolism. Anabolism of carbohydrates - photosynthesis, phases of photosynthesis. Carbohydrate catabolism - glycolysis under aerobic and anaerobic conditions.
11. Lipid metabolism. Hydrolysis of lipids. Breakdown of fatty acids. Biosynthesis of fatty acids. Lipid biosynthesis.
12. The nitrogen cycle in nature. Protein metabolism - anabolism and catabolism of proteins. Urea cycle (ornithine cycle).

Literature:

Vodrážka Z. a kol. (2007) : Biochemie. - 1. vyd. - Praha : Academia, 190 s. - ISBN 978-80-200-0600-4
Šajter V., (2006) : Biofyzika, biochémia a radiológia. - 1. vyd. - Martin : OSVETA - 272 s. - ISBN 80-8063-210-3
Lásztity R. (1995): Biokémia. Budapest, Nemzeti Tankönyvkiadó, 127 s. - ISBN 96 318 6565 7
Chikán Á., (2000) : Szegedi biológiai központ : Biofizika, biokémia, enzimológia, genetika, növénybiológia. - Budapest : MTA, - 56 s. - ISBN 963 508 255 x
Mandl J., Hrabák A., Mészáros Gy., (2006) : Biokémia. - 1. vyd. - Budapest : Semmelweis Kiadó, - 176 s. - ISBN 963 9656 18 6
Gasztonyi K.(1996): Élelmiszerkémia. Budapest. Nemzeti Tankönyvkiadó. ISBN 96 318 7419 2
Berg J.M., Tymoczko J.L., Stryer L.(2002): Biochemistry - 5. vyd. - New York, USA : W. H. Freeman - 1100 s. - ISBN 978-0716746843.

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: prof. Róbert Mészáros, DSc., Mgr. Andrea Vargová, PhD., Mgr. Alexandra Hengerics Szabó, PhD.

Date of last update: 26.06.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ CH6/22	**Name:** Physical Chemistry

Types, range and methods of educational activities:
Form of study: Lecture / Seminar
Recommended extent of course (in hours):
Per week: 2 / 2 **For the study period:** 26 / 26
Methods of study: present

Number of credits: 3

Recommended semester/trimester of study: 6.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
The seminar ends with a written examination, which can be divided into two during the semester if needed. In the case of a division in two, the final evaluation of the seminar is given by the average result of the two written examinations. Only students who have passed the written examination with at least 50% are allowed to participate the oral examination. During the termtime of the semester, the student can earn additional points by solving and submitting assignments.
The exam of the course consists of a written and an oral part. Only those students who have passed the written part with a score of over 50% are allowed to take the oral part, otherwise the exam will be evaluated as insufficient (Fx) at the given time.
The final assessment of the course is as follows:
0.15 x the % of points awarded for the submitted assignments + 0.25 x the % of points awarded for the evaluation of the seminar's written examinations + 0.6 x the % of points awarded for the exam part.
Total student load: 3 credits = 75-90 hours
- 52 hours of participation in contact classes; 5 hours of preparing and solving seminar tasks; 18-33 hours of self-study, preparation for written and oral exams.
The condition for successful completion of the course is to obtain at least 50% of the maximum score.
The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.

Results of education:
After successfully completing the course, the student:
Knowledges:
• is able to identify the basic conceptual, categorical and methodological apparatus of physical chemistry;
• is able to analyze basic chemical phenomena based on selected aspects;
• is able to establish relationships between chemical substances and their transformations, and is able to draw conclusions regarding the expected products of chemical reactions;
• knows the concept of real and ideal gases and knows the laws applicable to them;
• understands the concept of thermodynamic system, state variables and state functions;

• understands the axiomatic structure of equilibrium thermodynamics and its consequences;
• knows the concepts of internal energy, work, heat and enthalpy;
• knows and understands the statistical and thermodynamic definition of entropy;
• understands the concept of Gibbs and Helmholtz free energy;
• knows the conditions for the phase equilibrium of single-component systems, as well as the Gibbs phase law;
• knows the concepts of partial molar quantities and chemical potential;
• knows the differences between real and ideal mixtures;
• understands the thermodynamic bases of chemical balances;
• knows the basics of electrochemistry; knows the types of electrode processes and their practical applications;
Skills:
• can creatively use the methods and techniques of mathematics or logic, is able to define a specific theoretical and practical problem, and provide typical basic arguments and solutions;
• is able to apply the ideal and real gas laws during the calculations required in practice and research;
• is able to apply the acquired theoretical knowledge in practical tasks of physical chemistry;
• is able to perform basic thermochemical calculations;
• is able to distinguish between equilibrium and non-equilibrium systems;
• can judge whether a chemical process can occur spontaneously;
• is able to perform basic reaction kinetic calculations by solving rate equations;
• is able to perform calculations regarding the chemical equilibrium and the equilibrium state of the solution;
• is able to solve tasks related to electrochemical and redox processes;
Competencies:
• able to use analytical, critical and conceptual thinking when solving basic chemical problems and specific professional problems;
• strives to work professionally and using the latest knowledge;
• willing to accept new results and recognize the limitations of existing theories;
• is characterized by creative thinking and independence, while deepening his knowledge and being able to perform effective work independently;
• his approach to solving practical problems of physical chemistry is active and responsible.

Brief syllabus:

1. The kinetic gas theory, the pressure of ideal gases, internal energy of ideal gases, equipartition theorem, velocity distribution of gas molecules. Theory of real gases.
2. Absolute temperature scale. The zeroth law of thermodynamics.
3. Basics of chemical thermodynamics: system, state indicators, state functions. Energy, internal energy, work and heat.
4. The first law of thermodynamics and its applications: volumetric work, heat and enthalpy. Heat capacity/specific heat.
5. Thermochemistry: the standard enthalpy change and its more important types, Hess' theorem.
6. Spontaneous processes, statistical and thermodynamic definition of entropy. The second law of thermodynamics. The efficiency of heat engines.
7. Direction of spontaneous processes in non-isolated systems: Gibbs and Helmholtz free energy.
8. Molar free enthalpy. Phase equilibria in single-component systems, phase diagrams and their significant points. Gibbs' phase law.
9. Partial molar quantities, chemical potential. Chemical potential of ideal gases, mixtures of ideal gases. Chemical potential of ideal mixtures.
10. Spontaneous chemical reactions, chemical equilibrium, solubility equilibrium.

11. Colligative properties of multicomponent systems: ebuloscopy, cryoscopy, osmosis.
12. Electrode processes, types of electrodes. Galvanic elements: batteries, batteries, fuel cells. Electrolysis.
13. Boundary surface phenomena. Colloids and nanosystems.

Literature:

Atkins P.W., (1991) : Fizikai kémia I-III. a tankönyvi feladatok megoldására. Tankönyvkiadó, ISBN 96 318 4350 5
Atkins P. W., (2002): Fizikai kémia I. Egyensúly. Budapest: Nemzeti Tankönyvkiadó, ISBN: 96 319 3314 8
Atkins P. W.,(2002): Fizikai kémia II. Szerkezet. Budapest: Nemzeti Tankönyvkiadó, ISBN: 96 319 2145 X
Atkins P.W.,(2013): Fyzikální chemie, - 1. vyd. - Praha : Vysoká škola chemicko-technologická, 2013. - 915 s. - ISBN 978-80-7080-830-6.
Čipera J., (1990): Fyzikálna chémia. Bratislava: Osveta, ISBN 80 217 0134 x
Ulický L., a kol. (1972) : Štruktúra tuhej fázy. - 1. vyd. – Bratislava, SVŠT v Bratislave- 130 s.
László K., a kol. (2012): Fizikai kémia I. Kémiai termodinamika - 2. vyd. - Typotex Kiadó, ISBN 978-963-279-473-0, dostupné na internete: https://oszkdk.oszk.hu/storage/00/00/59/78/dd/1/Fizikai_K__mia_I_anim__ci__k_n__lk__l__V2.pdf
Zrínyi M. (2015): A fizikai kémia alapjai. Budapest: Semmelweis Kiadó, ISBN: 978-963-331-367-1, dostupné na internete: http://real.mtak.hu/30641/1/Fizikai_kemia_e-book.pdf
Malijevský A. (2005): Physical chemistry in brief, Institute of Chemical Technology, Prague Faculty of Chemical Engineering, dostupné na internete: https://old.vscht.cz/fch/en/tools/breviary-online.pdf

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: prof. Róbert Mészáros, DSc., Attila Kardos, PhD., Dr. habil. PaedDr. György Juhász, PhD., Dr. habil. Imre Varga, PhD.

Date of last update: 26.06.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ CHV/22	**Name:** Chemical calculations
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The assignments submitted by the student will be evaluated during the semester. When evaluating the submitted assignments, in addition to the right solutions (for which you can get a maximum of 8 points), the submission of the assignments by the deadline is also taken into account (max. 2 points). The course ends with a written test, on which the student must achieve a minimum of 50% of the maximally achivable points. During the evaluation of the semester, the grade includes the followings: ● the student's performance on the written test ● the results of the assignments. Final grade will be calculated on the following basis: (1 x the % expression of the performance achieved on the assignments + 2 x the % expression of the performance achieved in the written test)/3. Total student load: 3 credits = 75-90 hours, of which: - participation in 26 hours of face-to-face education; 20 hours of calculation tasks or solving other chemical tasks; 29-44 hours of independent study and preparation for the written tests. The condition for successful completion of the course is to obtain at least 50% of the maximum score. The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.	
Results of education: After successfully completing the course, the student: Knowledges: ● has practical knowledge of basic chemical calculations, which serve as a basis for future practical and research work as well; ● has special knowledge of mathematics and other natural science disciplines, which are necessary for the application of this knowledge; ● knows the concepts related to the formulas of chemical substances; ● understands the nature of the interpretation of chemical equations; ● knows the basic laws of balancing chemical equations; ● knows and able to characterize the gas laws;	

● knows and able to characterize electrochemical processes;
● knows and able to describe the following concepts: heat of formation, heat of reaction;
● knows thermochemical laws;
● knows and is able to characterize the concept of electrolytic dissociation.
Skills:
● can creatively use the schemes, models, methods and tools of chemistry;
● is able to use basic chemical calculations to calculate the amount of material;
● actively apply the laws when balancing chemical equations;
● actively apply the laws during stoichiometric calculations;
● actively apply the gas laws during chemical calculations;
● actively applies Faraday's laws during chemical calculations;
● calculates the heat of formation, reaction enthalpy and reaction enthalpies of thermochemical reactions;
● actively applies thermochemical laws during chemical calculations;
● able to perform basic chemical calculations in the field of protolytic equilibria;
Competencies:
● has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
● capable of independent and efficient activity.
● takes an active and responsible approach to the completion of course tasks.

Brief syllabus:
1. Basic stoichiometric calculations
2. Composition of solutions – stoichiometric calculations.
3. Calculations for the amount of reaction products in case of an excess of reactants.
4. Calculation of the purity of the product and the yield of the chemical reaction.
5. Thermochemistry – formation and reaction heat;
6. Thermochemistry - thermochemical laws.
7. The gas laws. Ideal gases.
8. Equilibria in aqueous solutions - degree of dissociation of weak electrolytes.
9. Equilibrium of protolytic reactions - pH, characteristics of acidity and basicity of solutions.
10. Equilibrium of proton transfer reactions - pH of solutions of acids, bases and salts.
11. Redox balances - the dependence of the electrode potential on the concentration.
12. Electrochemical calculations - Faraday's laws.

Literature:
Krätsmár-Šmogrovič, J. a kol., (2007): Všeobecná a anorganická chémia. Osveta, ISBN 80 806 3245 8
Fajnor V.,(1992) Laboratórna technika, názvoslovie a chemické výpočty. Vysokoškolské skriptá, UK Bratislava, ISBN 80 223 0436 0
Kotočová A, Valigura D.(1993): Všeobecná chémia- Návody na laboratórne cvičenia. Bratislava: STU, ISBN 80 227 0560 8
Csányi C., (2002): Kémiai példatár és tesztgyűjtemény megoldásokkal. Budapest, ISBN 96 31 6211 2 X
Kiss Zs., (2004): Összefoglaló feladatgyűjtemény kémiából - Megoldások. Budapest, Nemzeti Tankönyvkiadó, ISBN 963 19 5394 7
Mayer J., (2002): Módszertani stratégiák 4. Országos Közoktatási Intézet, ISBN 9636825033
Borissza, E., Villányi, A. & Zentai, G. (2006). Ötösöm lesz genetikából . - 5. vyd. - Budapest: Műszaki Könyvkiadó Kft., 2006. - 319 s. - ISBN 963 16 2836 1.

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

Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 1

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

Teacher: Mgr. Katarína Szarka, PhD., Dr. habil. PaedDr. György Juhász, PhD.

Date of last update: 12.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ DCH/22	**Name:** The history of chemistry
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester the assignments submitted by the student will be evaluated. When evaluating the assignments, in addition to the right solutions, the content and form requirements, as well as compliance with the submission deadline, are also taken into account. Total student load: 1 credit = 25-30 hours, of which - participation in 13 hours of classroom teaching; 12-14 hours of preparation of assignments, seminar work and presentation, The condition for successful completion of the course is to obtain at least 50% of the maximum score. The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.	
Results of education: After successfully completing the course, the student: Knowledges: ● knows the historical and theoretical foundations of the given discipline, as well as its interdisciplinary overlaps and connections; ● knows the chronological overview in the development of chemistry as a science; ● learn about the basic laws of chemistry and the milestones of its development through the history of chemistry; ● gets to know the history of the development of chemistry; ● knows the significant figures and results of the development of chemistry; ● recognizes and understands the beginnings and foundations of scientific investigation; ● knows the most important discoveries and basic laws that advance chemistry. Skills: ● is able to adapt his knowledge to the planning a chemistry class; ● is able to interpret chemistry in the context of interdisciplinary relations with history; ● usefully applies the acquired knowledge during his future career. ● is able to make responsible decisions, and reports facts and misconceptions about the history of chemistry. Competencies:	

● has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
● seeks to understand the basic relationships of chemistry;
● is able to understand and communicate the acquired knowledge professionally and comprehensibly.

Brief syllabus:
1. Chemistry in early communities (early metallurgy, Bronze Age and Iron Age), "chemistry" in ancient Egypt.
2. Chemistry in the Middle Ages: The Persian-Arabic foundations of alchemy, alchemy in Europe.
3. Chemistry in 17th and 18th century Europe. The phlogiston theory.
4. Outstanding chemists and their contribution to the development of chemistry: Lavoisier, Proust, Dalton, Berzelius.
5. The foundations of modern chemistry in the 19th century, the discovery of new elements.
6. Birth and development of organic chemistry; the development of the chemical industry.
7. Atomic theories. J.J. Thomson and the discovery of the electron, E. Rutherford and the discovery of the proton, the discovery of the neutron.
8. Chemistry in the 20th century: the development of quantum chemistry.
9. Discovery of radioactivity and its significance for the further development of chemistry.
10. Chemistry Nobel laureates.

Literature:
Balázs Lóránt: A kémia története I. / - 1. vyd. - Szekszárd : Nemzeti Tankönyvkiadó RT., 1996. - 567 s. - ISBN 963 18 7183 5.
Balázs Lóránt: A kémia története II. / - 1. vyd. - Szekszárd : Nemzeti Tankönyvkiadó RT., 1996. - 1075 s. - ISBN 963 18 7343 9.
Linkešová,M., (2010): Kapitoly z histórie chémie 2. prepracované vydanie. – Trnava, Pedagogická fakulta Trnavskej univerzity v Trnave, 145s. - ISBN 978-80-8082-399-3, dostupné online: http://katchem.truni.sk/prilohy/Kapitoly%20z%20historie%20chemie.pdf
Cídlová,H. et al , (2011) : Historie chemie. Studijní materiál je určen pro studenty volitelného předmětu Historie chemie. Je součástí řešení projektu FR VŠ 464/2011. dostupné online: http://www.ped.muni.cz/wchem/sm/hc/hist/default.htm
Balázs, L., (1996): A kémia története I-II. Budapest, Nemzeti Tankönyvkiadó,1075s., - ISBN 963-18-7344-7.

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: Attila Kardos, PhD., Mgr. Katarína Szarka, PhD., Mgr. Andrea Vargová, PhD.

Date of last update: 26.06.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ MPC/22	**Name:** Mathematics for chemistry majors

Types, range and methods of educational activities:
Form of study: Lecture / Seminar
Recommended extent of course (in hours):
Per week: 1 / 1 **For the study period:** 13 / 13
Methods of study: present

Number of credits: 3

Recommended semester/trimester of study: 2.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
The seminar ends with a written examination, which can be divided into two during the semester if needed. In the case of a division in two, the final evaluation of the seminar is given by the average result of the two written examinations. Only students who have passed the written examination with at least 50% are allowed to participate in the oral examination. During the termtime of the semester, the student can earn additional points by solving and submitting assignments.
The exam consists of a written and an oral part. Only those students who have passed the written part with a score of over 50% are allowed to take the oral part, otherwise the exam will be evaluated as insufficient (Fx) at the given time.
The final assessment of the course is as follows:
0.15 x the % of points awarded for the submitted assignments + 0.25 x the % of points awarded for the evaluation of the seminar's written examinations + 0.6 x the % of points awarded for the exam part.
Total student load: 3 credits = 75-90 hours
- 26 hours of participation in contact classes; 26 hours of preparing and solving seminar tasks; 23-38 hours of self-study, preparation for written and oral exams.
The condition for successful completion of the course is to obtain at least 50% of the maximum score.
The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.

Results of education:
After successfully completing the course, the student:
Knowledges:
● • has knowledge of basic high school math calculations at a level that serves as a basis for practice and research;
● has the special knowledge of mathematics and other natural science disciplines that are necessary for the application of this knowledge;
● knows the basic concepts of algebra;
● knows the definition and properties of vectors; can characterize the linear dependence of vectors;

● knows and can define matrices; knows equivalent matrix arrangements;
● knows the concept of the determinant of a matrix and can calculate its value;
● knows and can write a system of linear equations;
● knows the methods of solving the system of linear equations;
● knows and can characterize the properties of functions;
● knows the concept of limits and derivatives of functions and their application in chemistry;
● knows the concept and application of primitive function and indefinite integral in chemistry.
Skills:
● knows the method of solving linear differential equations with separable variables;
● applies basic mathematical calculations in the above subjects;
● actively uses mathematical tools when solving chemical problems;
● actively applies the methods of solving algebraic equations in chemistry;
● actively applies the derivation and integration of functions in chemistry;
● is able to perform basic mathematical calculations in reaction kinetics.
Competencies:
● has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
● capable of independent and efficient activity.
● takes an active and responsible approach to the completion of subject tasks.

Brief syllabus:
1. Introduction to the subject.
2. Introduction to algebra.
3. Vectors, linear dependence of vectors.
4. Matrices and determinants.
5. Systems of linear equations and their application in chemistry.
6. Solving algebraic equations.
7. Introduction to mathematical analysis.
8. Functions - properties of functions and elementary functions.
9. The limit and continuity of the function.
10. Derivation and use of functions in chemistry.
11. The concept of the primitive function and the indefinite integral.
12. Differential equations.

Literature:
Valo, Dušan: Matematika pre chemikov – pracovné listy z vybraných kapitol, Fakulta prírodných vied, Univerzita Konštantína Filozofa v Nitre, 2006, ISBN 80-8094-049-5, http://www.km.fpv.ukf.sk/upload_publikacie/20110913_115157__1.pdf
Krajňáková D., Míčka J., Machačová Ľ., (1988): Zbierka úloh z matematiky. Bratislava, Alfa, 538 s. - ISBN 0002566
Obádovics, J. Gyula: Matematika, Scolar Kiadó Budapest, 1996
Buša J., Schrötter Š. (2015): Stredoškolská matematika pre študentov FEI TU v Košiciach. ISBN 978-80-553-2193-6, dostupné na internete: http://people.tuke.sk/jan.busa/SM/Busa_Schrotter_Stredoskolska_matematika_2015.pdf
Turzík D. a kol. (2011): Základy matematiky pro bakaláře. Vysoká škola chemicko-technologická v Praze. ISBN: 978-80-7080-787-3, dostupné na internete: http://147.33.74.135/knihy/uid_isbn-978-80-7080-787-3/978-80-7080-787-3.pdf

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

Notes:

Evaluation of subjects
Total number of evaluated students: 4

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

Teacher: Dr. habil. PaedDr. György Juhász, PhD., Mgr. Katarína Szarka, PhD.

Date of last update: 12.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ OB/22	**Name:** Bachelor's Thesis and Defense
Types, range and methods of educational activities: **Form of study:** **Recommended extent of course (in hours):** **Per week: For the study period:** **Methods of study:** present	
Number of credits: 8	
Recommended semester/trimester of study: 5., 6..	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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 - 100-90%, B - 89-80%, C - 79-70%, D - 69-60%, E - 59-50%. 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:
Katuščák, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004.
Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf

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:

Date of last update: 26.06.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ PC1/22	**Name:** The basics of laboratory practice
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, the student solves practical tasks within the course and prepares a report on the given laboratory practice every week. The student must submit the reports within one week of the practice. During the evaluation of the lab reports, their content, formal execution, and their submission on time are taken into account. At the end of the semester, the student writes a written examination on the topics of the subject, in which he must achieve at least 50%. Participation in lab practices is mandatory, the missed classes can only be made up at the end of the semester if the absence was justified formerly. The final evaluation of the course is based on the results of the assignments, lab reports and the written examination. The final grade is calculated as follows: Final grade=(average % rating of the lab reports + 2 x % result of the written examination) / 3. Total student load: 4 credits = 100-120 hours - 26 hours of participation in contact classes; 26 hours of theoretical preparation for the laboratory practice and the solution of calculation tasks arising from the laboratory practice; 26 hours preparing the reports of the laboratory practice, 22-42 hours of self-training and preparation for the written examination. The condition for successful completion of the course is to obtain at least 50% of the maximum score. The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.	
Results of education: After successfully completing the course, the student: Knowledges: ● has practical knowledge of basic laboratory techniques and safe laboratory work, which serve as the basis for general practice and research work in every laboratories; ● can describe basic laboratory equipment; ● is able to describe basic laboratory operations; ● can describe the basic separation methods; Skills: ● gains the necessary practical skills during mandatory laboratory exercises;	

● is able to apply solutions to methodological, professional and practical problems of chemistry;
● knows how to work with basic laboratory equipment;
● is able to process notes on laboratory exercises in a protocol;
● handles chemicals effectively and safely;
Competencies:
● develops creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
● is able to work effectively independently, emphasizing compliance with safety regulations during work in the chemical laboratory;
● takes an active and responsible approach to the completion of subject tasks.

Brief syllabus:

1. Introduction to laboratory practice. Laboratory safety specifications. Safety and occupational safety in the laboratory, occupational hygiene in the chemical laboratory, first aid in the event of a workplace accident, fire protection.
2. Materials used in the chemical laboratory - glass, porcelain, rubber, cork, paper, metals, alloys and other materials.
3. Basic laboratory operations - burners and heating devices, heating, temperature measurement, annealing, drying, cooling.
4. Basic laboratory operations - scales and mass measurement.
5. Basic laboratory operations - laboratory volume measurement devices, volume measurement.
6. Basic laboratory operations - density measurement, determination of density with a pycnometer.
7. Preparation of solutions - dissolution, solubility.
8. Purification and separation methods - characteristics of the basic separation methods (decantation, centrifugation, crystallization, sublimation, distillation).
9. Separation by decantation and filtration (classical and reduced pressure). Crystallization.
10. Separation with a separatory funnel.
11. Distillation at atmospheric pressure and vacuum distillation, distillation of a homogeneous mixture.
12. Thin-layer chromatography.

Literature:

Fajnor V., a kol. (1992) : Laboratórna technika, názvoslovie a chemické výpočty. UK Bratislava, ISBN 80 223 0436 0
Hugyivárová, M. & Szarka, K. (2015). Szervetlen kémia praktikum. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. 50 s. ISBN 978-80-8122-134-7.
Gyepes, R., Katarína SZARKA, Ondrej HEGEDŰS & Róbert MÉSZÁROS. A laboratóriumi technika alapjai = Základy laboratórnej techniky Vysokoškolská učebnica pre študentov pedagogických fakúlt zameraním na aprobačný predmet chémia a/alebo biológia s vyučovacím jazykom maďarským: Tankönyv a kémia- és/vagy biológiatanár szakos hallgatók részére. 1. vyd. Komárno: Univerzita J. Selyeho, 2021. 86 s. ISBN 978-80-8122-402-7
Kiss Zs., (2004) : Összefoglaló feladatgyűjtemény kémiából - Megoldások. Budapest, Nemzeti Tankönyvkiadó, ISBN 963 19 5394 7
Kotočová A., Valigura D., (1993) : Všeobecná chémia - Návody na laboratórne cvičenia. Bratislava STU, ISBN 80 227 0560 8
Sík J., (1992): Kémiai számítások képletgyűjteménye. Budapest, Műszaki Könyvkiadó, ISBN 963 10 9419 7
Vargová, Z. a kol. (2019). Základné laboratórne cvičenia z anorganickej chémie. Košice: ŠafárikPress, 2019, ISBN 978-80-8152-794-4 (e-publikácia) (dostupné na internete: https://

unibook.upjs.sk/img/cms/2019/pf/zakladne-laboratorne-cvicenia-z-anorganickej-chemie-final.pdf)

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

Notes:

Evaluation of subjects
Total number of evaluated students: 7

A	B	C	D	E	FX
0.0	14.29	28.57	0.0	0.0	57.14

Teacher: Mgr. Katarína Szarka, PhD., Mgr. Andrea Vargová, PhD.

Date of last update: 12.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ PC2/22	**Name:** Laboratory practices in inorganic chemistry
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, the student solves practical tasks within the course and prepares a report on the given laboratory practice every week. The student must submit the reports within one week of the practice. During the evaluation of the lab reports, their content, formal execution, and their submission on time are taken into account. At the end of the semester, the student writes a written examination on the topics of the subject, in which he must achieve at least 50%. Participation in lab practices is mandatory, the missed classes can only be made up at the end of the semester if the absence was justified formerly. The final evaluation of the course is based on the results of the assignments, lab reports and the written examination. The final grade is calculated as follows: Final grade=(average % rating of the lab reports + 2 x % result of the written examination) / 3. Total student load: 4 credits = 100-120 hours - 26 hours of participation in contact classes; 26 hours of theoretical preparation for the laboratory practice and the solution of calculation tasks arising from the laboratory practice; 26 hours preparing the reports of the laboratory practice, 22-42 hours of self-training and preparation for the written examination. The condition for successful completion of the course is to obtain at least 50% of the maximum score. The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.	
Results of education: After successfully completing the course, the student: Knowledges: • has practical knowledge of basic laboratory techniques, safe experimental activities, selected chemical syntheses of inorganic chemistry, which serve as a basis for practice and research; • is able to characterize the inorganic substances of selected chemical syntheses (starting materials, products); • is able to describe the chemical principles of selected chemical syntheses; Skills: • has the practical skills acquired during mandatory laboratory exercises;	

• is able to solve the basic methodological work procedure and practical problems of inorganic chemistry;
• can perform basic inorganic syntheses according to a specific procedure;
• knows the stoichiometric calculations required to calculate the amounts of reactants and products;
• knows how to calculate the yield of the product produced during chemical synthesis;
• can summarize the results of his observations from chemical syntheses and record his notes made during laboratory exercises;
• handles chemicals efficiently and safely.
Competencies:
• has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
• is able to work effectively independently, emphasizing compliance with safety regulations during work in the chemical laboratory;
• takes an active and responsible approach to the completion of subject tasks.

Brief syllabus:

1. Safety and health protection in the chemical laboratory. Laboratory regulations.
2. Production of elements - (under laboratory conditions) in gaseous state.
3. Production of elements - (under laboratory conditions) in solid state.
4. Production of oxides.
5. Production of acids.
6. Production of hydroxides.
7. Preparation of salts - chlorides.
8. Production of salts - carbonates.
9. Determination of the mass ratio of water in carbohydrates.
10. Production of salts - double salts.
11. Production of coordination compounds.

Literature:

Fajnor V., (1992): Laboratórna technika, názvoslovie a chemické výpočty. Vysokoškolské skriptá, UK Bratislava, ISBN 80 223 0436 0
Hugyivárová, M. & Szarka, K. (2015). Szervetlen kémia praktikum. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. 50 s. ISBN 978-80-8122-134-7.
Gyepes, R., Katarína SZARKA, Ondrej HEGEDŰS & Róbert MÉSZÁROS. A laboratóriumi technika alapjai = Základy laboratórnej techniky Vysokoškolská učebnica pre študentov pedagogických fakúlt zameraním na aprobačný predmet chémia a/alebo biológia s vyučovacím jazykom maďarským: Tankönyv a kémia- és/vagy biológiatanár szakos hallgatók részére. 1. vyd. Komárno: Univerzita J. Selyeho, 2021. 86 s. ISBN 978-80-8122-402-7
Kotočová A., Valigura D., (1993): Všeobecná chémia- Návody na laboratórne cvičenia. Bratislava, Slovenská technická univerzita, ISBN 80 227 0560 8
Sík J., (1992): Kémiai számítások képletgyűjteménye. Budapest, Műszaki Könyvkiadó, ISBN 963 10 9419 7
Kiss Zs., (2004): Összefoglaló feladatgyűjtemény – Kémiából – Megoldások. Budapest, Nemzeti Tankönyvkiadó, ISBN 963 19 5394 7
Vargová, Z. a kol. (2019). Základné laboratórne cvičenia z anorganickej chémie. Košice: ŠafárikPress, 2019, ISBN 978-80-8152-794-4 (e-publikácia) (dostupné na internete: https://unibook.upjs.sk/img/cms/2019/pf/zakladne-laboratorne-cvicenia-z-anorganickej-chemie-final.pdf)

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

Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 6

A	B	C	D	E	FX
0.0	33.33	16.67	0.0	0.0	50.0

Teacher: Mgr. Katarína Szarka, PhD., Mgr. Alexandra Hengerics Szabó, PhD.

Date of last update: 12.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ PC3/22	**Name:** Laboratory practices in analytical chemistry
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, the student solves practical tasks within the course and prepares a report on the given laboratory practice every week. The student must submit the reports within one week of the practice. During the evaluation of the lab reports, their content, formal execution, and their submission on time are taken into account. At the end of the semester, the student writes a written examination on the topics of the subject, in which he must achieve at least 50%. Participation in lab practices is mandatory, the missed classes can only be made up at the end of the semester if the absence was justified formerly. The final evaluation of the course is based on the results of the assignments, lab reports and the written examination. The final grade is calculated as follows: Final grade=(average % rating of the lab reports + 2 x % result of the written examination) / 3. Total student load: 4 credits = 100-120 hours - 26 hours of participation in contact classes; 26 hours of theoretical preparation for the laboratory practice and the solution of calculation tasks arising from the laboratory practice; 26 hours preparing the reports of the laboratory practice, 22-42 hours of self-training and preparation for the written examination. The condition for successful completion of the course is to obtain at least 50% of the maximum score. The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.	
Results of education: After successfully completing the course, the student: Knowledges: • has practical knowledge of basic laboratory techniques and safe experimental activities in the field of analytical chemistry, which serve as a basis for later laboratory practice and research; • is able to identify the basic conceptual and categorical apparatus of analytical chemistry; • knows how to handle basic equipment, laboratory equipment and other laboratory tools useful in laboratory analytical practice; • is proficient in basic analytical methods and has practical experience in their implementation, as well as in the use of basic laboratory equipment that serves as a basis for practice and research;	

Skills:
• is able to solve the methodological, professional or practical problems of chemistry;
• has the practical skills acquired in the field of laboratory activities in the framework of mandatory laboratory exercises;
• is able to perform basic analytical methods related to the analysis of less complex matrices;
• is able to plan, perform and evaluate basic chemical analysis tasks and results;
• is able to sufficiently and systematically explain and apply the knowledge acquired in the course in his future teaching practice;
Competencies:
• has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
• is able to present his own opinion properly and professionally;
• is able to comprehensively analyze basic chemical phenomena in the field of analytical chemistry;
• is able to propose solutions in the field of analytical, critical and conceptual thinking when solving specific professional problems;
• practically and safely applies simple analytical methods to analyze different samples;
• is able to design and manage simple laboratory tests and exercises.

Brief syllabus:

1. The classical way of classification of cations and anions. The characteristic reactions of the I., II. and III. group of cations.
2. The characteristic reactions of the IV. and V. group of cations. The classification of the I. and II. group of cations.
3. The differentiation of the III. and IV. group of cations. Characteristic reactions of anions.
4. Application of the classical method of cation separation to separate cations in an unknown sample.
5. Introduction to volumetric analysis. Standardization of measuring solutions in volumetric analysis.
6. Alkalimetric determination of weak acids. Determination of the acetic acid content of vinegar.
7. Acidimetry. Determination of the alkalinity of sodium hydroxide.
8. Complexometry. Chelatometric determination of water hardness.
9. Indirect chelatometric determinations. Indirect determination of sulfates.
10. Back-measurement chelatometric determinations. Determination of aluminum.
11. Precipitation titration. Argentometry. Determination of chlorides according to Mohr.
12. Redox titrations. Manganometry. Determination of the iron content of the sample.
13. Redox titrations. Bromatometry. Determination of arsenic compounds.

Literature:

Orosz Gy.,(1998): Szerves kémiai praktikum. Nemzeti Tankönyvkiadó, ISBN: 96 318 8408 2
Karlíček R., a kol. (2009): Analytická chemie pro farmaceuty. Karolinum, ISBN 97 8802 46 1453 3
Barcza L., (2006): A mennyiségi kémiai analízis gyakorlati kézikönyve. Medicina Kiadó, ISBN: 963 2429 61 3
Barcza L., (2007): Kvantitatív analitikai kémia. Budapest, Semmelweis Kiadó, ISBN 978 963 9656 73 4.
Barcza L., Buvári Á., (2009): A minőségi kémiai analízis. Medicina Könyvkiadó, ISBN 978 9 6 322 6186 7
Pokol Gy., a kol. (2011):Analitikai kémia: Egyetemi tananyag. Typotex Kiadó, ISBN 978-963-279-466-2, dostupné na internete: http://oktatas.ch.bme.hu/oktatas/konyvek/anal/AnalKemBSc/Analitikai_kemia.pdf

Paveleková I. (2010): Analytická chémia pre študentov pedagogických fakúlt. ISBN 978-80-8082-388-7, dostupné na internete: https://pdf.truni.sk/download?e-skripta/analchem.pdf
Krížek M., Šíma J. (2015): Analytická chemie. Katedra analytické chemie Přírodovědecká fakulta Univerzity Karlovy Praha, ISBN: 978-80-7394-486-5, dostupné na internete: http://kch.zf.jcu.cz/vyuka/download/Analyticka_chemie_komplet.pdf

Language, knowledge of which is necessary to complete a course:
Hungarian or 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: Mgr. Alexandra Hengerics Szabó, PhD., Attila Kardos, PhD.

Date of last update: 12.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ PC4/22	**Name:** Laboratory practices in organic chemistry
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, the student solves practical tasks within the course and prepares a report on the given laboratory practice every week. The student must submit the reports within one week of the practice. During the evaluation of the lab reports, their content, formal execution, and their submission on time are taken into account. At the end of the semester, the student writes a written examination on the topics of the subject, in which he must achieve at least 50%. Participation in lab practices is mandatory, the missed classes can only be made up at the end of the semester if the absence was justified formerly. The final evaluation of the course is based on the results of the assignments, lab reports and the written examination. The final grade is calculated as follows: Final grade=(average % rating of the lab reports + 2 x % result of the written examination) / 3. Total student load: 4 credits = 100-120 hours - 26 hours of participation in contact classes; 26 hours of theoretical preparation for the laboratory practice and the solution of calculation tasks arising from the laboratory practice; 26 hours preparing the reports of the laboratory practice, 22-42 hours of self-training and preparation for the written examination. The condition for successful completion of the course is to obtain at least 50% of the maximum score. The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.	
Results of education: After successfully completing the course, the student: Knowledges: ● has practical knowledge of basic laboratory techniques, safe experimental activities, chemical syntheses in the field of organic chemistry, which serve as a basis for practice and research; ● is able to characterize the organic substances of selected chemical syntheses (starting materials, products); ● is able to describe the chemical principles of selected chemical syntheses; ● has comprehensive knowledge of the selection of compounds and the relevant methodology of organic syntheses;	

● knows the operation of basic equipment, laboratory equipment and other laboratory supplies that can be used in organic chemistry laboratory practice
Skills:
● has the practical skills acquired during mandatory laboratory exercises;
● is able to solve basic methodological, work process and practical problems of organic chemistry;
● can perform basic organic syntheses based on a given session;
● has practical experience in performing organic syntheses and using basic laboratory equipment, which serves as a basis for practice and research;
● is able to sufficiently and systematically explain and apply the knowledge acquired in the course in his future teaching practice;
● is able to record the results of observations of chemical syntheses and notes on laboratory exercises;
● handles chemicals efficiently and safely;
Competencies:
● has creative thinking, is independent within his own educational process, is capable of autonomous and responsible decisions within the framework of the study major of chemistry;
● is able to work effectively independently, with special emphasis on safety regulations during working in chemical laboratory;
● takes an active and responsible approach to the completion of subject tasks.

Brief syllabus:
1. Occupational safety training. Fire protection. First aid.
2. Proper handling of laboratory equipment. Handling of organic chemicals. The specificity of organic syntheses.
3. Laboratory work - syntheses focus on the production of organic compounds and different types of chemical reactions:
• production of hydrocarbons and hydrocarbon derivatives
• proving reactions of functional groups of organic compounds
• halogenation, nitration, acylation
• oxidation, reduction
• esterification

Literature:
Orosz, Gy.,(1998): Szerves kémiai praktikum. Nemzeti Tankönyvkiadó, ISBN: 96 318 8408 2
Večeřa, M. a kol. (1975) : Chemické tabulky organických sloučenin. 1. vyd. - Praha : Nakladatelství technické literatury, 888 s.
Hornyánszky, G. a kol. (2011): Szerves kémiai praktikum. Typotex Kiadó. ISBN 978-963-279-482-2, dostupné na internete: https://dtk.tankonyvtar.hu/handle/123456789/7659
Felföldi, K.: Szerves kémiai laboratóriumi alapgyakorlatok. dostupné na internete: http://www.staff.u-szeged.hu/~frank/education/Szerves_kemiai_lab_gyak_jegyzet.pdf
Miklós, E. (2013): Szerves kémia laboratóriumi gyakorlatok. Sapientia Erdélyi Magyar Tudományegyetem műszaki és Társadalomtudományi kar, Élelmiszer-tudományi Tanszék. dostupné na internete: http://www.em.sapientia.siculorum.ro/pdf/oktatasi%20segedanyagok/05%20Szerves%20kemia%20laboratoriumi%20gyakorlatok/01%20szerves%20kemia%20%20laboratoriumi%20gyakorlatok.pdf
Antus, S., Mátyus, P., (2010) : Szerves kémia I. Budapest, Nemzeti Tankönyvkiadó, ISBN: 978 963 195 716 7
Balogh, Á., (1990): Szerves kémia. Budapest, Tankönyvkiadó, ISBN 96 318 2741 0
Halmos, I., (1992): Szerves kémia. Budapest, Műszaki Könyvkiadó, ISBN 96 310 9743 9

Mc Murry, J., (2007) : Organická chemie, ISBN 987-80-7080-637-1
Svoboda, J., (2013) : Organická chemie - 1. vyd. – Praha, Vysoká škola chemicko-technologická - 310 s, ISBN 978-80-7080-561-9.

Language, knowledge of which is necessary to complete a course:
Hungarian or 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: Mgr. Andrea Vargová, PhD., Mgr. Alexandra Hengerics Szabó, PhD.

Date of last update: 12.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ PC5/22	**Name:** Laboratory practice in biochemistry
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, the student solves practical tasks within the course and prepares a report on the given laboratory practice every week. The student must submit the reports within one week of the practice. During the evaluation of the lab reports, their content, formal execution, and their submission on time are taken into account. At the end of the semester, the student writes a written examination on the topics of the subject, in which he must achieve at least 50%. Participation in lab practices is mandatory, the missed classes can only be made up at the end of the semester if the absence was justified formerly. The final evaluation of the course is based on the results of the assignments, lab reports and the written examination. The final grade is calculated as follows: Final grade=(average % rating of the lab reports + 2 x % result of the written examination) / 3. Total student load: 4 credits = 100-120 hours - 26 hours of participation in contact classes; 26 hours of theoretical preparation for the laboratory practice and the solution of calculation tasks arising from the laboratory practice; 26 hours preparing the reports of the laboratory practice, 22-42 hours of self-training and preparation for the written examination. The condition for successful completion of the course is to obtain at least 50% of the maximum score. The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.	
Results of education: After successfully completing the course, the student: Knowledges: ● has practical knowledge of basic laboratory techniques and safe experimental activities in the field of biochemistry, which serve as a basis for practice and research; ● is able to identify the basic conceptual, categorical and methodological apparatus of the laboratory experimental work of biochemical analyses; ● acquires the operation of the basic equipment, knows the laboratory aids and other laboratory supplies used in laboratory practice;	

● has the knowledge of experimental activities acquired in the framework of mandatory laboratory exercises, which serve as the basis for practice and research
Skills:
● is able to solve methodological, professional and practical problems of chemistry;
● has the practical skills acquired in the framework of mandatory laboratory exercises
● is able to apply the theoretical knowledge acquired in the field of biochemistry in practical laboratory activities related to the course;
● is able to sufficiently explain and systematically apply the knowledge acquired in the course in his future teaching practice;
● is able to correctly structure, independently search for and evaluate the appropriate application of experimental methods in his own practice
Competencies:
● has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
● is able to work efficiently and independently;
● is able to properly and professionally present his own opinion;
● can comprehensively analyze basic biochemical phenomena during laboratory experiments;
● is able to propose solutions to specific professional problems in the field of analytical, critical and conceptual thinking;
● can apply simple analytical methods practically and safely when analyzing different samples;
● able to plan and manage simple laboratory tests and exercises.

Brief syllabus:

1. Laboratory safety. Fire protection. First aid in laboratory practice.
2. Determination of water and dry matter content - Gravimetric determination of dry matter and moisture content in biological samples.
3. Carbohydrates - Hydrolysis of carbohydrates.
4. Spectrophotometric determination of reducing sugars.
5. Amino acids - Thin layer chromatographic separation of a mixture of amino acids.
6. Proteins - Determination of the isoelectric point of proteins.
7. Isolation of natural dyes - leaf dyes.
8. Determination of antioxidant activity of fruits and vegetables.
9. Vitamins - semiquantitative determination of ascorbic acid.
10. Qualitative and semiquantitative determination of selected biochemical parameters in urine.
11. Spectrophotometric determination of creatinine in urine.

Literature:

Görbe A. et al. (2011): Biokémiai gyakorlatok . - 1. vyd. - Budapest : Medicina Könyvkiadó Zrt., - 95 s. - ISBN 978 963 226 320 5.
Sedlák E. a kol. (2020): Praktické cvičenia z biochémie. Univerzita Pavla Jozefa Šafárika v Košiciach, Prírodovedecká fakulta, Katedra biochémie. ISBN: 978-80-8152-902-3 (e-publikácia), dostupné na internete: https://unibook.upjs.sk/img/cms/2020/pf/prakticke-cvicenia-z-biochemie-.pdf
Vodrážka Z. a kol. (2007) : Biochemie. - 1. vyd. - Praha : Academia, 190 s. - ISBN 978-80-200-0600-4
Šajter V., (2006) : Biofyzika, biochémia a radiológia. - 1. vyd. - Martin : OSVETA - 272 s. - ISBN 80-8063-210-3
Lásztity R. (1995): Biokémia. Budapest, Nemzeti Tankönyvkiadó, 127 s. - ISBN 96 318 6565 7
Chikán Á., (2000) : Szegedi biológiai központ : Biofizika, biokémia, enzimológia, genetika, növénybiológia. - Budapest : MTA, - 56 s. - ISBN 963 508 255 x

Mandl J., Hrabák A., Mészáros Gy., (2006) : Biokémia. - 1. vyd. - Budapest : Semmelweis Kiadó, - 176 s. - ISBN 963 9656 18 6
Gasztonyi K.(1996): Élelmiszerkémia. Budapest. Nemzeti Tankönyvkiadó. ISBN 96 318 7419 2
Berg J.M., Tymoczko J.L., Stryer L.(2002): Biochemistry - 5. vyd. - New York, USA : W. H. Freeman - 1100 s. - ISBN 978-0716746843.

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: Mgr. Andrea Vargová, PhD., Mgr. Alexandra Hengerics Szabó, PhD.

Date of last update: 26.06.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ PC6/22	**Name:** Laboratory practices in physical chemistry
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, the student solves practical tasks within the subject and prepares a laboratory report on every laboratory practice. The student must submit the reports within one week of the laboratory practice. During the evaluation of the reports, their content, formal execution, and their submission on time are taken into account. Participation in laboratory practices is mandatory, the missed class can only be made up at the end of the semester if the absence is justified formerly. The final evaluation of the course is based on the evaluation of laboratory tasks and reports. Total student load: 1 credit = 25-30 hours - 26 hours of participation in contact classes; which includes the preparation of laboratory reports. The condition for successful completion of the course is to obtain at least 50% of the maximum score. The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.	
Results of education: After successfully completing the course, the student: Knowledges: ● has practical knowledge of the basic laboratory techniques and experimental methods of physical chemistry, which serve as the basis for future practice and research work; ● is able to measuring the speed of chemical reactions; ● knows and can routinely use basic physical and chemical techniques (spectrophotometer, combined pH electrode, conductometer and flame photometer); ● knows the experimental methods of characterizing acid-base and dissolution equilibria; ● knows the experimental techniques of characterizing the equilibrium state of adsorption and micelle formation; Skills: ● is able to apply solutions to methodological, professional and practical problems of chemistry; ● has the practical skills acquired in the field of laboratory activities in the framework of mandatory laboratory exercises; ● is able to independently evaluate experimental results by creating tables and graphs;	

● is able to prepare a plan for conducting an experiment investigating a physical-chemical phenomenon that has not been described so far;
● is able to perform partial tasks and work in a team;
Competencies:
● has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
● capable of independent and efficient activity.
● strives to perform laboratory work safely and warns others to observe the basic rules of safe laboratory work;
● is open to the development of new experimental techniques;
● strives to perform experimental work professionally and reproducibly, and is able to perform laboratory work independently;
● uses an active and responsible approach to practical problem solving in physical chemistry.

Brief syllabus:

1. Getting to know the chemical laboratory safety regulations and general laboratory regulations.
2. Methods of measuring the kinetics of chemical reactions.
3. Measuring conductivity of aqueous solutions. Conductometry.
4. Determination of the critical micellar concentration of ionic surfactants by conductometric titration.
5. Chemical equilibrium - observation of the factors influencing the equilibrium (changes in the concentration of starting materials and products).
6. Determination of dissolution equilibrium, solubility product.
7. Acid-base equilibrium. Determination of the dissociation constant of weak acids with a combined pH electrode.
8. Adsorption equilibrium. Determination of the adsorption isotherm of dyes at the solid/solution interface.
9. Electrochemical experiments and the equilibrium constant of redox processes.

Literature:

Morovská Turoňová a kol. (2020): Praktické cvičenia z fyzikálnej chémie. Ústav chemických vied, Prírodovedecká fakulta UPJŠ v Košiciach. ISBN: 978-80-8152-935-1 (e-publikácia), dostupné na internete: https://unibook.upjs.sk/img/cms/2020/pf/prakticke-cvicenia-z-fyzikalnej-chemie.pdf
Reguli J. (2009): Laboratórne cvičenia z fyzikálnej chémie, Pedagogická fakulta Trnavskej univerzity v Trnave. ISBN: 978-80-8082-271-2, dostupné na internete: https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjN2tTYqqr2AhX157sIHa9dBGgQFnoECA0QAQ%3A%2F%2Fpdf.truni.sk%2Fdownload%3Fe-skripta%2Flcfch.pdf&usg=AOvVaw2CC9cYI3jEjqtOJJGbCnCY
Ősz K., Bényei A. (2010): Fizikai kémia laboratóriumi gyakorlat II. Debreceni Egyetemi Kiadó. ISBN: 978 963 473 317 1, dostupné na internete: https://oszkdk.oszk.hu/storage/00/01/61/75/dd/1/fizkemia_labgyak_2k_beliv.pdf
Szilágyi A. a kol. (2011): Fizikai kémia laboratóriumi gyakorlatok. Typotex Kiadó. ISBN: 978-963-279-474-7, dostupné na internete: http://docplayer.hu/110135650-Fizikai-kemia-laboratoriumi-gyakorlatok.html
Atkins P.W., (1991) : Fizikai kémia I-III. a tankönyvi feladatok megoldására. Tankönyvkiadó, ISBN 96 318 4350 5
Atkins P. W., (2002): Fizikai kémia I. Egyensúly. Budapest: Nemzeti Tankönyvkiadó, ISBN: 96 319 3314 8

Atkins P. W.,(2002): Fizikai kémia II. Szerkezet. Budapest: Nemzeti Tankönyvkiadó, ISBN: 96 319 2145 X
Atkins P.W.,(2013): Fyzikální chemie, - 1. vyd. - Praha : Vysoká škola chemicko-technologická, 2013. - 915 s. - ISBN 978-80-7080-830-6.
Čipera J., (1990): Fyzikálna chémia. Bratislava: Osveta, ISBN 80 217 0134 x
Ulický L., a kol. (1972) : Štruktúra tuhej fázy. - 1. vyd. – Bratislava, SVŠT v Bratislave- 130 s.

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: Attila Kardos, PhD.

Date of last update: 26.06.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ RCU/22	**Name:** Solving chemical exercises
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester the assignments submitted by the student will be evaluated. When evaluating the submitted assignments, in addition to the right solutions (for which you can get a maximum of 8 points), the submission of the assignments by the deadline is also taken into account (max. 2 points). The subject ends with a written examination, on which the student must achieve a minimum of 50% of the available score. During the evaluation at the end of the semester, the final grade includes the student's performance on the written examination and on the submitted assignments based on the following relationship: Final grade=(1 x the % expression of the performance achieved on the submitted assignments + 2 x the % expression of the performance achieved in the written examination)/3. Total student load: 3 credits = 75-90 hours, of which - participation in 26 hours of face-to-face education; 20 hours of calculation tasks or solving other chemical tasks; 29-44 hours of independent study and preparation for the written examination.. The condition for successful completion of the course is to obtain at least 50% of the maximum score. The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.	
Results of education: After successfully completing the course, the student: Knowledges: ● has the basic practical knowledge required for chemical calculations, which serve as the basis for future practical and research work; ● has special knowledge of mathematics and other natural science disciplines, which are necessary for the application of this knowledge; ● knows the concepts related to the formulas of chemical substances; ● understands the nature of the interpretation of chemical equations; ● knows the basic laws of balancing chemical equations; ● knows and can characterize the gas laws; ● knows and can characterize electrochemical processes;	

● knows and can describe the concepts of heat of formation and heat of reaction;
● knows thermochemical laws;
● knows and can characterize the concept of electrolytic dissociation;
Skills:
● can creatively use the schemes, models, methods and tools of chemistry;
● is able to use basic chemical calculations to determine the quantity of the substance;
● actively applies the laws when balancing chemical equations;
● actively applies the laws during stoichiometric calculations;
● actively applies the gas laws in chemical calculations;
● actively applies Faraday's laws during chemical calculations;
● can calculate the heat of formation and reaction of thermochemical reactions;
● actively applies thermochemical laws during chemical calculations;
● is able to perform basic chemical calculations in the field of proton transfere equilibria;
Competencies:
● has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
● is capable of independent and efficient activity;
● takes an active and responsible approach to the completion of subject tasks.

Brief syllabus:
1. Classical problems of stoichiometry.
2. Stoichiometric problems.
3. Exercises for determining the excess reagent
4. Exercises for determining the purity of the product and the yield of the chemical reaction.
5. Solving thermochemical problems.
6. Thermochemistry - thermochemical laws.
7. Solving tasks related to gas laws and equations of state.
8. Solving the problems of proton transfer reactions.
9. Problem tasks - determination of acidity and alkalinity of solutions.
10. Solving problems in the field of proton transfer equilibria.
11. Solving tasks in the field of redox balances.
12. Solving electrochemistry problems.

Literature:
Krätsmár-Šmogrovič, J. a kol., (2007): Všeobecná a anorganická chémia. Osveta, ISBN 80 806 3245 8
Fajnor V.,(1992) Laboratórna technika, názvoslovie a chemické výpočty. Vysokoškolské skriptá, UK Bratislava, ISBN 80 223 0436 0
Kotočová A, Valigura D.(1993): Všeobecná chémia- Návody na laboratórne cvičenia. Bratislava: STU, ISBN 80 227 0560 8
Csányi C., (2002): Kémiai példatár és tesztgyűjtemény megoldásokkal. Budapest, ISBN 96 31 6211 2 X
Kiss Zs., (2004): Összefoglaló feladatgyűjtemény kémiából - Megoldások. Budapest, Nemzeti Tankönyvkiadó, ISBN 963 19 5394 7
Mayer J., (2002): Módszertani stratégiák 4. Országos Közoktatási Intézet, ISBN 9636825033
Borissza, E., Villányi, A. & Zentai, G. (2006). Ötösöm lesz genetikából . - 5. vyd. - Budapest: Műszaki Könyvkiadó Kft., 2006. - 319 s. - ISBN 963 16 2836 1.

Language, knowledge of which is necessary to complete a course:
Hungarian or 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: Mgr. Katarína Szarka, PhD., Dr. habil. PaedDr. György Juhász, PhD.

Date of last update: 26.06.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ RMO/22	**Name:** Reaction Mechanisms in organic chemistry

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 2 **For the study period:** 26
Methods of study: present

Number of credits: 3

Recommended semester/trimester of study: 4.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
During the semester the assignments submitted by the student will be evaluated. When evaluating the submitted assignments, in addition to the right solutions (for which you can get a maximum of 8 points), the submission of the assignments by the deadline is also taken into account (max. 2 points).
The subject ends with a written examination, on which the student must achieve a minimum of 50% of the available score.
During the evaluation at the end of the semester, the final grade includes the student's performance on the written examination and on the submitted assignments based on the following relationship:
Final grade=(1 x the % expression of the performance achieved on the submitted assignments + 2 x the % expression of the performance achieved in the written examination)/3.
Total student load: 3 credits = 75-90 hours, of which
- participation in 26 hours of face-to-face education; 20 hours of calculation tasks or solving other chemical tasks; 29-44 hours of independent study and preparation for the written examination..
The condition for successful completion of the course is to obtain at least 50% of the maximum score.
The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.

Results of education:
After successfully completing the course, the student:
Knowledge:
• can classify chemical compounds and chemical transformations, can identify the chemical composition of organic substances, can explain their structure and chemical properties;
• is able to identify the basic conceptual, categorical and methodological apparatus of organic chemistry;
• is able to establish relationships between chemical substances and their transformations, and draws conclusions regarding the expected products of chemical reactions;
• acquires the basic knowledge of organic chemistry, is able to divide organic compounds based on the most important functional groups;

• acquires knowledge of organic chemistry that can be used to solve theoretical and practical problems that arise during their work;
• knows and can apply the nomenclature of organic compounds;
• knows the basic structural principles and reactions of organic compounds;
• knows the physical and chemical properties of organic compounds and their effects on health and the environment;
• gets to know the basic principles of organic chemistry;
• recognizes the different types of isomers: constitutional, geometric (cis- and trans-) and stereo-(R/S) isomerism;
• acquires the theoretical knowledge necessary to study and understand biochemistry;
Skills:
• can comprehensively analyze basic chemical phenomena in the field of organic chemistry;
• knows the nomenclature of organic compounds, based on this knowledge the student can correctly describe the structural formula of these substances;
• can explain the structural, stereochemical variety of organic compounds and knows their chemical reactions;
• knows the problems of constitutional, geometric (cis- and trans-) and stereo(R/S) isomerism;
• understands the basic principles and mechanisms of chemical reactions of organic compounds;
• is able to design a synthesis aimed at producing a specific organic compound,
• is able to propose a chemical method to prove the chemical structure of a given compound;
Competencies:
• has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
• is committed to applying the chemical way of thinking;
• is open to learning higher level organochemical knowledge;
• understands the interactions of different groups of organic compounds.

Brief syllabus:

1. Chemical Bonds in organic compounds - bond polarity, dipole moment, inductive and mesomeric effect, conjugated π - systems.
2. Types of chemical reactions in organic chemistry. Reaction notation in organic chemistry.
3. Mechanism of radical substitution.
4. Mechanism of electrophilic substitution.
5. Mechanism of nucleophilic substitution.
6. Mechanism of electrophilic addition.
7. Mechanism of nucleophilic addition.
8. Polymerization reactions.
9. Elimination reactions.
10. Molecular rearrangements.

Literature:

Devínsky F., a kol.(2001) : Organická chémia pre farmaceutov. 1. vyd. – Bratislava, Osveta, - 750 s. ISBN 80-8063-056-9
Antus S., Mátyus P., (2010) : Szerves kémia I. Budapest, Nemzeti Tankönyvkiadó, ISBN: 978 963 195 716 7
McMurry J., (2007) : Organická chemie, ISBN 987-80-7080-637-1
Balogh Á., (1990): Szerves kémia. Budapest, Tankönyvkiadó, ISBN 96 318 2741 0
Halmos I., (1992): Szerves kémia. Budapest, Műszaki Könyvkiadó, ISBN 96 310 9743 9
Kajtár M.: Változatok négy elemre - Szerves kémia 1-2. ELTE Eötvös Kiadó Kft., ISBN: 9789 6328 4113 7

Svoboda J., (2013) : Organická chemie - 1. vyd. – Praha, Vysoká škola chemicko-technologická - 310 s, ISBN 978-80-7080-561-9.

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: Mgr. Andrea Vargová, PhD., Mgr. Alexandra Hengerics Szabó, PhD.

Date of last update: 26.06.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ RSC/22	**Name:** The revision of secondary grammar school chemistry
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The assignments submitted by the student will be evaluated during the semester. When evaluating the submitted assignments, in addition to the right solutions (for which you can get a maximum of 8 points), the submission of the assignments by the deadline is also taken into account (max. 2 points). The course ends with a written test, on which the student must achieve a minimum of 50% of the maximally achivable points. During the evaluation of the semester, the grade includes the followings: ● the student's performance on the written test ● the results of the assignments. Final grade will be calculated on the following basis: (1 x the % expression of the performance achieved on the assignments + 2 x the % expression of the performance achieved in the written test)/3. Total student load: 3 credits = 75-90 hours, of which: - participation in 26 hours of face-to-face education; 20 hours of calculation tasks or solving other chemical tasks; 29-44 hours of independent study and preparation for the written tests. The condition for successful completion of the course is to obtain at least 50% of the maximum score. The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.	
Results of education: After successfully completing the course, the student: Knowledges: possesses a comprehensive system of knowledge of secondary grammar school chemistry, which is basic for studying to prepare for the profession of a chemistry teacher, such as: • knows how to use chemistry terminology, and nomenclature; • can define terms, physical and chemical laws, and can use the physical and chemical quantity unit system; • can list, give examples, describe the characteristics of chemical substances, phenomenons, etc.; Skills:	

• possesses a comprehensive system of theoretical skills of secondary grammar school chemistry, which is basic for studying to prepare for the profession of a chemistry teacher, such as:
o able to compare, classify, assign, classify chemical substances, properties, and phenomenons, look for relations and analyze them;
o know and explain the principles of chemical events and phenomena and, based on this, conclude about their consequences, assess the relationships between the properties of substances and the chemical phenomenons;
o apply knowledge in solving chemical tasks and problems;
• can apply and integrate the knowledge of secondary grammar school chemistry into his studies at the bachelor's level of education.
Competencies:
● has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
● capable of independent and efficient activity;
● takes an active and responsible approach to the completion of course tasks.

Brief syllabus:
1. Chemical substances - division, characteristics.
2. Structure of atoms and ions.
3. Periodic system of elements.
4. Chemical nomenclature of inorganic substances.
5. Chemical bond and structure of chemical substances.
6. Chemical reactions and chemical equations.
7. Energy and enthalpy in chemical systems.
8. Chemical kinetics.
9. Equilibrium in chemical systems.
10. Types of chemical reactions.
11. Protolytic equilibria reactions.
12. Oxidation-reduction equilibria reactions.

Literature:
Csányi Cs., (2002): Kémiai példatár és tesztgyűjtemény megoldásokkal. Budapest, ISBN 96 316 2112 X
Gyorbíró K., (1994): Általános kémia. Budapest, Műszaki Könyvkiadó, ISBN 00 0255 3
Kmeťová, J., Silný, P., Medveď, M. & Vydrová, M. (2010): Chémia 1. Expol Pedagogika s.r.o., ISBN 978-80-8091-174-4. (dostupný na internete: https://www.chemkagymtop.sk/docs/01.pdf, cit. 31-01-2022)
Kotočová A., (1993): Všeobecná chémia. Bratislava, Slovenská technická univerzita, ISBN 80 227 0560 8
Kiss Zs., (2004): Összefoglaló feladatgyűjtemény kémiából - Megoldások. Budapest, Nemzeti Tankönyvkiadó, ISBN 963 19 5394 7
Rózsahegyi M.,(1996): Érettségi felvételi feladatok. Mozaik Oktatási Stúdió, ISBN 963 697 017 3

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

Notes:

Evaluation of subjects
Total number of evaluated students: 4

A	B	C	D	E	FX
0.0	0.0	25.0	25.0	25.0	25.0
Teacher: Mgr. Katarína Szarka, PhD., Mgr. Andrea Vargová, PhD.					
Date of last update: 12.05.2023					
Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ RSM/22	**Name:** The revision of secondary grammar school mathematics

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 2 **For the study period:** 26
Methods of study: present

Number of credits: 3

Recommended semester/trimester of study: 1.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
The assignments submitted by the student will be evaluated during the semester. When evaluating the submitted assignments, in addition to the right solutions (for which you can get a maximum of 8 points), the submission of the assignments by the deadline is also taken into account (max. 2 points).
The course ends with a written test, on which the student must achieve a minimum of 50% of the maximally achivable points.
During the evaluation of the semester, the grade includes the followings:
● the student's performance on the written test
● the results of the assignments.
Final grade will be calculated on the following basis: (1 x the % expression of the performance achieved on the assignments + 2 x the % expression of the performance achieved in the written test)/3.
Total student load: 3 credits = 75-90 hours, of which:
- participation in 26 hours of face-to-face education; 20 hours of calculation tasks or solving other chemical tasks; 29-44 hours of independent study and preparation for the written tests.
The condition for successful completion of the course is to obtain at least 50% of the maximum score.
The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.

Results of education:
After successfully completing the course, the student:
Knowledges:
• has basic knowledge regarding mathematical concepts, properties and relationships necessary for studying for the profession of a chemistry teacher.
Skills:
• possesses a comprehensive system of high school mathematical skills that are necessary for studying to prepare for the profession of a chemistry teacher, such as:
o able to apply mathematical relationships when solving chemical problems;
o knows normal form of the number and the scientific notation,
o can complete the square of a quadratic trinomial;

o can use the basic mathematical operation of algebraic expressions;
o can express the unknown from the formula;
o able to find all solutions of the linear equation ax + b = 0 and the quadratic equation ax2 + bx + c = 0;
o can solve chemical problems leading to equations and inequalities;
o can find all solutions on the given interval (if not possible exactly, then approximately using a calculator) of the equation f (x)= A, where A#R and f is a function - xa ,bx , log x (a # Q, b is a positive number different from 1);
o can solve the equation system of 2 equations with 2 unknowns;
o find the set of all solutions of the inequality f (x)# L , where L is a real number, # is one of the relation signs <, ≤, ≥, > , f is one of the functions (ax + b)α, bx , logb x,
x − a
;
o able to calculate the approximate values of numerical expressions and function ;
o can mark the function value on the graph of the function;
o from the given graph of the function he knows
to determine with sufficient accuracy the functional value at a given point,
to determine global and local extreme values,
to determine the monotonicity of the functions,
find out if it is bounded from below (above).
o can find the value of the dependent variable for the given values of the independent variables, if the relationship between the dependent and one or two independent variables is described by a formula or table;
o can find the scope of the given function, or decide whether the given number belongs to the definition range of the given function;
o able to decide whether the given number belongs to the domain of the given function;
o can find the value of the function at a given point, determine its intersections with coordinate axes;
o can find intersections of graphs of two functions;
o able to characterizes the properties of the constant function and functions ax + b , ax2 + bx +c , xa , ax , loga x;
o can sketch the graph of the inverse function f −1 if you know the graph of the simple function f;
o can find inverse functions to the functions ax + b , ax2 + bx +c , xa , ax , loga x
Competencies:
● has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
● capable of independent and efficient activity;
takes an active and responsible approach to the completion of course tasks.

Brief syllabus:

1. Numbers, variables and expressions.
2. Operations with algebraic expressions.
3. Solving equations, inequalities and their systems of the type ax + b , ax2 + bx +c , xa , ax , loga x.
4. Selected elementary functions and characteristics of their properties.

Literature:

Czondi, J., Kassay, I. & Szabó,B. (1997). Fogalmak, definíciók, tételek középiskolásoknak és főiskolásoknak. Budapest : Nemzeti Tankönyvkiadó, 1997. - 314 s. - ISBN 963 18 7778 7.
Parízek, B. (1978). Matematické úlohy na prijímacie skúšky na vysoké školy. Debrecen : KLTE BTK H, 1978. - 240 s. - ISBN 0002313.

Czeglédy, I. Matematika : Előkészítő feladatok az érettségihez és az egyetemi-főiskolai felvételihez. - 1. vyd. - 186 s.
Blázsovics, J. (2000). Matematika - Ennyit KELLene tudnod. Akkord, 2000. - 416. - ISBN 963 780 371 8.
Hajnal, I. (2004). Matematika 11. a gimnáziumok számára. - 2. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2004. - 224 s. - ISBN 963 19 4884 6.
Hajnal, I. et al.(2004). Matematika 12. : a gimnáziumok számára - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2004. - 230 s. - ISBN 963 19 3919 7.
Hajnal, I. (2001). Matematika 9. a gimnáziumok számára. Budapest: Nemzeti Tankönyvkiadó, 2001. - 295 s. - ISBN 9631948765.
Smida, J. (1985). Matematika a gimnázium 1. osztálya számára. - 1. vyd. - Bratislava : SPN, 1985. - 339 s.
Buša,J. – Schrötter, Š. (2015). Stredoškolská matematika. Košice: FEI TU. ISBN 978-80-553-2193-6 (dostupný na internete: http://people.tuke.sk/jan.busa/SM/Busa_Schrotter_Stredoskolska_matematika_2015.pdf, cit.: 31-01-2022)

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: Mgr. Katarína Szarka, PhD., Dr. habil. PaedDr. György Juhász, PhD.

Date of last update: 26.06.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ VKB/22	**Name:** Selected chapters of biochemistry

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 2 **For the study period:** 26
Methods of study: present

Number of credits: 2

Recommended semester/trimester of study: 5.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
During the semester the assignments submitted by the student will be evaluated. When evaluating the submitted assignments, in addition to the right solutions (for which you can get a maximum of 8 points), the submission of the assignments by the deadline is also taken into account (max. 2 points).
The subject ends with a written examination, on which the student must achieve a minimum of 50% of the available score.
During the evaluation at the end of the semester, the final grade includes the student's performance on the written examination and on the submitted assignments based on the following relationship:
Final grade=(1 x the % expression of the performance achieved on the submitted assignments + 2 x the % expression of the performance achieved in the written examination)/3.
Total student load: 2 credits = 50-60 hours, of which
- participation in 26 hours of face-to-face education; 13 hours of calculation tasks or solving other chemical tasks; 11-21 hours of independent study and preparation for the written examination..
The condition for successful completion of the course is to obtain at least 50% of the maximum score.
The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%

Results of education:
After successfully completing the course, the student:
Knowledges:
• can classify chemical compounds and chemical transformations, can identify the chemical structure of natural macromolecular substances, can explain their structure and chemical properties;
• is able to identify the basic conceptual, categorical and methodological apparatus of biochemistry;
• knows and can apply the nomenclature of biologically important compounds;
• knows the basic principles of the primary, secondary, tertiary and quaternary structure of hydrocarbons, peptides and proteins;

• can explain the connections between biological function and the chemical structure of the cell membrane;
• knows the role of organic molecules in biological processes, from their entry into the body to their removal from the body;
• acquires knowledge of the basic biochemical processes taking place in living organisms and gets a comprehensive picture of the chemical laws of living organisms;
• is able to create interdisciplinary connections between chemistry and biology.
Skills:
• can comprehensively analyze basic chemical phenomena in the field of biochemistry;
• is able to describe the structure of macromolecular organic substances;
• can explain the variety of their structures, their stereochemistry and knows their chemical reactions;
• is able to explain the biological function of macromolecular substances based on their structure;
• understands the basic principles and mechanisms of chemical reactions of biochemical compounds;
• is able to propose a chemical method to prove the chemical structure of a given compound.
Competencies:
• has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
• applies chemical thinking in biological systems;
• is able to understand the principle of the structure of organic macromolecules and explain their biological function;
• is open to learning higher level organochemical knowledge;
• understands the interactions between different groups of organic compounds;
• is able to explain everyday, common biochemical problems.

Brief syllabus:

1. The chemical structure and properties of substances that form the basis of living matter.
2. D/L configurations of monosaccharides. Terms: enantiomer, diastereomer, epimer, anomer.
3. The structure and function of triacylglycerol for the cell.
4. Membrane lipids - phospholipids, glycolipids and cholesterol.
5. Proteinogenic L-amino acids.
6. The importance of different types of bonds in the protein molecule.
7. Vitamins and coenzymes - biological significance and mechanism of action
8. The structure and function of chloroplasts in photosynthesis.
9. Structure and function of mitochondria in the cell. Photochemical system I, II. Cyclic and non-cyclic phosphorylation.
10. CO2 sequestration. Calvin cycle.
11. The function of carnitine in lipid metabolism.
12. The essence of ammonia decomposition in the urea cycle.

Literature:

Vodrážka Z., a kol. (2007) : Biochemie. - 1. vyd. - Praha : Academia, 190 s. - ISBN 978-80-200-0600-4
Šajter V., (2006) : Biofyzika, biochémia a radiológia. - 1. vyd. - Martin : OSVETA - 272 s. - ISBN 80-8063-210-3
Lásztity R. (1995): Biokémia. Budapest, Nemzeti Tankönyvkiadó, 127 s. - ISBN 96 318 6565 7
Chikán Á., (2000) : Szegedi biológiai központ : Biofizika, biokémia, enzimológia, genetika, növénybiológia. - Budapest : MTA, - 56 s. - ISBN 963 508 255 x

Mandl J., et al., (2006) : Biokémia. - 1. vyd. - Budapest : Semmelweis Kiadó, - 176 s. - ISBN 963 9656 18 6
Gasztonyi K.(1996): Élelmiszerkémia. Budapest. Nemzeti Tankönyvkiadó. ISBN 96 318 7419 2
Berg J.M., Tymoczko J.L., Stryer L.(2002): Biochemistry - 5. vyd. - New York, USA : W. H. Freeman - 1100 s. - ISBN 978-0716746843.

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: Mgr. Andrea Vargová, PhD., Mgr. Alexandra Hengerics Szabó, PhD.

Date of last update: 26.06.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ VKO/22	**Name:** Selected chapters of organic chemistry
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester the assignments submitted by the student will be evaluated. When evaluating the submitted assignments, in addition to the right solutions (for which you can get a maximum of 8 points), the submission of the assignments by the deadline is also taken into account (max. 2 points). The subject ends with a written examination, on which the student must achieve a minimum of 50% of the available score. During the evaluation at the end of the semester, the final grade includes the student's performance on the written examination and on the submitted assignments based on the following relationship: Final grade=(1 x the % expression of the performance achieved on the submitted assignments + 2 x the % expression of the performance achieved in the written examination)/3. Total student load: 3 credits = 75-90 hours, of which - participation in 26 hours of face-to-face education; 20 hours of calculation tasks or solving other chemical tasks; 29-44 hours of independent study and preparation for the written examination.. The condition for successful completion of the course is to obtain at least 50% of the maximum score. The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.	
Results of education: After successfully completing the course, the student: Knowledges: • can classify chemical compounds and chemical transformations, can identify the chemical structure of organic substances, can explain their structure and chemical properties; • is able to identify the basic conceptual, categorical and methodological apparatus of organic chemistry; • can establish relationships between chemical substances and their transformations, and can draw conclusions regarding the expected products of chemical reactions; • acquires the basic knowledge of organic chemistry, within which he/she is able to divide organic compounds based on the most important functional groups;	

• acquires knowledge of organic chemistry that can be used to solve theoretical and practical problems that arise during work;
• knows and can apply the nomenclature of organic compounds;
• knows the basic structural principles and reactions of organic compounds;
• knows the physical and chemical properties of organic compounds and their effects on health and the environment;
• gets to know the basic principles of organic chemistry;
• recognizes the different types of isomers: constitutional, geometric (cis- and trans-) and stereo- (R/S) isomerism;
• acquires the theoretical knowledge necessary to study and understand biochemistry;
Skills:
• can comprehensively analyze basic chemical phenomena in the field of organic chemistry;
• knows the nomenclature of organic compounds, based on this knowledge he/she can write down the structural formulas of these substances correctly;
• can explain the structural, stereochemical variety of organic compounds and knows their chemical reactions;
• knows the problems of constitutional, geometric (cis- and trans-) and stereo(R/S) isomerism;
• understands the basic principles and mechanisms of chemical reactions of organic compounds;
• is able to design a synthesis for the production of a specific organic compound;
• can design a chemical method to prove the chemical structure of a given compound;
Competencies:
• • has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
• is committed to applying the chemical way of thinking;
• is open to learning higher level organochemical knowledge;
• understands the interactions of different groups of organic compounds.

Brief syllabus:

1. Organic chemistry in everyday life.
2. The main sources of hydrocarbons. The processing of crude oil into primary products.
3. The importance and occurrence of conjugated bonds in organic compounds.
4. Polymers and plastics.
5. Bonds in organic compounds. Electron effects.
6. The effect of organic substances on health and the environment. Freons.
7. Organic compounds as acids and bases, the effect of structure on acidity.
8. Reactivity of organic compounds. The division of chemical reactions according to the method of bond breaking, according to the type of reagent, according to the changes occurring on the substrate.
9. The mechanism of basic types of organic reactions. Marking of reactions using a chemical equation and reaction scheme.
10. Isomerism - isomer types, structural (constitutional), stereoisomers (conformational, configurational), optical isomerism, enantiomers.
11. New trends in organic chemistry. Unconventional reaction conditions in green chemistry.

Literature:

Devínsky F., et al. (2001) : Organická chémia pre farmaceutov. 1. vyd. – Bratislava, Osveta, - 750 s. ISBN 80-8063-056-9
Antus S., Mátyus P., (2010) : Szerves kémia I. Budapest, Nemzeti Tankönyvkiadó, ISBN: 978 963 195 716 7
Balogh Á., (1990): Szerves kémia. Budapest, Tankönyvkiadó, ISBN 96 318 2741 0
Halmos I., (1992): Szerves kémia. Budapest, Műszaki Könyvkiadó, ISBN 96 310 9743 9

Kajtár M.: Változatok négy elemre - Szerves kémia 1-2. ELTE Eötvös Kiadó Kft., ISBN: 9789 6328 4113 7
McMurry J., (2007) : Organická chemie, ISBN 987-80-7080-637-1
Svoboda J., (2013) : Organická chemie - 1. vyd. – Praha, Vysoká škola chemicko-technologická - 310 s, ISBN 978-80-7080-561-9.

Language, knowledge of which is necessary to complete a course:
Hungarian or 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: Mgr. Andrea Vargová, PhD., Mgr. Alexandra Hengerics Szabó, PhD.

Date of last update: 12.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ ZMA/22	**Name:** The Basics of mathematics

Types, range and methods of educational activities:
Form of study: Lecture / Seminar
Recommended extent of course (in hours):
Per week: 1 / 1 **For the study period:** 13 / 13
Methods of study: present

Number of credits: 3

Recommended semester/trimester of study: 2.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
The seminar ends with a written examination, which can be divided into two during the semester if needed. In the case of a division in two, the final evaluation of the seminar is given by the average result of the two written examinations. Only students who have passed the written examination with at least 50% are allowed to participate in the oral examination. During the termtime of the semester, the student can earn additional points by solving and submitting assignments.
The exam consists of a written and an oral part. Only those students who have passed the written part with a score of over 50% are allowed to take the oral part, otherwise the exam will be evaluated as insufficient (Fx) at the given time.
The final assessment of the course is as follows:
0.15 x the % of points awarded for the submitted assignments + 0.25 x the % of points awarded for the evaluation of the seminar's written examinations + 0.6 x the % of points awarded for the exam part.
Total student load: 3 credits = 75-90 hours
- 26 hours of participation in contact classes; 26 hours of preparing and solving seminar tasks; 23-38 hours of self-study, preparation for written and oral exams.
The condition for successful completion of the course is to obtain at least 50% of the maximum score.
The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.

Results of education:
After successfully completing the course, the student:
Knowledges:
● has knowledge of basic high school math calculations at a level that serves as a basis for practice and research;
● has the special knowledge of mathematics and other natural science disciplines that are necessary for the application of the obtained knowledge;
● knows the basic concepts of algebra;
● knows the definition and properties of vectors; can characterize the linear dependence of vectors;

● knows and can define matrices; know equivalent matrix arrangements;
● knows the concept of the determinant of a matrix and can calculate its value;
● knows and can write a system of linear equations;
● knows the methods of solving the system of linear equations;
● knows and can characterize the properties of functions;
● knows the concept of limits and derivatives of functions and their application in chemistry;
● knows the concept and application of primitive function and indefinite integral in chemistry;
Skills:
● knows the method of solving linear differential equations with separable variables;
● applies basic mathematical calculations in the mentioned subject areas;
● actively uses mathematical tools when solving chemical problems;
● actively applies the methods of solving algebraic equations in chemistry;
● actively applies the derivation and integration of functions in chemistry;
● is able to perform basic mathematical calculations in reaction kinetics;
Competencies:
● has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
● is capable of independent and efficient activity;
● takes an active and responsible approach to completing the course assignments.

Brief syllabus:

1. Basics of high school mathematics - repetition.
2. Basics of high school mathematics - solving examples.
3. Introduction to algebra.
4. Vectors, linear dependence of vectors - definition of concepts and solution of examples.
5. Matrices and determinants - definition of concepts and solution of examples.
6. Systems of linear equations - definition of concepts and solution of examples.
7. Solving algebraic equations - solving examples.
8. Introduction to mathematical analysis.
9. Functions - properties of functions and elementary functions - definition of concepts and solution of examples.
10. Limit value and continuity of functions - definition of concepts and solution of examples.
11. Derivation of functions and local extreme values of functions - definition of concepts and solution of examples.
12. Primitive function and indefinite integral - definition of concepts and solution of examples.
13. Solving differential equations - examples.

Literature:

Valo, Dušan: Matematika pre chemikov – pracovné listy z vybraných kapitol, Fakulta prírodných vied, Univerzita Konštantína Filozofa v Nitre, 2006, ISBN 80-8094-049-5, http://www.km.fpv.ukf.sk/upload_publikacie/20110913_115157__1.pdf
Krajňáková D., Míčka J., Machačová Ľ., (1988): Zbierka úloh z matematiky. Bratislava, Alfa, 538 s. - ISBN 0002566
Obádovics, J. Gyula: Matematika, Scolar Kiadó Budapest, 1996
Buša J., Schrötter Š. (2015): Stredoškolská matematika pre študentov FEI TU v Košiciach. ISBN 978-80-553-2193-6, dostupné na internete: http://people.tuke.sk/jan.busa/SM/Busa_Schrotter_Stredoskolska_matematika_2015.pdf
Turzík D. a kol. (2011): Základy matematiky pro bakaláře. Vysoká škola chemicko-technologická v Praze. ISBN: 978-80-7080-787-3, dostupné na internete: http://147.33.74.135/knihy/uid_isbn-978-80-7080-787-3/978-80-7080-787-3.pdf

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. PaedDr. György Juhász, PhD., Mgr. Katarína Szarka, PhD.

Date of last update: 26.06.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ ZMB/22	**Name:** The Basics of molecular biology

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 2 **For the study period:** 26
Methods of study: present

Number of credits: 2

Recommended semester/trimester of study: 5.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
During the semester the assignments submitted by the student will be evaluated. When evaluating the submitted assignments, in addition to the right solutions (for which you can get a maximum of 8 points), the submission of the assignments by the deadline is also taken into account (max. 2 points).
The subject ends with a written examination, on which the student must achieve a minimum of 50% of the available score.
During the evaluation at the end of the semester, the final grade includes the student's performance on the written examination and on the submitted assignments based on the following relationship:
Final grade=(1 x the % expression of the performance achieved on the submitted assignments + 2 x the % expression of the performance achieved in the written examination)/3.
Total student load: 2 credits = 50-60 hours, of which
- participation in 26 hours of face-to-face education; 13 hours of calculation tasks or solving other chemical tasks; 11-21 hours of independent study and preparation for the written examination..
The condition for successful completion of the course is to obtain at least 50% of the maximum score.
The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%

Results of education:
After successfully completing the course, the student:
Knowledges:
• can identify the basic conceptual, categorical and methodological apparatus of the topic;
• can classify chemical compounds and chemical transformations;
• can identify the structure of nucleic acids, can explain their structure and chemical properties;
• has expanding knowledge of related sciences and understands and categorizes the relationships with other disciplines;
• knows the basic structural principles of nucleic acids and polypeptides;
• knows the role of nucleic acids in genetic and protein formation;
• acquires knowledge about the mechanisms of replication, transcription and translation - the molecular basis of inheritance, the transfer of genetic information;

Skills:
• can comprehensively analyze basic chemical phenomena in the field of molecular biology;
• is able to characterize the alpha-helix structure of nucleic acids in connection with their biological significance, in connection with the understanding and interpretation of their reproductive function;
• is able to create interdisciplinary connections between chemistry and biology;
Competencies:
• has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
• understands the relationships between proteins and nucleic acids, and thus acquire the basic molecular knowledge necessary to understand genetics;
• in the course of his work, he/she is able to discover and understand the genetic connections between organic chemistry, molecular biology and genetics.

Brief syllabus:
1. A brief history of molecular biology. The subject and content of molecular biology.
2. Nucleic acids. Division of nucleic acids. Primary and secondary structure of nucleic acids.
3. Nucleoside and nucleotide.
4. DNA - chemical structure; Watson-Crick's double-stranded DNA model. Physical and chemical properties of DNA.
5. RNA - chemical structure; types of RNA; properties and differences between RNA and DNA.
6. The central dogma of molecular biology.
7. DNA replication. Semi-conservative mechanism.
8. Translation.
9. Transcription. Genetic code.
10. Molecular basis of gene expression regulation.
11. Recombinant DNA. Application of recombinant DNA technology.
12. DNA cloning, DNA sequencing and its importance.

Literature:
Gálová, Z. (2007): Molekulárna biológia, SPU Nitra. 165 s. ISBN 978-80-8069-951-2.
Erdei, A., ET AL. (1986): Immunológiai gyakorlatok, Tankönyvkiadó, Budapest
Watson a kol. (1980): A gén molekuláris biológiája. 3. vyd. - Budapest : Medicina Könykiadó, 680 s. ISBN 963 240 725 3.
Watson J.D. (2004): DNS az élet titka. 1. vyd. - Budapest : HVG Könyvek, 446 s. ISBN 963 7525 564.
Watson J.D. (1972): A kettős spirál : Személyes beszámoló a DNS szerkezetének felfedezéséről. 2. vyd. - Budapest : Gondolat, 177 s.

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: Mgr. Andrea Vargová, PhD., Mgr. Alexandra Hengerics Szabó, PhD.

Date of last update: 26.06.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdb/ŠS/22	**Name:** Chemistry

Types, range and methods of educational activities:
Form of study:
Recommended extent of course (in hours):
Per week: For the study period:
Methods of study: present

Number of credits: 2

Recommended semester/trimester of study: 5., 6..

Level of study: I.

Prerequisites:

Conditions for passing the subject:
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 - 100-90%, B - 89-80%, C - 79-70%, D - 69-60%, E - 59-50%. 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.

Results of education:
Knowledge:
- the student has acquired knowledge in the compulsory and profile subjects of the study programme,
- 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,
- the student is able to analyse and evaluate the knowledge acquired in the subject.

Skills:
- the student is able to present his/her expertise,
- the student is able to hand over his/her knowledge
- the student is able to organise and apply the theoretical knowledge acquired,
- the student has the ability to organise and apply the knowledge acquired in the course of his (her) studies.

Competences:
- the student is able to express his/her linguistic and professional culture in the oral examination,
- the student is able to use the knowledge acquired in a wider context,
- the student is able to put the knowledge acquired into practice and organise it,

- 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,
- the student is able to answer the questions of the committee at the expected level.

Brief syllabus:
I. General chemistry and physical chemistry
II. Inorganic chemistry and analytical chemistry
III. Organic chemistry and biochemistry

Literature:
Literature indicated in the information sheets of the study programme

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:

Date of last update: 26.06.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/BS/22	**Name:** Bachelor's Seminar
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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. Criteria for the evaluation of the work: – 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. Percentages for each task: Work done in seminars: 20 %. Seminar paper: 80 %. The student must complete at least 50 % of all assignments.	
Results of education: Knowledge: 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 quotating 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 familair with the basic terms used in the thesis,
- explain thebasic 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 wthical 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:
Stručná osnova predmetu:
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:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 8

A	B	C	D	E	FX
50.0	0.0	0.0	37.5	12.5	0.0

Teacher: PaedDr. Patrik Baka, PhD., Mgr. Vojtech Istók, PhD., Dr. habil. PaedDr. József Keserű, PhD., Mgr. Gábor Lőrincz, PhD., doc. Péter Nagy, PhD., doc. Mgr. Anikó Polgár, PhD., Szabolcs Simon, PhD., prof. Dr. András Szabó, DSc., PaedDr. Tamás Török, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ DMJ/22	**Name:** History of Hungarian Language

Types, range and methods of educational activities:
Form of study: Seminar / Practical
Recommended extent of course (in hours):
Per week: 2 / 1 **For the study period:** 26 / 13
Methods of study: present

Number of credits: 2

Recommended semester/trimester of study: 6.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
General conditions for passing the course: active participation of the student in seminars and exercises, participation of the student in the assigned tasks and participation in discussions during seminars and exercises, preparation and submission of a report and its (oral) presentation, successful completion of the final test.
During the semester, the student presents a paper on a given topic in the field of the history of the Hungarian language (20 points, i.e. 40% of the total mark). At the end of the semester, the student writes a final test on the practical part of the course (30 points, i.e. 60% of the total grade). The test will only be accepted if the student achieves at least 15 points. The paper will be passed if the student achieves at least 10 points. The maximum number of points will be 50 (20 points for the paper, 30 points for the test).
Evaluation criteria for the refrain and its oral presentation:
- content of the paper: choice of topic, purpose of the paper, work with literature, inference conclusions, elaboration, etc. (10 points)
- verbal and non-verbal expression: logical and systematic interpretation, clarity of interpretation, manner of expression, eye contact, etc. (5 points)
- use of visual, acoustic and audiovisual aids: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. (5 points)
Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.
Total student workload (2 credits = 50 hours): participation in exercises and seminars (29 hours), preparation and presentation of a report (10 hours), preparation for a written examination (11 hours).

Results of education:
Knowledge:
- The student acquires basic knowledge about the developmental stages of the Hungarian language.
- The student will gain knowledge about the linguistic system of the Hungarian language from the diachronic point of view.
- The student will become familiar with the continuous development of the Hungarian language.

- The student will be familiar with the historical, cultural and social contexts of the Hungarian language.
- The student will be able to interpret various historical texts
Skills:
- On the basis of the acquired knowledge, the student will be able to recognize and analyse the historical context of the Hungarian language in contrast and context with neighbouring languages.
- After graduation, under the guidance of an independent teacher, the student will be able to apply the acquired knowledge of the history of the Hungarian language in the teaching of the subject of Hungarian language and literature.
- The student will be able to formulate his/her own opinions and positions on the genesis and history of the Hungarian language, critically revise and constructively defend them.
Competencies:
- The student will have developed socially accepted civic attitudes and a positive attitude towards his/her profession and target group.
- The student will be able to positively approach the socio-cultural and linguistic diversity of society.
- The student will be able to formulate his/her own opinions and attitudes in the field of the history of the Hungarian language, to critically revise and constructively defend them.
- After graduation, under the guidance of an independent teacher, he/she will be able to explain to pupils the subject matter of the history of the Hungarian language.
- He/she will be able to deal with the issues of pedagogical work in the context of the diversity of the educational population.
- The student will be able to independently deepen his/her knowledge of dialectology and the development of the Slovak language.
- The student will be able to keep in touch with current developments in historical linguistics and effectively pursue his/her own professional development.

Brief syllabus:

1. Historical linguistics, basic concepts and research methods
2. Diachrony and synchrony of linguistic phenomena
3. Hypotheses about the origin of Hungarian
4. The place of the Hungarian language in the family of Finno-Ugric languages
5. Ugro-Finnish features of the Hungarian language
6. Developmental stages of the Hungarian language
7. Changes in the phonological system of the Hungarian language
8. Development of lexis, word types and morphemes
9. Relationship between Hungarian and Turkish languages
10. Relationship between Hungarian and Slavic languages
11. The most important linguistic monuments
12. The use of historical linguistics in the teaching of the Hungarian language

Literature:

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

Notes:

Evaluation of subjects

Total number of evaluated students: 12

A	B	C	D	E	FX
41.67	16.67	33.33	8.33	0.0	0.0

Teacher: PaedDr. Tamás Török, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ DML/22	**Name:** Children's and Young Adult Literature
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	

Conditions for passing the subject:

During the semester the student gives an oral report on the topic of children's and young adult literature (20 points, 40% of the entire evaluation). At the end of the semester they write a written test about the theoretical material of the subject (30 points, 60% of the entire evaluation). The test is only accepted if the student reaches at least 15 points on it. The report can be successfully completed only if the student receives at least 10 points for it. The overall maximum amount of points a student can get is 50 (20 for the report and 30 for the written test).

The evaluation criteria of the written test:

– familiarity with the given thematic units based on the theoretical and practical curricular content and on the literature of the lessons (the peculiarities of folk and literary tales, the characteristics and trends of contemporary children's lyric poetry, the social peculiarities of modern and contemporary children's and young adult literature etc.),

– familiarity with the specific topics based on the continuous preparation which focuses on the current and supplementary literature of the subject (available in the brief summary section in association to each topic and the yearly updated list of works).

– the tests focus on the evaluation of the knowledge, abilities and competencies of the students which they acquired throughout the semester. Besides the questions and tasks (multiple choice, matching, open ended questions etc.) focusing on factual knowledge, the students' own critical observations and suggestions are also put into the foreground (in forms of presentations and essays). To the extent of the possibilities of the subject, during the exam / test we will work with creative types of tasks as well.

The evaluation criteria of the report:

– the contents of the report: the adequate and topical processing of the selected topic, literature review etc. (7 points),

– verbal and non-verbal expressiveness: factual and terminological correctness and the professionalism of the processing of the problem etc. (5 points),

– use of visual, acoustic and audiovisual tools: projected presentation (structure, keywords, figures etc.), short sound recordings, videos etc. (3 points),

– interactivity and leading the work with the group (5 points).

The distribution of the work hours of the student:

– 1 credit: regular attendance on the lessons (1 x 90 minutes weekly) – 26 hours

– 1 credit: continuous preparation based on the contents and literature of the lessons, including literature review of children's and young adult literature – 29 hours of preparation
– 1 credit: creation of an oral lecture based on freely selected children's and young adult literary works, literature review and on own analysis (the use of at least 5 items of literature, the inclusion of the group into the lesson with the help of questions and tasks of experiential pedagogy etc.) – 20 hours
Evaluation scale: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%). If a student does not reach at least 50%, they are unsuccessful in completing the subject.

Results of education:
Knowledge:
– The student will be familiar with the peculiarities of children's and young adult literature (the functions and the age group classifications of children's and young adult literature, the types and features of the lyric poetry and prose of children's and young adult literature of individual eras etc.).
– Acquires the basic facts, notions, theoretical and methodological principles connected to children's and young adult literature.
– The student will become familiar with the most important works and authors of children's and young adult literature of the individual eras (among others, Sándor Weöres, Károly Sirató Tamkó, Dániel Varró, Ottó Kiss, Elek Benedek, Éva Janikovszky, Pál Békés, Ervin Lázár, Gyula Böszörményi).
– Will be familiar with the brief history of children's and young adult literature.
Abilities:
– After completing the training, as a pedagogical assistant the student will be able to apply the knowledge acquired on the topic of children's and young adult literature while teaching the subject of Hungarian language and literature.
– The student is able to make a difference between folk and literary tales and their types based on their poetic, linguistic and thematic peculiarities.
– As a pedagogical assistant, the student will be able to hold independent and multilayered analyzing activity sessions of high standard based on children's and young adult literary works with the most determining symbols, archetypes and formal, social-critical peculiarities in the center.
– As a pedagogical assistant, the student will be able to apply various strategies (cooperative, drama pedagogical etc.) of teaching literature during the sessions and activities lead by them.
Competencies:
– The student will possess the civilian attitude supported by society and will relate positively to their profession and the target group of their activities. In establishing the latter, the sensitizing nature of children's and young adult literature will certainly amplify the student as well.
– Will relate positively toward the sociocultural and linguistic colorfulness of society. Numerous literary characters present in the curriculum of the semester are good examples for colorfulness and the acceptance of it.
– Will be able to create their own standpoint and opinion on the subject of children's and young adult literature in a way so that they would still be open for revising and constructively defending these attitudes. Since during the semester we will mention both the aesthetic and educative nature of the works, the student can decide which one to put in the foreground during the teaching process.
– After the training, as a pedagogical assistant the student will be able to explain the curricular material (see it in detail in the brief summary section) connected to children's and young adult literature.

– Will possess the basic knowledge about the factors affecting the diverse development of the individuals participating in the training – irrespective of whether they are the result of disadvantageous health or social background, or talent and exceptional abilities –, so as to enable the successful cooperation with special educators, psychologists and other professionals during the training process designed in the spirit of inclusive pedagogy, and to be able to work according to and also apply the advice of these professionals. The analyzed works will include characters with disadvantageous social background and physical handicap as well. The discussion based on them can not only contribute to the success of inclusive pedagogy, but also to the resolution of the problems of the works as well as to the strengthening of tolerance.
– The student will be able to keep track with the latest results of children's and young adult literature and to actively continue their professional self-development.

Brief syllabus:

1. Children's and young adult literature as a field of research (its aspects, situation, functions and grouping according to receivers).
2. Folk children's lyric poetry (general peculiarities, types and features of nursery rhymes, types and features of children's rhymes) and the eras of literary children's poetry (pedagogical, psychological, modern and contemporary).
3. Modern children's poetry (peculiarities, the works of the most important representatives).
4. Contemporary children's poetry I. (features of vocal and word game poetry, most important representatives and their works).
5. Contemporary children's poetry II. (the peculiarities of children's monologue, most important representatives and their works).
6. Children's epic poetry (classification, children's epic poetry based on tales and short stories, comparison of folk and literary tale, tale collectors and writers).
7. Peculiarities (the elements of permanence and variability) and subgenres (fairy tale, animal tale, legend tale, short story tale, tales about the foolish devil, village mockeries, jest tales, lie tales, form tales) of the folk tales.
8. Minor epic poetry of children's literature (the differences between literary tale and children's story, updated tale, own tale, embedded tales, opposing tales, sad tales, lyric tales, children's tales, fables and allegoric tales).
9. Tale novel I. (particularities, structural typology and the most important authors and works of the 20th century tale novel).
10. Tale novel II. (particularities, changes and most important authors and works of the 21st century tale novel).
11. Young adult novel I. (its traditions, approach based on age groups and genres, its relation to popular literature).
12. Young adult novel II. (problem-centric novels, significant authors and works).

Literature:

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

Notes:

Evaluation of subjects

Total number of evaluated students: 35

A	B	C	D	E	FX
22.86	17.14	25.71	22.86	0.0	11.43

Teacher: PaedDr. Patrik Baka, PhD.

Date of last update: 17.05.2023
Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ FOF/22	**Name:** Hungarian Phonetics and Phonology

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 3 **For the study period:** 39
Methods of study: present

Number of credits: 4

Recommended semester/trimester of study: 1.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
Methods for assessing students' performance (continuous assessment):
There will be two tests during the term (the first in the middle of the academic period and the second in its last week). Students can get a maximum of 25 points for both tests, so a total of 50 points. Both tests contain theoretical and practical tasks and questions according to the content of the course and the additional literature.
Student workload:
4 credits = approx. 100 hours (39 hours for participation in lessons; 36 hours for regularly preparing from the content of each lesson and the literature; 25 hours for checking additional content - professional articles and/or videos that help students to work on specific issues in a given topic).
Scoring: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), below 50% Fx. Students not reaching 50% will not earn the credits.

Results of education:
Knowledges:
- Students will be introduced to the basic concepts, regularities, trends, related fields and short history of phonetics and phonology.
- Students will know the characteristics of speech production and perception.
- Students will be familiar with the major phonetic transcription systems.
- Students will be familiar with the system of vowels and consonants, and will understand the rules of sounds (rules of vowels and consonants).
- Students will know the suprasegmental features of speech.
- Students will know the types and characteristics of speech defects and the possible solutions to correct them.
- Students will know the methods of teaching phonetics and phonology.
Skills:
- Students will be able to determine the place of phonetics and phonology in the context of language levels based on the acquired knowledge.
- Students will have the skill and knowledge of the procedures and strategies required to use the International Phonetic Alphabet (IPA) for recording pronunciation, to classify vowels and consonants, and to recognize the rules of sounds (rules of vowels and consonants).

- After completing their studies, they will be able to apply their knowledge gained from phonetics and phonology in teaching Hungarian language and literature under the guidance of a practicing teacher.
Competencies:
- Students will be able to form their own opinion and attitude towards issues related to phonetics and phonology and will be able to critically review and defend them constructively.
- After completing their studies, they will be able to explain to students the topics related to phonetics and phonology under the guidance of a practicing teacher.
- Students will be able to deal with the problems of pedagogical work caused by the diversity of the educated population (e.g. dialects, speech disorders, language discrimination).
- Students will be able to keep up with current developments in phonetics and phonology and will be able to grow professionally.

Brief syllabus:
1. General characteristics, concepts, trends, history and related disciplines of phonetics and phonology
2. Speaking and writing, the history of writing
3. Phonetic transcription systems, International Phonetic Alphabet (IPA)
4. Characteristics and functions of the speech organs
5. Characteristics and functions of the auditory organ
6. The system of Hungarian vowels
7. The system of Hungarian consonants
8. Laws of language I.
9. Laws of language II.
10. Suprasegmental characteristics of speech
11. Classifying and correcting speech disorders
12. Teaching methods of phonetics and phonology

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 94

A	B	C	D	E	FX
12.77	13.83	14.89	17.02	18.09	23.4

Teacher: Mgr. Vojtech Istók, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ LAK/22	**Name:** Literature and Culture

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 2 **For the study period:** 26
Methods of study: present

Number of credits: 3

Recommended semester/trimester of study: 2.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
During the semester, the student will give an interactive lecture on a selected topic (50% of the total grade).
Assessment criteria:
- content of the paper: correct and up-to-date treatment of the selected topic, , work with literature, etc.
- verbal and non-verbal expression: factual and terminological correctness and professional treatment of the topic, manner of expression, eye contact, etc.
- use of visual, acoustic, audiovisual means: digital presentation (structure, key words, images, etc.), short recordings, videos, etc.
- interactivity and group work
The student submits a written thesis that treats a freely chosen topic in the field of literature and culture (50% of the total grade).
Assessment criteria for the written work:
- formal editing (spelling)
- the balance of the different parts of the seminar paper
- logic, systematicity, consistency, clarity of interpretation, professionalism in the manner of expression, inventiveness of interpretation
- work with specialist literature, presented system of conceptual apparatus
Overall student workload:
- regular class attendance (2 x 45 minutes per week) - 26 hours
- regular preparation based on studying the content of the individual lessons and readings, studying the literature and reading literary works - 29 hours
- preparation of an interactive lecture based on the literature - 10 hours
- preparation of a written thesis - 10 hours
Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.

Results of education:
Knowledge:
The student will be proficient in the basic concepts, principles, and theoretical and methodological principles of literary comparatistics.

The student will understand the connections between the different types of art.
The student will understand social contexts in literature and the arts, such as issues of feminism, gender, epidemics, etc.
Skills:
The student will be able to recognize and describe current issues in literature and culture.
The student will be able to evaluate the process and outcomes of educational activities.
Competencies:
The student will develop positive attitudes toward contemporary theories of literature and culture, and seek to understand them as much as possible. In this spirit, he/she will also teach his/her pupils and, through interactive and cooperative exercises, show them the practical dimension of analytical methods.
The student will be able to identify the basic differences of cultures in a multicultural environment and their impact on the student's personality.
The student will develop proper attitudes towards the diversity of the world and their future pupils.
The student will be able to keep in touch with current developments in literature and culture, and effectively continue his/her own professional development.

Brief syllabus:
1. Defining culture, researching culture, mediating culture
2. Cultural past, history of education, iconography
3. Cultural memory, cultural identity, Memory studies
4. Definition of epoch as systematization of culture
5. National culture, minority culture, subculture
6. Canons and contrastive research.
8. Literary canons, cult formation in literature
9. Kulturwissenschaft vs. Cultural studies
10. Culture of presence and meaning
11. Gender and literary studies
12. Minority studies, postcolonialism, posthumanism. Popular culture and literature

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 54

A	B	C	D	E	FX
66.67	29.63	0.0	0.0	0.0	3.7

Teacher: doc. Péter Nagy, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ LAV/22	**Name:** Literature and Science

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 2 **For the study period:** 26
Methods of study: present

Number of credits: 3

Recommended semester/trimester of study: 4.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
During the semester, the student will give an interactive lecture on a selected topic (50% of the total grade).
Assessment criteria:
- content of the paper: correct and up-to-date treatment of the selected topic, , work with literature, etc.
- verbal and non-verbal expression: factual and terminological correctness and professional treatment of the topic, manner of expression, eye contact, etc.
- use of visual, acoustic, audiovisual means: digital presentation (structure, key words, images, etc.), short recordings, videos, etc.
- interactivity and group work
The student submits a written thesis that treats a freely chosen topic in the field of literature and culture (50% of the total grade).
Assessment criteria for the written work:
- formal editing (spelling)
- the balance of the different parts of the seminar paper
- logic, systematicity, consistency, clarity of interpretation, professionalism in the manner of expression, inventiveness of interpretation
- work with specialist literature, presented system of conceptual apparatus
Overall student workload:
- regular class attendance (2 x 45 minutes per week) - 26 hours
- regular preparation based on studying the content of the individual lessons and readings, studying the literature and reading literary works - 29 hours
- preparation of an interactive lecture based on the literature - 10 hours
- preparation of a written thesis - 10 hours
Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.

Results of education:
Knowledge:
The student will be able to navigate and argue scientific issues related to literature.
The student will recognize the difference between scientific and non-scientific thinking.

The student will be able to navigate the scholarly literature and be able to apply this knowledge in practice.
Skills:
The student will have his/her own opinion on particular issues in literature and science and will be able to argue promptly.
The student will be able to apply his/her scientific knowledge in a variety of cultural-artistic and pragmatic-communicative activities.
Competencies:
The student will understand the role of science in education, and will be able to communicate this to his/her environment and to his/her students.
The student will be able to apply the acquired knowledge in a variety of cultural-artistic and pragmatic-communicative activities.
The student will be able to communicate the latest results of his/her field to the lay and professional public.

Brief syllabus:
1. Conflict of faculties, criteria of science
2. The relationship between scientific thinking and the interpretation of literary works
3. Scientific approaches in literature research
4. Contextual analysis
5. Scientific concepts and literary science
6. Episteme, paradigm, discourse, autopoiesis, rhizome, entropy, chaos
7. Integrative literary science
8. Network theory and literary science
9. Memetics, cultural epidemiology
10. Technomedia and cryptographic phenomena in literature
11. Technological fiction and speculative fiction
12. The importance of science fiction. Science popular literature

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 16

A	B	C	D	E	FX
81.25	18.75	0.0	0.0	0.0	0.0

Teacher: doc. Péter Nagy, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ LEA/22	**Name:** Lexicology

Types, range and methods of educational activities:
Form of study: Seminar / Practical
Recommended extent of course (in hours):
Per week: 1 / 1 **For the study period:** 13 / 13
Methods of study: present

Number of credits: 3

Recommended semester/trimester of study: 3.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
The general requirements for successful completion of the course are: active participation in seminars and exercises, participation in assigned tasks and discussions during seminars and exercises, preparation and submission of a report and its (oral) presentation, successful completion of the final examination (written test).
During the semester, the student will give a lecture on a specific topic in lexicology (20 points, i.e. 40% of the total grade). At the end of the semester, the student will take a written test on the theoretical part of the course (30 points, i.e. 60% of the total grade). The test will be accepted only if the student scores at least 15 points. The paper will be accepted (E) if the student achieves at least 10 points. The maximum score is 50 points (20 points for the paper, 30 points for the test).
Assessment criteria for the oral presentation and the oral presentation:
- Content of the paper: choice of topic, purpose of the paper, work with the literature, drawing conclusions, elaboration, etc. (10 points)
- Verbal and non-verbal expression: logical and systematic presentation, clarity of presentation, expression, eye contact, etc. (5 points).
- Use of visual, acoustic, audiovisual tools: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. (5 points)
Rating scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. No credit can be given to a student who does not achieve 50%.
The student's total workload (3 credits = 75 hours): participation in exercises and seminars (20 hours), self-study, preparation for seminars (25 hours), preparation and presentation of a report (15 hours), preparation for the written examination (15 hours).

Results of education:
Knowledge:
- The student will be able to name the basic terminology and disciplines of lexicology.
- The student will acquire theoretical and practical knowledge in the use of lexicological systems and facts.
- The student will be familiar with the concepts, principles, theory and methodology of lexicology of the Hungarian language.

- The student will learn about the origins of Hungarian vocabulary and, on the basis of this knowledge, will master the basic lexicological procedures of vocabulary enrichment.
- The student will be able to familiarise him/herself with the different semantic groups of lexemes, the methods and procedures of word formation, the motivations of word formation, the enrichment of vocabulary through the use of transcription.
Skills:
- On the basis of the knowledge acquired, the student will be able to define the place of lexicology in the context of the language levels.
- The learner will be able to correctly identify the components of word-forming structures.
- The learner will be able to use dictionaries and lexical corpora correctly.
- Upon graduation, the student will be able to apply the knowledge acquired in the field of lexicology in the teaching of Hungarian language and literature under the guidance of an independent teacher.
- He/she will have acquired the basic procedures, skills and strategies for creating tasks aimed at enriching learners' vocabulary.
Competencies:
- The student will be able to apply the theoretical knowledge acquired in the lexicology of the Hungarian language to linguistic practice.
- The student will be able to relate positively to the socio-cultural and linguistic diversity of society.
- The learner will feel a sense of responsibility for the effective development of native language vocabulary.
- The student will be able to formulate, critically review and constructively defend his/her own opinions and attitudes in the field of lexicology.
- After graduation, they will be able to present lexical material in the teaching of Hungarian language and literature under the guidance of an independent teacher.
- The student will be able to apply lexicological knowledge didactically in everyday school practice.
- You will have a basic knowledge of the differences in the development of individuals due to health or social disadvantages, or to talents and gifts, in order to be able to collaborate effectively with special needs teachers, psychologists and other experts and to follow their professional recommendations and conclusions in the implementation of the educational process in the context of inclusive education and training.
- You will be able to follow current developments in lexicology and to pursue your own professional development effectively.

Brief syllabus:

1. General characteristics of lexicology and its fields. Lexicology and other levels of language.
2. Words and lexemes. Structure and characteristics of the lexical inventory of the Hungarian language.
3. Chronological layers in the vocabulary of the Hungarian language.
4. Diachronic changes in the vocabulary of the Hungarian language.
5. Lexicology and time: archaisms, neologisms.
6. Movement and expansion of vocabulary - Dynamics of vocabulary. Word formation.
7. Learning foreign languages. Hungarian language in contact with other languages. Reasons for the acquisition of lexemes. Adaptation of adopted words.
8. Principles and tasks of phraseology in Hungarian.
9. Properties, origin and division of phrasemes. Meaning, form, origin and variation of phrases.
10. Onomastics. Types of proper nouns and their general characteristics.
11. Personal names and geographical names - more detailed characteristics.

12. Methods of teaching lexicology.

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 28

A	B	C	D	E	FX
17.86	32.14	17.86	10.71	10.71	10.71

Teacher: PaedDr. Tamás Török, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ MJD/22	**Name:** Modern linguistic trends
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Methods of assessment of learning outcomes (continuous assessment): During the semester, the student presents a short oral paper on a given topic in the field of cognitive linguistics, psycholinguistics or linguistic landscape (10 points). At the end of the semester, the student writes a test which includes tasks/questions of a theoretical and practical nature within the scope of the course syllabus (20 points). Total student workload: 1 credit = approx. 30 hours (26 hours for regular class attendance; 4 hours for a short oral report). Scoring: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), below 50% Fx. Students not reaching 50% will not earn the credits.	
Results of education: Knowledge: - Student will be familiar with the branches, history, and related sciences of modern linguistics and their place in linguistics. - The student will know the interdisciplinary nature of cognitive science and the cognitive approach to language. - Student will be able to define the basic concepts of modern linguistic disciplines (categorization, prototype theory, schematization, mental lexicon, mental representation of language, etc.). - Student will be able to characterize the production and understanding of speech from the aspect of psycholinguistics. - Student will be able to characterize various aspects and dimensions of the linguistic landscape. - Student will be familiar with the methods of teaching modern linguistics. - The knowledge acquired will enable the student to deepen his/her general insight into the study of other linguistic disciplines. Skills: - Based on the acquired knowledge, the student will be able to locate the position of modern linguistic disciplines in the context of linguistic planes. - After graduation under the guidance of an independent teacher, the student will be able to apply the acquired knowledge in the field of cognitive linguistics, psycholinguistics and linguistic landscape in the teaching of the subject Hungarian language and literature.	

- Student will have acquired the procedures, skills and strategies to identify modern linguistic disciplines and their linguistic approaches.
Competencies:
- Student will be able to positively approach the socio-cultural and linguistic diversity of society.
- Student will be able to formulate his/her own positions and attitudes in the field of modern linguistics, critically revise and constructively defend them.
- Upon graduation, under the guidance of an independent teacher, the student will be able to explain to students material in the thematic area of cognitive linguistics, psycholinguistics or linguistic landscape.
- Student will be able to keep in touch with current developments in modern linguistic disciplines and effectively pursue his/her own professional development.

Brief syllabus:

1. Cognitive science and its interdisciplinary nature. Cognitive approach to language: paradigms, goals, ideas and methods
2. The nervous system and language, knowledge and memory. Language and thought: linguistic relativism and universalism
3. Meanings from the aspect of cognitive semantics: denotative meaning, metaphor, structural metaphor, metonymy
4. Categorization, prototype theory, differences of linguistic and conceptual categorization. Grammatical categorization, relations in the sentence
5. Production and comprehension of speech (words and sentences).
6. Psycholinguistics of morphology: different models of suffix processing. Comprehension and the mental lexicon.
7. Understanding simple sentences and clauses. Schematization and comprehension of texts.
8. Acquisition of speech, learning foreign languages. Mental representation of language and bilingualism.
9. Research on the linguistic landscape - synchrony and diachrony
10. Language landscape research - bilingualism and language rights
11. Linguistic Landscape Research - Text and Image Relationship
12. Methods in the teaching of modern linguistics

Literature:

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: Mgr. Gábor Lőrincz, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ MOR/22	**Name:** Morphology of Hungarian Language
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 3 **For the study period:** 39 **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Methods for assessing students' performance (continuous assessment): There will be two tests during the term (the first in the middle of the academic period and the second in its last week). Students can get a maximum of 25 points for both tests, so a total of 50 points. Both tests contain theoretical and practical tasks and questions according to the content of the course and the additional literature. Student workload: 4 credits = approx. 100 hours (39 hours for participation in lessons; 36 hours for regularly preparing from the content of each lesson and the literature; 25 hours for checking additional content - professional articles and/or videos that help students to work on specific issues in a given topic). Scoring: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), below 50% Fx. Students not reaching 50% will not earn the credits.	
Results of education: Knowledge: - Student will be familiar with the basic concepts, contexts, branches, related sciences, and a brief history of morphology and its place in linguistics. - Students will know the classification of word types and the problem of their subdivision in the Hungarian language. - Student will be able to name and characterize the different word types. - Student will be able to list and characterize the types and variants of root morphemes and suffixes. - Student will know the different forms of word formation. - Student will know the methods of teaching morphology. - The acquired knowledge allows the student to deepen the general insight into the study of other linguistic disciplines. Skills: - Students will be able to determine the place of morphology in the context of language levels based on the acquired knowledge.	

- After completing their studies, they will be able to apply their knowledge gained from morphology in teaching Hungarian language and literature under the guidance of a practicing teacher.
- Student will have acquired the procedures, skills and strategies to classify word types and morphemes and to identify their characteristic features.
Competencies:
- Students will be able to form their own opinion and attitude towards issues related to morphology and will be able to critically review and defend them constructively.
- After completing their studies, they will be able to explain to students the topics related to morphology under the guidance of a practicing teacher.
- Students will be able to deal with the problems of pedagogical work caused by the diversity of the educated population (e.g. dialects, speech disorders, language discrimination).
- Students will be able to keep up with current developments in morphology and will be able to grow professionally.

Brief syllabus:
1. Basic characteristics, concepts, branches, history, related sciences of morphology and its place in linguistics
2. General issues of word types and their system in the Hungarian language (classification and characteristics). Verbal species and problems of their subdivision.
3. Verbs (characteristics, meaning, function in a sentence, grammatical categories, subdivision)
4. Nouns (characteristics, meaning, function in a sentence, grammatical categories, subdivision)
5. Adjectives and numerals (characteristics, meaning, function in the sentence, grammatical categories, subdivision)
6. Pronouns (characteristics, meaning, function in the sentence, grammatical categories, subdivision)
7. Adverbs and verbs - infinitive, participle, transitive (characteristics, meaning, function in the sentence, grammatical categories, subdivision)
8. Formal words and words in sentence function (characteristics, meaning, function in the sentence, grammatical categories, subdivision)
9. Morphological typology (formal and semantic criteria). Grammatical form, grammatical meaning, morpheme
10. Morpheme subdivision (types and variants of root morphemes and suffixes, analytic and synthetic word forms)
11. Word formation (derivation, truncation, splitting of forms and meanings, compound words of subordinating and adjunctive nature, etc.)
12. Methods in teaching morphology

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 85

A	B	C	D	E	FX
7.06	2.35	11.76	23.53	43.53	11.76

Teacher: Mgr. Gábor Lőrincz, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ MSL1/22	**Name:** History of Hungarian and World Literature 1.

Types, range and methods of educational activities:
Form of study: Lecture / Seminar
Recommended extent of course (in hours):
Per week: 1 / 2 **For the study period:** 13 / 26
Methods of study: present

Number of credits: 5

Recommended semester/trimester of study: 3.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
The student will write two midterm tests (15 points each) during the semester: the first in the middle and the second in the last week of the class period (30 points total). During the semester, the student presents an interactive oral paper on a given topic in the field of the history of early Hungarian and world literature (20 points).
In a justified case, the student has the possibility to replace the interactive oral report with a seminar paper on any topic in the field of the history of early Hungarian and world literature, but it has to be handed in by the end of the 10th week of the semester at the latest. The student may obtain a maximum of 20 points for the seminar paper.
The student's theoretical knowledge is assessed by oral examination. In order to take the oral examination, the student has to obtain a total of at least 50% of the maximum number of points (i.e. at least 25 points out of 50 points) from the tests and the interactive paper (or term paper). In the oral examination, the student may obtain an additional 50 points (i.e. 50% of the total mark). The maximum number of points will be 100 (2 x 15 points for the tests, 20 points for the interactive paper, 50 points for the oral exam).
In a justified case, the student has the option of replacing the oral examination with a written examination. For the written examination, the student may obtain a maximum of 50 points.
Assessment criteria for the intermediate tests: mastery of the individual thematic units is assessed on the basis of regular preparation based on the content of the individual seminars and literature.
Review criteria for the oral report:
1. content of the paper: choice of topic, work with literature, etc. (5 points)
2. verbal and non-verbal expression: logical and systematic presentation, clarity of presentation, manner of expression, eye contact, etc. (5 points)
3. use of visual, acoustic, audiovisual means: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. (5 points)
4. adherence to time limit: approx. 20-25 minutes (5 points)
Seminar paper evaluation criteria:
1. formal aspects of the seminar paper: structure, language, spelling, etc. (10 points)
2. content of the seminar paper: choice of topic, work with literature, citations, etc. (10 points)
Assessment criteria for the oral/written examination: content, mastery of theoretical knowledge are assessed.

Total student load: 5 credits = 125 hours (contact teaching: 39 hours, study of literature: 31 hours, preparation for midterm tests: 25 hours, preparation for oral report: 10 hours, preparation for oral exam: 20 hours).
Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.

Results of education:
Knowledge:
- The student will have knowledge of the development of early Hungarian literature from the beginnings to the 18th century, of the most important literary genres (e.g. legends, chronicles, genres of religious poetry and prose, etc.), of the sociocultural aspects of the period, and of basic philological approaches to the sources.
- The student will be proficient in the concepts of literary history, and will be able to recognize artistic tendencies, styles, and movements (e.g., Humanism, Renaissance, Mannerism, Baroque, etc.),
- The student will be familiar with the history of early Hungarian and world literature, the first linguistic and literary sources and monuments of Hungarian literature.
Skills:
- The student will be able to locate the position of the history of early Hungarian literature in the context of world literature on the basis of the acquired knowledge.
- The student will be able to apply the acquired knowledge in the field of the history of early Hungarian and world literature in the teaching of the subject Hungarian language and literature.
- The student will have mastered procedures, skills and strategies in the analysis of literary works of early Hungarian literature and in the comparison of works of Hungarian and world literature.
Competencies:
- The student will be able to formulate his/her own opinions and positions in the field of the history of Hungarian and world literature, to critically revise and constructively defend them.
- After graduation, under the guidance of an independent teacher, he/she will be able to explain to pupils the subject matter of early Hungarian literature.
- They will be able to keep in touch with current developments in the history of early Hungarian and world literature and to continue their own professional development effectively.

Brief syllabus:
1. Introduction to the history of Old Hungarian Literature. Medieval literature: chronicle and gesta.
2. Latin and Hungarian sacred literature. Medieval genres: legends, sermons, first translations of the Bible, sacred poetry. The first monuments of Hungarian literature.
3. Beginnings of Hungarian poetry and fiction (Ómagyar Mária-siralom, love poetry, occasional literature, etc.).
4. Humanism and the Renaissance. Janus Pannonius's poetry in the European context. Genres of neo-Latin poetry in Hungary, prose works and historiography (Galeotto Marzio, Antonio Bonfini, István Brodarics, Miklós Oláh, Ferenc Forgách, etc.).
5. Literature of the Reformation. Verse chronicles, so-called "Reformation Chronicles". Biblical history, verse stories.
6. Renaissance. The work of B. Balassi. Mannerism and the work of J. Rimay. Translations of the Psalms (M. A. Szenci).
7. Baroque literature: basic concepts of literature (concetto, meraviglia, propagandistic baroque, etc.). The sacred register of Baroque literature. Baroque emblems, allegories in Baroque literature, contamination of genres.
8. The heroic register of Baroque literature: the work of M. Zrínyi. The epic and the theory of the epic. Eschatological, intertextual, interdisciplinary aspects of M. Zrínyi's epic.

9. The courtly and gallant register of Baroque literature. The work of István Gyöngyösi.
10. Sacred and secular prose. Autobiographies, historiography, short stories, conversions, letters.
11. Baroque drama: sacred drama, satirical dramas, comedies, mythological travesties, school drama.
12. Rococo literature. Basic concepts, articulations, genres. Poetry and prose. Beginnings of the novel.

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 41

A	B	C	D	E	FX
9.76	12.2	24.39	34.15	12.2	7.32

Teacher: doc. Mgr. Anikó Polgár, PhD., prof. Dr. András Szabó, DSc.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ MSL2/22	**Name:** History of Hungarian and World Literature 2.
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar **Recommended extent of course (in hours):** **Per week:** 1 / 2 **For the study period:** 13 / 26 **Methods of study:** present	
Number of credits: 5	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	

Conditions for passing the subject:

The student will write two midterm tests (15 points each) during the semester: the first in the middle and the second in the last week of the class period (30 points total). During the semester, the student presents an interactive oral paper on a given topic in the history of Hungarian and world literature of the Enlightenment and the Romantic period (20 points).

In a justified case, the student has the possibility to replace the interactive oral report with a seminar paper on any topic in the field of Hungarian and world literature of the Enlightenment and the Romantic period, but it has to be handed in by the end of the 10th week of the semester at the latest. The student may obtain a maximum of 20 points for the seminar paper.

The student's theoretical knowledge is assessed by oral examination. In order to take the oral examination, the student has to obtain a total of at least 50% of the maximum number of points (i.e. at least 25 points out of 50 points) from the tests and the interactive paper (or term paper). In the oral examination, the student may obtain an additional 50 points (i.e. 50% of the total mark). The maximum number of points will be 100 (2 x 15 points for the tests, 20 points for the interactive paper, 50 points for the oral exam).

In a justified case, the student has the option of replacing the oral examination with a written examination. For the written examination, the student may obtain a maximum of 50 points.

Assessment criteria for the intermediate tests: mastery of the individual thematic units is assessed on the basis of regular preparation based on the content of the individual seminars and literature.

Review criteria for the oral report:

1. content of the paper: choice of topic, work with literature, etc. (5 points)
2. verbal and non-verbal expression: logical and systematic presentation, clarity of presentation, manner of expression, eye contact, etc. (5 points)
3. use of visual, acoustic, audiovisual means: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. (5 points)
4. adherence to time limit: approx. 20-25 minutes (5 points)

Seminar paper evaluation criteria:

1. formal aspects of the seminar paper: structure, language, spelling, etc. (10 points)
2. content of the seminar paper: choice of topic, work with literature, citations, etc. (10 points)

Assessment criteria for the oral/written examination: content, mastery of theoretical knowledge are assessed.

Total student load: 5 credits = 125 hours (contact teaching: 39 hours, study of literature: 31 hours, preparation for midterm tests: 25 hours, preparation for oral report: 10 hours, preparation for oral exam: 20 hours).
Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.

Results of education:

Knowledge:
– The student will have knowledge of the development of the history of Hungarian and world literature of the Enlightenment and Romantic periods, the most important literary genres, the socio-cultural aspects of the period, and basic philological approaches to the sources.
- The student will be able to recognize artistic tendencies, styles and movements associated with a given period, e.g.: classicism, sentimentalism, romanticism.
- The student will be familiar with the history of Hungarian and world literature of the Enlightenment and the Romantic period, the relations between Hungarian and world literature.
Skills:
– On the basis of the acquired knowledge, the student will be able to locate the position of the history of Hungarian literature of the Enlightenment and Romanticism in the context of world literature.
- The student will be able to apply the acquired knowledge in the field of the history of Hungarian and world literature of the Enlightenment and Romanticism in the teaching of Hungarian language and literature.
- The student will have acquired skills in analysing literary works of classical Hungarian literature and in comparing works of Hungarian and world literature.
Competencies:
– The student will have developed socially accepted civic attitudes and a positive attitude towards his/her profession and target group.
- The student will be able to formulate his/her own opinions and attitudes in the field of Hungarian and world literature history of the Enlightenment and Romanticism, and be able to critically revise and constructively defend these opinions and attitudes.
- The student will be able to explain to pupils the subject matter of the history of Hungarian and world literature of the Enlightenment and Romanticism.
- The student will be able to keep in touch with current developments in the history of Hungarian and world literature of the Enlightenment and Romanticism and to pursue his/her own professional development effectively.

Brief syllabus:

1. Literature of the Enlightenment. The influence of the European Enlightenment on Hungarian literature. French Enlightenment (Voltaire, Diderot, Rousseau). Enlightenment in Hungarian literature. The work of György Bessenyei and János Batsányi.
2. Characteristic features of classicism. German classical literature (Goethe, Schiller). Classicism in Hungarian literature. The work of F. Kazinczy and D. Berzsenyi.
3. Sentimentalism in European literature (Rousseau, Gessner). Sentimentalism in Hungarian literature (Gábor Dayka, Pál Ányos, József Kármán, Ferenc Kazinczy).
4. Poetry of Mihály Vitéz Csokonai.
5. Hungarian drama in the 18th-19th centuries. The work of József Katona.
6. Romanticism in European literature. The most important representatives of German Romanticism (Heine, Hoffmann, Novalis, Hölderlin, Kleist), English Romanticism (Coleridge, Byron, Shelley, Keats). French and Russian romance (V. Hugo, Puskin).

7. Characteristic features of Hungarian Romanticism. Life work and literary contribution of Károly Kisfaludy.
8. István Széchenyi's essays, diaries and travelogues.
9. Ferenc Kölcsey's poetry, prose and translations.
10. Lyric, epic and dramatic works of Mihály Vörösmarty.
11. Lyric and epic poetry of Sándor Petőfi. Prose, dramatic works and translations by Sándor Petőfi.
12. Prose works in the first half of the 19th century (novels by András Fáy, Miklós Jósika and József Eötvös).

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 42

A	B	C	D	E	FX
23.81	19.05	7.14	26.19	16.67	7.14

Teacher: doc. Mgr. Anikó Polgár, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ MSL3/22	**Name:** History of Hungarian and World Literature 3.

Types, range and methods of educational activities:
Form of study: Lecture / Seminar
Recommended extent of course (in hours):
Per week: 1 / 2 **For the study period:** 13 / 26
Methods of study: present

Number of credits: 5

Recommended semester/trimester of study: 5.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
The student's final grade (100 points/%) is composed of the results of several types of work completed during the semester. Students will work with the instructor at the beginning of the semester to develop a framework for passing the course.
Potential modules for passing the course:
- The student will conduct an interactive lecture on a selected topic during the semester.
Assessment Criteria:
Proficiency,
Interactivity,
Group interaction,
form requirements.
- By the end of the 13th week of the semester, the student will submit a written paper that treats a freely chosen topic in the field of modern literature. Assessment Criteria:
Proficiency,
work with specialized literature,
requirements for relevance of language, spelling and form of the work.
- In the examination period, the student will participate in an oral or written examination through which he/she will demonstrate his/her knowledge, skills, attitudes, autonomy and responsibility related to the subject.
Total student workload:
5 credits = 125 hours (contact teaching: 39 hours, literature study: 31 hours, preparation for oral report: 20 hours, preparation for examination: 35 hours).
Grade scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.

Results of education:
Knowledge:
- The student will have an in-depth knowledge of the trends and major developments in Hungarian and world literature in the late 19th and early 20th centuries.
-The student will have a thorough knowledge of the life works of the most famous authors of the time.

-The student will acquire knowledge of the pedagogical aspects of teaching Hungarian and world literature of the second half of the 19th and the first half of the 20th century.
Skills:
- The student will be able to locate the position of 19th and 20th century Hungarian literary history in the context of world literature based on the knowledge acquired.
- Upon graduation, the student will be able to apply the acquired knowledge in the field of the history of Hungarian and world literature in the teaching of the subject of Hungarian language and literature.
- The student will have mastered the procedures, skills and strategies in the analysis of literary works of early Hungarian literature and in the comparison of works of Hungarian and world literature.
Competences:
- The student will develop positive attitudes toward issues in Hungarian and world literature at the border of the 19th and 20th centuries, and seek to understand them as much as possible.
- The student will be able to formulate his/her own opinions and positions on the history of Hungarian and world literature, and be able to critically revise and constructively defend them.
-The student will be able to keep in touch with current developments in Hungarian literature and effectively pursue his/her own professional development.

Brief syllabus:
1. Flaubert, Dostoevsky, Leo Tolstoy and others
2. The prose works of Mór Jókai and Kálmán Mikszáth
3. Imre Madách: Az ember tragédiája (The Tragedy of Man)
4. Modern poetry: Baudelaire, Whitman, Rilke and others
5. János Arany's life work and the transformation of Hungarian lyric poetry at the end of the 19th century
6. Modern novel: Proust, Woolf, Thomas Mann, Joyce, Kafka
7. The poetry of Endre Ady
8. The importance of the Nyugat periodical
9. Hungarian poetry at the beginning of the 20th century (Mihály Babits, Dezső Kosztolányi, Milán Füst and others)
10. Hungarian prose at the beginning of the 20th century (Zsigmond Móricz, Dezső Kosztolányi, Gyula Krúdy, Frigyes Karinthy, Antal Szerb and others)
11. Avant-garde in world literature
12. The beginnings of the avant-garde in Hungarian literature (Lajos Kassák)

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 11

A	B	C	D	E	FX
36.36	54.55	0.0	9.09	0.0	0.0

Teacher: Dr. habil. PaedDr. József Keserű, PhD., doc. Péter Nagy, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ MSL4/22	**Name:** History of Hungarian and World Literature 4.

Types, range and methods of educational activities:
Form of study: Lecture / Seminar
Recommended extent of course (in hours):
Per week: 1 / 2 **For the study period:** 13 / 26
Methods of study: present

Number of credits: 3

Recommended semester/trimester of study: 6.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
During the semester, the student will give an interactive lecture in which a freely chosen topic will be the focal point. Evaluation Criteria:
Content of the paper: correct and up-to-date treatment of the chosen topic, , work with literature, etc.
verbal and non-verbal expression: factual and terminological correctness and professional treatment of the subject, manner of expression, eye contact, etc.
use of visual, acoustic, audiovisual means: digital presentation (structure, key words, images, etc.), short recordings, videos, etc.
interactivity and group work
In the examination period, the student will take part in an oral or written examination through which he/she demonstrates his/her knowledge, skills, attitudes, autonomy and responsibility regarding the subject.
The student's total workload:
- regular attendance - 39 hours
- regular preparation based on the study of the content of the individual lessons and readings, study of specialist literature and reading of literary works - 16 hours
- exam preparation - 20 hours
Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.

Results of education:
Knowledge:
- The student will have an in-depth knowledge of the directions and major developments in 20th century Hungarian and world literature.
-The student will have a thorough knowledge of the life works of the most famous authors of the time.
-The student will acquire knowledge of the pedagogical aspects of teaching 20th century Hungarian and world literature.
Skills:
- The student will be able to locate the position of the history of 20th century Hungarian literature in the context of world literature on the basis of the acquired knowledge.

- Upon graduation, the student will be able to apply the acquired knowledge in the field of the history of Hungarian and world literature in the teaching of the subject of Hungarian language and literature.
Competences:
- The student will develop positive attitudes towards the issues of 20th century Hungarian and world literature, and seek to understand them as much as possible.
- After graduation, under the guidance of an independent teacher, he/she will be able to explain to pupils the subject matter of 20th century Hungarian and world literature.
-The student will be able to keep in touch with current developments in Hungarian literature and effectively pursue his/her own professional development.

Brief syllabus:
1. The Second Wave of Modernism in Hungarian Literature (Attila József, Lőrinc Szabó).
2. Precursors of postmodernism in world literature (J. L. Borges, J. Cortázar, S. Beckett, I. Calvino, K. Vonnegut, V. Nabokov)
3. Genres and trends in Hungarian literature in the period from 1945 to 1948
4. The main lyrical trends after 1945:
A, Confession and the "collective" personality (Gyula Illyés, László Nagy, Ferenc Juhász)
B, Objectivity and Hermeticism (János Pilinszky, Ágnes Nemes Nagy, Sándor Weöres)
5. The main developmental tendencies of epic after 1945 (László Németh, Tibor Déry, Géza Ottlik)
6. New tendencies in Hungarian lyric poetry after 1968 (Dezső Tandori, Imre Oravecz, György Petri)
7. Directions in epic after 1960/70 (Miklós Mészöly, Imre Kertész, Péter Nádas, Péter Esterházy)
8. Magical realism in world literature (G. García Márquez, S. Rushdie, A. Carter)
9. Representatives of lyricism in the world literature of the 20th century
10. Representatives of the epic in the world literature of the 20th century
11. Popular literature in the 20th century
12. Postmodernism and Minimalism (Milorad Pavic, Thomas Pynchon, Umbeto Eco, John Barth)

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 10

A	B	C	D	E	FX
30.0	20.0	40.0	10.0	0.0	0.0

Teacher: Dr. habil. PaedDr. József Keserű, PhD., doc. Péter Nagy, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ OB/22	**Name:** Bachelor's Thesis and Defense
Types, range and methods of educational activities: **Form of study:** **Recommended extent of course (in hours):** **Per week: For the study period:** **Methods of study:** present	
Number of credits: 8	
Recommended semester/trimester of study:	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 5

A	B	C	D	E	FX
20.0	0.0	40.0	40.0	0.0	0.0

Teacher:

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ PMJ/22	**Name:** Hungarian Orthography
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Methods for assessing students' performance (continuous assessment): There will be two tests during the term (the first in the middle of the academic period and the second in its last week). Students can get a maximum of 20 points for both tests, so a total of 40 points. Both tests contain theoretical and practical tasks and questions according to the content of the course and the additional literature. Student workload: 3 credits = approx. 75 hours (26 hours for participation in lessons; 24 hours for regularly preparing from the content of each lesson and the literature; 25 hours for checking additional content - professional articles and/or videos that help students to work on specific issues in a given topic). Scoring: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), below 50% Fx. Students not reaching 50% will not earn the credits.	
Results of education: Knowledges: - Students will know the rules of Hungarian orthography. - Students will know the principles of Hungarian orthography (the principles of pronunciation, word analysis, tradition and simplification). - Students will become familiar with the short history of Hungarian orthography. - Students will know the methods of teaching orthography. Skills: - Students will be able to use their knowledge of orthography gained during the course when creating their own texts. - After completing their studies, students will be able to apply their knowledge of orthography in the teaching of Hungarian language and literature under the guidance of a practicing teacher. - Students will have the skills and knowledge of procedures and strategies on how to create tasks and dictated texts to practice spelling. - Students will be able to use ICT tools in the teaching of orthography. Competencies: - Students will feel responsible for the effective development of writing skills in their native language.	

- Students will be able to express their own opinion and attitude to problems with spelling. They will be able to critically review these questions and defend their opinion constructively.
- After completing their studies, they will be able to explain the education material related to Hungarian orthography to students.
- Students will be able to deal with problems in the context of pedagogical work caused by the diversity of the educated population (e.g. the impact of a family environment or dialect on a student's spelling skills).
- Students will be able to keep up with the current development of Hungarian orthography and will be able to grow professionally.

Brief syllabus:

1. The short history and literature of Hungarian orthography
2. The basics of Hungarian orthography: alphabet, alphabetical order
3. The principles of Hungarian orthography: (I) principle of pronunciation, (II) principle of word analysis
4. The principles of Hungarian orthography: (III) principle of tradition, (IV) principle of simplification
5. Transcription of vowel sounds
6. Transcription of consonant sounds
7. Spelling of compound words
8. Spelling of proper nouns
9. Spelling of number names, numerals and dates
10. Hyphenating
11. Old and new methods in the teaching of orthography
12. ICT tools in the teaching of orthography

Literature:

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

Notes:

Evaluation of subjects

Total number of evaluated students: 71

A	B	C	D	E	FX
22.54	18.31	26.76	14.08	7.04	11.27

Teacher: Mgr. Vojtech Istók, PhD., Mgr. Gábor Lőrincz, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ SEM/22	**Name:** Semantics
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Methods of assessment of learning outcomes (continuous assessment): During the semester, the student presents a short oral report on a given topic in the field of semantics (10 points). At the end of the semester, the student writes a test which includes tasks/ questions of theoretical and practical nature within the scope of the course syllabus (20 points). Total student workload: 2 credits = approx. 50 hours (26 hours for regular class attendance; 20 hours for regular preparation based on studying the content of the individual lessons and reading/studying the literature; 4 hours for a short oral report). Scoring: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), below 50% Fx. Students not reaching 50% will not earn the credits.	
Results of education: Knowledge: - Student will be familiar with the basic concepts, branches, history, related sciences of semantics and its place in linguistics. - Student will be familiar with the classification of general and linguistic features. - Student will be able to name and characterize types of meanings. - Student will be able to characterize the system of lexical meaning relations. - Student will know the semantic aspects of phraseological units. -Student will know the methods of teaching semantics. - The knowledge acquired will enable the student to deepen the general insight to the study of other linguistic disciplines. Skills: - Based on the acquired knowledge, the student will be able to locate the position of semantics in the context of linguistic planes. - After graduation, under the guidance of an independent teacher, the student will be able to apply the acquired knowledge in the field of semantics in the teaching of the subject of Hungarian language and literature. - The student will have acquired the procedures, skills and strategies to apply the definition of meaning on the basis of different linguistic approaches (i.e. cognitive, logical, structural), to	

classify lexical meaning relations and the meaning of morphemes, lexemes and syntagms, to identify different types of meaning (polysemy, homonymy, synonymy, antonymy, etc.).
Competencies:
- Student will be able to positively approach the socio-cultural and linguistic diversity of society.
- Student will be able to formulate his/her own opinions and positions in the field of semantics, to critically revise and constructively defend them.
- Upon graduation, under the guidance of an independent teacher, the student will be able to explain to pupils the material in the thematic area of semantics.
- Student will be able to keep in touch with current developments in semantics and effectively pursue his/her own professional development.

Brief syllabus:

1. Basic characteristics, concepts, branches, history, related sciences of semantics and its place in linguistics
2. Typology of general and linguistic signs (natural and artificial signs, icons, index, symbol)
3. The relationship between linguistic sign and meaning (denotation, denotate, referent, referent). Meaning as a central concept of cognitive, logical and structural semantics
4. Types of meaning: denotative, connotative, lexical, syntactic, pragmatic meaning of words
5. Lexical semantics, system of lexical meaning relations (polysemy, homonymy, synonymy, antonymy, semantic field, variation, different types of splitting of word shapes and meanings)
6. Concept and typology of polysemy and homonymy (synchronic and diachronic approach, metonymic and metaphorical relations)
7. Concept and typology of synonymy and semantic field (hyponymy, hyperonymy, cohyponymy)
8. Paronymy and antonymy
9. Lexical variation, typology of splitting of forms and meanings
10. Changes in meaning: expansion, narrowing, semantic shift
11. Phraseological units and their meaning
12. Methods in the teaching of semantics

Literature:

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

Notes:

Evaluation of subjects

Total number of evaluated students: 6

A	B	C	D	E	FX
50.0	33.33	0.0	16.67	0.0	0.0

Teacher: Mgr. Gábor Lőrincz, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ SYX1/22	**Name:** Syntax of Hungarian Language 1.
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar **Recommended extent of course (in hours):** **Per week:** 1 / 2 **For the study period:** 13 / 26 **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	

Conditions for passing the subject:

SEMINAR:

The student will write two midterm tests (15 points each) during the semester: the first in the middle and the second in the last week of the class period (30 points total). During the semester, the student presents an interactive paper on a chosen topic in syntax (20 points).

In a justified case, the student has the possibility to replace the interactive paper with a seminar paper on any topic in the field of syntax, which should be handed in no later than the end of the 10th week of the semester. The student may receive a maximum of 20 points for the seminar paper.

In order to take the oral examination, the student has to obtain at least 50% of the number of points he/she can obtain continuously (i.e. at least 25 out of 50 points) from the tests and the interactive paper (or term paper) together.

PRESENTATION:

The student's theoretical knowledge is assessed by oral examination. By successfully passing the oral examination, the student can obtain an additional 50 points (i.e. 50% of the total mark). The maximum number of points after completion of the course is 100 (2 x 15 points for the tests, 20 points for the interactive paper, 50 points for the oral examination).

In a justified case, the student has the option of replacing the oral examination with a written examination. For the written examination, the student may obtain a maximum of 50 points.

Assessment criteria for continuous tests:

- mastery of the theoretical thematic units according to the course syllabus
- skills in analysing simple sentences - application of theoretical knowledge

Review criteria for the paper:

1. content of the paper: choice of topic, purpose of the paper, work with literature, etc. (4 points)
2. verbal and non-verbal expression: logical, systematic, comprehensible presentation, professional manner of expression, etc. (4 points)
3. use of ICT tools: digital presentation (structure, key words, images, etc.), interactivity of the presentation, etc. (4 points)
4. interaction with the audience (questions, quizzes, tests, tasks, etc.) (4 points)
5. time limit: approx. 15-20 minutes (4 points)

Seminar paper evaluation criteria:

1. formality: structure, language, professional expression, spelling, etc. (10 points)
2. content: topicality of the topic, purpose of the thesis, work with literature, citations, etc. (10 points)
Assessment criteria for the oral/written examination:
Demonstration of theoretical knowledge and skills
Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.

Results of education:
Knowledge:
By completing the course the student acquires theoretical knowledge in the field of syntax. The student will gain an overview of the peculiarities of the sentence as a rather large communicative, structural unit, as well as of its various types. The acquired knowledge provides the student with a theoretical basis and a starting point for practical skills in analysing sentences of different types.
Skills:
- The student is able to analyze different types of sentences that are also included in the curriculum and standards in elementary and secondary schools.
- The student is able to interpret the context in which sentences function in a text.
- The student is able to develop students' sentence interpretation and production skills.
Competencies:
- The student will have built socially accepted civic attitudes and a positive relationship to his/her profession and target group.
- The student will be able to accept the socio-cultural and linguistic diversity of society and adopt a positive attitude towards it.
- The student will be able to justify his/her own pedagogical action in the teaching of knowledge in the field of syntax and will be able to critically revise as well as constructively defend it.
- The student will be competent to independently plan activities that contribute to effective and conscious verbal, nonverbal and written communication as well as to the critical thinking of his/her future students.
- The student will be competent to formulate independently a scientific problem, to think relationally-analytically about a defined issue.
- Can master pedagogical work in the context of the diversity of the educated population.
- The student will have extensive knowledge of the differences in the development of individuals that result from the health or social disadvantages of students. The student will be aware of the role of special treatment of gifted and talented students.
- The student will be able to cooperate effectively with special educators, psychologists and other experts in the implementation of the educational process in the conditions of inclusive education and follow their professional recommendations and conclusions.
- The student will be able to follow and accept new scientific results of syntax.
- The student will be eligible for continuing his/her own professional development.

Brief syllabus:
1. Definition of a sentence
2. Methods of parsing a simple sentence
3. Concept of syntagms, division of syntagms
4. Knowledge of types of sentences by exercises. Concept of modality
5. Adverb and types of adverb. Knowing the types of adverb by exercises
6. Subject and types of subject. Knowledge of the types of subject by exercises
7. Relationship between subject and adverb
8. The function of the subject in a sentence. Types of subject, knowledge of subject by exercises

9. The system of adverbial determinations in Hungarian. Knowledge of types of adverbial determiners by exercises
10. Adjective. Knowledge of the adjective by exercises
11. Branch analysis
12. Methodology of teaching the analysis of simple sentences

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 41

A	B	C	D	E	FX
21.95	21.95	19.51	19.51	14.63	2.44

Teacher: Szabolcs Simon, PhD., PaedDr. Tamás Török, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ SYX2/22	**Name:** Syntax of Hungarian Language 2.
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar **Recommended extent of course (in hours):** **Per week:** 1 / 2 **For the study period:** 13 / 26 **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Conditions for the service of the object: SEMINAR: The student writes two tests (15-15 points) during the semester: the first half of the diligence period, the second in the last week of the diligence period (the two tests together amount to 30 points). In addition, the student provides an interactive reference during the semester on a chosen topic from the subject of complex and multi-complex sentences (20 points). If justified, the student has the opportunity to replace the interactive reference with seminar work; on any topic from the 2 subjects of syntax. The latter must be submitted no later than the 10th week of the diligence period. Seminar work can be rewarded with 20 points. In order to take an oral exam, a student must earn at least 50% of the points he or she can earn during the diligence period (a. m. 25 out of 50). This amount of points is collected from the tests and the interactive referee (or seminar work). LECTURE: The theoretical knowledge of the student is evaluated in the form of an oral exam. By successfully passing the oral exam, the student can score another 50 points (a. m. 50% of the total score of the assessment). The maximum score that can be achieved by completing the subject is 100 points (2 x 15 points for the tests, 20 points for the interactive referee, 50 points for the oral exam). In justified cases, the student has the opportunity to replace the oral exam with a written exam. The score that can be obtained by passing the written exam is up to 50 points. Evaluation criteria for the tests to be carried out during the diligence period: – mastery of the knowledge of theoretical topics according to the curriculum of the subject – demonstration of skills in the analysis of complex sentences and multi-complex sentences – application of theoretical knowledge Evaluation criteria for the referee: 1. the content of the referee: choice of topic, purpose of the referee, work with literature, etc. (4 points) 2. verbal and nonverbal manifestation: logical, systematic, clear explanation, professionalism in the mode of expression, etc. (4 points)	

3. use of ICT tools: digital presentation (structure, keywords, images, etc.), interactivity of the presentation, etc. (4 points)
4. cooperation with students (questions, quiz, tests, assignments, etc.) (4 points)
5. Timeframe: 15–20 minutes (4 points)
Evaluation criteria for seminar work:
1. formal arrangement: structure, language, professionalism in the mode of expression, spelling, etc. (10 points)
2. Content part 2: topicality of the topic, purpose of the work, work with literature, professional reference method, etc. (10 points)
Evaluation criteria for the oral/written exam:
proof of theoretical knowledge and skills
Assessment Grade: A (100% – 90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), pod 50%: Fx. A student who performs below 50% cannot receive credits for delivering the subject.

Results of education:
Results of training:
Knowledge:
By absolving the subject, the student acquires theoretical knowledge of the subject area of a complex sentence. You will get an overview of the characteristics of a complex sentence as a relatively voluminous communicative and structural unit (commune, edit), as well as various types of sentences.
The knowledge gained provides the student with a starting theoretical basis for acquiring the skills necessary for the analysis of complex and multi-complex sentences.
Skills:
– The student is able to analyze various types of complex sentences that are included as a body of knowledge in the educational programs and standards of primary and secondary school.
– The student is able to interpret the functions of complex sentences and multi-complex sentences in the context.
– The student is able to develop students' skills in interpreting and constructing complex and multi-complex sentences.
Competences:
– The student will have socially accepted civic attitudes; and with a positive attitude towards the students.
– The student is able to accept the sociocultural and linguistic diversity of society and relate positively to them.
– The student is able to justify his or her own pedagogical activity in teaching/applying the knowledge acquired by syntax 2, as well as to reassess or defend them in a constructive way.
– The student becomes competent in the sovereign planning of activities that contribute to effective and conscious oral, nonverbal and written communication, as well as the development of the critical thinking of the future student.
– The student will be able to formulate scientific questions independently, seeing them in their context, to think analytically about the specified problem.
– The student becomes able to carry out pedagogical work in view of the diversity of the population participating in the training.
– The student will have a broad knowledge of the different characteristics of the development of individuals resulting from the health or social disadvantage of the pupils. He is aware of the tasks arising from the special treatment of gifted students.
– The student will be able to cooperate effectively with special teachers, psychologists and other professionals in the realization of the teaching-educational process under the conditions

of inclusive education, and to act in accordance with their professional recommendations and decisions.
– The student will be able to follow and absorb new scientific knowledge of the science of syntax.
– The student will have a need to continue his or her own professional development.

Brief syllabus:
1. The concept of a complex sentence and a multi-complex sentence; Varieties according to their structure
2. Complex sentences of subordination
3. It's not a clause that explains it. The predicate clause
4. Bound extension clauses. The subjective clause.
5. The subject clause, the bound adverbs, and the unbounded (free) extension clauses. The adjective clause
6. Clauses with semantic extra content: clauses with specific meanings
7. Complex sentences
8. Related and opposite juxtaposition
9. Juxtaposition with selector and inference suffixes
10. Appendice with the explanatory suffix
11. The multi-complex sentences. The period/circle sentence. Stylistic information about complex and multi-complex sentences.
12. Teaching the analysis of complex and multi-complex sentences

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 11

A	B	C	D	E	FX
18.18	0.0	18.18	45.45	18.18	0.0

Teacher: Szabolcs Simon, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ TEL/22	**Name:** Theory of Literature

Types, range and methods of educational activities:
Form of study: Lecture / Seminar / Practical
Recommended extent of course (in hours):
Per week: 1 / 1 / 1 **For the study period:** 13 / 13 / 13
Methods of study: present

Number of credits: 5

Recommended semester/trimester of study: 2.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
The student's final grade consists of the results of several types of work completed during the semester. At the beginning of the semester, students and teachers will develop a framework for passing the course.
During the semester, students will take 2 examinations - one on the topics of the seminars, the other on the topics of the practicals.
In the probationary period, the student will take a written examination through which he/she will demonstrate his/her knowledge, skills and competences related to the subject.
Total student workload:
5 credits = 125 hours (contact teaching: 39 hours, study of literature: 26 hours, preparation for examinations: 25 hours, preparation for the examination: 35 hours).
Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.

Results of education:
Knowledge:
- The student will learn the basic concepts of narratology, such as author and text, narrative structure, types of narrators, time and space.
- The student will gain an overview of the internal structure of literary scholarship and basic literary theoretical concepts. The course pays special attention to literary types and genres.
The student will have an overview of the development of Hungarian verse.
- The student will be familiar with verse systems in Hungarian poetry and the basic expressive forms of fiction.
Skills:
- The student will be able to apply theoretical knowledge and will be able to identify the content of specific creative tasks raised in the implementation of the knowledge presented,
- The student will be able to apply the acquired knowledge in both theoretical and practical terms against the background of a specific type of task and activity.
- The student will be characterized by independent, critical and analytical thinking, which can be flexibly applied in the conditions of teaching.
Competencies:

- The student will be able to theoretically justify and apply the principles and choice of methods of narratology.
- The student will be able to apply the basic concepts of literary theory and its interpretive practices to the teaching of literature in elementary and secondary schools.
- The student will gain competence in the analysis of poetic texts.

Brief syllabus:

LECTURE

1. Basic concepts of the theory of literature
2. The system of genres
3. The concept of narratology
4. Author and text
5. Narrative structure
6. Realism and metafiction
7. Language, representation, style
8. Time and space
9. Diachronic approaches
10. Cognitive narratology
11. Corporate narratology
12. Transmedia narratology

SEMINAR

1. Who speaks? The difference between author and narrator in fiction. Functions of the narrator
2. Types of narrator. The relationship between the narrator and the hero. Heterodiegetic and homodiegetic narrator
3. Focalization
4. Types of focalization
5. Issues of polyphony in novels
6. Theoretical issues of "style indirect"
7. Modality and tonality of the text
8. Relationship of time and space in texts. The concept of chronotope
9. The difference between story and narrative.
10. Issues of anisochrony
11. Chronology, linearity, alinearity
12. Time of the epic and the novel

EXERCISE

1. Basic concepts: prosody, metre and versology. Verse systems in Hungarian poetry.
2. Basic forms of expression in fiction (bound, unbound speech). Free verse.
3. Verse, rhythm, rhyme. Division of rhymes. Metrical units and elements of verse
4. Basic concepts of timekeeping. Stems, lines (colons) and strophes. Caesura and dieresis.
5. Historical overview of the development of Hungarian verse.
6. The beginnings of time poetry.
7. Analysis of poetic texts with accentual rhythm.
8. Analysis of poetic texts with timekeeping rhythm: iambic, trochaic verses.
9. Analysis of poetic texts with timekeeping rhythm: hexameter, pentameter, distichon.
10. Analysis of poetic texts with timekeeping rhythm: strophes of ancient origin (Alcaean, Sapphic, etc.).
11. Stanzas of non-antic origin: tercine, ritornello, stanza.
12. Metrical formations from the Orient (haiku, tanka, ghazel, Indian prosodic systems in Hungarian literature). Experimental poetry, visual poetry and free verse.

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 85

A	B	C	D	E	FX
17.65	18.82	24.71	15.29	5.88	17.65

Teacher: Dr. habil. PaedDr. József Keserű, PhD., doc. Mgr. Anikó Polgár, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ TES1/22	**Name:** Text-Based Seminar 1.
Types, range and methods of educational activities: **Form of study:** Seminar / Practical **Recommended extent of course (in hours):** **Per week:** 1 / 1 **For the study period:** 13 / 13 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The student writes two essays (20 points each) during the semester for a maximum of 40 points. Evaluation criteria for essays: - genre consistency (4 points) - appropriate style (4 points) - aesthetic quality, uniqueness (4 points) - spelling (4 points) - scope (4 points) Distribution of student work hours: - 1 credit: regular class attendance (2 x 45 minutes per week) - 26 hours - 1 credit: regular preparation based on studying the content of the individual lessons and readings, studying the literature and writing practice essays, which the student receives as "homework", according to the focus of the individual seminars and exercises - 24 hours Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
Results of education: Knowledge: – The student will know the specifics of creative writing. The student will be more familiar with the genres and forms that correspond to them. - The student will be familiar with the supporting data, concepts, principles, theoretical and methodological principles of creative writing (see the section Brief outline of the course). - The student will be familiar with typical writing assignments and exercises in the field of creative writing. - The student will be familiar with a brief history of creative writing. Skills: – The student will be able to use the acquired theoretical knowledge of creative writing in writing his/her own texts. In addition to a good knowledge of genres, he/she will be able to discuss the character traits from which to write the text. - After graduation, the student will be able to apply the acquired knowledge of creative writing in the teaching of Hungarian language and literature under the guidance of an independent teacher. With his students, he will not only write simple texts, but also creative texts, which require	

much more consideration in their creation, but the result is also much more varied. Applying and practicing different types of texts will also be of great help in everyday life.
- The basic procedures, skills and strategies to frame essays will be mastered.
Competencies:
– The student will be able to positively approach the socio-cultural and linguistic diversity of society. The fact that essays have to be written from the point of view of different characters also strengthens students' (and their future pupils') tolerance and openness towards each other.
- They feel a responsibility to effectively develop writing literacy in their mother tongue.
- They will be able to formulate their own opinions and attitudes in the field of creative writing, and be able to critically revise and constructively defend them. This is aided by the fact that you will encounter a variety of genres throughout the semester. Meanwhile, it also tests that in certain groups of students who are the most viable.
– Upon graduation, the student will be able to explain, under the guidance of an independent teacher, the material related to creative writing and to develop his/her own criteria for essays.
- The student will have the basic knowledge of the differences in the development of individuals resulting from their health or social disadvantages, or their gifts and talents, in order to be able to cooperate effectively with special educators, psychologists and other experts and to follow their professional recommendations and conclusions when implementing the educational process in the conditions of inclusive education and upbringing. The text for writing can be very diverse in terms of scope and genre. However, by adapting to the community and the abilities of the students (and their future students), we can certainly achieve success.
- They will be able to keep in touch with current developments in creative writing and continue their own professional development effectively.

Brief syllabus:
1. Creative writing and its function in teaching literature. Exercises related to different genres of epics (myths about the origin of man, animals; one-minute stories, etc.)
2. Creative writing exercises related to specific prose works (transformation, rewriting, change of perspective, exchange of genre specifics, etc.)
3. The function of creative writing in the creation of a literary world and characters.
4. The importance of word processing (compression, opening and closing sentences, changing genre, creating a story from fragments, etc.)
5. the function of creative writing in group work (found words, alternating dialogue, text replacement, etc.)
6. Textual reflection of works of other arts through creative writing tasks (visual, auditory and audiovisual)
7. Creative writing and women's writing. Creating texts in different genres, based on texts by women authors. Differences between female and male perspectives. Excerpts from male and female diaries, fictional letters distinguishing male and female perspectives.
8. Creative writing and rhetoric. Techniques of argumentation, argument and counter-argument. Argumentation in different roles. Laus and vituperatio (celebratory and pejorative speech). Comparison.
9. Creative writing and autobiographical genres. Exercises based on autobiographical texts (montage of diary extracts, self-portrait).
10. Creation of poetic texts. Creation of verses, haiku. Possibilities of verbal and visual associations. Acoustic poetry. Games with syllables, acoustic translation. Types of rhyme, rhyme play.
11. Text production: description of artwork, exercises associated with the genres of ecphrasis and emblem.
12. Poetic images, creation of metaphors. Metaphors based on contrasts

Literature:

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: PaedDr. Patrik Baka, PhD., doc. Mgr. Anikó Polgár, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ TES2/22	**Name:** Text-Based Seminar 2.
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, the student will give an interactive lecture on the selected topic (100%). Assessment criteria: Proficiency Interactivity Group interaction Form requirements Overall student workload: - Class attendance and lecture preparation - 26 hours Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
Results of education: Knowledge: - The student can explain the distinctive features of 20th and 21st century Hungarian and world literature. - The student can characterize the main idea of the literary works analyzed, and the social, political, and cultural context in which they were written. - The student is able to discern which literary-critical analysis is necessary for a given work (e.g., feminist, psychoanalytic, or biographical). Skills: - The student is able to interpret and analyze 20th century literary texts and apply techniques and methods of contemporary literary schools (cultural, feminist, and postcolonial interpretation, etc.). - The student is able to independently gather information about 20th and 21st century writers and literary texts in various publications and on the Internet. - The student is able to formulate his/her own opinions and positions, critically revising them. Competences: - The student learns the historical, cultural and social specificities of some literary works of the 20th and 21st centuries. - The student develops positive attitudes towards the issues of 20th and 21st century Hungarian and world literature and tries to understand them as much as possible. He/she will also teach	

his/her students in this spirit, and will show them the practical dimension of analytical methods through interactive and cooperative exercises.

Brief syllabus:

1. Analysis of the works of important representatives of Hungarian and world literature of the 20th and 21st centuries
2. The socio-historical background of the analysed works
3. Theoretical issues of interpretation of literary works
4. Author - work - reader in the literary process.
5. Intermedia contexts of the analysed works
6. Analysis of works by important authors of 20th century Hungarian literature
7. Analysis of works by major authors of 20th century world literature
8. Analysis of works by major authors of 21st century Hungarian literature
9. Analysis of works by major authors of 21st century world literature
10. Systematization of knowledge on the basic social scientific issues of the works analysed
11. Systematization of knowledge on theoretical issues of the analyzed works
12. Systematization of knowledge on literary-historical issues of the analyzed works

Literature:

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. PaedDr. József Keserű, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ VŽJ/22	**Name:** Research of Living Languages

Types, range and methods of educational activities:
Form of study: Seminar / Practical
Recommended extent of course (in hours):
Per week: 2 / 1 **For the study period:** 26 / 13
Methods of study: present

Number of credits: 4

Recommended semester/trimester of study: 3.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
At the beginning of the semester, students work with the instructor to develop a framework for completing the course.
SEMINAR:
During the semester, the student will take two mid-term tests (15 points each): the first one in the middle of the semester and the second one in the last week of the teaching period (30 points in total). During the semester, the student will give an interactive lecture on a specific topic (20 points).
If justified, the student has the possibility to replace the interactive lecture with a seminar paper on any topic in sociolinguistics, which must be handed in by the end of the 10th week of the semester at the latest. The student may receive up to 20 points for the seminar paper.
A student may only sit the oral examination if he/she has obtained at least 50% of the maximum score (i.e. at least 25 out of 50 points) from the tests and the interactive paper (or mid-term paper).
PRESENTATION:
The student's theoretical knowledge is assessed by an oral examination. The maximum score is 100 points (2 x 15 points for the tests, 20 points for the interactive essay, 50 points for the oral examination).
In justified cases, the student has the possibility to replace the oral examination with a written examination. The maximum number of marks a student may obtain in the written examination is 50.
Evaluation criteria for mid-term tests:
- mastery of each thematic unit on the basis of systematic preparation, based on the theoretical and practical content of the seminars and the literature
- mastery of each specific topic on the basis of regular preparation based on the theoretical content of the literature
Criteria for evaluating an interactive presentation:
1. content of the report: choice of topic, purpose of the report, work with literature, etc. (4 points)
2. verbal and non-verbal expression: logical and systematic presentation, clarity of presentation, expression, eye contact, etc. (4 points)

3. use of visual, acoustic, audiovisual tools: digital presentation (structure, keywords, images, etc.), short recordings, videos, etc. (4 points)
4. student involvement: questions and answers, quizzes and tests, exercises, etc. (4 points)
5. adherence to the time frame: about 20 minutes (4 points)
Evaluation criteria for seminar work:
1. formal aspects of the seminar work: structure, language, spelling, etc. (10 points)
2. the content of the seminar paper: choice of topic, purpose of the paper, working with the literature, references, etc. (10 points)
Evaluation criteria for the oral examination:
content: theoretical knowledge and its application in education
Rating scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. No credit can be given to a student who does not achieve 50%.

Results of education:
Knowledge:
- The student will have a broad scientific knowledge of the issues and methods of research in the field of living languages.
- The knowledge acquired will enable the student to better understand the linguistic reality and to study related linguistic disciplines.
- Students will learn the basics of dialect research and the spatial distribution of Hungarian dialects.
- The student will gain a comprehensive understanding of language as a social phenomenon.
Skills:
- On the basis of the knowledge acquired, students will be able to identify the place and importance of living language research in the context of linguistic disciplines.
- The student will be able to transfer the knowledge gained in the field of living language research into the didactic system of Hungarian language teaching.
- The student will be able to apply dialectological knowledge and research on living language.
- The student will be able to identify linguistic ideologies and other features of language use in different speech communities.
- The student will be able to apply practical research methods.
Competencies:
- The student has socially accepted civic attitudes and a positive attitude towards his/her profession and target group.
- The student will be able to relate positively to the socio-cultural and linguistic diversity of society.
- The student will be able to formulate, critically review and constructively defend his/her own views and attitudes.
- The student will be able to develop and formulate topics and tasks related for upper primary and secondary school students.
- They will be able to formulate independently a scientific problem, to think relationally and analytically about a specific issue.
- You will be familiar with the issues of pedagogical work in the context of the diversity of the population studied.
- You will have a broad knowledge of differences in the development of individuals due to health or social disadvantages, talents and abilities, in order to be able to collaborate effectively with special needs teachers, psychologists and other professionals in the implementation of the educational process in inclusive education and to follow their professional recommendations and conclusions.

- You will be able to keep in touch with current developments in the field of lifelong language research and effectively pursue your own professional development.

Brief syllabus:

1. Introduction to the methods of living language research
2. The linguistic situation of Hungarians in Slovakia
3. Research directions and possibilities of language use of Hungarians in Slovakia (dialectology, comparative linguistics, sociolinguistics, language planning, language policy, language management, linguistic landscape)
4. Language use and language repertoire of Hungarians in Slovakia. Contact effect, language borrowing, code-switching
5. Research methods in anthropological linguistics
6. Main fields of anthropological linguistics. Language and culture (colours, kinship terminology)
7. Language use peculiarities of Hungarians in Hungary and Slovakia (swearing, linguistic expression of aggression)
8. linguistic turns in everyday life (phraseology, contact, naming, linguistic forms of love dialogues, political discourse)
9. Speech, writing, images. Graffiti, tattooing, language
10. Research methods in cognitive linguistics
11. Theoretical foundations of cognitive linguistics
12. Language pedagogy and cognitive linguistics

Literature:

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

Notes:

Evaluation of subjects

Total number of evaluated students: 44

A	B	C	D	E	FX
13.64	47.73	22.73	2.27	2.27	11.36

Teacher: Szabolcs Simon, PhD., PaedDr. Tamás Török, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ ZUF/22	**Name:** Basics of Finno-Ugric Language Studies

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 2 **For the study period:** 26
Methods of study: present

Number of credits: 3

Recommended semester/trimester of study: 4.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
The general requirements for successful completion of the course are: active participation in seminars and exercises, participation in assigned tasks and discussions during seminars and exercises, preparation and submission of a report and its (oral) presentation, successful completion of the final examination (written test).
During the semester, the student will give a lecture on a specific topic in Hellenic Studies (20 points, i.e. 40% of the total grade). At the end of the semester, the student will take a written test on the theoretical part of the course (30 points, i.e. 60% of the total grade). The test will be accepted only if the student scores at least 15 points. The paper will be accepted (E) if the student achieves at least 10 points. The maximum score is 50 points (20 points for the paper, 30 points for the test).
Assessment criteria for the oral presentation and the oral presentation:
- Content of the paper: choice of topic, purpose of the paper, work with the literature, drawing conclusions, elaboration, etc. (10 points)
- Verbal and non-verbal expression: logical and systematic presentation, clarity of presentation, expression, eye contact, etc. (5 points).
- use of visual, acoustic, audiovisual tools: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. (5 points)
Rating scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. No credit can be given to a student who does not achieve 50%.
The student's total workload (3 credits = 75 hours): participation in exercises and seminars (20 hours), self-study, preparation for seminars (25 hours), preparation and presentation of a report (15 hours), preparation for the written examination (15 hours).

Results of education:
Knowledge:
- The student will acquire a basic knowledge of the genetic relationship between languages.
- The student will acquire the basic data, concepts, principles, theoretical and methodological principles of linguistic typology, historical, areal and comparative linguistics.
- The student will learn about the prehistory of the Hungarian ethnicity and the development of the Hungarian language.

- The student will learn the diachronic approach to the linguistic systems of the Finno-Ugric languages.
Skills:
- Based on the knowledge acquired, the student will be able to determine the typological and genetic position of the Hungarian language.
- After graduation, the student will be able to apply the knowledge acquired in the field of the origins and genetic relationship of the Hungarian language to the teaching of Hungarian language and literature under the guidance of an independent teacher.
Competencies:
- The student develops socially acceptable attitudes of citizenship and a positive attitude towards his/her profession and target group.
- The student will be able to relate positively to the socio-cultural and linguistic diversity of society.
- The learner will be able to formulate, critically review and constructively defend his/her own opinions and attitudes about the prehistory of the Hungarian ethnic group and the origins of the Hungarian language.
- He/she will be able to deal with issues of pedagogical work in the context of the diversity of the population taught.
- At the end of your studies, you will be able to explain to your students, under the guidance of an independent teacher, the subject of the origins of the Hungarian language.
- You will have a basic knowledge of the differences in the development of individuals due to health or social disadvantages, or to talents and gifts, so as to be able to cooperate effectively with special needs teachers, psychologists and other professionals in the implementation of the educational process in the context of inclusive education and training, and to follow their professional recommendations and conclusions.
- The student will be able to keep up to date with current knowledge in historical, areal and comparative linguistics and to pursue his/her own professional development effectively.

Brief syllabus:
1. Similarities and differences between languages.
2. Typology of languages. Basic concepts, principles and brief history of science.
3. Historical and comparative linguistics. Basic concepts, principles and brief history of science.
4. Areal linguistics. Basic concepts, principles and brief history of science. 4.
5. Concepts and content of Finno-Ugric linguistics
6. Aims, significance and methods of study of the Finno-Ugric languages
7. Methods of determining the ancestral homeland of the Hungarians
8. Genetics and typology of languages related to Hungarian
9. Finno-Ugric features of the Hungarian language
10. Questions of similarity between Finno-Ugric and other languages
11. Language, history and current status of the Uralic and Finno-Ugric peoples
12. The use of Finno-Ugric knowledge in the teaching of the Hungarian language.

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 23

A	B	C	D	E	FX
47.83	17.39	13.04	8.7	4.35	8.7
Teacher: PaedDr. Tamás Török, PhD.					
Date of last update: 17.05.2023					
Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ ÚSL/22	**Name:** Introduction to World Literature

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 2 **For the study period:** 26
Methods of study: present

Number of credits: 3

Recommended semester/trimester of study: 1.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
During the semester, the student presents an oral paper on a given topic in the field of the history of world literature (20 points, i.e. 40% of the total grade). At the end of the semester, the student writes a test on the practical part of the course (30 points, i.e. 60% of the total grade). The test will be accepted only if the student achieves at least 15 points. The lecture will be passed if the student achieves at least 10 points. The maximum number of points will be 50 (20 points for the paper, 30 points for the test).
Assessment criteria for the mid-term test: the application of the knowledge acquired in the seminar lessons is assessed (characteristic features of the different genres of ancient literature, interpretation of works of Greek and Latin poetry, characteristic features of Greek theatre, characteristic features of historiography and oratory, the relationship between ancient and medieval literature, etc.).
Review criteria for the oral report:
1. content of the paper: choice of topic, work with literature, etc. (5 points)
2. verbal and non-verbal expression: logical and systematic presentation, clarity of presentation, manner of expression, eye contact, etc. (5 points)
3. use of visual, acoustic, audiovisual means: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. (5 points)
4. adherence to time limit: approx. 20-25 minutes (5 points)
Seminar paper evaluation criteria:
1. formal aspects of the seminar paper: structure, language, spelling, etc. (10 points)
2. content of the seminar paper: choice of topic, work with literature, citations, etc. (10 points)
Total student load: 3 credits = 75 hours (contact teaching: 26 hours, study of literature: 29 hours, preparation for oral report: 10 hours, preparation for test: 10 hours).
Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.

Results of education:
Knowledge
– The student will be familiar with the specifics of ancient Greek and Roman literature.
- The student will know the concepts, principles of ancient literature.
- The student will learn the typical features of each genre.

- The student will know a brief history of Greek and Roman literature and the sociocultural aspects of the period.
Skills:
- The student will be able to use the acquired knowledge of the history of world literature in the analysis of literary works.
- After graduation, the student will be able to apply the acquired knowledge in the field of the history of ancient literature in the teaching of the subject Hungarian language and literature.
- The student will have acquired the basic procedures, skills and strategies necessary for the analysis of specific texts.
Competencies:
– The student will be able to formulate his/her own opinions and positions in the field of the history of world literature, critically revise and constructively defend them.
- Upon completion of the course, the student will be able to explain the material related to the history of Greek and Roman literature and produce his/her own analyses of the works.
- The student will be able to keep in touch with current developments in Hungarian translations of ancient literature.

Brief syllabus:
1. The origins of European literature. Relations between Greek literature and Oriental literature.
2. Homer and Homeric poetry.
3. The epic in ancient literature. Hesiod, Vergil and Apollonios Rhodios.
4. Greek lyric and choral poetry. Sappho, Alkaios, Anacreon, Pindaros. Anacreonian songs. Epigrams from the Greek Anthology.
5. Eclogue in Greek and Roman literature. Theocritos and Vergilius. Roman elegy (Tibullus, Propertius, Ovid).
6. Characteristic features of Greek theatre. Sophocles, Euripides, Aeschylus.
7. Greek and Roman comedy. Aristophanes, Menandros, Plautus. Roman tragedy (Seneca).
8. Introduction to Roman poetry. Lucretius, Catullus, Horatius, Ovid. Epigrams (Martialis) and fables (Phaedrus).
9. Greek and Roman prose works I. Historiography (Herodotus, Thucydides, Iulius Caesar, Sallustius, Titus Livius, Tacitus, Suetonius, Plutarch).
10. Greek and Roman prose works II. Rhetoric. Demosthenes, Isocrates, Lysias, Cicero. Plato: Defence of Socrates.
11. Greek and Roman novel. Longos, Petronius. Epistola in ancient literature.
12. The influence of ancient literature on medieval literature. Ancient Christian literature. Ambrosius and St. Augustine. Genres of Byzantine poetry: hymn, canon, kontakion, troparion.

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 79

A	B	C	D	E	FX
11.39	16.46	12.66	17.72	16.46	25.32

Teacher: doc. Mgr. Anikó Polgár, PhD., prof. Dr. András Szabó, DSc.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ ÚVL/22	**Name:** Introduction to the Study of Literature
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar **Recommended extent of course (in hours):** **Per week:** 1 / 2 **For the study period:** 13 / 26 **Methods of study:** present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Course requirements: Students will write 1 review paper during the semester on pre-arranged topics based on the syllabus. Assessment criteria for the review: - Mastery of the individual topic units based on regular preparation based on the theoretical and practical content of the individual seminars and literature. - Mastery of specific subject areas on the basis of regular training based on the theoretical content of the literature. Students will submit a seminar paper during the semester. Assessment criteria for the seminar paper: the formal aspect of the seminar paper: structure, language, spelling, etc. content of the seminar paper: choice of topic, purpose of the paper, work with literature, citations, etc. - In the probationary period, the student will take part in a written examination through which he/she will demonstrate his/her knowledge, skills and competences related to the subject Overall student workload: 5 credits = 125 hours (scope of contact teaching: 39 hours, study of literature: 36 hours, writing a seminar paper: 15 hours, exam preparation: 35 hours). Grade scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
Results of education: Knowledge: - The student will learn the terminology of literary science and gain knowledge of the various parts of literary science. - The student will be able to independently collect information on a given subject, navigate through available reference books, dictionaries, encyclopedias and lexicons. The student will be able to orient himself/herself in the methods of distinguishing important and less important information for practice, to analyze the information gathered, to evaluate it in general and to present it publicly.	

- The student will be familiar with the developmental tendencies of literary scholarship from its beginnings to the present.
Skills:
- The student will be able to navigate and argue issues in literary scholarship.
- The student will be able to motivate his/her students for the acquisition of the subject matter as well as to awaken their general interest in the process of education for cultural awareness, aesthetics, and literary taste in the field of fine literature.
- The student will be able to independently acquire further knowledge in the field of literary science,
- The student will be able to apply theoretical knowledge and will be able to identify the content of specific creative tasks raised in the implementation of the knowledge presented,
Competencies:
- The student will understand the role of culture, language and literature in the field of education, and will be able to communicate this to his/her environment and to his/her students.
- The student will be able to apply the acquired knowledge in a variety of cultural-artistic and pragmatic-communicative activities.
- The student will be able to carry out targeted development of self-knowledge.
- The student will be able to apply a system of knowledge and skills necessary for the needs of teaching related subjects in elementary and secondary schools. The student will be able to use them in his/her own creative practice in school.

Brief syllabus:
1. Introduction to the terminology of literary theory. Basic concepts. Literary theory and natural sciences.
2. Literature as an institution (premises: the principle of the author, representation and experience)
3. Literature as communication (basic concepts: author, work, reader, production, reception, reading, understanding, analysis, application, history, canon, mimesis)
4. Literature in the age of alterity. The emergence of hermeneutics.
5. The nature of modernity. The emergence and development of the letterpress. The project of the Enlightenment.
6. Characteristics of premodern literary science.
7. Literary theory in the age of modernity. Formalism and the New Criticism.
8. Structuralism and post-structuralism.
9. Postmodern literary scholarship. Hermeneutics and reception theories. Deconstruction.
10. Current issues in literary scholarship.
11. Literature and cultural studies.
12. Issues in metaphilology. Literature and new media.

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 92

A	B	C	D	E	FX
14.13	11.96	18.48	17.39	15.22	22.83

Teacher: Dr. habil. PaedDr. József Keserű, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ ÚŠJ/22	**Name:** Introduction to Linguistics
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Methods for assessing students' performance (continuous assessment): There will be two tests during the term (the first in the middle of the academic period and the second in its last week). Students can get a maximum of 20 points for both tests, so a total of 40 points. Both tests contain theoretical and practical tasks and questions according to the content of the course and the additional literature. Student workload: 3 credits = approx. 75 hours (26 hours for participation in lessons; 24 hours for regularly preparing from the content of each lesson and the literature; 25 hours for checking additional content - professional articles and/or videos that help students to work on specific issues in a given topic). Scoring: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), below 50% Fx. Students not reaching 50% will not earn the credits.	
Results of education: Knowledges: - Students will have a coherent and reasonable knowledge of the language, its rules, the methods and conditions of its operation, and its relationship to other languages. - Students will be able to name the differences between animal communication and human language. - Students will become familiar with the main communication models and language features. - Students will know the most important theories about the origins of language. - Students will be able to characterize the relationship between language and thinking. - Students will be familiar with the classification of languages based on their genetic, typological and areal characteristics. - Students will become familiar with the short history of linguistics. - Students will be able to briefly describe the new trends in linguistics. Skills: - Students will be able to determine the place of linguistics in the system of sciences. - Students will be able to determine the place of the Hungarian language in the context of the languages of the world.	

- Students will be able to formulate the subject and purpose of linguistic research independently and effectively.
- Students will be able to apply basic linguistic knowledge and terms in education.
- Students will be able to apply basic knowledge and key terms in mid-term and final tests.
- Students will be able to apply their knowledge of linguistics on specific examples of language.
Competencies:
- Students will have a positive attitude towards the socio-cultural and linguistic diversity of society.
- Students will be able to formulate their own opinion and attitude related to linguistic issues, which they will be able to critically review and defend constructively.
- After completing their studies, students will be able to explain the educational material of linguistics to students under the guidance of a practicing teacher.
- Students will be able to deal with problems in the context of pedagogical work caused by the diversity of the educated population.
- Students will be able to keep up with the current developments in linguistics and will be able to grow professionally.

Brief syllabus:

1. The concept, subject, areas and methods of research, language as a sign system, language levels
2. The origins of language (theories), the relationship between language and thinking, language functions (communication models)
3. Animal communication, human language
4. History of Linguistics I. (Antiquity)
5. History of linguistics II. (Middle Ages)
6. History of linguistics III. (New Age)
7. Classification of languages based on their genetic, typological and areal characteristics
8. Ferdinand de Saussure (langue, parole, langage, synchrony, diachrony, language sign, syntagmatic and paradigmatic relations, etc.)
9. Linguistic structuralism (Prague school, Danish school, American descriptive linguistics, etc.)
10. Generative grammar (competence, performance, transformation, deep structure, surface structure, universal grammar, etc.)
11. New trends in linguistics (sociolinguistics, pragmatics, psycholinguistics, etc.)
12. The Hungarian language among the languages of the world

Literature:

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

Notes:

Evaluation of subjects

Total number of evaluated students: 66

A	B	C	D	E	FX
22.73	13.64	12.12	16.67	13.64	21.21

Teacher: Mgr. Vojtech Istók, PhD.

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdb/ŠS/22	**Name:** Hungarian Language and Literature

Types, range and methods of educational activities:
Form of study:
Recommended extent of course (in hours):
Per week: For the study period:
Methods of study: present

Number of credits: 2

Recommended semester/trimester of study:

Level of study: I.

Prerequisites:

Conditions for passing the subject:
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.

Results of education:
Knowledge:
- the student has acquired knowledge in the compulsory and profile subjects of the study programme,
- 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,
- the student is able to analyse and evaluate the knowledge acquired in the subject.

Skills:
- the student is able to present his/her expertise,
- the student is able to hand over his/her knowledge
- the student is able to organise and apply the theoretical knowledge acquired,
- the student has the ability to organise and apply the knowledge acquired in the course of his (her) studies.

Competences:
- the student is able to express his/her linguistic and professional culture in the oral examination,
- the student is able to use the knowledge acquired in a wider context,
- the student is able to put the knowledge acquired into practice and organise it,

- 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,
- the student is able to answer the questions of the committee at the expected level.

Brief syllabus:

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 8

A	B	C	D	E	FX
25.0	0.0	12.5	25.0	37.5	0.0

Teacher:

Date of last update: 17.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/SPZ-B/22	**Name:** Study abroad
Types, range and methods of educational activities: **Form of study:** **Recommended extent of course (in hours):** **Per week: For the study period:** **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The prerequisite for the course is a long-term stay abroad at a foreign university/partner institution.	
Results of education: Graduates of the course are eligible for a long-term study stay at a foreign university/partner institution.	
Brief syllabus:	
Literature:	
Language, knowledge of which is necessary to complete a course: hungarian, slovak	
Notes: 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.	
Evaluation of subjects Total number of evaluated students: 5	

a	n
100.0	0.0

Teacher:
Date of last update: 18.05.2023
Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ BCZ/22	**Name:** Human biology and basics of first aid
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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).	
Results of education: Knowledge: - 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. - 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. - 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. Abilities: - The student can understand and grasp the physiological processes that take place in the human body. - The student can explain and use the anatomy, morphology, and physiology of the human body in his teaching practice. - 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 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 : 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: 158

A	B	C	D	E	FX
8.86	15.19	27.85	22.78	8.23	17.09

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

Date of last update: 18.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ DID/22	**Name:** General didactics and preparation for school observation

Types, range and methods of educational activities:
Form of study: Lecture / Seminar
Recommended extent of course (in hours):
Per week: 1 / 1 **For the study period:** 13 / 13
Methods of study: present

Number of credits: 2

Recommended semester/trimester of study: 2.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
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.

Results of education:
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:

Az óvodai nevelés állami oktatási programja – magyar nyelvű fordítás. 2019. Markovics, T. (szerk). Komárom : Comenius Pedagógiai Intézet, khsz., 2019. 168 o. ISBN 978-80-969694-2-5.
HORVÁTHOVÁ, K. Oktatásmenedzsment. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. 200 p. ISBN 978-80-8122-136-1.
TÓTH, P. - HORVÁTH, K. Didaktika. Bevezetés az oktatás elméletébe. Komárno : Selye János Egyetem, 2021, 342 p. ISBN 978-80-8122-403-4.
HORVÁTH, K.- NÉMETH, A.- STRÉDL, T. - SZABÓOVÁ, E. - TÓTH BAKOS, A. 2015. Szlovák-magyar pedagógiai terminológiaia kézikönyv. Slovensko-maďarská pedagogická terminologická príručka. 1. vyd. Komárno : Selye János Egyetem - UJS, 2015, 132 p. ISBN 978-80-8122-160-6.
KOVÁCS, GY.- BAKOSI, É. 2004. Óvodapedagógia. Debrecen, 2004, 1. kötet 226 o. ISBN 963 430 924 0. [online]. Dostupné na internete: https://dea.lib.unideb.hu/dea/bitstream/handle/2437/268618/FILE_UP_0_Ovodapedagogia.pdf?sequence=1&isAllowed=y
KOVÁCSNÉ BAKOSI, É. 2013. A szabadidő pedagógiai kérdéseihez. [online]. Dostupné na internete: http://socprof.partium.ro/Documents/Training%20material%201.pdf
Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. Bratislava: Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky a Štátny pedagogický ústav. 112 s. [online]. Dostupné na internete: https://www.minedu.sk/data/files/6317_svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách (statpedu.sk)
Slovensko-maďarský glošár školskej terminológie. Szlovák- magyar közoktatási szószedet. 2020. Bratislava: Ministerstvo školstva, vedy, výskumu a športu SR. [online]. Dostupné na internete: 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 kihivásai a nemzetiségi óvodákban és iskolákban. Komárno : Selye János Egyetem, Tanárképző Kar, 2018. p. 59-105. ISBN 978-80-8122-282-5.
Vyhláška č. 541/2021 Z. z.Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky o materskej škole. [online] Dostupné na internete: https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2021/541/
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/>.
Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Aktuálne doplnené, novelizované znenie. [online]. Dostupné na internete: https://www.minedu.sk/data/files/9495_final_svk_mad.pdf

Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnanoch a o zmene a doplnení niektorých zákonov. [online]. Dostupné na internete: https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2019/138/
Recommended literature:
ALBERT, S. 2005. Didaktika.1. vyd. Dunajská Streda : Lilium Aurum, 2005. 290 s. ISBN 80-8062-252-3.
BORBÉLYOVÁ, D.- MÉSZÁROS, T.- NAGYOVÁ, CS.2020. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. 1. vyd. Komárno: Univerzita J. Selyeho. 161 s. ISBN 978-80-8122335-8.
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
ČERNEK, P.2014. Metodické poznámky k ŠVP pre materské školy pre vzdelávaciu oblasť Matematika a práca s informáciami. Bratislava: MPC, 34 s. ISBN 978 – 80 – 565 – 0032 – 3. [online] Dostupné na internete: https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/cernek_0.pdf
HORVÁTHOVÁ, K – SZŐKÖL, I. 2013. Kontrola a hodnotenie žiackych výkonov. Komárno: Univerzita J. Selyeho, 119 s. ISBN 978-80-8122-083-8.
KOLLÁRIKOVÁ, Z., PUPALA, B. 2010. Predškolská a elementárna pedagogika. Praha: Portál, 445 s. ISBN 978-80-7367-828-9.
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
Metodický list na osvojovanie štátneho – slovenského jazyka v materských školách s vyučovacím jazykom národnostných menšín. 2016. Bratislava: ŠPÚ. [online]. Dostupné na internete: https://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/ppv_metodicky-list_odborne-pojmy.pdf
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Language, knowledge of which is necessary to complete a course:
hungarian, slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 147

A	B	C	D	E	FX
16.33	10.88	10.88	12.24	25.17	24.49

Teacher: Dr. habil. Erika Kopp, PhD., prof. Dr. Péter Tóth, PhD., Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Beáta Kiss, PaedDr. Dávid Szabó L

Date of last update: 18.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ DOC/22	**Name:** Volunteering, helping activities
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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. Mandatory components of the portfolio: - 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). Total student workload: 1 credit = 30 hours Participation in 13 hours of practicum (contact hours); 10 hours of preparation for, and participation in, volunteer activities; 7 hours of portfolio preparation.	
Results of education: Knowledge: • The student can monitor, analyse, volunteer activities. • The student will be able to document the activities observed in the volunteer organization, • The student will be able to plan, organize and conduct individual education and leisure activities in the organization. • The student is able to build positive interpersonal relationships with the organization's leadership and to establish positive relationships with people. Ability: • The student will be able to work with members of the volunteer organization. • The student will be able to participate actively in the activities of the organization.	

• 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
Cserepesová. 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.
Salamon Judit , Papp Zsolt: Önkéntesség és önszerveződés segítése- Civil ifjúsági munka, 2012,
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Az ifjúságsegítő képzés interprofesszionális fejlesztése, TÁMOP-5.4.4.-09/2-C-2009-0002,2012, ISBN 978-615-5192-09-8, https://oszkdk.oszk.hu/storage/00/00/51/50/dd/1/onkentesseg_v2.pdf
Szentpétery Daniel: A Diákhálózat szervezeti kultúrájának elemzése- Komárno : Univerzita J. Selyeho, 2015. - 107 s.
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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: 7

a	n
100.0	0.0

Teacher: Dr. habil. PaedDr. Beáta Dobay, PhD., Mgr. Attila Bognár, Csilla Nagyová, ArtD., Luca Tiszai, PhD., PaedDr. Peter Židek

Date of last update: 17.08.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ DTV/22	**Name:** Digital technologies in the educational process

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 1 **For the study period:** 13
Methods of study: present

Number of credits: 1

Recommended semester/trimester of study: 3.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
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 x % of active participation in the exercises)+ (0.9 x % 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.

Results of education:
Knowledge:
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.
Skills:
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)
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)
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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)
TÓTH-MÓZER, SZ. – MISLEY, H. Digitális eszközök integrálása az oktatásba Jó gyakorlatokkal, tantárgyi példákkal, modern eszközlistával. 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)
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: 64

A	B	C	D	E	FX
54.69	29.69	7.81	4.69	3.13	0.0

Teacher: prof. Dr. Krisztián Józsa, DSc., Mgr. Katarína Szarka, PhD., PaedDr. Beáta Kiss

Date of last update: 26.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ IPG/22	**Name:** Inclusive pedagogy
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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).	
Results of education: Knowledge: • Masters the basic competences for approaching a student with special educational needs from a theoretical and practical point of view. • Knows and understands basic concepts such as segregation, integration, inclusion. • Can define the terms special pedagogy, therapeutic pedagogy. • Acquires professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education. • Can transform theory into practice, knows progressive trends in the field of special pedagogy. • Knows the types and types of SEN, disabilities and other disorders of the relevant age period. • 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. Skills: • Can recognize the symptoms of individual cases of SEN, disorders and disabilities. • Orients itself in the possible reasons for the occurrence of individual cases of SEN, disorders and disabilities. • Can compile pedagogical-psychological and subject criteria according to the physical and mental age of children and pupils. • Can navigate the methods of the given issue, apply observation schemes, screening. • Can differentiate children and pupils with SEN, proceed according to the individual educational plan.	

• 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
STRÉLD, 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 pedagógia : 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: 18

A	B	C	D	E	FX
72.22	11.11	16.67	0.0	0.0	0.0

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

Date of last update: 17.08.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ IZS/22	**Name:** Integrated student at school
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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).	
Results of education: Upon completion of the course, the student will Knowledge: • Master the basic competences for approaching a student with special educational needs from a theoretical and practical point of view. • Controls the basic terminology of the given issue, knows various theoretical directions and practical outcomes in practice. • Controls and understands basic concepts such as segregation, integration, inclusion. • Can define the terms special pedagogy, therapeutic pedagogy. • Acquires professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education. • Can transform theory into practice, knows progressive trends in the field of special pedagogy. • Controls the types and types of SEN, disabilities and other disorders of the relevant developmental age period. • 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. • Become familiar with methodological approaches, structure and aspects of job descriptions. Skills: • Can recognize the symptoms of individual cases of SEN, disorders and disabilities. • Orients itself in the possible reasons for the occurrence of individual cases of SEN, disorders and disabilities.	

• 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, sceering.
• 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. 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
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: 6

A	B	C	D	E	FX
66.67	16.67	16.67	0.0	0.0	0.0

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

Date of last update: 17.08.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ KONAJ/23	**Name:** Konverzácia v anglickom jazyku

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 1 **For the study period:** 13
Methods of study: present

Number of credits: 1

Recommended semester/trimester of study: 2., 4., 6.

Level of study: I.

Prerequisites:

Conditions for passing the subject:

Results of education:

Brief syllabus:

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 10

A	B	C	D	E	FX
40.0	10.0	30.0	0.0	0.0	20.0

Teacher:

Date of last update: 15.02.2024

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ KONFJ/23	**Name:** Konverzácia vo francúzskom jazyku
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 2., 4., 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject:	
Results of education:	
Brief syllabus:	
Literature:	
Language, knowledge of which is necessary to complete a course:	
Notes:	

Evaluation of subjects
Total number of evaluated students: 28

A	B	C	D	E	FX
17.86	21.43	21.43	10.71	10.71	17.86

Teacher:
Date of last update: 15.02.2024
Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ KONNJ/23	**Name:** Konverzácia v nemeckom jazyku
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 2., 4., 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject:	
Results of education:	
Brief syllabus:	
Literature:	
Language, knowledge of which is necessary to complete a course:	
Notes:	

Evaluation of subjects

Total number of evaluated students: 15

A	B	C	D	E	FX
60.0	13.33	6.67	6.67	6.67	6.67

Teacher:	
Date of last update: 15.02.2024	
Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ KONSJ/23	**Name:** Konverzácia v slovenskom jazyku
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 2., 4., 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject:	
Results of education:	
Brief syllabus:	
Literature:	
Language, knowledge of which is necessary to complete a course:	
Notes:	

Evaluation of subjects

Total number of evaluated students: 7

A	B	C	D	E	FX
28.57	28.57	14.29	0.0	0.0	28.57

Teacher:
Date of last update: 15.02.2024
Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ MKO/22	**Name:** Minority competencies
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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)	
Results of education: 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 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 literature 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 will be able to design various didactic games that aim at developing intercultural and minority competences of the pupil.

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.
Forms of ethnic and national minority education; contemporary 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., HOCHEL, 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:

Evaluation of subjects

Total number of evaluated students: 1

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

Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Patrik Baka, PhD., PaedDr. Beáta Kiss, Mgr. Tímea Mészáros

Date of last update: 17.08.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ MPP/22	**Name:** Art-pedagogy-psychology, personal development course
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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%).	
Results of education: 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. Knowledge: - 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. Skills: - 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:
BAGDY, E. 2003. Pszichofitness. ANIMULA, 2003. ISBN 9634080502.
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.
BAGDY, E., & KÁDÁR, A. KOZMA-VÍZKELETI, D. & PÁL, F. & SZONDY, M. 2014. Bízz magadban!: Önértékelés, önelfogadás, önbecsülés. Budapest: Kulcslyuk Kiadó. ISBN 978-615-5281-18-1.

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. JOVANOVIC & S. KLIMSZOVÁ & L. KNEZEVIĆ & L. KOVÁCS & K. KRPÁLKOVÁ-KRELOVÁ & I. LOMNICKÝ & E. MALÁ & ZS. MOGYORÓSI & S. O. NINKOVIĆ & L. PAVERA & Ľ. 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. & KANCZNÉ 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. & KANCZNÉ 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 kerekei, ISSN 2061-2087) ISBN 978 963 05 8746 4.
KANCZNÉ NAGY, K. & CSEHIOVÁ, A. 2020. "Az éménykeresés 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.
STRÉDL, T. 2017. Terápiák és nevelés: A terápia szocializációs hatása a nevelésben. Komárno: Univerzita J. Selyeho, 2017. 102 s. ISBN 978-80-8122-227-6.
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>. 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: 36

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: 18.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ MUV/22	**Name:** Methods of learning and research
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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: • A = 90 – 100% (100 – 90 points) - excellent, • B = 80 – 89% (89 – 80 points) - very good, • C = 70 – 79% (79 – 70 points) - good, • D = 60 – 69% (69 – 60 points) - satisfactory, • E = 50 – 59% (59 – 50 points) - pass, • FX = 0 – 49% (49 – 0 points) - fail. The student's total workload - Work Schedule: 2 credit = 60 hours: 13 hours (contact hours); 47 hours (preparation of a semester paper).	
Results of education: Educational outcomes: The fulfilment of subject requirements entails the acquisition of the following characteristics; Knowledge: 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;
Familiaríty 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,
- analizing and refering 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 kutatásmódszertan / Kálmán Anikó. - 2. vyd. - Budapest : OKKER Oktatási és Kiadói Rt., 2005. - 148 s. - ISBN 963 9228 97 4.
Kutatásmódszertan = 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: 3

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., PaedDr. Alexandra Nagyová, PhD., Katalin Kanczné Nagy, PhD.

Date of last update: 17.08.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PDI/22	**Name:** Pedagogical diagnostics
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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
• STRÉDL, T. 2013. Inkluzív pedagógia avagy a gyógypedagógiáról 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-szakmakozi-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: 65

A	B	C	D	E	FX
16.92	15.38	12.31	32.31	20.0	3.08

Teacher: prof. Dr. Krisztián Józsa, DSc., Dr. habil. Erika Kopp, PhD., Mgr. Katarína Szarka, PhD., PaedDr. Diana Borbélyová, PhD.

Date of last update: 18.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PHO/22	**Name:** Pedagogical evaluation
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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
CSAPÓ, B. et. al. (szerk.). 2015. A matematikai tudás online diagnosztikus értékelésének tartalmi keretei. Budapest: Oktatáskutató 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: Oktatáskutató 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
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
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

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: prof. Dr. Krisztián Józsa, DSc., Dr. habil. Erika Kopp, PhD., Mgr. Katarína Szarka, PhD., PaedDr. Diana Borbélyová, PhD.

Date of last update: 17.08.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PPX1/22	**Name:** Introductory pedagogical practice
Types, range and methods of educational activities: **Form of study:** **Recommended extent of course (in hours):** **Per week: For the study period:** **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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): • content: 35 points, • format: 15 points. 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)	
Results of education: Knowledge: - the student is familiar with the school's legal documents. - The student knows the pedagogical documentation of the school. Skills: - be able to find their way around school legislation and search for relevant information,	

- be able to find their way around the school's pedagogical documentation.
Competensies:
- 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.

Brief syllabus:
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.
Preparing a portfolio/reflection.

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.
HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.
PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.
SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.
Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
Štátne vzdelávacie programy
Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J. Selyeho.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 167

a	n
85.03	14.97

Teacher: PaedDr. Tamás Török, PhD.

Date of last update: 18.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PPX2/22	**Name:** Pedagogical practice 2
Types, range and methods of educational activities: **Form of study:** **Recommended extent of course (in hours):** **Per week: For the study period:** **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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)	
Results of education: 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
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
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: 66

a	n
98.48	1.52

Teacher: PaedDr. Tamás Török, PhD.

Date of last update: 18.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PPX3/22	**Name:** Pedagogical practice 3
Types, range and methods of educational activities: **Form of study:** **Recommended extent of course (in hours):** **Per week: For the study period:** **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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)	
Results of education: 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
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
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: 15

a	n
100.0	0.0

Teacher: PaedDr. Tamás Török, PhD.

Date of last update: 17.08.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PRP/22	**Name:** Profession of teaching
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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. - Student participation in assignments and involvement in analysis and discussions during lectures, - 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) - a final didactic test (50 points). Criteria for the evaluation of the essay: - presentation of a literature review (10 points), - analysis and evaluation (20 points), - drawing conclusions and formulating proposals (10 points), - elaboration (10 points). Criteria for evaluation of the educational activity project proposal: - Content (20 points) - originality (10 points) - formality (10 points) - presentation of the literature review (10 points) Total student workload: 2 credits = 60 hours - 26 hours attendance at lectures (contact hours); 17 hours self-study; 17 hours preparation of term papers. 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.	
Results of education: Knowledge - The student knows the most important exploratory methods to reveal the social situation of groups and students,	

- 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 [2022. 02. 05.]
Falus Iván (szerk.): Tanári pályaalkalmasság – kompetenciák – sztenderdek. Nemzetközi áttekintés. Eszterházy Károly Főiskola, Eger, 2011. http://epednet.ektf.hu/eredmenyek/tanari_palyaalkalmassag_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 [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 [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 [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 [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 [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 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: 77

A	B	C	D	E	FX
51.95	14.29	5.19	6.49	10.39	11.69

Teacher: prof. Dr. Attila Józsefné Katalin Ambrus, DSc., prof. Dr. András Németh, DSc., Katalin Kanczné Nagy, PhD., Dr. habil. PaedDr. Kinga Horváth, PhD., Dr. habil. Erika Kopp, PhD.

Date of last update: 18.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ RAS/22	**Name:** Family and school

Types, range and methods of educational activities:
Form of study: Lecture
Recommended extent of course (in hours):
Per week: 1 **For the study period:** 13
Methods of study: present

Number of credits: 1

Recommended semester/trimester of study: 2.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
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).

Results of education:
Knowledge:
- The student knows the details of school and family education.
- The student knows the possibilities and interactions with parents
- the student knows and current methods for problem solving and conflict management.
- The student knows current social trends in social and family difficulties
- the student knows and social inequalities and the problems they cause

Abilities:
- The student is able to independently search, compare and use relevant literary sources,
- The student is able to navigate between legal documents and search for relevant legislation,
- the student is able to manage a small social group,
- the student is able to collaborate with partner institutions of his/her school.
- The student is able to embrace family values.

Competencies:
- The student is able to use his/her theoretical knowledge in the context of the family and the school,
- the student is able to develop his/her own procedures to achieve his/her goals,
- the student is compassionate towards different social groups,
- the student is able to critically evaluate legislative documents related to his/her work,
- the student takes responsibility for solving problems related to his/her work.

Brief syllabus:

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
Cs. F. Nemes Márta: Családpedagógiai módszertan. Családi Nevelésért Alapítvány, Bp., 2001-2002.
Forward, S. (2000): Mérgező 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 problématörténete. Gondolat Kudapest, 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: 96

A	B	C	D	E	FX
58.33	12.5	13.54	9.38	1.04	5.21

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

Date of last update: 18.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ RMK/22	**Name:** Regional and minority culture
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: General conditions for taking the course: - Active participation of the student in lectures, - Participation of the student in the assignments and participation in the analysis and discussions during the 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 aimed at developing the student's intercultural and minority competences (100 points) Essay evaluation criteria: - 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 workload: 2 credit = 60 hours - 13 hours of lecture attendance; 20 hours of self-study; 27 hours of term paper preparation. The prerequisite for successful completion of the course 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)	
Results of education: 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., HOCHEL, 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:

Evaluation of subjects
Total number of evaluated students: 121

A	B	C	D	E	FX
20.66	29.75	33.06	13.22	1.65	1.65

Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Patrik Baka, PhD., PaedDr. Beáta Kiss, Mgr. Tímea Mészáros

Date of last update: 18.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ RPK/22	**Name:** Gross motor development
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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
Nádasi 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: 2

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

Teacher: Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek, Mgr. Attila Bognár

Date of last update: 17.08.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ SOV/22	**Name:** Sociology of education
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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).	
Results of education: 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. Knowledge: - Acquire the basic concepts of the sociology of education, - The student will become familiar with the details of family and school socialization, - the student will become familiar with current methods for conflict and problem solving, - the student will become familiar with current social problems - the student will become familiar with current difficulties of social inequalities Skills: - The student will be able to independently search, compare, and use relevant sources of scholarly literature, - the student is able to recognize the difficulties of education and upbringing of children coming from different social backgrounds, - The student is able to manage a small social group, - the student is able to independently analyze a variety of educational situations, - the student is able to appreciate different social values. Competencies: - The student forms his/her own opinion, thinks of himself/herself as a future teacher, - the student is able to create his/her own procedures to achieve his/her own goals,	

- 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: Kultúraközvetítés és pedagógiai értékrendszerek. Komárno: Selye János Egyetem Tanárképző Kara, 2013.
Kozma Tamás: Bevezetés a neveléssszociológiába. 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 értékközvetítés és az értékteremtés világa. MTA Pedagógiai Tudományos Bizottság, Budapest, 2016 ISSN 2062-090X.
Varga Aranka (szerk.): A neveléssszociológia 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 Neveléssszociológia, 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

Notes:

Evaluation of subjects
Total number of evaluated students: 58

A	B	C	D	E	FX
29.31	29.31	18.97	12.07	6.9	3.45

Teacher: Dr. habil. Erika Kopp, PhD., PaedDr. Beáta Kiss, Katalin Kanczné Nagy, PhD.

Date of last update: 18.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ STŽ/22	**Name:** Professional training
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week: For the study period:** 20s **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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 certifiedprofessional 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)	
Results of education: 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/

FÜLE, S. 2004. Napközi otthoni neveléstan. Budapesť : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.
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.
SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. [online]. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/>.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácia a ďalšej dokumentácii. [online]. Dostupné na internete: https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/
Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
Ostatné dokumenty:
Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho.
Az iskola, intézmény pedagógiai és egyéb dokumentációja.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 28

a	n
100.0	0.0

Teacher: Mgr. Attila Bognár, PaedDr. Peter Židek, Dr. habil. PaedDr. Beáta Dobay, PhD., Csilla Nagyová, ArtD.

Date of last update: 22.08.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ TFV/22	**Name:** Educational theory and educational philosophy
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar **Recommended extent of course (in hours):** **Per week:** 1 / 1 **For the study period:** 13 / 13 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: General requirements: • active participation, • written exam (50 point), • seminar assignments, groupwork • 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) Criteria for assessing the written essay: - Content 20 points, - Formal structure 10 points, - Literature used 20 points. 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: • A = 90 – 100% (150 – 135 point) • B = 80 – 89% (134 – 120 point) • C = 70 – 79% (119 – 105 point) • D = 60 – 69% (104 – 90 point) • E = 50 – 59% (89 – 75 point) • FX = 0 – 49% (0 – 74 point)	
Results of education: Knowledge: - The student knows and can interpret the results of recent research. - The student is able to understand and apply the results of new research in the field of education and pedagogy. - 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.	

- 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.): Kiskáté. 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 problématörténete. 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: 77

A	B	C	D	E	FX
22.08	31.17	27.27	6.49	2.6	10.39

Teacher: Dr. habil. Erika Kopp, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Dr. Attila Józsefné Katalin Ambrus, DSc., Katalin Kanczné Nagy, PhD., prof. Dr. András Németh, DSc., PaedDr. Beáta Kiss

Date of last update: 18.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ TKZ/22	**Name:** Movement culture and healthy lifestyle education
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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.	
Results of education: Knowledge: • The student is able to work with theoretical knowledge. • The student is able to develop preparedness for child and youth health practices. • The student can develop various tools to improve the mobility of children, young people and the adult population. • The student can set up specific warm-up exercises per age group. Capabilities: • The student will be able to navigate through the AOP Education area of health and physical activity. • The student has the ability to expand his or her knowledge and self-training. • The student is able to develop their own preparedness and health practices for different age groups. • The student is able to apply sentence-related knowledge in practice. Competences: • The student will be able to apply his/her knowledge in the course of his/her future work. • It can make contact not only with children, but also with parents and adults. • The student has the ability to provide professional reasons for his activity. • The student is able to implement a targeted self-training development.	

• 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, 2004Farmosi 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: 9

A	B	C	D	E	FX
44.44	44.44	0.0	11.11	0.0	0.0

Teacher: Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek, Mgr. Attila Bognár

Date of last update: 17.08.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ TPR/22	**Name:** Theory and practice of the management of educational institutions
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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.	
Results of education: Knowledge: - 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. Skills:	

- 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. Oktatásmenedzsment. 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>.
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, www.minedu.sk.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 19

A	B	C	D	E	FX
36.84	31.58	15.79	10.53	5.26	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: 17.08.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ TVD/22	**Name:** Creative workshop
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: - 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.	
Results of education: 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., VANCSURÁNÉ, 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 nyelvéig. 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: 89

A	B	C	D	E	FX
51.69	25.84	11.24	0.0	5.62	5.62

Teacher: Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.

Date of last update: 18.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ UDP/22	**Name:** Introduction to pedagogical studies
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Prerequisites for successful completion of the course: - active participation of students in lectures, - written exam (50 points), - 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. Assessment of the term paper (50 points): - content 20 points, - formal structure 10 points, - list of references 20 points. 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.	
Results of education: Knowledge: - 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. - The student is able to understand and interpret the results of recent theoretical, anthropological and historical research adequate to teacher education. - 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. Skills: - 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.	

- 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. Philippines, 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 nőtörténeti 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 problématörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184
Németh András et al: Alternatíy- és reformpedagógia a gyakorlatban 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: 173

A	B	C	D	E	FX
43.93	20.23	15.03	2.31	1.73	16.76

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: 18.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ UFIK/23	**Name:** Úvod do fínskeho jazyka a kultúry

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 1 **For the study period:** 13
Methods of study: present

Number of credits: 1

Recommended semester/trimester of study: 2., 4., 6.

Level of study: I.

Prerequisites:

Conditions for passing the subject:

Results of education:

Brief syllabus:

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 13

A	B	C	D	E	FX
46.15	15.38	15.38	0.0	0.0	23.08

Teacher:

Date of last update: 15.02.2024

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ ULK/23	**Name:** Úvod do latinského jazyka a kultúry
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 2., 4., 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject:	
Results of education:	
Brief syllabus:	
Literature:	
Language, knowledge of which is necessary to complete a course:	
Notes:	

Evaluation of subjects
Total number of evaluated students: 14

A	B	C	D	E	FX
21.43	35.71	14.29	0.0	7.14	21.43

Teacher:
Date of last update: 15.02.2024
Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ VVP/22	**Name:** General and developmental psychology
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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).	
Results of education: After completing the course the student Knowledge: - Knows the basic terminology of the subject, knows different theoretical directions. - Knows the basic concepts of general psychology, such as perception, sensation, learning, memory, attention and concentration, communication, thinking, intelligence, emotion, motivation - Knows the mechanisms of cognitive, emotional and motivational processes. - Knows and can characterize the biological, psychological and sociological aspects of ontogenetic development of all developmental. - 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). - Can translate theory into practice, familiar with progressive trends in special and applied psychology. - Familiar with methodological approaches, structure and aspects of job descriptions . Skills: - Is able to independently construct psychological criteria according to physical and mental age. - Is able to orient himself in the methods of the given problem, to apply observation schemes, sceering. - He is able to differentiate children and pupils with SEN, to follow the individual educational plan.	

- Can carry out depistication 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 Ottilia. 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. (Psychológia). 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. Fejlődéslélektan (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. Neveléslélektan. (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: 28

A	B	C	D	E	FX
21.43	28.57	28.57	17.86	3.57	0.0

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

Date of last update: 17.08.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ ZAP/22	**Name:** Introduction to academic writing

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 1 **For the study period:** 13
Methods of study: present

Number of credits: 2

Recommended semester/trimester of study: 4.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
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).

Results of education:
Knowledge:
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

Skills:

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 kutatásmódszertan / Kálmán Anikó. - 2. vyd. - Budapest : OKKER Oktatási és Kiadói Rt., 2005. - 148 s. - ISBN 963 9228 97 4.
Kutatásmódszertan = 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: 54

A	B	C	D	E	FX
40.74	16.67	27.78	12.96	0.0	1.85

Teacher: prof. Dr. Péter Tóth, PhD., PaedDr. Alexandra Nagyová, PhD., Katalin Kanczné Nagy, PhD.

Date of last update: 18.05.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ ZPP/22	**Name:** Basics of first aid and biology for teachers

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 1 **For the study period:** 13
Methods of study: present

Number of credits: 2

Recommended semester/trimester of study: 1.

Level of study: I.

Prerequisites:

Conditions for passing the subject:
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).

Results of education:
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: 17.08.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ŠSB/22	**Name:** Socio-Scientific and Pedagogical-Psychological Basis of Teaching
Types, range and methods of educational activities: **Form of study:** **Recommended extent of course (in hours):** **Per week: For the study period:** **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study:	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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.	
Results of education: Knowledge: - the student can explain the biological and social psychological aspects of the development of school-aged students, - based on the basic principles of pedagogical diagnostics, the student is able to distinguish the students' current level of personal development and developmental characteristics, - the student is able to reflect on the psychological laws of the student's learning process, - the student can identify the students' individual learning styles, - the student can assess the impact of socio-cultural determinants on the student's personal development, - 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, - the student has interdisciplinary knowledge about the developmental differences of students, which result from health or social disadvantages, - the student will be able to assess the possibilities of developing his own career in the career development system, - the student will be able to justify the choice of self-education methods.	

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: 11

A	B	C	D	E	FX
18.18	18.18	36.36	9.09	18.18	0.0

Teacher:

Date of last update: 17.08.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/Uzb/ PPC1a/23	**Name:** Supporting pedagogical practice 1
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week:** 20 **For the study period:** 260 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 1., 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions for completing the course: - active participation of the student in a teaching practice in a primary school (primary school) or a secondary school (secondary school), - participation of the student in assigned tasks and involvement in analysis and discussion during the teaching practice, - submission of a completed and validated PPC1 completion report, - Completion of observation sheets from the teaching practice in primary or secondary school: lesson observation records, - Student reflection on PPC1a. Evaluation of the submitted documents (max. 50 points): o Content page 35 points, o formal aspect 15 points. Total student workload: 1 credit = 30 hours - 20 hours of participation in the teaching practice (contact hours): of which 10 hours of hospitalization and 10 hours of analysis; 2 hours of introductory meeting; 8 hours of preparation of observation sheets and reflection. Final assessment: - passed = 50 - 100% (25 - 50 points) - not passed = 49 - 0% (0 - 24 points)	
Results of education: Knowledge: - The student is competent to observe lessons in elementary and middle school. - The student is able to document observed lessons in grade 2 elementary and middle school. - The student is able to navigate some school documents. Skills: - The student is able to identify diverse manifestations of structural elements of personality, psychological processes of the student in the teaching process and in social interactions. - The student will describe the didactic aids, communication technologies and means used in the teaching process and the possibilities of applying computers, interactive whiteboards, the	

Internet, specific teaching programmes and software, dynamic systems and interactive teaching materials and portals in teaching subjects at the 2nd level of primary and secondary school.
- It identifies teachers' teaching and communication styles and professional skills.
Competencies:
- The student is able to conceive his/her own work practices for effective observation.
- Takes a position on observed phenomena based on prior theoretical knowledge.
- Understands the relationship between the principles of teaching and the consequences - the effectiveness of learning.

Brief syllabus:
Basic attributes of observation.
Observation and evaluation of the interior and exterior of a training primary and secondary school.
Recognition and work with pedagogical documentation of the classroom.
Observation of lessons in a 2nd grade elementary school and an SHS.
Analysis of observed lessons together with the trainee teacher.
Documenting the progress of each lesson observed.
Structure of observation sheets.
Completion of observation sheets.

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
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
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: 98

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

Teacher: Mgr. Katarína Szarka, PhD., PaedDr. Tamás Török, PhD.

Date of last update: 29.11.2023

Approved by: doc. RNDr. Róbert Gyepes, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.