

CONTENS

1. Art-pedagogy-psychology, personal development course.....	165
2. Bachelor seminar.....	5
3. Bachelor's Thesis Seminar.....	20
4. Bachelor's Thesis and Defence.....	39
5. Basics of Catechetics 1.....	68
6. Basics of Catechetics 2.....	72
7. Basics of Catechetics 3.....	75
8. Basics of Catechetics 4.....	79
9. Basics of air transport.....	235
10. Basics of first aid and biology for teachers.....	228
11. Biblical Studies 1.....	23
12. Biblical Studies 1.....	26
13. Biblical Studies 3.....	28
14. Biblical Studies 4.....	31
15. Biblical Studies 5.....	34
16. Christian Education.....	92
17. Computer Hardware.....	18
18. Computer architecture.....	3
19. Computer networks.....	115
20. Computer peripherals.....	99
21. Creative workshop.....	214
22. Database Application Development.....	8
23. Database systems.....	14
24. Digital technologies in the educational process.....	149
25. Discrete Mathematics for Computer Science.....	12
26. Educational software development.....	122
27. Educational theory and educational philosophy.....	206
28. Ethical Issues in Catechetics.....	37
29. Family and school.....	191
30. Final thesis and its defence.....	94
31. Formal languages and automata.....	125
32. General and developmental psychology.....	222
33. General didactics and preparation for school observation.....	141
34. Graphics editors.....	16
35. Gross motor development.....	197
36. History of Informatics and ICT.....	10
37. Human biology and basics of first aid.....	138
38. Inclusive pedagogy.....	152
39. Informatics.....	237
40. Integrated student at school.....	155
41. Introduction to Catechetics 1.....	83
42. Introduction to Catechetics 2.....	86
43. Introduction to IT.....	135
44. Introduction to academic writing.....	225
45. Introduction to pedagogical studies.....	217
46. Introduction to poimenics.....	90
47. Introductory pedagogical practice.....	180
48. Konverzácia v anglickom jazyku.....	158

49. Konverzácia v nemeckom jazyku.....	160
50. Konverzácia v slovenskom jazyku.....	161
51. Konverzácia vo francúzskom jazyku.....	159
52. Methods of learning and research.....	169
53. Minority competencies.....	162
54. Movement culture and healthy lifestyle education.....	209
55. Multimedia application development.....	127
56. Operating systems.....	97
57. Pedagogical diagnostics.....	172
58. Pedagogical evaluation.....	176
59. Pedagogical practice 2.....	182
60. Pedagogical practice 3.....	185
61. Pedagogical software creation.....	129
62. Practical Catechetics 1.....	42
63. Practical Catechetics 2.....	45
64. Practical Catechetics 3.....	48
65. Practical Catechetics 4.....	51
66. Profession of teaching.....	188
67. Professional training.....	203
68. Programming 1.....	104
69. Programming 2.....	107
70. Programming 3.....	110
71. Programming 4.....	113
72. Programming propaedeutics.....	101
73. Regional and minority culture.....	194
74. Robotics.....	117
75. Seminar of Church History.....	55
76. Seminar of Ecclesiastics.....	58
77. Seminar of poimenics.....	64
78. Seminar of the New Testament.....	62
79. Seminar of the Old Testament.....	66
80. Seminary of Christian Denominations.....	60
81. Social, moral and legal context of computer systems development.....	119
82. Socio-Scientific and Pedagogical-Psychological Basis of Teaching.....	231
83. Sociology of education.....	200
84. Study abroad.....	121
85. Supporting pedagogical practice 1.....	233
86. Text editors.....	133
87. Theory and practice of the management of educational institutions.....	211
88. Volunteering, helping activities.....	146
89. Úvod do fínskeho jazyka a kultúry.....	220
90. Úvod do latinského jazyka a kultúry.....	221

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/AP/22	Name: Computer architecture
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 2 / 0 / 1 For the study period: 26 / 0 / 13 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 course is completed by a written examination, for which students can obtain 50% of the total number of points. During the semester, students will take two written examinations for which they can earn 30% of the total points and 20% of the points can be earned by completing a semester project. In addition to contact teaching, students prepare for practicals, prepare for written examinations, work on the semester project and prepare for the examination. A grade of A requires a minimum of 90 points, a grade of B requires a minimum of 80 points, a grade of C requires a minimum of 70 points, a grade of D requires a minimum of 60 points, and a grade of E requires a minimum of 50 points. Credit will not be awarded to a student who scores less than 50 points.	
Results of education: Knowledge: Upon completion of the course, the student will: <ul style="list-style-type: none"> - has theoretical knowledge of computer architecture, - knows the principle of operation of individual computer elements, - has a deeper knowledge of Von-Neumann architecture. Skills: Upon completion of the course, the student will: <ul style="list-style-type: none"> - is able to apply the acquired knowledge in solving practical problems, - can analyze and solve simple and more complex problems, - is able to design various logic circuits and implement them. Competences: Upon completion of the course the student: <ul style="list-style-type: none"> - can work efficiently and implement the acquired theoretical knowledge, - shows independence in solving more complex problems. 	
Brief syllabus: 1. The meaning of the term computer architecture and the significance of its different parts. 2. Boolean algebra, logical elements. 3. Logic circuits - their design and implementation. 4. Building blocks of digital systems.	

5. Computer memory, registers.
6. Data types, mathematical operations, operand types, instruction formats, addressing.
7. Arithmetic-logic unit, instruction execution (instruction cycle).
8. Bus types, principle of operation, serial and parallel buses (FSB, PCI, PCIe, HT, QPI), their characteristics, data transfers, transfer rates, character systems.
9. Programming approach to I/O, I/O operations performed in memory unit, DMA, I/O channel.
10. Interrupt system - IRQ.
11. Principles of operation of DRAM, SRAM, ROM and EEPROM.
12. Virtual computer - construction, principles of operation.
13. Intel, AMD, IBM and ARM processors, their architectures, evolution and development trends.

Literature:

1. CSERNY, L. : Mikroszámítógépek. Budapest : LSI Oktatóközpont, 2003. s. 330. ISBN 963 577 188 6.
2. SIMA D. – FOUNTAIN, T. – KACSUK, P.: Korszerű számítógép-architektúrák tervezési tér megközelítésben. Bicske : SZAK Kiadó, 1998, s. 809. ISBN 963 9131 09 1.
3. TANNENBAUM, A. S.: Számítógéparchitektúrák. Budapest : Panem Kiadó, 2001, s. 720. ISBN 963 545 282 9.
4. BENYÓ B.: Számítógép architektúrája. Szécsényi István Egyetem. Győr. 2006. <http://jegyzet.sze.hu/letolt.php?dwn=1szamitogepekar>.
5. Antal, I.: Informatikai algoritmusok I. ELTE. Budapest. 2005. <http://compalg.inf.elte.hu/~tony/Elektronikus/Informatikai/Infalg1H.xml>.

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

Hungarian or Slovak

Notes:

Student workload distribution:

- 50% - attendance at tutorials, preparation for examinations and exams,
- 50% - study of literature, preparation of term papers.

Evaluation of subjects

Total number of evaluated students: 11

A	B	C	D	E	FX
0.0	18.18	18.18	9.09	54.55	0.0

Teacher: prof. András Molnár, PhD., Ing. Ondrej Takáč, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/BS/22	Name: Bachelor seminar
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 1 / 0 For the study period: 0 / 13 / 0 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 final thesis and drafting of a part of the final thesis (10-12 pages). Attendance at the seminar is compulsory. The student will prepare part of the final thesis and submit the bibliography. The student must hand in the final paper to the tutor by the deadline. If the student does not hand in the final part of the thesis within 7 days after the deadline, he/she will not receive the credits for the course. The length of the part of the thesis to be handed in is determined by the instructor, the formal requirements are specified in the Rector's Directive 2/2021. The essay must comply with the technical rules and ethics of citation. The student's analytical-synthetic train of thought, the expression of personal opinion supported by theoretical knowledge, the definition of the problem and purpose of the essay, the way it is developed, the structure of the essay - logical structure and proportionate length of the individual sections, the work with literature and information sources (how they are selected and used), compliance with the basic formal requirements of the essay, compliance with the requirements for citation, the aesthetic and linguistic quality of the essay.	
Results of education: Knowledge: The student can: <ul style="list-style-type: none"> - list and explain the general requirements for the preparation of a final thesis, describe and characterise the content structure of the final thesis and its parts (introduction, main body, annexes), - explain the concepts of phenomenon and fact, list and describe ways of investigating educational phenomena, - to describe in more detail the basic methods of collecting and processing the data presented in the final report, - identify the basic requirements for the author of a thesis, describe and describe the model, characteristics and structure of a thesis, - list and explain the formal requirements for the final 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 an abstract from an annotation, an abstract, an abstract summary and an overview,
- explain the concepts of citation, quotation, paraphrase, compilation, plagiarism, distinguish between quotation and paraphrase, illustrate with examples the different citation and referencing techniques,
- define and interpret in their own words the basic concepts and motifs of the chosen subject area,
- know the basic terms used in the thesis,
- explain the 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 theorise the knowledge gained.

Skills:

The student can:

- write a draft of their own final thesis,
- explain the methodological rules for writing a final paper,
- define the main question and aim of the final thesis, formulating hypotheses where appropriate,
- plan a timetable for the preparation of the final thesis, including the content,
- work with literature (primary and secondary sources), search for information in library information databases,
- prepare the text of the final thesis, based on the knowledge acquired, by formulating ideas logically and accurately, creating a quality abstract, writing an introduction and conclusion, taking into account the criteria given,
- presenting 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 through critical analysis and formulate their practical implications,
- critically analyse, reassess and apply the knowledge acquired in practice,
- present, discuss and argue their own knowledge in relation to the intended purpose of the thesis,
- be able to write a thesis on a chosen topic
- apply a critical approach,
- apply the principles of copyright, scientific ethics and relevant ISO and STN standards in the conduct of research

Competences:

The student:

- become aware of the importance of respecting academic ethics and the ethical implications for their own student and future teaching,
- act in accordance with the rules of good conduct,
- has mastered the basics of social appearance, and is dressed appropriately for the state examination,
- observes the ethical principles of summoning,
- 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 final thesis in the SJE guidelines.
2. A concise description of the final thesis.
3. The importance of the final thesis
4. Selection of the topic for the final paper.
5. Preparation of a selected bibliography for the thesis.
6. Tasks and objectives of the final thesis.
7. Choosing the appropriate citation.
8. Content of the final thesis.
9. Formulating a strategy for the development of each section (chapter).
10. Working with textbooks and journals.
11. Use of the Internet and online publications.
12. preparing and carrying out the research, preparing the defence of the final thesis.

Literature:

1. ISO STN 690: Dokumentácia - Bibliografické odkazy – Obsah, forma a štruktúra. 1998.
2. KATUŠČÁK, D.: Ako písať záverečné a kvalifikačné práce. Nitra : Enigma, 2008, s. 164. ISBN 978 80 89132 45 4.
3. KIMLIČKA, Š.: Ako citovať a vytvárať zoznamy bibliografických odkazov : podľa noriem ISO 690 pre „klasické“ aj elektronické zdroje. Bratislava : Stimul, 2002, s. 82. ISBN 80-889-82-57-X.
4. Vnútorne predpisy UJS o záverečných prácach (zásady obsahovej náplne, štruktúra a formálna úprava záverečných prác). Dostupné v akademickom informačnom systéme univerzity: <https://ais2.ujs.sk> .

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

Hungarian or Slovak

Notes:

Percentages for each task:

Work done in seminars: 20 %.

Seminar paper: 80 %.

The student must complete at least 50 % of all assignments.

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. RNDr. Tibor Kmet', CSc.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ DBAU/22	Name: Database Application Development
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 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, students solve practical problems for which they can get 50 points. At the end of the semester, students will complete a term project for which they may receive 50 points. A grade is at least 90 points, B grade is at least 80 points, C grade is at least 70 points, D grade is at least 60 points and E grade is at least 50 points. A student who scores less than 50 points cannot receive credit.	
Results of education: Educational results - knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • After completing the subject, the student knows the basic principles of creating dynamic websites and applications, • They will gain knowledge about the potential uses, advantages and disadvantages, as well as the use of professional terminology. Learning outcomes - skills: After completing the subject, the student: <ul style="list-style-type: none"> • capable of creating a web application with a database connection • to establish a connection between the client and the server. • for application creation, login, user management, • can design web application architecture independently, • implements the server and client part, as well as the communication protocols between the components. Educational results - competences: After completing the subject, the student: <ul style="list-style-type: none"> • After completing the course, the student is able to create interactive web applications. • They can use their knowledge as a web developer, as a developer of a complete web solution (full-stack developer), • Able to create web database solutions and develop administration pages or company websites, for the development of an information visualization system, for the display of aggregated information. 	
Brief syllabus:	

1. Application creation process, users, requirements, specifications.
2. Design of actors, objects, data identification, individual-relationship diagram.
3. Relational database design, relational database management, database implementation.
4. Identification and representation of processes, determination of the necessary source data.
5. Translation of queries into the language of the database system.
6. Definition of input requirements, implementation, implementation with the help of forms.
7. Preparation of summaries, statistics, complex queries.
8. Making a report.
9. System debugging with additional functions of the database system.
10. Creating macros.
11. Making an offer.
12. Setting up and managing user access.
13. System integration.

Literature:

1. MILES, R. (2019). C# Programming. Yellow Book "Cheese" Edition 8.1.
2. NAKOV, S. et al (2013). FUNDAMENTALS OF COMPUTER PROGRAMMING. WITH C#. Sofia ISBN 978-954-400-773-7.
4. BÁRTFAI, B. – BUDAVÁRI, O.: Adatbázis-kezelés. BBS-INFO Kft., 2002. - 138 s. - ISBN 9630034441.
5. RESCA, S. (2019). Hands-On RESTful Web Services with ASP.NET Core 3: Design production-ready, testable, and flexible RESTful APIs for web applications and microservices. ASIN: B07MXLQR34
6. KOLOSZÁR, L. – TÓTH, Zs.: Adatbázis-kezelés. Nyugat-magyarországi Egyetem, 2012.
7. https://baranyilaszlozsolts.com/pciskola/Adatbazis_80.o.pdf

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

Hungarian or Slovak

Notes:

Distribution of student workload:

60% - attending classes, studying at home and preparing for exams,

40% - study of professional literature, practice of acquired knowledge, work on practicals assignments, preparation of semester work.

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: Dr. habil. Attila Elemér Kiss, CSc., László Marák, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/DEI/22	Name: History of Informatics and ICT
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 2 / 0 For the study period: 0 / 26 / 0 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Over the course of the semester, students study the history of computing and computer science from relevant book sources and the Internet. There are 2 quizzes during the semester that each student must take. The course ends with an exam. Grading is determined by the average of the 2 tests, each of which a student must pass at least 50% to be admitted to the exam. The student is classified according to the average obtained in the tests (50%) and the exam (50%). A score of at least 90% is required for a grade of A, at least 80% for a grade of B, at least 70% for a grade of C, at least 60% for a grade of D, and at least 50% for a grade of E. Credit will not be awarded for a course if the student is not at least 50% successful.	
Results of education: Knowledge: Students will know the tools and methods used to store and organize data in the development of computer science and computing. They know the history of computing, computers and computer science. Students know the basic principles of operation and basic concepts of not only computers but also their peripherals. They know the personalities who have contributed substantially to the development of computer science, computing and information and communication technologies not only on a global but also on a national scale. Skills: Upon successful completion of the course, students will be prepared to recognize and use the methods and tools they have learned and will be able to learn about new developments. They will be able to work independently, study the literature, present results and critically evaluate them. Competences: Upon successful completion of the course, students will be prepared to teach the methods and use the tools they have learned. They understand the links between the development of the underlying fields of computer science and computing itself.	
Brief syllabus: 1. The development of counting from antiquity to the Middle Ages (tools used). 2. Demonstration of mechanical devices supporting the performance of the four basic operations (modern era). 3. Demonstration of mechanical devices supporting the performance of the four basic operations (recent era).	

4. The transmission system invented by Charles Babbage.
5. Computing tools developed in the early 20th century.
6. Electromechanical devices used during World War II.
7. The first computer developed by John von Neumann.
8. The computer generation.
9. Punch plate, punch tape, method of entering all data.
10. Magnetic data storage, magnetic tape, HDD, optical data storage.
11. Development of processors, increasing computing capacity.
12. Data display modes (cathode ray tube monitors, needle printers, dot matrix and serial printers)

Literature:

1. STOFFA, V. a kol. Az informatika alapjai I. (Základy informatiky I.) 1. vyd. Komárno : Univerzita J. Selyeho, 2007. 369 s. ISBN 978-80-89234-29-5
2. STOFFOVÁ, V. a kol. Informatika, informačné technológie a výpočtová technika. Terminologický a výkladový slovník. Nitra : FPV UKF, 2001. 230 s. ISBN 80-8050-450-4.
3. ZELENÝ, J. – MANNOVÁ, B. Historie výpočetní techniky. Praha : Scientia, 2006. 184 s. ISBN 80-86960-04-8.
4. STOFFA, V.: Információs és kommunikációs technológiák a gyakorlatban I. Komárno 2008, Valeur, 321 str. ISBN 978 80 89234 69 1.
5. STOFFA, V.: Informačné a komunikačné technológie v praxi I. Komárno 2008, Valeur, 321 str. ISBN 978 80 89234 69 1.
6. KATONA GYULA Y. : A számítástudomány alapjai. Typotex Elektronikus Kiadó Kft., 2002, 192 s. ISBN 963 9326 24 0.
7. ZWETLER, O. – NEČAS, C. Dejiny věd a techniky I. Brno : MU, 1992. 97 s. ISBN 80-210-0401-0.
8. DLUHOŠ, J. – VALA, M. Vybrané kapitoly z dejín techniky. Ostrava : PdF OU, 1996. 61 s. ISBN 80-7042-112-6.
9. HOUDEK, F. Objevy a vynálezy tisíciletí. Praha : NLN, 2002. 456 s. ISBN 80-7106-475-0.
10. PATURI, F. Kronika techniky. Bratislava : Fortuna Print, 1993. 654 s. ISBN 80-7153-065-4.
11. REID, S. Vynálezy a objevy. Ostrava : Blesk, 1994. 128 s. ISBN 80-85606-52-6.
12. ZEITHAMMER, K. Vývoj techniky. 2. vyd. Praha : ČVUT, 1998. 274 s. ISBN 80-01-01725-7.

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

Hungarian or Slovak

Notes:

Distribution of students' workload:

40% - participation in classes, preparation for examinations and exams, 60% - study of literature, preparation of term papers.

Evaluation of subjects

Total number of evaluated students: 15

A	B	C	D	E	FX
0.0	0.0	13.33	53.33	33.33	0.0

Teacher: PaedDr. Márk Csóka, Dr. habil. Dr. Gábor Kiss, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ DMI/22	Name: Discrete Mathematics for Computer Science
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 2 / 1 / 0 For the study period: 26 / 13 / 0 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, students work independently on homework in online system weBWoRK, for which they can receive a total of 30 points. The course is finished by an exam where it is possible to obtain 70 points. For assessment A should be obtained at least 90 points, for assessment B at least 80 points, for assessment C at least 70 points, for assessment D at least 60 points, for assessment E at least 50 points.	
Results of education: Educational outcomes - skills: At the end of the course, students will know the basic mathematical tools necessary to complete the theoretical informatics courses. Educational outcomes - competencies: At the end of the course, students will know the relevant knowledge from discrete mathematics for teaching computer science in primary and secondary school level.	
Brief syllabus: 1. Introduction to the Discrete Mathematics, Peano axioms, principle of Mathematical induction. 2. Set Theory – basic terms, set operations. 3. Relations and mappings, composition of mappings, equivalence relation. 4. Combinatorics – combinations and variations (with and without repetition). 5. Permutations (with and without repetition), combinatorial identities. 6. Binomial and Polynomial theorem, Inclusion–exclusion principle 7. Propositions and logical operations, tautologies. 8. Boolean algebra – binary Boolean functions, realization of Boolean functions by formulas, Equivalence of Boolean formulas, properties of elementary Boolean functions, principle of duality. 9. Canonic form of Boolean functions, full disjunctive normal form, Minimization of Boolean functions. 10. Divisibility, the fundamental theorem of arithmetic, euclidean algorithm 11. Properties of prime numbers, solving linear diophantine equations 12. Elementary graph theory	
Literature: 1. JABLONSKIJ, S. V.: Úvod do diskkrétnej matematiky. Bratislava : Alfa, 1984., 278 s.	

2. JABLONSKIJ, S. V. a kol.: Diszkrét matematika a számítástudományban. Budapest : Műszaki
3. Könyvkiadó, 1980. 354 s. ISBN 978-963-1025-99-3
4. SZENDREI, Á.: Diszkrét matematika. Szeged : Polygon, 1998. 380 s. ISSN 1417-0590.
5. LOVÁSZ, L. – VESZTERGOMBI, K. – PELIKÁN, J.: Diszkrét matematika. Budapest :
6. Typotex, 2006. 292 s. ISBN 978-963-9664-02-9.
7. Csabina, Zoltánné: Matematika példatár 1.: Halmazelmélet, sorozatok
8. (https://dtk.tankonyvtar.hu/xmlui/bitstream/handle/123456789/8037/0027_MAT1.pdf?sequence=1)
9. Combinatorics: An Intuitive Introduction (<https://www.probablisticworld.com/intuitive-introduction-combinatorics/>)

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

Hungarian or Slovak

Notes:

Students' load distribution:

40% - direct teaching, preparation for the exam

60% -study of teaching materials, work on homework

Evaluation of subjects

Total number of evaluated students: 11

A	B	C	D	E	FX
0.0	18.18	18.18	9.09	45.45	9.09

Teacher: doc. RNDr. József Bukor, PhD., RNDr. Štefan Gubo, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ DS1/22	Name: Database systems
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 0 / 2 For the study period: 13 / 0 / 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, students write two written papers, which are evaluated as a percentage. Students must achieve a score of at least 50% for both written papers in order to take the exam. During the semester, students work independently on a semester assignment or project (database management assignment). The combined exam consists of a written and oral part. To pass the exam, students must achieve at least 50% in the oral exam. The students are classified based on the obtained average, which includes the continuous performance of the semester, the work of the semester project and the result of the exam. A grade is at least 90 points, B grade is at least 80 points, C grade is at least 70 points, D grade is at least 60 points and E grade is at least 50 points. A student who scores less than 50 points cannot receive credit.	
Results of education: Educational results - knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • knows terms related to databases and their management. • knows the characteristics of different database systems, the design of relational databases, the SQL language, the principles of creating forms and reports. Learning outcomes - skills: After completing the subject, the student: <ul style="list-style-type: none"> • knows how to manage, use, query and create database systems. Educational results - competences: After completing the subject, the student: <ul style="list-style-type: none"> • able to solve data management tasks using a database management system, formulate queries, prepare reports and forms. 	
Brief syllabus: <ol style="list-style-type: none"> 1. Basic concepts of database management, SQL language. 2. Relational data model, one-table SQL query. 3. Diagram of Entity-relationships, one-table complex queries in SQL. 4. Conversion of the diagram of relations into a relational database scheme, SQL query aggregation. 5. Normal forms, functional dependencies, multi-table SQL queries. 	

6. Decomposition into normal form, SQL queries using subqueries.
7. Creating databases, handling null values in SQL.
8. Updating data in SQL.
9. Management of access privileges and transactions.
10. Use of a database management system, data entry.
11. Use of a database management system, querying data.
12. Use of a database management system, creating forms.
13. Use of a database management system, creating reports.

Literature:

1. BALÁZS, P. – NÉMETH, G.: Adatbázisok. [Digitális Tankönyvtár]. Online dostupné: <https://dtk.tankonyvtar.hu/xmlui/bitstream/handle/123456789/13212/adatbazisok.pdf>
2. BÁRTFAI, B. – BUDAVÁRI, O.: Adatbázis-kezelés. BBS-INFO Kft., 2002. - 138 s. - ISBN 9630034441.
3. RESCA, S. (2019). Hands-On RESTful Web Services with ASP.NET Core 3: Design production-ready, testable, and flexible RESTful APIs for web applications and microservices. ASIN: B07MXLQR34
4. KOLOSZÁR, L. – TÓTH, Zs.: Adatbázis-kezelés. Nyugat-magyarországi Egyetem, 2012.
5. https://baranyilaszlozsolts.com/pciskola/Adatbazis_80.o.pdf

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

Hungarian or Slovak

Notes:

Distribution of student workload:

50% - participation in lessons, preparation for background checks and exams,

50% - study of professional literature, practice of acquired knowledge, work on practicals assignments, preparation of semester work.

Evaluation of subjects

Total number of evaluated students: 3

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

Teacher: Dr. habil. Attila Elemér Kiss, CSc., László Marák, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ GED/22	Name: Graphics editors
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 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, students' activity on the laboratory exercises is evaluated (with maximum score of 25 points). During the semester, students independently work on 3 semester projects (Paint.NET, Gimp and Inkscape), for which a total of 75 points can be obtained. The output of each project should be a tutorial. At the end of the semester, the students submit the finished tutorials in the form of a video together with documentations in text files, and these are evaluated. To receive grade A in the course, student must obtain at least 90 points, for grade B at least 80 points, for grade C at least 70 points, for grade D at least 60 points and for grade E at least 50 points. Credits will not be given to a student who obtain less than 50 points.	
Results of education: Knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • has practical knowledge of raster graphics and vector graphics. Skills: <ul style="list-style-type: none"> • is able to use raster and vector graphics editors at an advanced level, • is able to edit digital photography, work with tools, layers, filters, adjustments and effects, • knows the rules of creation of documentations for semester projects. Competencies: <ul style="list-style-type: none"> • is able to work independently and efficiently with graphics editors. 	
Brief syllabus: <ol style="list-style-type: none"> 1. Basic terms of Computer graphics – vector and raster graphics, graphics file formats. 2. Raster graphics, overview of raster graphics editors (Paint.NET, Gimp). 3. Environment of the graphics editor: design area, grid, tool palette, status line, color palette, selection tools. 4. Work with drawing tools: paintbrush, pencil, eraser, magic wand, paint bucket, clone stamp, recolor, text tool. Drawing filled and unfilled rectangles (squares) and ellipses (circles). 5. Selection tools: rectangle select, ellipse select, operations on selections. Object selection and deselection, resize, translation, rotation, crop. 6. Work with text: inserting and editing text. 	

7. Work with layers: add and delete layers, layer selection, layer properties, changing the order of layers.
8. Raster image creation and processing.
9. Digital photo editing.
10. Work with adjustments and effects. Installing new plugins.
11. Vector graphics, overview of vector graphics editors (Inkscape).
12. Vector image creation and processing.
13. 3D graphics, overview of 3D graphics editors (Blender).

Literature:

1. TAKÁČ, O.: A számítógépes grafika. Komárno : Univerzita J. Selyeho, 2016. 370 s. ISBN 978-80-8122-182-8.
2. SZIRMAY-KALOS, L.: Számítógépes grafika. Budapest : ComputerBooks. 2003, 334 s. ISBN 978-963-6182-08-6.
3. NĚMEC, P.: GIMP 2.8 : Uživatelská příručka pro začínající grafiky. Brno : Computer Press, 2013. 272 s. ISBN 978-80-251-3815-1.
4. ŠIMČÍK, P.: Inkscape : Praktický průvodce tvorbou vektorové grafiky. Brno : Computer Press, 2013. 296 s. ISBN 978-80-251-3813-7.
5. BELAN, A.: Blender - malý úvod do 3D modelovania a animácie. Bratislava, 2008. Dostupné na: <http://www.smnd.sk/anino/moje/blender/Blender.pdf>
6. Paint.NET, <https://forums.getpaint.net/>
7. Gimp, <https://www.gimp.org/tutorials/>
8. Inkscape, <https://inkscape.org/forums/>

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

Hungarian or Slovak

Notes:

Distribution of the student's workload:

35% of the workload - direct teaching, preparation for laboratory exercises.

65% of the workload - studying the literature, practicing the acquired knowledge, work on the semester projects.

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: RNDr. Štefan Gubo, PhD., PaedDr. Márk Csóka

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/HW/22	Name: Computer Hardware
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 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: There will be one written examination for 40 points during the semester. In seminars, students' active approach will also be assessed for 20 points. A grade of A requires at least 90% points, a grade of B requires at least 80% points, a grade of C requires at least 70% points, a grade of D requires at least 60% points, and a grade of E requires at least 50% points. Credit will not be awarded to a student who scores less than 50% on the written examination.	
Results of education: Knowledge: After completing the course, the student knows the basic principles of logic circuits. The student knows the basic logic operators and logic modules. The student knows the internal components of computers and the operation of basic components such as the arithmetic and logic unit, control unit and memory. The student knows the basic differences between different architectures. Skills: After completing the course, the student is able to design simple logic circuits using simulation programs. The student is able to implement simple logic modules, memory modules, comparators and registers. Competencies: After completing the course, the student is proficient in the theory of logic circuits, is familiar with the internal components of computers, and is proficient in understanding the basic functions of the components. The student can recognize the differences between different architectures and is aware of the advantages and disadvantages of each architecture.	
Brief syllabus: 1. Current, voltage, charged particles, electrical resistance, semiconductors and semiconductor components. 2. Fundamentals of logic circuits, diodes and transistors 3. Logic circuits. Binary logic operators. 4. Electrical implementation of logic circuits 5. Computer memory, D-Latch, Enabler, Register, Shift Register, Memory addressing 6. Computer bus, bus communication 7. Combination of logic gates, logic modules, addition module (ADD), comparison module (CMP) 8. Arithmetic and logic unit	

9. Computer frequency, oscillator and timer, stepper
10. Control unit and instructions
11. Four basic types of instructions (arithmetic and logic instructions, instructions to manipulate the address of the current JMP instruction, comparison instructions, load and dump instructions)
12. Alternative architectures for general-purpose graphics processing units GPGPUs
13. Alternative architectures of user-programmable FPGA logic member arrays

Literature:

1. SCOTT, J. (2009). But how Do it Know?: The Basic Principles of Computers for Everyone. John C. Scott.
2. RAJEWSKI, J. (2017). Learning FPGAs (2017). O'Reilly Media, Inc. ISBN: 9781491965498.
3. SANDERS, J. - KANDROT, E. (2010), CUDA by Example: An Introduction to General-Purpose GPU Programming. Addison-Wesley Professional. ISBN: 9780132180160.

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

Hungarian or Slovak

Notes:

Student workload distribution:

- 50% - attendance at tutorials, preparation for revision and exam,
- 50% - studying literature, practicing the acquired knowledge.

Evaluation of subjects

Total number of evaluated students: 24

A	B	C	D	E	FX
29.17	20.83	29.17	4.17	12.5	4.17

Teacher: prof. András Molnár, PhD., prof. Sándor Szénási, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

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

Skills:

The student will be able to:

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

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

Kompetencie:

Študent

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

Brief syllabus:

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

Literature:

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

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

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

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

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

Hungarian language, Slovak language

Notes:

Evaluation of subjects

Total number of evaluated students: 1

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

Teacher:

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

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

Sub-discipline: Practical Knowledge of the New Testament 1

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

Literature:

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

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

Hungarian language, Slovak language

Notes:

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

Evaluation of subjects

Total number of evaluated students: 7

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

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

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

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

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

Sub-discipline: Bible Seminar 2

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

Literature:

Karasszon, I., Ószövetségi ismeretek. SJE, Komárom, 2006.

Soggin, A. J., Bevezetés az Ószövetségbe. Kálvin kiadó, Budapest, 1999.

Rózsa, Huba, Az Ószövetség keletkezése II.(3.kiad.) Szent István Társulat, Budapest, 2002.

Bándy, J., Úvod do Starej zmluvy. UK, Bratislava, 2003.

Zenger, E., Einleitung in das Alte Testament.Kohlhammer, Stuttgart-Berlin-Köln, 2001

Bándy, Gy., Bevezetés az Újszövetségbe. SJE, Komárom, 2008 SJE, Komárom, 2008. ISBN 978 80 89234 50 9.

Bolyki, J., Újszövetségi bevezetéstán. Budapest, 1990

Schweizer, E., Teológiai bevezetés az Újszövetségbe. Kálvin kiadó, Budapest, 2004 ISBN 9633009774.

Kocsis, I., Bevezetés az Újszövetség kortörténetébe és irodalmába I. Szent István Társulat, Budapest,2010. ISBN 9789632771687.

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

Hungarian Language, Slovak Language

Notes:

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

Evaluation of subjects

Total number of evaluated students: 5

A	B	C	D	E	FX
0.0	20.0	60.0	0.0	0.0	20.0

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

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

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

Brief syllabus:

Sub-discipline: introduction to the Old Testament 1

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

Sub-discipline: Introduction to the New Testament 1

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

Sub-discipline: Bible and Catechesis 1

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

Literature:

Odporúčaná literatúra:

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

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

Hungarian language, Slovak language

Notes:

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

Evaluation of subjects

Total number of evaluated students: 2

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

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

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

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

Brief syllabus:

Sub-discipline: introduction to the Old Testament 2

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

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

Sub-discipline: Introduction to the New Testament 2

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

Sub-discipline: Bible and Catechesis 2

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

Literature:

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

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

Hungarian language, Slovak language					
Notes: The course includes the following sub-disciplines: Introduction to the Old Testament 2 Introduction to the New Testament 2 Bible and Catechesis 2					
Evaluation of subjects Total number of evaluated students: 2					
A	B	C	D	E	FX
50.0	50.0	0.0	0.0	0.0	0.0
Teacher: prof. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD., ThDr. Lilla Szénási, PhD., Mgr. György Csík, PhD.					
Date of last update: 19.05.2023					
Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.					

INFORMATION SHEET

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

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

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

Competencies:

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

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

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

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

Brief syllabus:

Sub-discipline: Old Testament contemporary history

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

II. The test in the probationary period.

Sub-discipline New Testament contemporary history

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

II. The test in the probationary period.

Sub-discipline Ecumenics

Week 1: Course Objectives.

Week 2: Scripture and tradition in ecumenism.

Week 3: The life of the early Christian congregations.

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

Week 5: Ecumenical synods.

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

Literature:

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

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

Hungarian language, Slovak language

Notes:

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

Evaluation of subjects

Total number of evaluated students: 1

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

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

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

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

Literature:

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

https://medit.lutheran.hu/files/kodacsy_simon_eszter_ertelmes_szivvel.pdf

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

http://refpedi.hu/lapozo/Napjaink_etikai_kerdesei-pdf/docs/Napjaink_etikai_kerdesei-pdf.pdf?reload=1504695393555

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

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

[A_serdulokor_etikai_kerdesei_Etika_kiegeszito_modul/#page=1](http://refpedi.hu/lapozo/HittanModulfuzet-A_serdulokor_etikai_kerdesei_Etika_kiegeszito_modul/#page=1)

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

Hungarian language, slovak language

Notes:

Evaluation of subjects

Total number of evaluated students: 1

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

Teacher: ThDr. Lilla Szénási, PhD.

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

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

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

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

Results of education:

Knowledge:

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

Competences:

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

Competences:

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

Brief syllabus:

The procedure for defending the final paper is as follows:

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

<p>A copy of the thesis and its electronic presentation will be provided to the student during the presentation. The student will present the paper independently for a minimum of 10 minutes. He/she may use computer tools. The final thesis is available to the committee before and during the examination.</p>					
<p>Literature: KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004. Current Rector's Directive on editing, registration, access and archiving of theses and dissertations at J. Selye University - available at https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf</p>					
<p>Language, knowledge of which is necessary to complete a course: Hungarian language, Slovak language</p>					
<p>Notes:</p>					
<p>Evaluation of subjects Total number of evaluated students: 1</p>					
A	B	C	D	E	FX
0.0	0.0	100.0	0.0	0.0	0.0
<p>Teacher:</p>					
<p>Date of last update: 19.05.2023</p>					
<p>Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.</p>					

INFORMATION SHEET

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

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

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

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

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

Competencies:

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

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

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

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

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

Brief syllabus:

Sub-discipline: Church music 1.

Music Introduction.

- 1 Technique of correct singing. Peculiarities of the children's singing voice.
2. Singing material for preschool children I. ("Vígán énekelj az Úrnak!" nos. 4, 7, 11, 19, 28)
3. Singing material for pre-school children II ("Vígán énekelj az Úrnak!" Nos 32, 42, 45, 52, 56)
4. Singing material for pre-school children III ("Vígán énekelj az Úrnak!" Nos 64, 65, 66, 76, 81, 85)
5. Simple musical instrumentation of preschool children's songs.
6. Singing material for pupils in Grade I ("Isten tenyerén" Nos. 1-7)
7. Singing material for pupils of 1st grade II ("Isten tenyerén " No. 8-14.)
8. Singing material for pupils of 1st grade III ("Isten tenyerén" Nos. 15-20.)
9. Simple musical instrumentation of children's songs for pupils of 1st grade.
10. Singing material for pupils of 2nd grade I. ("Istennel az úton" No. 1-7.)
11. Singing material for pupils of 2nd grade II ("Istennel az úton", Nos. 8-14.)
12. Singing material for pupils of 2nd grade III ("Istennel az úton", Nos. 15-20.)
13. Simple musical instrumentation of children's songs for 2nd grade pupils.

Sub-discipline: Sources of catechetical work 1

Religious education and interpretation of religion.

History of religious education.

Trends in religious education.

Interpretation of religious education.

Introduction to the Bible.

Introduction to church history

Introduction to dogmatics

Introduction to ethics

Introduction to church life

Introduction to the Christian religions

Introduction to psychology

Introduction to the philosophy of religion.

Summary

Literature:

Vígan énekelj az Úrnak! / Képzési segédanyag RPI képzésekhez, óvodapedagógusok és katechéták számára – Budapest : RPI, 2016 http://rpi.reformatus.hu/hatteranyagok/tanari_s/Ovodai_enekgyujtemeny_2016.pdf

Isten tenyerén : Református hittan tankönyv 1. osztályos tanulók részére / Bölcsföldiné Türk Emese, Szénási Lilla, Szászi Andrea. - Rimaszombat, 2018. - ISBN 978-80-972985-0-0. http://refpedi.hu/lapozo/egyhazi_beliv_100_szazalekos_2018/

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

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

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

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

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

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

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

Hungarian language, Slovak language

Notes:

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

Sources of catechetical work 1.

Evaluation of subjects

Total number of evaluated students: 7

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

Teacher: Mgr. Kinga Süll, PhD.

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

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

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

Competencies:

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

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

Brief syllabus:

Sub-discipline: church music 2

1. Music Introduction.

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

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

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

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

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

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

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

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

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

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

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

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

Sub-discipline: Sources of catechetical work 2

Play, board games.

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

Religious education- group play.

Types of games.

Play as therapy.

Christian board games for different ages: Kezes-lábas

Logisztory/Logisztory-Reformáció

Tálentumok

Úton-útfélen

Community building games.

Making the game Double

Presentation of a biblical board game of your own design.

Literature:

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

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

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

Hungarian language, Slovak language

Notes:

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

Evaluation of subjects

Total number of evaluated students: 6

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

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

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

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

The student will be able to organize and lead youth events

Competencies:

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

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

Brief syllabus:

Sub-discipline: church music 3

1. Music Introduction. The peculiarities of the singing voice of children and young people. Technique of correct singing.

2. Singing material for pupils of the 6th grade I. ("Isten világosságában" Nr. 1-7.)

3. Singing material for pupils of the 6th grade II ("Isten világosságában" Nr. 8-14.)

4. Singing material for pupils of the 6th grade III. ("Isten világosságában" Nr. 15-20.)

5. Simple musical instrumentation of children's songs for 6th grade pupils.

6. Singing material for pupils of the 7th grade I. ("Isten vonzásában" Nr. 1-7.)

7. Singing material for pupils of the 7th grade II ("Isten vonzásában" Nr. 8-14.)

8. Singing material for pupils of the 7th grade III. ("Isten vonzásában" Nr. 15-19.)

9. Simple musical instrumentation of children's songs for 7th grade pupils.

10. Singing material for pupils of 8th grade I. ("Isten igéjének tükrében" Nr. 1-7.)

11. Singing material for Grade 8 pupils II ("Isten igéjének tükrében" Nr. 8-14.)

12. Singing material for Grade 8 pupils III ("Isten igéjének tükrében" Nr. 15-20.)

13. Simple musical instrumentation of children's songs for 8th grade pupils.

Sub-discipline: Sources of catechetical work 3

1. Youth Mission.

2. The personal and professional approach of mission workers.

3. Evangelization.

4. Organization of youth ministry.

5. Diakonia as youth ministry.

6. Film club.

7. Youth choir.

8. Sports activities.

9. Organised leisure time for young people.

10. Organisation of summer camps.

11. Organization of prayer meetings.

12. Creative spirituality,

13. Presentation of written works of students.

Literature:

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

http://refpedi.hu/lapozo/Hittan-6_TK_2017_PRESS/

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

http://refpedi.hu/lapozo/7_HITTANKONYV_BELIV_2017_PRESS/

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

http://refpedi.hu/lapozo/8_TK_2017_PRESS/

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

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

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

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

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

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

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

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

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

Hungarian language, Slovak language

Notes:

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

Sources of catechetical work 3

Evaluation of subjects

Total number of evaluated students: 2

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

Teacher: Mgr. Kinga Süll, PhD.

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

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

The student will be able to conduct religious education classes.

Competencies:

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

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

Brief syllabus:

Sub-discipline: Church music 3

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

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

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

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

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

6. Advent and Christmas hymns.

7. Easter and Passover hymns.

8. Pentecost songs.

9. Simple musical instrumentation of holiday songs.

10. Songs of other religious festivals.

11. Morning and evening hymns, table blessings.

12. Youth hymns in the Reformed hymnal.

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

Sub-discipline: Principled Catechetics

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

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

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

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

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

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

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

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

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

Literature:

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

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

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

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

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

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

Hungarian language, Slovak language

Notes:

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

Evaluation of subjects

Total number of evaluated students: 2

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

Teacher: Mgr. Kinga Süll, PhD.

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

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

Written assignments to be prepared and presented by the students:

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

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

Presentation of 3 excerpts of your choice from recommended authors.

Literature:

Recommended reading:

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

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

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

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

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

Helios Mann:

Recommended reading:

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

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

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

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

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

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

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

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

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

Excerpts:

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

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

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

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

Hungarian language, Slovak language

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher:

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

Brief syllabus:

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

Literature:

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

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

Hungarian language, Slovak language

Notes:**Evaluation of subjects**

Total number of evaluated students: 0

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

Teacher:

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

2. Orthodox Church, 3. The Roman Catholic Church, 4. Evangelical Church, 5. Reformed Church, 6. Student presentations, 7. Baptist Fellowship, 8. Adventist Church, 9. Pentecostal Church, 10. Student presentations, 11-12. New Protestant small churches, 13. Presentation by students												
Literature: Helmuth von Glasenapp: Az öt világvallás, Budapest : Gondolat, 1987. - 524 s. - ISBN 963 281 732 X Szimonidesz Lajos: A világ vallásai II. : Zsidóság és kereszténység - 1. vyd. - Budapest : Dante Kiadó. - 318 s. Pál Beáta: Keresztyén felekezetek, Budapest, Református Pedagógiai Intézet, Kálvin Kiadó, 2016, http://refpedi.hu/lapozo/Keresztyen_felekezetek_vilaga_2016/												
Language, knowledge of which is necessary to complete a course: Hungarian language, Slovak language												
Notes:												
Evaluation of subjects Total number of evaluated students: 0												
<table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>	A	B	C	D	E	FX	0.0	0.0	0.0	0.0	0.0	0.0
A	B	C	D	E	FX							
0.0	0.0	0.0	0.0	0.0	0.0							
Teacher: ThDr. Lilla Szénási, PhD.												
Date of last update: 19.05.2023												
Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.												

INFORMATION SHEET

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

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

Brief syllabus:

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

Literature:

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

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

Hungarian language, Slovak language

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher:

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

Brief syllabus:

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

Literature:

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

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

Hungarian language, Slovak language

Notes:**Evaluation of subjects**

Total number of evaluated students: 0

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

Teacher:

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

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

Literature:

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

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

Hungarian language, Slovak language

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: prof. ThDr. István Karasszon, PhD.

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

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

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

Skills:

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

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

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

Competencies:

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

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

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

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

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

Brief syllabus:

Sub-discipline: church history 1

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

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

3. The apostolic fathers and apologists

4. Church Fathers.

5. Persecution of Christians in the Roman Empire.

6. 1. written test.

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

8. Dogmatic struggles and the Third

IV Ecumenical Council.

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

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

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

12. Summary

13. 2nd Written test.

Religious Studies 1.

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

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

3. Religion in the history of human society

4. Religious studies and theology

5. Religious systems: dynamism, animism

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

7. Religious systems: henotheism, monotheism and atheism

8. Religious concepts.

9. Holy Persons

10. Holy times

11. Holy sayings and scriptures

12. Religion and Nation

13. Types of world religions- 2nd written test

Sub-discipline: History of Catechesis

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

Literature:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1337-6519.

Czinke Tímea: A katekézis nemzetmegtartó ereje a Szlovákiai Református Keresztyén

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

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

Hungarian language, Slovak language					
Notes: The course includes the following sub-disciplines: Church History 1 Religious Studies 1 History of Catechesis					
Evaluation of subjects Total number of evaluated students: 2					
A	B	C	D	E	FX
0.0	50.0	50.0	0.0	0.0	0.0
Teacher: doc. ThDr. Alfréd Somogyi, PhD., doc. ThDr. Attila Lévai, PhD., ThDr. Lilla Szénási, PhD., Mgr. František Tömösközi, PhD.					
Date of last update: 19.05.2023					
Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.					

INFORMATION SHEET

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

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

Skills:

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

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

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

Competencies:

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

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

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

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

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

Brief syllabus:

Sub-discipline: Church History 1

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

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

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

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

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

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

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

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

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

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

13.

Sub-discipline: Religious Studies 1

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

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

3. Hellenistic religions and their influence on traditional religions

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

5. Eleusinian mystery

6. The Cult of Dionysus

7. Orphism

8. Attis and Cybele

9. Isis and Osiris

10. Mithraism

11. Religion of the Gepids

12. Religions of the pagan Germanic peoples

13. Pagan religions of the Slavs

Sub-discipline: Principled Catechetics

Seminar Topics:

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

Literature:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Hungarian language, Slovak language

Notes:

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

Religious Studies 2

Principled Catechetics 2

Evaluation of subjects

Total number of evaluated students: 2

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

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

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

Skills:

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

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

Competencies:

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

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

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

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

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

Brief syllabus:

Sub-discipline: Church history 3

Reformation.

Martin Luther.

John Calvin, Ulrich Zwingli.

The persecution of Protestants.

Counter-Reformation.

WRITTEN TEST I.

The toleration patent.

Rationalism, Liberalism.

Church history of the 20th century I.

Church History of the 20th Century II.

Church History of the 20th Century III.

Church History of the 20th Century IV.

WRITTEN TEST II.

Sub-discipline: Religious Studies 3

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

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

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

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

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

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

7. Fundamentalism (18th-20th centuries)

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

9. Religious reform of Zoroaster.

10. Holy books and teachings of Zoroastrianism.

11. Yazidiya

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

13. Judaism.

Sub-discipline: Catechetics 1.

Seminar topics:

<p>Presentation of religious education topics for grades 1-9</p> <p>Conceptual issues</p> <p>Familiarization with the tools on the RPI website</p> <p>Introduction to using the digital bank</p> <p>Digital library of games and music</p> <p>Useful websites in catechesis</p> <p>Alternative methods in catechesis</p>
<p>Literature:</p> <p>Révész, I.: Egyháztörténelem. Budapest: Kálvin Kiadó, 1995</p> <p>Bucsay, M.: Der Protestantismus in Ungarn 1521-1978: Ungarns Reformationskirchen Geschichte und Gegenwart. Wien, Köln, Graz: Verlag Hermann Böhlau Nachf., 1977 ISBN 3205081862</p> <p>Bíró, S. – Tóth, E. – Bucsay, M. – Varga, Z.: A magyar református egyház története. Sárospatak: Sárospataki Református Kollégium Theológiai Akadémiája, 1995 ISBN 963 04 609 5.</p> <p>Hrejša, F.: Dějiny křesťanství v Československu I-VI. Praha: Husova československá evangelická fakulta bohoslovecká, 1948</p> <p>A vallástörténet klasszikusai. Szerk. Simon Róbert. Budapest, Osiris 2003. ISBN 963 379 905 8</p> <p>Eliade, Mircea: A szent és a profán, Budapest : Európa Könyvkiadó, 1987. ISBN 963 07 4253 5.</p> <p>Eliade, Mircea: Vallási hiedelmek és eszmék története I. Budapest : Osiris Kiadó, 2002. ISBN 963 379 121 9.</p> <p>Eliade, Mircea: Vallási hiedelmek és eszmék története II. Budapest : Osiris, 2002. ISBN 9633792525. - Eliade, Mircea: Vallási hiedelmek és eszmék története III. Budapest : Osiris, 2002. - 348. - ISBN 9633791456.</p> <p>Glaserapp, Helmuth: Az öt világvallás : Bráhmánizmus - Buddhizmus - Kínai univerzizmus - Kereszténység - Iszlám. Budapest: Gondolat, 1987. ISBN 963 281 732 X.</p> <p>Herczeg, Pál., Vallásfenomenológia, Budapest 1993.</p> <p>Heller, J. – Mrázek, M.: Nástin religionistiky. Praha: Kalich, 1988</p> <p>Szimonidesz Lajos: A világ vallásai, Lion Handbook: The World's Religions, Gerhard J. Bellinger: Nagy valláskalauz</p> <p>Szénási Lilla. Szempontok a Z generáció katechéziséhez. Magyar Református Nevelés. Sz. 4 (2017), p. 15-29.</p> <p>Szénási Lilla. Kihívások és lehetőségek a Digitális generáció oktatásban. Teológiai Fórum. Évf. 9, sz. 1 (2015), p. 17-27. ISSN 1337-6519.</p> <p>Szénási Lilla. Differenciálás a többszörös intelligencia segítségével, mint a katechézis egyik lehetséges válasza a Z generáció kihívásaira. In: A Selye János Egyetem Nemzetközi Doktorandusz Konferenciája: Tanulmánykötet. Komárno: Univerzita J. Selyeho, 2017, P. 601-612. ISBN 978-80-8122-206-1.</p> <p>Szénási Lilla. A gamifikáció lehetséges formái az iskolai katechézisben. DOI 10.36007/3327.2019.171-178 In: 11. International Conference of J. Selye University : Theological Sections: Theological Sections. Bukor József, Lévai Attila. Komárno: Univerzita J. Selyeho, 2019, online, s. 171-178. ISBN 978-80-8122-332-7.</p>
<p>Language, knowledge of which is necessary to complete a course:</p> <p>Hungarian language, Slovak language</p>
<p>Notes:</p> <p>The course includes the following sub-disciplines: Church History 3 Religious Studies 3 Catechetics 1</p>

Evaluation of subjects					
Total number of evaluated students: 1					
A	B	C	D	E	FX
0.0	0.0	0.0	100.0	0.0	0.0
Teacher: doc. ThDr. Alfréd Somogyi, PhD., doc. ThDr. Attila Lévai, PhD., ThDr. Lilla Szénási, PhD.					
Date of last update: 19.05.2023					
Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.					

INFORMATION SHEET

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

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

Skills:

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

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

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

Competencies:

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

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

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

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

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

Brief syllabus:

Sub-discipline: church history 4

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

Sub-discipline: Religious Studies 4

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

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

Literature:

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

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

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

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

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

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

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

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

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

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

Hungarian language, Slovak language

Notes:

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

Evaluation of subjects

Total number of evaluated students: 1

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

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

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

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

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

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

Competencies:

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

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

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

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

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

Brief syllabus:

Sub-discipline: Ecclesiology 1

1, The concept of ecclesiology.

2, The concept of the church.

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

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

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

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

7, Roman Catholic understanding of the Church.

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

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

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

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

12, Distinctive elements of the various churches I.

13, Characteristic elements of the various churches II.

Theological Encyclopedia 1

Week 1: Introduction.

Week 2: Structure and language of theology.

Week 3: Allegory.

Week 4: Analogy.

Week 5: Metaphor.

Week 6: Biblical Criticism.

Week 7: Faith.

Week 8: Orthodoxy and heresy.

Week 9: The sources of theology.

Week 10: Holy Scripture.

Week 11: Reason.

Week 12: Tradition.

Week 13: Religious experience

Sub-discipline: Introduction to the Study of Catechetics 1

Students will conduct research on the following topics:

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

Literature:

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

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

Hungarian language, Slovak language

Notes:

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

Evaluation of subjects

Total number of evaluated students: 7

A	B	C	D	E	FX
28.57	42.86	0.0	0.0	0.0	28.57

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

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

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

Competencies:

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

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

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

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

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

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

Brief syllabus:

Sub-discipline: ecclesiology 2

1, Life and organization of local congregations, Presbyterianism.

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

3, Ministry, opportunities for service in the church.

4, Worship.

5, Catechetical Ministry.

6, Pastoral Ministry.

7, Missional ministry.

8, Diaconal Ministry.

9, Church Press. Education.

10, Ecumenism, ecumenical movement.

11, The Church and the World.

12, Church and society,

13, Church and politics.

Sub-discipline: Theological Encyclopedia 2

Week 1: Introduction.

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

Week 3: Man, as God's creation.

Week 4: The moral powers and capacities of man.

Week 5: God's image of man.

Week 6: The problem of body and soul.

Week 7: Sin.

Week 8: Forgiveness, grace.

Week 9: Rebirth, Repentance.

Week 10: God's plan of salvation.

Week 11: God's Law.

Week 12: The threefold benefit of the law.

Week 13: Ethos of the redeemed: love.

Sub-discipline: Introduction to the Study of Catechetics 2

Students will conduct research on the following topics:

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

Literature:

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

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

Hungarian language, Slovak language

Notes:

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

Evaluation of subjects

Total number of evaluated students: 5

A	B	C	D	E	FX
60.0	20.0	0.0	0.0	20.0	0.0

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

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

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

Brief syllabus:

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

Literature:

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

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

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

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

Hungarian language, Slovak language

Notes:**Evaluation of subjects**

Total number of evaluated students: 1

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

Teacher: Mgr. Zsolt Görözdi, ThD.

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAV/KAdb/ŠS/22	Name: Christian Education
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 normal time of the normal timetable. In the oral state examination, the student will give an account of the knowledge and skills acquired in his/her field of specialisation and the interdisciplinary links with the relevant fields of specialisation. Demonstrate the ability to communicate information, ideas, problems and solutions to professional and lay audiences. The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts towards the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% will receive no credit. The results of the state examination and the examination will be announced by the chairman of the board in public.	
Results of education: Knowledge: <ul style="list-style-type: none"> - the student has acquired knowledge in the compulsory and profile subjects of the study programme, - the student is able to define and interpret in his/her own words basic concepts, explain and describe basic processes, characterise and apply scientific methods of research in the areas specified in the subject's thematic plan, - the ability to analyse and evaluate the knowledge acquired in the subject. Competences: <ul style="list-style-type: none"> - the student is able to present his/her expertise, - the student is able to present his/her knowledge in the context of the project, - the ability to organise and apply the theoretical knowledge acquired, - the student has the ability to organise and apply the knowledge acquired in the course of the learning process. Competences: <ul style="list-style-type: none"> - the student is able to express his/her linguistic and professional culture in the oral examination, - the student can use the knowledge acquired in a wider context, - the ability to put into practice and organise the knowledge acquired, 	

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

Brief syllabus:

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

Literature:

Literature indicated in the information sheets of the study programme.

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

Hungarian language, Slovak language

Notes:

Evaluation of subjects

Total number of evaluated students: 1

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

Teacher:

Date of last update: 19.05.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/OB/22	Name: Final thesis and its defence
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:	
<p>Conditions for passing the subject:</p> <p>In preparing the final thesis, the student follows the instructions of his/her supervisor and the Rector's Directive regarding editing, registration, access and archiving of theses at J. Selye University. The recommended length of the bachelor thesis is 30 to 40 pages (54 000 to 72 000 characters including spaces). The deadline for the academic year is set in the academic calendar of the academic year. The originality of the thesis is evaluated in the central thesis register. The result of the originality check, a report on the originality of the thesis assessed. The originality check is a prerequisite for the defence. The submission of the thesis includes the conclusion of a licence agreement for the use of the digital reproduction of the thesis between the author and the Slovak Republic represented by the university. The final thesis shall be assessed by the thesis supervisor and an opponent, who shall draw up opinions according to the established criteria. The thesis supervisor assesses in particular the fulfilment of the aim of the thesis, the degree of independence and initiative of the student in the elaboration of the topic, cooperation with the thesis supervisor, logical structure of the thesis, the adequacy of the methods used, the methodology, the professional level of the thesis, the depth and quality of processing of the topic, the contribution of the work, the possibility of using the results, the work with literature, the relevance of the sources used in relation to the topic and the aim of the thesis, the formal aspect of the thesis, spelling, stylistics and originality. The opponent assesses in particular the topicality and appropriateness of the topic of the thesis, the statement of the thesis and the content, the logical structure of the thesis, the continuity of the chapters, their proportionality, the appropriateness and suitability of the methods used, the methodology, the professional level of the thesis, the depth and quality of the treatment of the topic, the contribution of the thesis, the work with professional literature, the formal aspect, the spelling, the stylistics and originality. The State Examination Board will assess the originality of the thesis, the contribution of the student's work to the solution of the research problem, the student's independence, his/her ability to solve the research problem - from the search of literature sources, the determination of objectives, the choice of research methodology, the choice of the source of materials, through the implementation of the research, his ability to evaluate the results, discuss the results, summarize the results, present their significance for the educational process, etc. The ability to present the results is also evaluated, including answering questions related to the research process and the topic of the thesis, compliance with time limits, etc. The State Examination Board in a closed session will evaluate the course of the defence and decide on the award of the classification.</p>	

In the classification, it comprehensively assesses the quality of the final thesis and its defence, taking into account the assessments and the course of the defence, and shall give the defence a single overall mark.

The final grade may be the same as in the evaluations, but it may also be better or worse, in depending on the conduct of the defence.

Final grade: A - 100 - 91%, B - 90 - 81%, C - 80 - 71%, D - 70 - 61%, E - 60 - 50%.

Credit will not be awarded to a student who fails to achieve 50%.

The decision on the result of the defence will be announced publicly by the chairman of the committee together with the result of the theoretical the theoretical part of the oral part of the state examination.

Results of education:

Knowledge:

- the student knows the structure of a scientific publication,
- the student can independently and creatively use professional sources,
- the student is able to analyse and evaluate the current state of the problem in his/her field,
- the student can adequately select research procedures and apply them functionally.

Skills:

- the bachelor thesis verifies mastery of the theoretical and practical foundations of the problem.
- the student should demonstrate the ability to work with domestic and foreign literature, The student should be able to select the relevant information for his/her topic, apply his/her skills in gathering, interpretation and processing of basic professional literature,
- the student has developed the skills of independent learning, which enables him/her to pursue further study,
- the student can collect and interpret relevant data (facts) within the field of study and make informed decisions that also take into account social, scientific and ethical aspects,
- the student will be able to justify the ideas presented as well as to articulate them in a sophisticated manner in practical conclusions and recommendations,
- the student will be able to prepare a presentation of the results of the bachelor thesis,
- the student will be able to apply the principles of scientific integrity and ethics.

Competences:

- the student will be able to demonstrate his/her professional and scientific knowledge and skills in his/her field of study,
- the student is able to argue and methodically apply knowledge in theoretical or didactic and methodological contexts,
- the student is able to implement and synthesize the acquired knowledge in practice,
- the student is able to answer the questions of the supervisor and the opponent at the required level, to successfully defend the thesis.

Brief syllabus:

1. presentation of the thesis
2. presentation of the main points of the supervisor's and the opponent's verdict.
3. student's answers to the supervisor's and opponent's questions.
4. a professional discussion of the thesis with questions for the student.

The student's presentation of the thesis should include, in particular, the following points:

1. A brief justification of the choice of the topic, its topicality, practical contribution.
2. Clarification of the objectives and methods used in the elaboration of the thesis.
3. The main content problems of the thesis.
4. Conclusions and practical recommendations reached by the author of the thesis.

<p>During the presentation, the student has at his/her disposal his/her own copy of the thesis or an electronic presentation. The speech is to be delivered independently, within 10 minutes timeframe. The student may use computer technology. The thesis is available to the committee before and during the defence.</p>																	
<p>Literature: KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004. Aktuálna Smernica rektora o úprave, registrácii, prístupnosti a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf</p>																	
<p>Language, knowledge of which is necessary to complete a course: Hungarian or Slovak</p>																	
<p>Notes: Undergraduate theses are supervised by the staff of the Department of Informatics. The defence of the bachelor's thesis takes place in front of an examination committee, whose members are appointed by the dean.</p>																	
<p>Evaluation of subjects Total number of evaluated students: 0</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>						A	B	C	D	E	FX	0.0	0.0	0.0	0.0	0.0	0.0
A	B	C	D	E	FX												
0.0	0.0	0.0	0.0	0.0	0.0												
<p>Teacher:</p>																	
<p>Date of last update: 03.03.2023</p>																	
<p>Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. Dr. Béla István Pukánszky, DSc.</p>																	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/OS/22	Name: Operating systems
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 0 / 2 For the study period: 13 / 0 / 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: Interim assessment during the semester: 50% of the total assessment. During the semester a written test with maximum score of 30 points will be held. During the semester, students independently work on a semester project, for its submission and presentation a total of 20 points can be obtained. Students must obtain at least 50% of the interim assessment to be allowed to take the exam. Exam: 50% of the total assessment. The course is finished by written exam, on which 50 points can be obtained. To successfully pass the exam, it is necessary to obtain at least 50% of the exam evaluation. The overall assessment consists of the sum of points from the interim assessment and the final exam. To receive grade A in the course, student must obtain at least 90 points, for grade B at least 80 points, for grade C at least 70 points, for grade D at least 60 points and for grade E at least 50 points. Credits will not be given to a student who obtain less than 50 points.	
Results of education: Knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • has theoretical knowledge of the operating systems, • knows scheduling algorithms, • knows methods for detecting and handling deadlocks. • knows algorithms for memory management, • knows how file systems work, • knows the operation and management of I/O devices. Skills: After completing the subject, the student: <ul style="list-style-type: none"> • is able to apply the acquired knowledge to solve practical tasks, • is able to apply scheduling algorithms to solve tasks, • is able to apply methods for handling deadlocks to solve tasks, • is able to apply memory allocation algorithms to solve tasks, • knows the rules of creation of documentations for practical tasks. Competencies: After completing the subject, the student: <ul style="list-style-type: none"> • is able to work independently and efficiently, 	

- has an active and responsible approach to completing tasks within the subject.

Brief syllabus:

1. Introduction to the Operating Systems, basic terms.
2. History and categorization of operating systems.
3. Programming interface and user interface.
4. Process management, process states, threads.
5. Interprocess communication and synchronization.
6. CPU-scheduling, scheduling algorithms.
7. Resource management - resource distribution, resource allocation chart, deadlock.
8. Resource management - detection and handling deadlocks.
9. Operating memory management.
10. Virtual memory management, paging and segmentation.
11. Files and file systems, directory structure, permissions.
12. I/O system, peripheral devices, device interface.
13. Storage management and mass-storage structure.

Literature:

1. ADAMIS, G. – KNAPP, G.: Operációs rendszerek. Budapest : LSI Oktatóközpont, 2002, 278 s. ISBN 963 577 251 3.
2. CSERNY, L.: Mikroszámítógépek. Budapest : LSI Oktatóközpont, 2003, 330 s. ISBN 963-577-188-6.
3. KÓCZY, A. – KONDOROSI, K. et al.: Operációs rendszerek mérnöki megközelítésben. Budapest : Panem Kiadó, 2000. 180 s. ISBN 978-963-545250-0.
4. HAMBÁLKOVÁ, V.: Operačné systémy. Bratislava : Univerzita Komenského, 2015. 105 s. Dostupné na: <http://www.dcs.fmph.uniba.sk/~bernat/os.ls2021/os-new.pdf>
5. TANENBAUM, A. S.: Modern Operating Systems. Upper Saddle River, NJ : Pearson Prentice-Hall, 2009. 1076 s. ISBN 978-0-13-813459-4.
6. SILBERSCHATZ, A.: Operating System Concepts. New York, NY : John Wiley & Sons, 2004. 956 s. ISBN 978-0-47-125060-0.

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

Hungarian or Slovak

Notes:

Distribution of the student's workload:

50% of the workload - direct teaching, preparation for the test and the exam.

50% of the workload - studying the literature, work on the semester project.

Evaluation of subjects

Total number of evaluated students: 2

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

Teacher: prof. Dr. Annamária Várkonyiné Kóczy, DSc., Ing. Ondrej Takáč, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ PER/22	Name: Computer peripherals
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 0 / 1 For the study period: 13 / 0 / 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: During the semester, there will be 2 interim evaluations in the form of a written test based on the summary of knowledge from the exercise. The condition for admission to the exam is the achievement of at least 50% point evaluation from the tests. As part of the exam, theoretical knowledge of lecture topics is tested - in written form, 100 points each. The final assessment consists of an average of 50% of the results of the tests (exercises) and 50% of the results of the written part of the theoretical written exam. To get an A grade, you need to get an average of at least 90%, to get a B grade at least 80%, for a C grade at least 70%, for a D grade at least 60% and for an E grade at least 50% . A student will not receive an assessment if he does not achieve at least a 50% average.	
Results of education: Knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • knows the principle of operation of computer peripherals, optical, electronic and mechanical solutions and their physical principles, • possesses knowledge and understanding of the classification of peripherals. Skills: After completing the subject, the student: <ul style="list-style-type: none"> • is able to apply the acquired knowledge when solving practical tasks, • has skill in applying the possibilities of using computer peripherals, • is able to decide on their merits and demerits when applied to solving a problem. Competencies: After completing the subject, the student: <ul style="list-style-type: none"> • applies professional terminology and can implement acquired theoretical knowledge, • shows independence in solving problems in the given topic. 	
Brief syllabus: 1. System division of peripherals. Mathematical models of input and output peripherals, matrix model. 2. Input devices; contact, indoor and capacitive keyboards, their properties and electronic solutions. 3. GM, raster principle, optical and ultrasonic mouse, piezoelectric and magnetostrictive effect.	

4. Ways of sensing direction and rotation.
5. Tablets. One touch, multitouch, touch displays.
6. Scanners, additive color mixing. Stepper motor and step control.
7. Bar code readers and PLL.
8. VIDIKON camera, photoelectric effect.
9. Principle of operation and use of CCD sensors.
10. Output peripherals, 2D output.
11. Control of LCD and TFT monitors. MEMS and MOEMS projectors. CRT monitors and electronic solutions.
12. Principles of printing, matrix model, DPI. Inkjet printers, division and principles of operations. "H" bridge. Laser, LED and LCS printers. Thermal printers.
13. Writing data on magnetic, optical and magneto-optical carriers. Hard disk, GMR technology. CD-ROM, DVD, WORM (CD-W). Magneto-optical recording (MO, CD-R/W). Development trends.

Literature:

1. STOFFA, V. – CSÍZI, L. – SZŐKÖL, I. – TÓTH, K. – VÉGH, L.: Az informatika alapjai I. Selye János Egyetem, 2007. 268 s. ISBN 978-80-89234-29-5.
2. DÉSI, I. – NAGY, I.: Informatikai fogalmak kisszótára. Budapest : Korona, 2001. 248 s. ISBN 963 9376 16 7.
3. DANCSÓ, T.: Tudnivalók a számítógépről. Budapest : Nemzeti Tankönyvkiadó, 2002. 64 s. ISBN 963 19 3373 3.
4. SCHNEIDER, F.: Mi van a PC-ben = Felhasználói műszaki ismeretek. Gyula : APC-Stúdió BT., 1996. 66 s. ISBN 0008456.
5. ANTAL, P. - BÓTA, L.: Számítógépes konfigurációk. Dostupné online: <https://dtk.tankonyvtar.hu/xmlui/handle/123456789/8671>.

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

Hungarian or Slovak

Notes:

Student load distribution:

45% - participation in lessons, preparation for the exam,

55% - study of professional literature, practice of acquired knowledge.

Evaluation of subjects

Total number of evaluated students: 9

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

Teacher: prof. András Molnár, PhD., prof. Sándor Szénási, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/PP/22	Name: Programming propaedeutics
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 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: Students gain programming experience in the Imagine Logo microworld during the semester and create their own animations in the Logo Motion graphic environment. From the middle of the semester they independently solve the chosen programming task - semester project, the output of which is their own didactic project in Imagine. During the semester are evaluated the tasks (small projects) submitted by the student (max. 4 points). The student can receive additional points if he continuously works on his own project (max. 2 points). The subject ends with exam, where the final evaluation is based on the percentage of tasks completed by the student and the defense of his own project. The condition for admission to the oral exam is to achieve more than 50% of the points obtained from the programming tasks and the creation of own project. The final evaluation of the subject is done as follows: 40% of the points from the programming task + 20% of the score for own project + 40% of the points for the oral part of own project defense. 90-100% required to achieve grade A; 80-89% for grade B; for grade C, 70-79%; 60-69% for D rating, 50-59% for E rating of the total score.	
Results of education: Knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • knows the development strategies, methods and forms of students' programming knowledge within the discipline of their subject specialization; • knows the basic principles of programming in the microworld of child-oriented programming languages; • knows and can effectively apply the acquired programming knowledge; • knows the basic principles of creating algorithms and knows the corresponding program structures. Skills: After completing the subject, the student: <ul style="list-style-type: none"> • is able to analyze and solve problems using a programming language; • is able to independently apply an algorithm to solve a specific problem; • uses the language of the given microworld actively; 	

- has basic practical experience in selecting tasks;
- is able to plan and implement his own project.

Competencies:

After completing the subject, the student:

- shows a high degree of independence in creating programs (projects);
- knows how to work effectively independently;
- is characterized by creative thinking and independence;
- applies a creative IT way of thinking in his work;
- has an overview of the possibilities of teaching programming of different types and levels of schools - through child-oriented programming languages (microworlds), which enable the development of algorithmic thinking and the acquisition of programming experience in a playful form;
- has an active and responsible attitude towards the completion of subject tasks.

Brief syllabus:

1. Teaching programming at different levels and types of schools.
2. The place of child-oriented programming languages in the teaching process.
3. Turtle graphics - turtle, animated turtles.
4. Logo Motion - animation, timing, phases of turtles.
5. Basic control commands and elements of the Imagine program environment.
6. Data types - variables, text, buttons and working with them.
7. Commands to control the objects.
8. Subprograms - individual procedures.
9. Events of objects, reaction to events.
10. Conditions for managing the process.
11. Overlapping objects, testing objects
12. Multimedia possibilities of the Imagine environment.
13. Planning and implementing the own project - didactic application.

Literature:

1. CZAKÓOVÁ, K. – STOFFOVÁ, V. Kreativita és az aktív tanulást támogató programkörnyezetek. In: Mikrovilág alkalmazások : Egyetemi tankönyv. 1. kiadás. Komárno : Univerzita J. Selyeho, 2016. s. 12-31. ISBN 978-80-8122-191-0.
2. CZAKÓOVÁ, K. Saját alkalmazás fejlesztése Imagine programkörnyezetben. In: Mikrovilág alkalmazások : Egyetemi tankönyv. 1. kiadás. Komárno : Univerzita J. Selyeho, 2016. s. 35-107. ISBN 978-80-8122-191-0
- STOFFOVÁ, V. – CZAKÓOVÁ, K.: Prostredie na učenie sa bádanim. In: Úvod do programovania v prostredí mikrosvetov : Vysokoškolská učebnica. Komárno : Univerzita J. Selyeho, 2016. 115 s. ISBN 978-80-8122-170-5.
3. STOFFOVÁ, V. – CZAKÓOVÁ, K.: Tvorba vlastných aplikácií v Imagine. In: Úvod do programovania v prostredí mikrosvetov : Vysokoškolská učebnica. Komárno : Univerzita J. Selyeho, 2016. 115 s. ISBN 978-80-8122-170-5.
5. STOFFA, V.: Algoritmizáció és programozás. (Algoritmizácia a programovanie) 1. kiadás, Komárom : Selye János Egyetem, Tanárképző Kar, 2005. 174 s. ISBN 80-969251-7-2.
6. TÓTH, P.: Gondolkodásfejlesztés az informatika oktatásban. Ligatura, 2004. 60 s. ISBN 9638611324xy.
7. VANKÓ, P.: Érdekes feladatok és játékok gyűjteménye mikrovilág környezetben. (Zbierka zaujímavých úloh a hier v prostredí Imagine). Komárno : Selye János Egyetem, 2010. DM.3784-PF.10.30A.6D. 43 s.
8. <http://imagine.elte.hu/> [online]
9. <http://imagine.infovek.sk> [online]

10. http://logo.sulinet.hu/ [online]					
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak					
Notes: Student workload: 40% - participation in classes, preparation for exams, 60% - studying literature, practicing acquired knowledge, working on programming tasks, preparing semester work (project).					
Evaluation of subjects Total number of evaluated students: 12					
A	B	C	D	E	FX
25.0	8.33	8.33	8.33	16.67	33.33
Teacher: PaedDr. Krisztina Czakóová, PhD., Dr. habil. Attila Elemér Kiss, CSc.					
Date of last update: 03.03.2023					
Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/PR1/22	Name: Programming 1
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 2 / 0 / 2 For the study period: 26 / 0 / 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: During the semester, students must pass at least two practical examinations, which are evaluated by percentage. Each student solves assigned programming tasks independently as part of homework and continuously submits a specified number of debugged programs that are evaluated. Students' activity during the practical classes is also monitored. Active students receive a certain bonus that is added to the student's score during the semester. Students from written practical examinations as well as submitted programs must obtain a minimum of 50% evaluation to be allowed to take the exam. The teacher who leads the practical classes will prepare the assessment of the students from the individual components of the ongoing training during the semester. The exam is combined and consists of practical programming (solving assigned tasks) and verification of theoretical knowledge from algorithmization and programming. To be classified, students must be at least 50% successful in the exam. Students are classified according to the obtained average from the overall evaluation of the continuous training during the semester and the exam. To obtain an A classification, it is necessary to obtain an average of at least 90%, to obtain a B grade at least 80%, for a C grade at least 70%, for a D grade at least 60%, for an E grade at least 50%. Credits for the subject will not be awarded to a student who does not pass at least 50% of the individual parts.	
Results of education: Knowledges: After completing the course, the students have the necessary knowledge to create simple C programs, they know what an algorithm is, what a sequence, selection and iteration are, what a structured flowchart is made of. They know the algorithms for calculating the sum and average of array elements, the algorithm for finding the elements of an array, the algorithm for finding the maximum and minimum elements of an array and their indices, the algorithm for mirroring an array, etc. They know the necessary data types, control structures, standard libraries and their frequently used functions, the syntax and semantics of the C programming language. They can transcribe the flowchart into program code. Skills: After completing the subject, students can analyze and solve simpler problems, they are able to develop algorithm as a series of logical steps, express it with a structured flowchart and rewrite it into a program code. They are proficient in the chosen programming environment and have basic	

programming knowledge, effectively use standard control structures and elements of the chosen programming language.

Competencies:

After completing the course, students can independently solve simple programming tasks, create algorithms and simple programs in the C programming language.

Brief syllabus:

1. Basic properties of algorithms, their creation and expression. Verbal and graphical expression of algorithms. Basic algorithmic structures and their usage.
2. Creation of algorithms and algorithmic procedures to solve various problems and tasks.
3. Compilation of source code in C language. Preprocessor. Object files. Creating an executable program.
4. Structure of the program in the C programming language. Syntax and semantics.
5. Basic data types (int, float, double, char), strings (char[]). An internal representation of the standard data types of the programming language. Variables and constants.
6. Standard libraries of the C programming language (stdio.h, math.h, stdlib.h, time.h, limits.h, etc.). Standard input and output. Standard functions, their syntax and semantics.
7. Control structures: sequence (block), selection (condition, switch) and iterations (for loop, while loop, do while loop).
8. Functions. Creating functions without parameters and with parameters. Hierarchization of the structure of the program code. Global and local variables.
9. Static one-dimensional arrays (vectors). Indexes of array elements. Basic algorithms on arrays (sum and average of elements, finding array elements, determining minimum and maximum, determining minimum and maximum indices, merging and intersecting arrays, exchanging elements, sorting array elements, etc.).
10. Pointers. Representation of pointers in computer memory. Different types of pointers in C (void*, int*, double*). Dynamic memory allocation using pointers.
11. Pointers and arrays. Dynamically created arrays.
12. Complex data types - data structure. Statically and dynamically created arrays of structures.

Literature:

1. PROKOP, J.: Algoritmy v jazyku C a C++. 3. aktualizované vyd. Praha : Grada Publishing, 2015. 200 s. ISBN 978-80-247-5467-3.
2. PERRY, G., MILLER, D.: C Programming : Absolute Beginner's Guide . 3. vyd. Harlow : Pearson Education, 2014. 337 s. ISBN 978-0-7897-5198-0.
3. IVÁNYI, A.: Informatikai algoritmusok I. 1. vyd. Budapest : ELTE Eötvös Kiadó, 2004. 816 s. ISBN 963 463 664 0.
4. IVÁNYI, A.: Informatikai algoritmusok II. 1. vyd. Budapest : ELTE Eötvös Kiadó, 2005. 750s. ISBN 963 463 775 2.
5. KNUTH, D. E.: The Art of Computer Programming Vol. 1 : Fundamental Algorithms. 3. vyd. New York : Addison-Wesley, 2015. 652 s. ISBN 978-0-201-89683-1.
6. KNUTH, D. E.: The Art of Computer Programming Vol. 3 : Sorting and Searching. 2. vyd. New York : Addison-Wesley, 2015. 782 s. ISBN 978-0-201-89685-5.
7. SPRAUL, V. A.: Think like a programmer : An Introduction to Creative Problem Solving. 1. vyd. San Francisco : No Strach Press, 2012. - 233 s. - ISBN 978-1-59327-4245.
8. STOFFA, V.: Algoritmizáció és programozás I. Komárno : Selye János Egyetem, 2005. 174 s. ISBN 80-969251-7-2.
9. STOFFA, V., CZAKÓ, K., VÉGH, L.: Programozás a gyakorlatban : Algoritmizáció és programozás II. 1. vyd. Komárno : Selye János Egyetem, 2015. 124 s. ISBN 978-80-8122-146-0.

10. SIROKI, L.: C programozás kezdőknek. <https://sites.google.com/site/sirokilaszlo/programozas/c-programozas-kezdoknek>
11. HOROVČÁK, P., PODLUBNÝ, I.: Úvod do programovania v jazyku C. <http://people.tuke.sk/igor.podlubny/C/index.htm>
12. KRIVÁ, Z.: Základy programovania v jazyku C. Bratislava : STU, 2020. https://www.svf.stuba.sk/buxus/docs/dokumenty/skripta/Kriva_Z._-_ZAKLADY_PROGRAMOVANIA_V_JAZYKU_C.pdf
13. C Tutorial. <https://www.tutorialspoint.com/cprogramming/index.htm>
14. Learn C Programming. <https://www.programiz.com/c-programming>
15. VÉGH, L.: Interaktív animációk az algoritmusok és a programozás tanítására. <https://anim.ide.sk/>

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

Hungarian or Slovak

Notes:

Students' load distribution:

40% - participation in classes, preparation for exams,

60% - studying literature, practicing acquired knowledge, completing programming tasks.

Evaluation of subjects

Total number of evaluated students: 24

A	B	C	D	E	FX
4.17	16.67	33.33	16.67	29.17	0.0

Teacher: prof. József Zoltán Kató, DSc., PaedDr. Ladislav Végh, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/PR2/22	Name: Programming 2
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 2 / 0 / 2 For the study period: 26 / 0 / 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: During the semester, students must pass at least two practical examinations, which are evaluated by percentage. Each student solves assigned programming tasks independently as part of homework and continuously submits a specified number of debugged programs that are evaluated. Students' activity during the practical classes is also monitored. Active students receive a certain bonus that is added to the student's score during the semester. Students from written practical examinations as well as submitted programs must obtain a minimum of 50% evaluation to be allowed to take the exam. The teacher who leads the practical classes will prepare the assessment of the students from the individual components of the ongoing training during the semester. The exam is combined and consists of practical programming (solving assigned tasks) and verification of theoretical knowledge from algorithmization and programming. To be classified, students must be at least 50% successful in the exam. Students are classified according to the obtained average from the overall evaluation of the continuous training during the semester and the exam. To obtain an A classification, it is necessary to obtain an average of at least 90%, to obtain a B grade at least 80%, for a C grade at least 70%, for a D grade at least 60%, for an E grade at least 50%. Credits for the subject will not be awarded to a student who does not pass at least 50% of the individual parts.	
Results of education: Knowledges: After completing the course, students have the knowledge needed to create more complex programs in C programming language. They know various sorting algorithms and the differences between them, basic algorithms for working with matrices and multidimensional arrays. They know various programming techniques: recursion and backtracking. They know the method of working with files and know the necessary functions for this. They have knowledge of dynamic data structures: linear lists, cyclic lists, tree structures. They know different methods of creating software products. Skills: After completing the course, students can analyze and solve more complex problems, they know how to compile a solution algorithm even for a more complex problem and rewrite the algorithm into program code in the C language. They skillfully use the chosen programming environment	

and have more advanced programming skills, the use of recursion and backtracking, the effective use of dynamic data structures and different programming methods.

Competencies:

After completing the course, students demonstrate independence in solving more complex programming problems, creating algorithms and more complex programs in the C programming language.

Brief syllabus:

1. Sorting as a suitable example for searching for an efficient algorithm: simple exchange sort, bubblesort, insertion sort, selection sort. Time computational complexity of sorting algorithms.
2. Programming technique: recursion. Solving simple recursion problems. Solving the Tower of Hanoi problem with recursion.
3. Sorting algorithms using recursion: quicksort, mergesort. Time computational complexity of sorting algorithms using recursion.
4. Two- and multidimensional fields. Basic algorithms on matrices (sum and average of elements, finding elements of a matrix, determining the minimum and maximum, determining the minimum and maximum indices, exchanging elements, sorting the matrix, working with rows and columns of the matrix, etc.). Using multidimensional arrays.
5. Programming technique: backtracking. The problem of eight queens.
6. Solving other backtracking tasks: Finding a path in a labyrinth, Moving a horse on a chessboard.
7. File as a useful tool for transferring data between programs and their environment. File structure, declaration, file type, file access, file operations. Standard functions for working with files. Methods of working with files.
8. Dynamic data types and structures: Concept of dynamic variable, their representation in computer memory. Examples of dynamic data structures: linear list, stack, queue, and their use in programming.
9. Implementation of standardized data structures (linear one-way list, linear two-way list, cyclic lists, tree structures, network structures). Using appropriate data structures to simplify problem solving.
10. Creation of software products. Top-down method, bottom-up method, functional programming, modular programming.
11. Creation of program systems. The procedure for creating a program to solve a problem: problem analysis, problem reformulation, decomposition, etc. Methods of creating program projects and their characteristics. Cooperation and management of the work of the programming team.
12. Solving complex programming problems and assignments.

Literature:

1. PROKOP, J.: Algoritmy v jazyku C a C++. 3. aktualizované vyd. Praha : Grada Publishing, 2015. 200 s. ISBN 978-80-247-5467-3.
2. PERRY, G., MILLER, D.: C Programming : Absolute Beginner's Guide . 3. vyd. Harlow : Pearson Education, 2014. 337 s. ISBN 978-0-7897-5198-0.
3. IVÁNYI, A.: Informatikai algoritmusok I. 1. vyd. Budapest : ELTE Eötvös Kiadó, 2004. 816 s. ISBN 963 463 664 0.
4. IVÁNYI, A.: Informatikai algoritmusok II. 1. vyd. Budapest : ELTE Eötvös Kiadó, 2005. 750s. ISBN 963 463 775 2.
5. KNUTH, D. E.: The Art of Computer Programming Vol. 1 : Fundamental Algorithms. 3. vyd. New York : Addison-Wesley, 2015. 652 s. ISBN 978-0-201-89683-1.
6. KNUTH, D. E.: The Art of Computer Programming Vol. 3 : Sorting and Searching. 2. vyd. New York : Addison-Wesley, 2015. 782 s. ISBN 978-0-201-89685-5.

7. SPRAUL, V. A.: Think like a programmer : An Introduction to Creative Problem Solving. 1. vyd. San Francisco : No Strach Press, 2012. - 233 s. - ISBN 978-1-59327-4245.
8. STOFFA, V.: Algoritmizáció és programozás I. Komárno : Selye János Egyetem, 2005. 174 s. ISBN 80-969251-7-2.
9. STOFFA, V., CZAKÓ, K., VÉGH, L.: Programozás a gyakorlatban : Algoritmizáció és programozás II. 1. vyd. Komárno : Selye János Egyetem, 2015. 124 s. ISBN 978-80-8122-146-0.
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11. HOROVČÁK, P., PODLUBNÝ, I.: Úvod do programovania v jazyku C. <http://people.tuke.sk/igor.podlubny/C/index.htm>
12. KRIVÁ, Z.: Základy programovania v jazyku C. Bratislava : STU, 2020. https://www.svf.stuba.sk/buxus/docs/dokumenty/skripta/Kriva_Z._-_ZAKLADY_PROGRAMOVANIA_V_JAZYKU_C.pdf
13. C Tutorial. <https://www.tutorialspoint.com/cprogramming/index.htm>
14. Learn C Programming. <https://www.programiz.com/c-programming>
15. VÉGH, L.: Interaktív animációk az algoritmusok és a programozás tanítására. <https://anim.ide.sk/>

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

Hungarian or Slovak

Notes:

Students' load distribution:

40% - participation in classes, preparation for exams,

60% - studying literature, practicing acquired knowledge, completing programming tasks.

Evaluation of subjects

Total number of evaluated students: 23

A	B	C	D	E	FX
21.74	26.09	34.78	8.7	8.7	0.0

Teacher: prof. József Zoltán Kató, DSc., PaedDr. Ladislav Végh, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/PR3/22	Name: Programming 3
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 0 / 2 For the study period: 13 / 0 / 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, each student must create one project (a complex application in the C# language under the Windows operating system) as part of their homework, which they must submit at the end of the semester. Each student must receive a minimum of 50% assessment in order to be allowed to take the exam. Students' activity during exercises is also monitored. Active students receive a certain bonus, which is added to the student's evaluation during the semester. The exam is combined and consists of practical programming (solving the assigned task) and verification of theoretical knowledge from object-oriented programming. In order to be classified, students must be at least 50% successful in the exam. Students are classified according to the obtained average from the overall evaluation of the continuous training during the semester (submitted project + activity during the exercises) and the exam. To obtain an A classification, it is necessary to obtain an average of at least 90%, to obtain a B grade at least 80%, for a C grade at least 70%, for a D grade at least 60%, for an E grade at least 50% . Credits for the subject will not be awarded to a student who does not pass at least 50% of the individual parts.	
Results of education: Knowledge: After completing the course, students have the necessary knowledge to create an application with a graphical interface in the C# language. They know the object-oriented programming paradigm, different concepts of object-oriented programming, some standard classes of the C# language. They know the method of creating a complex application with a graphical interface under the Windows operating system. Skills: After completing the course, students can analyze and solve more complex problems, they can create a complex application with a graphical interface in the C# language. They skillfully use the chosen programming environment and have more advanced skills in programming applications with a graphical interface under the Windows operating system. Competencies: After completing the course, students demonstrate independence in solving more complex programming tasks, creating complex applications with a graphical interface under the Windows operating system in the C# programming language.	

Brief syllabus:

1. Programming under the Windows operating system, overview of programming languages, visual, event-driven programming.
2. Programming in the C# language. Overview of C# data types and structures. Value data types (struct) and reference data types (class). Converting data, using the Convert static class. Basic C# components and events (Label, Button, TextBox, CheckBox, RadioButton, ListBox, etc.), component properties and events.
3. Object-oriented programming (OOP). Encapsulation, polymorphism, inheritance, class and object. Data (attributes) and methods. Constructor. Access to data and methods, visibility modifiers (public, private, protected).
4. Inheritance, polymorphism. Static and dynamic type, static and dynamic binding (early binding, late binding). Class hierarchy, object in C#. Compatibility and class conversion.
5. Overloaded methods, overloaded constructor. Examples of their use in C#.
6. Abstract class, abstract methods. Examples of using abstract classes.
7. Static classes, static methods and static data. Examples of using static classes.
8. Standard dialog boxes and their use in C# (ColorDialog, FontDialog, OpenFileDialog, SaveFileDialog).
9. Working with files. Streams in C#, classes Stream, BufferedStream, and FileStream. Reading and writing text files in C#, using methods File.ReadAllText, File.WriteAllText, and classes StreamReader, StreamWriter.
10. Graphics, drawing. Paint Event and Invalidate Method in C#. Classes and structures used in drawing: to define coordinates (Point, Rectangle), line and fill color (Pen, SolidBrush), drawing using methods of the Graphics class (DrawLine, DrawImage, DrawRectangle, FillRectangle, DrawEllipse, FillEllipse).
11. Comparison of usability of structure (struct) and class (class) in C# language. Defining and using the enumeration type (enum), creating and using interfaces (interface).
12. Genericity (generics) and generic collections in the C# language: classes List, LinkedList, Dictionary, SortedList, HashSet, SortedSet, Queue, Stack.
13. Exceptions, exception classes in C# (Exception, FormatException, IOException, FileNotFoundException). Handling exceptions with the try-catch-finally command, creating exceptions with the throw keyword. Defining and using custom exception classes.

Literature:

1. ANDERSON, T.: C# in Easy Steps. 1. vyd. Southam : Computer Step, 2004. 192 s. ISBN 1-84078-150-5.
2. HANÁK, J.: C# praktické příklady. 1. vyd. 290 s. ISBN 80-247-0988-0.
3. ARCHER, T.: Myslíme v jazyku C# = Knihovna programátora. 2. vyd. Praha : Grada Publishing, 2002. 308 s. ISBN 80-247-0301-7.
4. PETZOLD, CH.: Programování Microsoft Windows v jazyce C#. 1. vyd. Praha : SoftPress, 2003. 600 s. ISBN 80-86497-54-2.
5. KOTSIS, D., SZÉNÁSI, S.: Többnyelvű programozástechnika : Object Pascal, C++, C#, Java. 1. vyd. Budapest : Panem Könyvkiadó Kft., 2007. 580 s. ISBN 978 9 635454 72 3.
6. ILLÉS, Z. Programozás C# nyelven. Budapest, 2005. <http://compalg.inf.elte.hu/~tony/Informatikai-Konyvtar/09-Programozas%20C-sharp%20nyelven/Programozas-Csharp-nyelven-Konyv.pdf>.
7. KOVÁCS, E., RADVÁNYI, T., KIRÁLY, R., HERNYÁK, Z.: C# feladatgyűjtemény. 2011. https://dtk.tankonyvtar.hu/xmlui/bitstream/handle/123456789/8447/0046_csharp_feladatgyujtemeny.pdf.
8. C# Tutorial. <https://www.tutorialspoint.com/csharp/index.htm>.

9. C# Tutorials. <https://www.tutorialsteacher.com/csharp>.

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

Hungarian or Slovak

Notes:

Students' load distribution:

40% - participation in lessons, preparation for the exam,

60% - study of professional literature, practice of acquired knowledge, work on programming tasks, preparation of semester work.

Evaluation of subjects

Total number of evaluated students: 11

A	B	C	D	E	FX
18.18	18.18	18.18	27.27	0.0	18.18

Teacher: prof. Sándor Szénási, PhD., PaedDr. Ladislav Végh, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/PR4/22	Name: Programming 4
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 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, students have to pass three written tests on the main topics, which are evaluated by percentage. Students should prepare for the examinations at home by solving practical assignments. Students must obtain a minimum of 50% in each written examination to be allowed to take the exam. The overall evaluation of the continuous training of each student is calculated from the averages of three written examinations. The exam consists of practical programming (solving the given task). In order to be classified, students must be at least 50% successful in the exam. Students are classified according to the obtained average from the overall evaluation of the continuous training during the semester and the exam. To obtain an A classification, it is necessary to obtain an average of at least 90%, to obtain a B grade at least 80%, for a C grade at least 70%, for a D grade at least 60%, for an E grade at least 50% . Credits for the subject will not be awarded to a student who does not pass at least 50% of the individual parts.	
Results of education: Knowledge: After completing the course, students have knowledge of object-oriented programming, they have knowledge of creating programs in the Java language. They know what generic types are and know the generic collections of the Java language. Skills: After completing the course, students can create and use classes and objects, use interfaces, events, generic types in Java. They skillfully use the chosen programming environment and have skills in programming in the Java language, effective use of generic collections of the Java language. Competences: After completing the subject, students demonstrate independence in solving complex programming tasks, creating object-oriented programming code in Java.	
Brief syllabus: 1. Basics of the Java programming language: data types, control structures, syntax and semantics of the language. Getting to know the development environment. 2. Using strings, using single and multidimensional arrays in Java, using the Random class to generate random numbers.	

3. Solving simpler assignments to practice programming in the Java language.
4. Classes and objects, attributes and methods, constructor, visibility modifiers in Java.
5. Theory of class inheritance, its use, inheritance in the Java language.
6. Exceptions, Use of Exceptions in Java.
7. Interfaces, creating and using interfaces.
8. Polymorphism in the Java language.
9. Java Stream I/O. Working with files.
10. Generic types, creation and use of generic classes.
11. Java Collections, possibilities of their use.
12. Solving complex programming tasks in the Java language.

Literature:

1. CADENHEAD, R.: Tanuljuk meg a java programozási nyelvet 24 óra alatt. 1. vyd. Budapest : Kispapu, 2006. 527 s. ISBN 963 963707 6.
2. BURD, B.: Java. 2. vyd. Budapest : Panem Könyvek, 2017. - 503 s. - ISBN 978-615-5186-52-3.
3. KOTSIS D., SZÉNÁSI S.: Többnyelvű programozástechnika : Object Pascal, C++, C#, Java. 1. vyd. Budapest : Panem Könyvkiadó Kft., 2007. 580 s. ISBN 978 9 635454.
4. MCGRATH, M.: JAVA. 5. vyd. Leamington : In Easy Steps, 2014. 192 s. ISBN 978-1-84078-621-7.
5. SZÉNÁSI, S.: Java programozási nyelv oktatása C# alapokon. Informatika a felsőoktatásban 2008, Debrecen, Magyarország, 2008, pp. 1-7.

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

Hungarian or Slovak

Notes:

Students' load distribution:

50% - participation in lessons, preparation for and exams,

50% - study of professional literature, practice of acquired knowledge, work on programming tasks, preparation of semester work.

Evaluation of subjects

Total number of evaluated students: 2

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

Teacher: prof. Sándor Szénási, PhD., PaedDr. Ladislav Végh, PhD., Dr. habil. Dr. Gábor Kiss, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/PS/22	Name: Computer networks
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 2 / 0 / 1 For the study period: 26 / 0 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The course is completed by a written examination, for which students can obtain 50% of the total number of points. During the semester, students will take two written examinations for which they may earn 50% of the total points. In addition to contact teaching, students prepare for practicals, prepare for written quizzes, and prepare for the exam. A minimum of 90 points is required for a grade of A, a minimum of 80 points for a grade of B, a minimum of 70 points for a grade of C, a minimum of 60 points for a grade of D, and a minimum of 50 points for a grade of E. Credit will not be awarded to a student who scores less than 50 points.	
Results of education: Knowledge: Upon completion of the course, the student will: <ul style="list-style-type: none"> - has theoretical knowledge of computer networks, - The student has a good knowledge of network models and transmission technologies, - knows the individual network competences, - Knows basic network protocols and addressing. Skills: Upon completion of the course, the student will: <ul style="list-style-type: none"> - Is able to design and implement a local area network including configuration, - is able to combine different network components and standards, - is able to independently implement network protocols. Competencies: Upon completion of the course the student will: <ul style="list-style-type: none"> - can work effectively and implement the acquired theoretical knowledge, - shows independence in solving more complex problems. 	
Brief syllabus: 1. Concept of network, basic parts of a network. 2. Reasons for the introduction of computer networks and the resulting basic network services. 3. Basic types of computer networks (typology, topology, architecture). 4. LANs, (MAN, WAN).	

5. Basic components of computer networks.
6. Internet, origin and development.
7. Methods of access.
8. Network transmission technologies.
9. ISO-OSI model.
10. TCP/IP protocol.
11. Internet applications and protocols.
12. IP address theory, domain addresses, content creation.
13. Basics of security in computer networks.

Literature:

1. ROUBEL, P.: Hardware pro úplné začátečníky. Brno : Computer Press, 2003. ISBN 8072267302
2. SOSINKY, B.: Počítačové sítě : Vše, co potřebujete vědět o správě sítí. Brno : Computer Press, 2010. ISBN 978-80-251-3363-7
3. STOFFOVÁ, V.: Az informatika alapjai II - A számítógépes hálózatok. (Základy informatiky II – Počítačové siete.). 1. vyd. Komárno : Univerzita J. Selyeho, 2010, s. 140. ISBN 978-80-89234
4. CSIZMADIA, J.: Számítógépes hálózatok architektúrája - Elektronikus tankönyv. Komárno. Selye János Egyetem, 2009.
5. GYÁNYI, S.: Informatika 2. Óbudai Egyetem. 2014. <http://dtk.tankonyvtar.hu/xmlui/handle/123456789/12567>.

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

Hungarian or Slovak

Notes:

Student workload distribution:

- 50% - attendance at tutorials, preparation for examinations and exams,
- 50% - studying literature, practicing the acquired knowledge.

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. Dr. Gábor Kiss, PhD., Ing. Ondrej Takáč, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ ROB1/22	Name: Robotics
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 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, students pass two written examinations, for which they can receive 100% of the total number of points. In addition to contact teaching, students prepare for exercises, prepare for written examinations and the exam. It is necessary to get at least 90% of points for A rating, at least 80% of points for B rating, at least 70% of points for C rating, at least 60% of points for D rating and at least 50% of points for E rating. Credits will not be granted to a student who has not collected 50% of points at the end of the semester.	
Results of education: Knowledge: Upon completion of the course, the student will: <ul style="list-style-type: none"> - knows the professional terminology, - knows the basic principles of mobile and stationary robots, - knows the principles of navigation of mobile robots, - knows the principles of positioning systems, - knows the individual functional and structural parts of robots, - has a deeper knowledge of autonomous systems and their use in a wide range of applications. Skills: Upon completion of the course, the student will: <ul style="list-style-type: none"> - Can design mobile or stationary robotic systems, - can design and implement multisensor systems, - can mathematically evaluate navigation signals, - can analyze and solve basic problems of stationary or mobile robots, - Can navigate robotic systems and use them in specific applications. Competencies: Upon completion of the course, the student will: <ul style="list-style-type: none"> - Can work efficiently and implement the acquired theoretical knowledge, - has an active and responsible approach to completing tasks, - shows independence in solving more complex problems. 	

Brief syllabus:

1. Introduction to robotic systems, platform stability solutions, CLAWAR machines.
2. Mobile robots - wheeled, tracked and biologically inspired systems.
3. Stationary robots - manipulation systems, relative positioning, transformations.
4. Visual positioning systems - properties, principle of operation, use.
5. Possibilities of precise positioning of robotic systems.
6. Use of neural networks and interpolation systems in positioning.
7. General principles of navigation of mobile robots, processing of navigation variables of external sensors.
8. Autonomous robotic systems and their interactive interaction with the environment.
9. Sensory system of autonomous robots, multisensory approach.
10. Computer vision – laser, camera, infrared and ultrasound principles, based mainly on trigonometric principles.
11. Basic problems of mobile robotics – navigation in known and unknown environments.
12. Planning the route of the mobile robot, creating maps, avoiding obstacles.
13. Cooperation of mobile robots using centralized and distributed control.

Literature:

1. STUART, R. - NORVIG, P.: Mesterséges intelligencia modern megközelítésben Budapest : Panem Könyvkiadó, 2005. 1206 s. ISBN 963 545 411 2.
2. KULCSÁR, B.: Robottechnika LSI Oktatóközpont, 2003. 394 s. ISBN 963 577 243 2.
4. CSEREY, G. – ISTENES, Z.: Autonom Mobil Robotok. Budapest: Eötvös Loránd Tudományegyetem, 2019. ISBN 978-963-284-467-1. <http://dtk.tankonyvtar.hu/xmlui/handle/123456789/3722>
5. MESTER, G.: Robotika. Szeged. Szegedi Tudományegyetem, 2011. ISBN 978-963-279-515-7. <http://dtk.tankonyvtar.hu/xmlui/handle/123456789/7525>
6. PIGLERNÉ, L. R. – STARKNÉ, W. A.: Ágens-technológia. Pannon Egyetem, 2011. <http://dtk.tankonyvtar.hu/xmlui/handle/123456789/7529>
7. LACZIK, B.: Robottechnika. EDUTUS Főiskola, 2012. <http://dtk.tankonyvtar.hu/xmlui/handle/123456789/11920>
8. SZABÓ, Z. – BUDAI, C. – KOVÁCS, L. – LIPOVSKI, G.: Robotmechanizmusok. BME, 2014. <http://dtk.tankonyvtar.hu/xmlui/handle/123456789/3421>

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

Hungarian or Slovak

Notes:

Student workload distribution:

60% - participation in tutorials, preparation for examinations,

40% - studying literature, practicing the acquired knowledge, working on programming tasks.

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. András Molnár, PhD., Ing. Ondrej Takáč, PhD.**Date of last update:** 03.03.2023**Approved by:** prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ SMP/22	Name: Social, moral and legal context of computer systems development
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 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, students will complete two written quizzes for which they may earn 100% of the total points. For assessment A should be obtained at least 90 points, for assessment B at least 80 points, for assessment C at least 70 points, for assessment D at least 60 points, for assessment E at least 50 points. Credits for the subject will not be awarded to a student who does not obtain at least 50 points.	
Results of education: Educational outcomes - knowledges: Upon successful completion of the course, the student: - will be aware of the social, moral, legal and economic contexts of his/her profession, - acquire a basic knowledge of the methods and means of ensuring safety on Internet security, and acquire basic knowledge in selected areas of law application, - gain knowledge of the understanding of ICT and the information revolution. Educational outcomes - skills: Upon successful completion of the course, the student: - can use selected legal norms, - can use the Internet and means of communication in accordance with the protection of personal data, with the protection of business privacy and general security, - can use electronic signature. Educational outcomes - competencies: Upon successful completion of the course, the student will be able to make independent and correct decisions and act in specific ethical and cybercrime situations.	
Brief syllabus: 1. Legal protection of computer software 2. Copyright protection of computer programs 3. Social context of informatics and information and communication technologies 4. Information and communications technology law 5. Software piracy 6. Cybercrime 7. Legal regulations for e-commerce in Slovakia 8. Electronic signature 9. Internet safety 10. Legal issues and the internet in Slovakia	

11. Domain name registration
12. General Data Protection Regulation
13. Cross-border flow of personal data

Literature:

1. CRUME, J.: Az internetes biztonság belülről : Amit a hekkerek titkolnak. Addison-Wesley, 2003. 302 s. ISBN 9639131512.
2. CHLIPALA, M. a kol.: Právo informačných a komunikačných technológií. Slovenská technická univerzita, 2005. 186 s. ISBN 9788022721950.
3. HANCE, O. - SISÁK, G.: Üzlet és jog az interneten. Budapest : Panem, 1997. 410 s. ISBN 963545127x.
4. KYAS, O. - INOTAI, L.: Számítógépes hálózatok biztonságtechnikája. Budapest : Kossuth, 2000. 312 s. ISBN 9630941538.
5. MAISNER, M. a kol.: Zákklady práva informačných technológií. IURA EDITION, 2013. 320 s. ISBN 9788080785949.
6. MAISNER, M.: Zákklady softwarového práva. Wolters Kluwer, 2011. 356 s. ISBN 978-80-7357-638-7.
7. POLČÁK, R.: Internet a proměny práva, Vydavatel'stvo: Auditorium, 2012. 388 s. ISBN 978-80-87284-22-3.
8. POLČÁK, M. Právo na internetu, Spam a odpovědnost ISP. Computer Press, 2007. 150 s. ISBN 8025117774.
9. RHEE, Y. M.: Internet Security. Wiley, 2003. 408 s. ISBN 0470852852.
10. Andrew M. St. Laurent (2004) Understanding Open Source and Free Software Licensing. O'Reilly Media, Inc. ISBN: 9780596005818.

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

Hungarian or Slovak

Notes:

Student workload distribution:

60% - participation in tutorials, preparation for examinations,

40% - studying literature, practicing the acquired knowledge.

Evaluation of subjects

Total number of evaluated students: 9

A	B	C	D	E	FX
0.0	0.0	22.22	11.11	66.67	0.0

Teacher: László Marák, PhD., doc. RNDr. József Bukor, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ TAP/22	Name: Educational software development
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 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, students create their own applications (projects), under the guidance of the teacher. They are continuously checked and scored in their creative work as they progress with their project. The subject ends with an exam. Students must obtain at least 50% of the interim assessment (creation of own project) to be allowed to take the exam. Students are classified according to the obtained average from the overall evaluation of the interim assessment (work on the project) during the semester (50%) and the assessment of the final project (50%), which they must present in the exam. To receive grade A in the course, student must obtain at least 90%, for grade B at least 80%, for grade C at least 70%, for grade D at least 60% and for grade E at least 50%.	
Results of education: Knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • knows strategies, methods and forms of creating applications; • knows the principles of program creation in programming languages; • knows and knows how to effectively apply the acquired programming knowledge during the development of own pedagogical applications; • knows the basic principles of creating algorithms and program structures. Skills: After completing the subject, the student: <ul style="list-style-type: none"> • is able to analyze and solve problems using a programming language; • is able to independently apply an algorithm to solve a given problem; • is able to controls programming actively in a given programming environment, or can integrate more environments to achieve the set goal; • is able to design and implement own project; • is capable of independent creation of presentations of teaching material, creation of e-learning courses in various environments; • is able to create applications for interactive whiteboards useable in the pedagogical process. Competencies: After completing the subject, the student: <ul style="list-style-type: none"> • has a high degree of independence in creation of applications (projects); 	

- has an overview of the possibilities of individual tools and environments for application development;
- knows how to work effectively and independently;
- is characterized by creative thinking and independence;
- applies a creative computational thinking in his or her work;
- has an overview of the possibilities of programming and development environments for creation own applications;
- has an active programming experience;
- has an active and responsible approach to completing tasks within the subject.

Brief syllabus:

1. Possibilities of the computer as a didactic tool in individual forms and phases of teaching.
2. Presenting the learning material in different environments, choosing the topic of own application.
3. Design and implementation of own project (application).
4. Pedagogical transformation and clarity.
5. Ensuring dynamism and interactivity.
6. Creation of feedbacks in didactic applications.
7. Creation of database test systems.
8. Test creation algorithms, selection criteria.
9. Possibilities of creating an animation in different environments.
10. Possibilities of creating an interactive user interface in different environments.
11. Multimedia possibilities of individual tools and environments.
12. Possibilities of the interactive whiteboard to apply the use of the application.
13. Testing and Debugging.

Literature:

1. CZAKÓOVÁ, K. – STOFFOVÁ, V. Kreativita és az aktív tanulást támogató programkörnyezetek. In: Mikrovilág alkalmazások : Egyetemi tankönyv. 1. kiadás. Komárno : Univerzita J. Selyeho, 2016. s. 12-31. ISBN 978-80-8122-191-0.
2. CZAKÓOVÁ, K. Saját alkalmazás fejlesztése Imagine programkörnyezetben. In: Mikrovilág alkalmazások : Egyetemi tankönyv. 1. kiadás. Komárno : Univerzita J. Selyeho, 2016. s. 35-107. ISBN 978-80-8122-191-0.
3. STOFFOVÁ, V. – CZAKÓOVÁ, K.: Prostredie na učenie sa bádáním. In: Úvod do programovania v prostredí mikrosvetov : Vysokoškolská učebnica. Komárno : Univerzita J. Selyeho, 2016. 115 s. ISBN 978-80-8122-170-5.
4. (ACD) STOFFOVÁ, V. – CZAKÓOVÁ, K.: Tvorba vlastných aplikácií v Imagine. In: Úvod do programovania v prostredí mikrosvetov : Vysokoškolská učebnica. Komárno : Univerzita J. Selyeho, 2016. 115 s. ISBN 978-80-8122-170-5.
5. STOFFOVÁ, VERONIKA: POČÍTAČ – UNIVERZÁLNY DIDAKTICKÝ PROSTRIEDOK. 1. vyd., Fakulta prírodných vied UKF, Nitra, 2004. ISBN 80-8050-765-1.
6. MOODLE: MOODLE DOCS 2.8 [online]. 2014. Dostupné na adrese: <https://docs.moodle.org/28/en/Main_page>.

Odborné články:

CZAKÓOVÁ, K.: Developing algorithmic thinking by educational computer games. In: Proceedings of the 16th International Scientific Conference: “eLearning and Software for Education : eLearning sustainment for never-ending learning. Volume 1, DOI: 10.12753/2066-026X-20-003, 2020/1, p. 26-33. Bucharest : “CAROL I” National Defence University Editura, Universitara, 2020. ISSN 2066-026X, ISSN-L 2066-026X, ISSN CD 2343 – 7669. (Scopus)

CZAKÓOVÁ, K. Mathematical Model Based Interactive Simulations In Education. In. ICERI 2019 Proceedings of the 12th International Conference of Education, Research and Innovation : Enlightening Minds through Education. DOI: 10.21125/iceri.2019.2479, p. 10120-10125, Seville : IATED Academy, 2019. ISBN 978-84-09-14755-7. ISSN 2340-1095. (WOS)

CZAKÓOVÁ, K.: Interaktív modellek és szimulációk az oktatásban. In. XXXII. Didmattech 2019 - Proceedings – New Methods and Technologies in Education and Practice : III New Methods and Tools in Education. Trnava : Trnavská univerzita v Trnave, 2019. ISBN (on line) 978 80 568 0398 1.

CZAKÓOVÁ, K.: Microworld environment of small language as „living laboratory” for developing educational games and applications. In. Proceedings of the 13th International Scientific Conference „eLearning and Software for Education“ : Could technology support learning efficiency? Volume 1, DOI: 10.12753/2066-026X-17-042, 2017/1, p. 286-291. Bucharest : “CAROL I” National Defence University Publishing House, 2017. ISSN 2066-026X ISSN-L, 2066-026X, ISSN CD 2343 – 7669.

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

Hungarian or Slovak

Notes:

Distribution of the student's workload:

40% of the workload - direct teaching, preparation for the exam.

60% of the workload - studying the literature, work on the semester project.

Evaluation of subjects

Total number of evaluated students: 8

A	B	C	D	E	FX
62.5	0.0	12.5	0.0	0.0	25.0

Teacher: prof. Sándor Szénási, PhD., PaedDr. Krisztina Czakóová, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/TFJ/22	Name: Formal languages and automata
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 2 / 0 For the study period: 13 / 26 / 0 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Interim assessment during the semester: 50% of the total assessment. During the semester two written tests with maximum score of 15 points per test will be held. During the semester, students independently work on 2 practical assignments (1 from the part of regular languages and finite automata, and 1 from the part of context-free languages and pushdown automata), for their submission a total of 20 points can be obtained. Students must obtain at least 50% of the interim assessment to be allowed to take the exam. Exam: 50% of the total assessment. The course is finished by written exam, on which 50 points can be obtained. To successfully pass the exam, it is necessary to obtain at least 50% of the exam evaluation. The overall assessment consists of the sum of points from the interim assessment and the final exam. To receive grade A in the course, student must obtain at least 90 points, for grade B at least 80 points, for grade C at least 70 points, for grade D at least 60 points and for grade E at least 50 points. Credits will not be given to a student who obtain less than 50 points.	
Results of education: Knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • has theoretical knowledge of the theory of formal languages and automata. Skills: After completing the subject, the student: <ul style="list-style-type: none"> • is able to construct regular grammars, finite automata and regular expressions, • is able to construct context-free grammars and pushdown automata, • is able to prove about given languages that they are not regular or context free, • knows the rules of creation of documentations for practical tasks. Competencies: After completing the subject, the student: <ul style="list-style-type: none"> • is able to work independently and efficiently, • has an active and responsible approach to completing tasks within the subject. 	
Brief syllabus: 1. Introduction to the Theory of Formal Languages and Automata, basic terms and definitions. 2. Chomsky hierarchy of languages, Chomsky hierarchy of grammars.	

3. Regular languages – basic terms.
4. Nondeterministic and deterministic finite automata.
5. Connection between nondeterministic and deterministic finite automata
6. Connection between regular grammars and finite automata.
7. Regular expressions.
8. Pumping lemma for regular languages.
9. Context-free languages – basic terms.
10. Pushdown automata.
11. Connection between context-free grammars and pushdown automata.
12. Pumping lemma for context-free languages.
13. Top-down parsing, bottom-up parsing.

Literature:

1. GUBO, Š.: Formális nyelvek és automaták. Komárno : Univerzita J. Selyeho, 2015, 131 s. ISBN 978-80-8122-148-4.
2. FÜLÖP, Z.: Formális nyelvek és szintaktikus elemzésük. Szeged : Polygon, 1999, 124 s. ISSN 1417-0590.
3. BACH, I.: Formális nyelvek. Budapest : Typotex, 2005, 227 s. ISBN 978-963-9132-92-4.
4. ROVAN, B. - FORIŠEK, M.: Formálne jazyky a automaty. Bratislava : Univerzita Komenského, 2013. 125 s. Dostupné na: <http://foja.dcs.fmph.uniba.sk/materialy/skripta.pdf>
5. SINGH, A.: Elements of Computation Theory. London : Springer-Verlag, 2009. 422 s. ISBN 978-1-84882-496-6.
6. HOPCROFT, J. E. – MOTWANI, R. – ULLMAN, J. D.: Introduction to Automata Theory : Languages, and Computation. London : Pearson, 2014. 488 s. ISBN 978-1-292-03905-3.
7. HORVÁTH, G. – NAGY, B.: Formal Languages and Automata Theory. Budapest : Typotex, 2014, 135 s. ISBN 978-963-2793-44-3.

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

Hungarian or Slovak

Notes:

Distribution of the student's workload:

50% of the workload - direct teaching, preparation for the tests and the exam.

50% of the workload - studying the literature, practicing the acquired knowledge, work on practical assignments.

Evaluation of subjects

Total number of evaluated students: 7

A	B	C	D	E	FX
0.0	0.0	0.0	28.57	71.43	0.0

Teacher: prof. RNDr. Tibor Kmeť, CSc., RNDr. Štefan Gubo, PhD., doc. RNDr. József Bukor, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ TMA/22	Name: Multimedia application development
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 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, students solve practical problems for which they can get 60 points. At the end of the semester, students will complete a term project for which they may receive 40 points. A grade of A requires at least 90% points, a grade of B requires at least 80% points, a grade of C requires at least 70% points, a grade of D requires at least 60% points, and a grade of E requires at least 50% points. Credit will not be awarded to a student who has not earned 50% of the points at the end of the semester.	
Results of education: Knowledge: After completing the course, the student will be familiar with the SVG format. The student knows how to create and modify an SVG image using program code or a vector graphics editor. The student knows the possibilities of animating, interacting, and attaching sound to vector images. Skills: Upon completion of this course, students will have basic knowledge and skills in vector image (graphical object) creation and simple animations in an SVG/JavaScript or SVG/ JQuery environment. Upon completion of the course, students are able to independently create illustrations and simple animations that can be easily integrated into web pages using HTML. Competencies: Upon completion of the course, students have the ability to create vector-based audiovisual interactive web applications. The student can use his/her skills as a web developer, as a full-stack developer, as a web game developer, or as a web animator. The student can also use his/her skills as a developer of a system for visualizing information, for creating graphs, charts, infographics, and for visually representing information.	
Brief syllabus: 1. Basics of vector representation. SVG format. Basic objects supported in SVG format, lines, segments, circles, ellipses, rectangles, spline-y. 2. Object attributes such as color, transparency, frame, position, orientation. 3. Grouping of objects. 4. Software for creating SVG images, integration and display of SVG images in web pages. 5. Creating simple SVG images.	

6. Vectorization (framing of images).
7. Basic image animation, panning and rotation.
8. Advanced animation using external libraries, acceleration, deceleration, vibration, jumping.
9. Morphing images.
10. Creating charts.
11. Interactivity in SVG.
12. Complex interaction with an image.
13. Connecting sound to animation.

Literature:

1. EISENBERG, J. D.: Amelia Bellamy-Royds (2014), SVG Essentials, 2nd Edition. O'Reilly Media, Inc. ISBN: 9781449374358
2. MACRAE, C (2013). Learning from jQuery. O'Reilly Media, Inc. ISBN: 9781449335199
3. BAH, T.: (2011). Inkscape: Guide to a Vector Drawing Program, 4th Edition. Pearson.

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

Hungarian or Slovak

Notes:

Student workload distribution:

55% - participation in classes, preparation for exercises,

45% - studying literature, practicing the acquired knowledge, working on practical assignments, preparing the term paper.

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: Dr. habil. Attila Elemér Kiss, CSc., László Marák, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/TPS/22	Name: Pedagogical software creation
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 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 students independently solve a designated programming task - semester project, the output of which is their own pedagogical software. Students also have the opportunity to consult their project during the semester (its specific development phase) with the teacher. The students' work on the project is continuously monitored and scored. The completed pedagogical software will be handed over at the end of the semester (electronically and with instructions for use). The subject ends with exam. The condition for admission to the exam is that the score obtained from the continuous evaluation of the preparation of the student's own project (pedagogical software) reaches at least 50% of the possible points. Students are evaluated on the basis of the average obtained from the evaluation of the work (project work) during the semester (50%) and the level of the final work (project) (50%). They must defend the project during the exam. An average of at least 90% is required to achieve grade A, at least 80% for grade B, at least 70% for grade C, at least 60% for grade D, and at least 50% for grade E.	
Results of education: Knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • knows the strategies, methods and forms of pedagogical software development; • is aware of the possibilities of the computer in the individual teaching forms and phases; • knows the basic principles of program creation in programming languages; • knows the basic principles of creating algorithms and program structures for controlling; • knows and can effectively apply the acquired programming knowledge to create own pedagogical software; • knows the pedagogical and psychological aspects of pedagogical software creation. Skills: After completing the subject, the student: <ul style="list-style-type: none"> • can analyze problems and solve them using a programming language; • can choose the right algorithm to solve the problem; • can actively write program in a specific programming environment or can integrate several environments to achieve the set goal; • is able to select and skillfully use the appropriate programming environment (or even combine different environments) for the creation of pedagogical software on a given topic; 	

- is able to plan and implement his own project;
- knows the basics of pedagogical software creation;
- is aware of the rules for preparing the correct documentation of software products;
- is able to independently prepare the presentations of the course material;
- can use and apply the created software in the pedagogical process.

Competencies:

After completing the subject, the student:

- demonstrates a high degree of independence in creating the software (project);
- has an overview of the possibilities of individual tools and environments required for the creation of pedagogical software;
- knows how to work effectively independently;
- is characterized by creative thinking and independence;
- applies a creative IT way of thinking in his work;
- has an overview of the possibilities of programming and development environments for creating own software;
- is characterized by active programming experience;
- has an active and responsible attitude towards the completion of subject tasks.

Brief syllabus:

1. Possibilities of using the computer in certain forms and phases of teaching.
2. Presentation of learning material - knowledge related to computer use.
3. Pedagogical and psychological aspects of pedagogical software creation.
4. Classification of pedagogical software according to different aspects.
5. Selection of the topic of the pedagogical software, project planning.
6. Implementation of pedagogical software.
7. Computer knowledge testing.
8. Possibilities for making animations in different programming languages.
9. Possibilities of creating an interactive user interface.
10. Possibilities of multimedia in the learning process.
11. Software testing and fine-tuning.
12. Rules for creating documentation for software products.
13. Testing of final products in real conditions.

Literature:

1. ANGSTER, E.: Az objektumorientált tervezés és programozás alapjai. Budapest : Akadémiai, 2000. 312 s. ISBN 9636508186.
2. CHAPMAN, N. - CHAPMAN, J.: Digital multimedia: Second Edition, 2003. 700 s. ISBN 0470858907.
3. CZAKÓOVÁ, K. – STOFFOVÁ, V. Kreativitás és az aktív tanulást támogató programkörnyezetek. In: Mikrovilág alkalmazások : Egyetemi tankönyv. 1. kiadás. Komárno : Univerzita J. Selyeho, 2016. s. 12-31. ISBN 978-80-8122-191-0.
4. CZAKÓOVÁ, K. Saját alkalmazás fejlesztése Imagine programkörnyezetben. In: Mikrovilág alkalmazások : Egyetemi tankönyv. 1. kiadás. Komárno : Univerzita J. Selyeho, 2016. s. 35-107. ISBN 978-80-8122-191-0.
5. KADLEC, V.: Učíme se programovat v Delphi a jazyce OBJECT PASCAL. Brno : Computer Press, 2002. 290 s. ISBN 8072262459.
6. MCCARTHY, J.: Softwarové projekty. 1. vyd. Praha : Computer Press, 1999. 190 s. ISBN 80-7226-164-0.
7. MCCARTHY, J.: Softwarové projekty. Brno : Computer Press, 1999. 190 s. ISBN 8072261940.

8. STOECKER, M.: Developing Windows-Based Applications with Microsoft .NET, 2003. 600 s. ISBN 0735619263.
9. STOFFOVÁ, V. – CZAKÓOVÁ, K.: Prostredie na učenie sa bádáním. In: Úvod do programovania v prostredí mikrosvetov : Vysokoškolská učebnica. Komárno : Univerzita J. Selyeho, 2016. 115 s. ISBN 978-80-8122-170-5.
10. STOFFOVÁ, V. – CZAKÓOVÁ, K.: Tvorba vlastných aplikácií v Imagine. In: Úvod do programovania v prostredí mikrosvetov : Vysokoškolská učebnica. Komárno : Univerzita J. Selyeho, 2016. 115 s. ISBN 978-80-8122-170-5.
11. SZIRMAY-KALOS, L. - LÁSZLÓ, Z. – KONDOROSI, K.: Objektum-orientált szoftverfejlesztés. Budapest : ComputerBooks, 2001. 427 s. ISBN 963 618 108 X.
12. SZIRMAY-KALOS, L. Háromdimenziós grafika, animáció és játékfejlesztés. Budapest : ComputerBooks, 2004. 486 s. ISBN 9636183031.
13. VÁMOSSY, Z.: Delphi a gyakorlatban. Bicske : Szak, 2002. 132 s. ISBN 963 9131 22 9.
14. VÉG, Cs.: Alkalmazásfejlesztés : a Unified Modeling Language szabványos jelöléseivel. Debrecen : Logos 2000, 1999. 246 s. ISBN 963 03 7660 1.

Odborné články:

CZAKÓOVÁ, K.: Developing algorithmic thinking by educational computer games. In. Proceedings of the 16th International Scientific Conference: “eLearning and Software for Education : eLearning sustainment for never-ending learning. Volume 1, DOI: 10.12753/2066-026X-20-003, 2020/1, p. 26-33. Bucharest : “CAROL I” National Defence University Editura, Universitara, 2020. ISSN 2066-026X, ISSN-L 2066-026X, ISSN CD 2343 – 7669. (Scopus)

CZAKÓOVÁ, K. Mathematical Model Based Interactive Simulations In Education. In. ICERI 2019 Proceedings of the 12th International Conference of Education, Research and Innovation : Enlightening Minds through Education. DOI: 10.21125/iceri.2019.2479, p. 10120-10125, Seville : IATED Academy, 2019. ISBN 978-84-09-14755-7. ISSN 2340-1095. (WOS)

CZAKÓOVÁ, K.: Interaktív modellek és szimulációk az oktatásban. In. XXXII. Didmattech 2019 - Proceedings – New Methods and Technologies in Education and Practice : III New Methods and Tools in Education. Trnava : Trnavská univerzita v Trnave, 2019. ISBN (on line) 978 80 568 0398 1.

CZAKÓOVÁ, K.: Microworld environment of small language as „living laboratory” for developing educational games and applications. In. Proceedings of the 13th International Scientific Conference „eLearning and Software for Education“ : Could technology support learning efficiency? Volume 1, DOI: 10.12753/2066-026X-17-042, 2017/1, p. 286-291. Bucharest : “CAROL I” National Defence University Publishing House, 2017. ISSN 2066-026X ISSN-L, 2066-026X, ISSN CD 2343 – 7669.

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

Hungarian or Slovak

Notes:

Student workload:

55% - participation in lessons, preparation for the exam,

45% - study of literature, completion of programming tasks, preparations for semester work.

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. Dr. Gábor Kiss, PhD., PaedDr. Krisztina Czakoová, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ TXE/22	Name: Text editors
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 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: Students are required to actively participate in class, which is monitored and counts for 20% of the overall course grade. During the semester, students work on their two semestral works, which are required and must be turned in for grading. The course ends with an exam. Grading is determined by the average of the 2 graded semestral works, each of which students must complete at least 50%. The student is classified according to the average obtained in the tests and its defense (80% of the total grade) and active participation in the exercises (20% of the total grade). To obtain grade „A“ students have to obtain minimum 90% of the total score, to obtain grade „B“ students have to obtain 80% of the total score, to obtain grade „C“ students have to obtain 70% of the total score, to obtain grade „D“ students have to obtain 60% of the total score, to obtain grade „E“ students have to obtain 50% of the total score. There is no credit for the subject if a student obtains less than 50%.	
Results of education: Knowledge: The student has knowledge of word processors, proficiency in the LaTeX word processor. Skills: The student is able to use the LaTeX word processor, is proficient in word processing, and is able to program in LaTeX at a basic level. The student is proficient in the basic principles of creating structured text documents in the TeX typographic system (LaTeX). Competences: The student is characterized by independence in working in Latex at the user level.	
Brief syllabus: 1. The environment of text editors and their basic functions. 2. Text editors (types of text editors: interpreters). 3. The environment of text editors and their basic functions. 4. Document creation standards. Basic document structure. 5. Introduction to TeX. 6. Writing plain texts, choice of font size and type. 7. LaTeX environments for creating lists, bullets, tables, simple charts.	

8. Setting mathematical formulae, equations, matrices, etc. Cross-referencing.
9. Fundamentals of TeX programming.
10. Creating simple macros.
11. Incorporating graphics into text.
12. Creating presentations.
13. Elaboration of the selected topic and independent creation of a professional text.

Literature:

1. STOFFA, V. - CSÍZI, L. - SZŐKÖL, I. - TÓTH, K. - VÉGH, L.: Az informatika alapjai I. Komárno: UJS, 2007, s. 268. ISBN 978-80-89234-29-5.
2. STOFFOVÁ, V. - CSÍZI, L. - TÓTH, K. - SZŐKÖL, Š.: Informačné a komunikačné technológie v praxi II. Komárno : Univerzita J. Selyeho, 2007, s. 316. ISBN 978-80-89234-42-4.
3. STOFFOVÁ, V. - CSÍZI, L. - TÓTH, K. - SZŐKÖL, Š.: Információs és kommunikációs technológiák a gyakorlatban II. Komárno : Univerzita J. Selyeho, 2007, s. 316. ISBN 978-80-89234-69-1.
4. RYBIČKA, J.: LATEX pro začátečníky. 3. vyd. Brno : nakladatelství KONVOJ, spol. s.r.o., 2003. 239 s. ISBN 80-7302-049-1.
5. WETTL, F. – MAYER, Gy.: Latex kézikönyv : Könnyen is lehet! 1. vyd. Budapest : Panem, 2004. 768 s. ISBN 963 545 398 1.

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

Hungarian or Slovak

Notes:

Student workload distribution:

45% - attendance at tutorials, exam preparation,

55% - studying literature, practicing acquired knowledge, working on practical assignments, preparing term papers.

Evaluation of subjects

Total number of evaluated students: 19

A	B	C	D	E	FX
42.11	36.84	5.26	0.0	10.53	5.26

Teacher: RNDr. József Udvaros, PhD., PaedDr. Márk Csóka

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ UDI/22	Name: Introduction to IT
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 2 / 1 / 0 For the study period: 26 / 13 / 0 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, students write two written papers, which are evaluated as a percentage. Students must achieve a score of at least 50% for both written papers in order to take the exam. During the semester, students work independently on a semester assignment or project (processing of literature), and they can receive a total of 20 points out of a total of 100 points for their submission and presentation. The combined exam consists of a written and oral part. To pass the exam, students must achieve at least 50% in the oral exam. The students are classified based on the obtained average, which includes the continuous performance of the semester, the work of the semester project and the result of the exam. A grade is at least 90 points, B grade is at least 80 points, C grade is at least 70 points, D grade is at least 60 points and E grade is at least 50 points. A student who scores less than 50 points cannot receive credit.	
Results of education: Educational results - knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • knows the role, tools and solutions of IT; • knows the concept of data and the principles of information and processing; • knows the basic principles of coding and displaying information on a computer and simple methods for their processing; • knows the principles of basic mathematical operations and conversions performed in the binary system, as well as the floating-point representation of real numbers; • knows the connections between individual number systems (conversions, transformations); • can think algorithmically and apply knowledge to solve the problem; • knows the basic principles of creating and graphically representing formal algorithms; • knows the classification of programming languages, the structure of the given programming language (e.g. Python), knows the elements and programming structures of the given language (condition, cycle, functions). Learning outcomes - skills: After completing the subject, the student: <ul style="list-style-type: none"> • can analyze and solve problems using a programming language; • able to independently apply an algorithm to solve a specific problem; 	

- can divide the problem into smaller sub-problems;
- can think algorithmically;
- capable of conversions between number systems;
- able to recognize the repetitive tasks of the problem and solve them with the necessary program structure (cycle, state);
- able to select the necessary data structures in the program;
- able to design and implement a program in the given programming language.

Educational results - competences:

After completing the subject, the student:

- shows a high degree of independence in solving problems and creating programs to solve them;
- characterized by creative thinking and independence;
- uses creative IT and algorithmic thinking to solve problems;
- can explain everyday IT problems;
- has an active and responsible attitude towards the completion of subject tasks

Brief syllabus:

1. Definition of basic concepts, IT tools, storage, data processing, algorithm.
2. Graphic representation of the algorithm, with a branching condition.
3. Graphic representation of the algorithm using cycles.
4. Graphic representation of the algorithm, solving complex tasks.
5. Number systems, conversions.
6. Number systems, basic mathematical operations.
7. Numerical representations, fixed precision representation, floating precision representation.
8. Program creation process, planning, steps, development cycle.
9. Classification of programming languages, work in a specific programming language (e.g Python), concepts and structure.
10. Programming algorithms with branching.
11. Programming algorithms using cycles.
12. Programming algorithms using functions and procedures.
13. Programming complex algorithms, displaying functions, drawing using programming tools.

Literature:

1. ANNUS, G.: Informatikai alapok. Szeged : JGYF Kiadó, 2001. 204 s. ISBN 0991508.
2. KATONA, Gy.: A számítástudomány alapjai. Budapest : Typotex Elektronikus Kiadó Kft., 2002. 192 s. ISBN 963 9326 24 0.
3. KOVÁCS, M.: Bevezetés a Számítástechnikába. Budapest : LSI Oktatóközpont, 2002. 368 s. ISBN 963 577 270 X.
4. STOFFA, V.: Az informatika alapjai I. (Základy informatiky). Apáczai közalapítvány, 2007. 268 s. ISBN 978-80-89234-29-5.
5. STOFFA, V.: Algoritmizáció és programozás I. (Algoritmizácia a programovanie I). Komárno : Univerzita J. Selyeho v Komárne, 2005. 174 s. ISBN 80-969251-7-2.
6. STOFFOVÁ, V.: Informatika. Informačné technológie a výpočtová technika. Nitra : Prírodovedec, 2001. 230 s. ISBN 80-8050-450-4.
7. STOFFOVÁ, V.: Počítač univerzálny didaktický prostriedok. 1. vyd. Nitra, 2004. 173 s. ISBN 80 8050 765 1.

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

Hungarian or Slovak

Notes:

Distribution of student workload:

60% - participation in lessons, preparation for background checks and exams,
40% - study of professional literature, practice of acquired knowledge, work on practicals assignments.

Evaluation of subjects

Total number of evaluated students: 28

A	B	C	D	E	FX
25.0	35.71	25.0	10.71	3.57	0.0

Teacher: Dr. habil. Attila Elemér Kiss, CSc., PaedDr. Márk Csóka

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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.

<p>McCracken, T. O.: Háromdimenziós anatómiai atlasz. Budapest : Scholar Kiadó, 2000. - 237 s. - ISBN 978-963-9193-99-4.</p> <p>NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.</p> <p>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.</p> <p>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.</p> <p>SZENTÁGOTHAI, J.: Funkcionális anatómia I.-III. Budapest : Medicina Könyvkiadó, 2006. - 710, 600, 800. - ISBN 963 242 565 0.</p>					
<p>Language, knowledge of which is necessary to complete a course: hungarian, slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects Total number of evaluated students: 158</p>					
A	B	C	D	E	FX
8.86	15.19	27.85	22.78	8.23	17.09
<p>Teacher: Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., RNDr. Eva Tóthová Tarová, PhD.</p>					
<p>Date of last update: 18.05.2023</p>					
<p>Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.</p>					

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 terminológiaiaa 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 glosár školskej terminológie. Szlovák- magyar közoktatási szószeret. 2020. Bratislava: Ministerstvo školstva, vedy, výskumu a športu SR. [online]. Dostupné na internete: https://www.minedu.sk/data/files/9495_final_svk_mad.pdf
SZABÓOVÁ, E. 2018. Személyiségfejlesztő nevelő-oktató tevékenységek az óvodában. In: Orsovics, Y., Strédl, T., Szabóová, E., Vass, V. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : Selye János Egyetem, Tanárképző Kar, 2018. p. 59-105. ISBN 978-80-8122-282-5.
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 – SZÖKÖL, 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

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

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

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

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

SZABÓOVÁ, E. 2016. Oktatási stratégiák az óvodapedagógusok képzésében a komáromi Selye János Egyetemen. In A Selye János Egyetem 2016-os Nemzetközi Konferenciájának tanulmánykötete : „Korszerű szemlélet a tudományban és az oktatásban“. Pedagógiai szekciók. Komárno : Univerzita J. Selyeho - Selye János Egyetem, 2016. p. 413-422. ISBN 978-80-8122-187-3.

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

disszertáció, témavezető: Dr. Kotschy Andrásné. DOI: 10.15773/EKE.2020.001 Dostupné na internete: <http://disszertacio.uni-eszterhazy.hu/74/>
 VASS, V. 2017. Kompetenciafejlesztés a 21. században (értékteremtés és megújulás). Komárom : Selye János Egyetem Tanárképző Kara, 2017. 89.p. ISBN 978-80-81-22-232-0. [online] Dostupné na internete: 2018-03-07_2018.01.23_Vass_Vilmos_Nyomdakesz_Belivek.pdf (uj.s.k)
 ZÁPOTOČNÁ, Z.- PETROVÁ, Z. 2016. Jazyk a komunikácia. Metodická príručka k vzdelávacej oblasti Štátneho vzdelávacieho programu pre predprimárne vzdelávanie. Bratislava: ŠPÚ. 27 s. ISBN 978 – 80 – 8118 – 175 – 7. [online]. Dostupné na internete: https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/matrska-skola/zrevidovane_jazyk-komunikacia_na_zverejnenie.pdf

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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

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

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

Salamon Judit , Papp Zsolt: Önkéntesség és önszerveződés segítése- Civil ifjúsági munka, 2012, Salamon Judit, Papp Zsolt: Önkéntesség és önszerveződés segítése, Civil ifjúsági munka

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.

Ministerstvo vnútra Slovenskej Republiky - https://www.minv.sk/?ros_dobrovolnictvo

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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: $(0.1 \times \% \text{ of active participation in the exercises}) + (0.9 \times \% \text{ obtained from the portfolio assessment})$ Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours portfolio preparation. To achieve a grade of A, 90-100%; for a grade of B, 80-89%; for a grade of C, 70-79%; for a grade of D, 60-69%; and for a grade of E, 50-59% of the total number of points must be earned.	
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)

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

gyermek számára. Gyermeknevelés, 2019. (7)2–3, 111–124. (dostupné na internete:

https://www.researchgate.net/publication/338986310_FOCUS_teszt_uj_szamitogep-alapu_vizsgalati_eszkoz_3-8_eves_gyermekek_szamara)

KALÁŠ, Ivan et al. Premeny školy v digitálnom veku. Bratislava: SPN – Mladé letá,s.r.o.,2013.

ISBN 978-80-10-02409-4. Košice: pre UIPŠ vydal elfa, s.r.o., 2010. ISBN 978-80-8086-143-8.

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 eszközzel. Budapest: Eötvös Loránd

Tudományegyetem. 2019. ISBN 978-963-489-129-1. (dostupné na internete: http://mindenkiiskolaja.elte.hu/wp-content/uploads/2019/09/Digit%C3%A1lis-eszk%C3%B6z%C3%B6k-integr%C3%A1l%C3%A1sa-az-oktat%C3%A1sba_INTERA.pdf)
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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

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

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

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

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

TÓTH-BAKOS, A. 2014. Az egészségünkben akadályozottak és a zeneterápia : A köznevelés kulturális, szociális és biológiai tényezői = Kultúrne, sociálne a biologické faktory edukácie - vedecký zborník Katedry pedagogiky a Katedry biológie PF UJS v Komárne : A SJE TTK 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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, screening.
- Can differentiate children and students with SEN, proceed according to the individual educational plan.
- He is able to perform screening and orient himself in pedagogical-psychological diagnostics.
- Can research and formulate the theoretical and practical starting points needed to solve the encountered problems.
- Can cooperate and consult with other experts, work in a team.

Competences:

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

Brief syllabus:

Subject and goals of therapeutic and special pedagogy.

Basic terms: segregation, integration, inclusion, standard, normality, abnormality.

Characteristics of children's school developmental period.

School problems: difficulties, disorders, lagging.

Indications for special educational needs of students.

Compilation of observation schemes for individual target groups (screening).

Development and development - educational opportunities.

Indicators for inclusion (integration) of children and students.

Options and principles of integration.

Individual educational plan and program - development and implementation.

Cooperation with the inclusive team and counseling centers.

School psychologist and school special educator.

Overview of incentive programs and their application possibilities in the educational process.

Literature:

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

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

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

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

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

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

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

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

<p>VAJDA, ZS., KÓSA, É. 2005. Neveléslélektan. (Psychológia výchovy). Budapest : Osiris Kiadó . 2005.</p> <p>VAŠEK, Š. 1995. Špeciálnopedagogická diagnostika. Bratislava : SPN. ISBN 8008020563</p> <p>ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha : Portál, 2011. ISBN 978802620044.</p>					
<p>Language, knowledge of which is necessary to complete a course: hungarian, slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects Total number of evaluated students: 6</p>					
A	B	C	D	E	FX
66.67	16.67	16.67	0.0	0.0	0.0
<p>Teacher: PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., Luca Tiszai, PhD.</p>					
<p>Date of last update: 17.08.2023</p>					
<p>Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.</p>					

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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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, Bócsi Veronika, Andl Helga (eds.). Új kutatások a neveléstudományokban 2020: Család a nevelés és az oktatás fókuszában. Debrecen: Magyar Tudományos Akadémia Pedagógiai Bizottság, 2021, P. 178-197.

LISZKA, J. 2009. Interetnikus és interkulturális kapcsolatok Dél-Szlovákiában. Komárno : Selye János Egyetem. ISBN 978-80-89234-87-5

LÁZÁR, I., 39 interkulturális játék : Ötlettár tanároknak az interkulturális kompetencia és a csoportdinamika fejlesztéséhez. Budapest : Eötvös Loránd Tudományegyetem. (Bölcsészet- és Művészetpedagógiai Tananyagok, ISSN 2416-1780 ; 9.) ISBN 978-963-284-657-6

NAGY, M., STRÉDL, T., SZARKA, L. 2018. Többség, kisebbség és a tolerancia II. : Kapcsolatok és identitások a számok tükrében. Komárno : Univerzita J. Selyeho. ISBN 978-80-8122-280-1

RÓKA, J., HOCHÉL, S. 2009. Interkulturális és nemzetközi kommunikáció a globalizálódó világban. Budapest : Budapesti Kommunikációs és Üzleti Főiskola. ISBN 978-963-7340-74-1

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

hungarian, slovak

Notes:

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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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. & SZÖKÖL. I. 2016. A pedagógiai kommunikáció. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-175-0.

HORVÁTH & L. IVANOVIĆ VIBIĆ & T. JOVANOVIĆ & S. KLIMSZOVÁ & L. KNEZEVIĆ & L. KOVÁCS & K. KRPÁLKOVÁ-KRELOVÁ & I. LOMNICKÝ & E. MALÁ & ZS. MOGYORÓSI & S. O. NINKOVIĆ & L. PAVERA & L. PREDANOCYOVÁ & B. RADULOVIĆ & M. STOJANOVIĆ & E. STRANOVSKÁ & K. SZARKA & I. ŠIMONOVÁ & A. TÓTH-BAKOS & T. TÖRÖK & M. TRNOVÁ & T. VACINOVÁ & I. VIRÁG & E. PETLÁK & M. VÍTEČKOVÁ. 2021. MENTOR TRAINING: Materials and Tasks. Ostrava: Ostravská univerzita. ISBN 978-80-7599-294-9.

CSEHIOVÁ, A. 2014. Interdiszciplináris vonatkozások a művészeti és a zenei nevelés területén. In: Zborník z medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2014: "Vzdelávanie a veda na začiatku XXI. storočia" - Sekcie pedagogických vied. Komárno: Univerzita J. Selyeho, 2014, CD-ROM, s. 59-67. ISBN 978-80-8122-103-3.

CSEHIOVÁ, A. 2021. Művészeti nevelés, tolerancia és kapcsolódási pontjaik a pedagógushallgatók szemszögéből = Art education, tolerance and their connection from the perspective of teacher trainees. In: Aktuálne úlohy, problémy a riešenia vyučovania slovenského jazyka a slovenskej literatúry v školách s vjm. Szököl István. = Szlovák nyelv és szlovák irodalom aktuális feladatai, problémái, tanításának megoldásai a magyar tannyelvű iskolákban Komárno: Univerzita J. Selyeho. P. 5-22, [CD-ROM]. ISBN 978-80-8122-387-7.

CSEHIOVÁ, A. 2020. The Transfer Effect of Musical Activities in Terms of Abilities and Personality Development - About the Results of a Music-Pedagogical Study. AD ALTA: journal of interdisciplinary research : recenzovaný mezioborový vědecký časopis. Vol. 10, no. 2 (2020), p. 46-50. ISSN 1804-7890. WoS

CSEHIOVÁ, A. & KANCSZÉ NAGY, K. Az élménypedagógia helye és szerepe a felsőoktatásban. In: Neveléstudományi kutatások a Kárpát-medencei oktatási térben: A 4. Kárpát-medencei Oktatási Konferencia tanulmánykötete: A 4. Kárpát-medencei Oktatási Konferencia tanulmánykötete. Tóth Péter, Horváth Kinga, Maior Enikő, Bartal Mária, Duchon Jenő. Komárno: Univerzita J. Selyeho, 2019, CD-ROM, p. 362-373. ISBN 978-80-8122-310-5.

CSEHIOVÁ, A. & KANCSZÉ NAGY, K. 2019. Élmény-foglalkozások a Selye János Egyetemen: "Művészet-Pedagógia-PSZichológia". DOI 10.36007/3334.2019.09-17 In: 11. International Conference of J. Selye University : Pedagogical Sections: Pedagogical Sections. Bukor József, Nagy Melinda, Pukánszki Béla István, Csehiová Agáta, Józsa Krisztián, Szököl István. Komárno: Univerzita J. Selyeho. Online, s. 9-17. ISBN 978-80-8122-333-4.

CSÍKSZENTMIHÁLYI, M. 2001. Flow - Az áramlat = A tökéletes élmény pszichológiája. Budapest: Akadémiai Kiadó. ISBN 963 05 7770 4.

CSÍKSZENTMIHÁLYI, M. 2016. Kreativitás = A flow és a felfedezés avagy a találékonyság pszichológiája. Budapest: Akadémiai Kiadó. (Az elme kerekai, ISSN 2061-2087) ISBN 978 963 05 8746 4.

KANCSZÉ NAGY, K. & CSEHIOVÁ, A. 2020. "Az élménykeresés foka" egy tanárképzésben végzett kutatás eredményei. In: HuCER 2020: Tanulás és innováció a digitális korban: Tanulás és innováció a digitális korban. Kozma Tamás, Juhász Erika, Tóth Péter. Budapest: Magyar Nevelés- és Oktatáskutatók Egyesülete. P. [91]. ISBN 978-615-5657-08-5.

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 teljesítőkéességünk 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: <ul style="list-style-type: none"> • 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;
Familiarity with the basic concepts of learning methodology;
Familiarity with the main characteristics of measuring instruments (used during data collection),
Familiarity with the criteria of validity and reliability;
Familiarity with the requirement of an argumentative interpretation;

Abilities:

The student is able to:

- formulate the purpose of the research,
- compile a research plan on a selected topic,
- develop the principles of scientific literature research,
- evaluate the appropriateness of the applied research instruments and methods.

Competencies:

The student is capable of:

- preparing her/his own research plan,
- formulating hypotheses and/or questions,
- choosing research methods and instruments in order to implement her/his own research plan,
- analyzing and referring to the scientific literature,
- summarizing thoughts, based on the processed literature formulation.

Brief syllabus:

The main characteristics of pedagogical research.
Quantitative and qualitative methodologies of pedagogical science.
Formulation of research hypotheses and questions.
Selection and processing of appropriate scientific literature.
Data collection methods (questionnaire, interview, observation, tests).
Case studies, researches on the internet.
The thesis as a publication.
System of scientific references.
Learning styles and learning environment.
Learning didactics.
Correlations of learning and teaching styles.

Literature:

Andragógiai interdiszciplináris kutatómódszertan / Kálmán Anikó. - 2. vyd. - Budapest : OKKER Oktatási és Kiadói Rt., 2005. - 148 s. - ISBN 963 9228 97 4.
Kutatómódszertan = Elmélet, gyakorlat, tanulmányok : Oktatási segédlet / Menyhárt József. - 1. vyd. - Nitra-Nyitra : Nyitrai Konstantin Filozófus Egyetem -Univerzita Konštantína Filozofa v Nitre, 2015. - 167 s. - ISBN 978-80-558-0962-5.
A társadalomtudományi kutatás gyakorlata / Earl Babbie ; Gábor Kende. - 6. vyd. - Budapest : Balassi Kiadó, 2008. - 600 s. - ISBN 978-963-506-764-0.
Doing a Successful Research Project : Using Qualitative or Quantitative Methods / Martin Davies, Nathan Hughes. - 2. vyd. - Hampshire : Palgrave Macmillan, 2014. - 278 s. - ISBN 978-1-137-30642-5.
Doing Your Research Project : A Guide for First-time Researchers / Judith Bell, Stephen Waters. - 7. vyd. - London : McGraw-Hill Education, 2018. - 344 s. - ISBN 978-0-335-24338-9.
Metody pedagogického výzkumu : Základy kvantitativního výzkumu / Miroslav Chráska. - 2., akt. vyd. - Praha : Grada, 2016. - 254 s. - ISBN 978-80-247-5326-3.
Egyéni különbségek szerepe a tanulásban : Tanulási stratégiák / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2012. - 143 s. - ISBN 978-963-88946-7-0.

Egyéni különbségek szerepe a tanulásban : A tanulási stílus / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2011. - 222 s. - ISBN 978-963-88946-5-6.-
 A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája / Paul Roeders, Gefferth Éva. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2.

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

Notes:

Evaluation of subjects

Total number of evaluated students: 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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 gyogypedagógiáról másképp. 1. kiad. Komárno : Univerzita J. Selyeho, 148 s. ISBN 978-80-8122-089-0.
- VARGÁNÉ, MEZŐ, L. 2009. A pedagógiai dignosztika és az együttnevelést segítő szakmaközi együttműködés lehetőségei. [online]. Dostupné na internete: <https://ofi.oh.gov.hu/vargane-mezo-lilla-pedagogiai-diagnosztika-es-az-egyuttnevelest-segito-szakmaközi-egyuttmukodes>
- VAŠEK, Š. 2004. Špeciálno- pedagogická diagnostika. 4. vyd. Bratislava: Sapientia s.r.o, 2004. 168 s. ISBN 80-969112-0-1.
- ZELINKOVÁ, O. 2009. Poruchy učení : dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, ADHD. 1. vyd. Praha : Portál, 263 s. ISBN 978-80-7367-514-1.
- ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha: Portál. 208 s. ISBN 978-80-2620-044-4.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: Oktatókutató és Fejlesztő Intézet. online. Dostupné na internete: <http://pedagogus.edia.hu/?q=content/matematikai-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei>

CSAPÓ, B. et. al. (szerk.). 2015. A természettudományi tudás online diagnosztikus értékelésének tartalmi keretei. Budapest: Oktatókutató és Fejlesztő Intézet, Budapest. online. Dostupné na internete: <http://pedagogus.edia.hu/?q=content/term%C3%A9szettudom%C3%A1nyi-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei>

D. MOLNÁR, É., MOLNÁR, E. K. & JÓZSA, K. 2012. Az olvasásvizsgálatok eredményei. In: Csapó Benő (szerk.): Mérlegen a magyar iskola. Budapest: Nemzeti Tankönyvkiadó. 17–81. online. Dostupné na internete: http://pedagogus.edia.hu/sites/default/files/merlegen_a_magyar_iskola.pdf

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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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): <ul style="list-style-type: none"> • 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,	

<p>- be able to find their way around the school's pedagogical documentation.</p> <p>Competencies:</p> <p>- the student is able to independently observe and analyse the internal and external space of the school in the context of the implementation of educational processes.</p>					
<p>Brief syllabus:</p> <p>The pedagogical practice in the training schools/practice school facilities, within which the student will acquire knowledge on the following topics: school legislation, pedagogical documentation, teaching methods, curricula, curriculum, thematic plans, teaching process, preparation for the classroom, possibilities for active work with students, evaluation criteria.</p> <p>Preparing a portfolio/reflection.</p>					
<p>Literature:</p> <p>CINDLEROVÁ, I,- CSEHIOVÁ, A. et al. 2021. Mentor Training: Materials and Tasks. 1. vyd. Ostrava: Ostravská univerzita, 268 s. ISBN 978-80-7599-294-9.</p> <p>HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.</p> <p>PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Štátne vzdelávacie programy</p> <p>Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J. Selyeho.</p>					
<p>Language, knowledge of which is necessary to complete a course:</p> <p>hungarian , slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects</p> <p>Total number of evaluated students: 167</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>85.03</td> <td>14.97</td> </tr> </tbody> </table>		a	n	85.03	14.97
a	n				
85.03	14.97				
<p>Teacher: PaedDr. Tamás Török, PhD.</p>					
<p>Date of last update: 18.05.2023</p>					
<p>Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.</p>					

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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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.

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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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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. <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Content (20 points) - originality (10 points) - formality (10 points) - presentation of the literature review (10 points) Total student workload: 2 credits = 60 hours <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 pályaaalkalmasság – kompetenciák – sztenderdek. Nemzetközi áttekintés. Eszterházy Károly Főiskola, Eger, 2011. http://epednet.ektf.hu/eredmenyek/tanari_palyaaalkalmassag_kompetenciak_sztenderdek.pdf ISBN 978-963-9894-86-0 [2022. 02. 05.]

Hercz Mária (szerk.): Pályakezdő óvodapedagógusok túlélőkészlete. http://www.jgypk.hu/mentorhalo/tananyag/Plyakezd_vodapedaggusok_tllkszleteV3/index.html [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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmeť, CSc., 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 problémátörténete. Gondolat Budapest, 241-259.o ISBN: 963 956 7183
Podráczky J. szerk. 2012. Szövetségben. Tanulmányok a család és az intézményes nevelés kapcsolatáról. Budapest, ELTE Eötvös Kiadó.
Pukánszky Béla: A gyermekkor története. Műszaki Kiadó, Budapest, 2001.
Ranschburg Jenő (2004): Gepárd–kölykök. Urbis Kiadó, Budapest, 5–137. ISBN: 963 929 1595
Szabó Éva (2008). Szeretettel és szigorral. Az iskolai nevelés problémái a szülők és a tanárok szemszögéből. Akadémiai Kiadó. ISBN:9779630583771
UTASI Ágnes: A bizalom hálójá. 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Content (40 points), - originality (20 points), - formality (20 points), - presentation of the literature review (20 points). Total student workload: 2 credit = 60 hours <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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., HOCHÉL, S. 2009. Interkulturális és nemzetközi kommunikáció a globalizálódó világban. Budapest : Budapesti Kommunikációs és Üzleti Főiskola. ISBN 978-963-7340-74-1

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

hungarian, slovak

Notes:

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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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
 Nádas Lajos: Motoros cselekvéses játékok az iskolai testnevelésben, 2001 ISBN 963-19-2112-3
 Židek, J. et al.: Turistika a ochrana života a zdravia, Univerzita Komenského, Bratislava, 2013,
 Židek, J. et al.: Turistika história turistiky obsah, druhy a formy turistiky ochrana prírody, PEEM, Bratislava, 2004

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

hungarian ,slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmeť, CSc., 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: Kultúráközvetítés és pedagógiai értékrendszerek. Komárno: Selye János Egyetem Tanárképző Kara, 2013.

Kozma Tamás: Bevezetés a nevelésszociológiába. Nemzeti Tankönyvkiadó 1994

Lannert Judit (2004): Minőség, hatékonyság, eredményesség. Új Pedagógiai Szemle, <http://epa.oszk.hu/00000/00035/00087/2004-12-ko-Lannert-Hatekonysag.html>

Tóth Péter, Holik Ildikó (szerk.): Új kutatások a neveléstudományokban 2015: Pedagógusok, tanulók, iskolák – az értékformálás, az értékközvetítés és az értékteremtés világa. MTA Pedagógiai Tudományos Bizottság, Budapest, 2016 ISSN 2062-090X.

Varga Aranka (szerk.): A nevelésszociológia alapjai 2015. Pécs. ISBN (epub) 978-963-642-850-1 – DOI 10.15170/BTK.2015.00001. <https://mek.oszk.hu/14500/14566/14566.pdf>

Továbbá a: Képzés és Gyakorlat, a Köznevelés, az Iskolakultúra, a Neveléstudomány, a Nevelésszociológia, a Pedagógusképzés, a Magyar Pedagógia, a Fejlesztő Pedagógia és az Egészségnevelés című folyóiratok tantárgyhoz kapcsolódó további írásai (2015-2021.)

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

hungarian, slovak

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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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 certified professional training protocol, 2.) obtaining at least 50% of the maximum course grade (50 points). Overall course pass mark: - Pass = 50 - 100% (25 - 50 points) - Fail = 49 - 0% (0 - 24 points)	
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/ar1-eu/sk/detail-eu_un_cat-0124951-Metody-a-formy-spoluprace-rodiny-a-skoly/

<p>FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.</p> <p>ORSOVICS, Y. a kol. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : UJS, 2018. 161 s. ISBN 978-80-8122-282-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. [online]. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/>.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácii a ďalšej dokumentácii. [online]. Dostupné na internete: https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/</p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Ostatné dokumenty: Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho. Az iskola, intézmény pedagógiai és egyéb dokumentációja.</p>					
<p>Language, knowledge of which is necessary to complete a course: hungarian, slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects Total number of evaluated students: 28</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>100.0</td> <td>0.0</td> </tr> </tbody> </table>		a	n	100.0	0.0
a	n				
100.0	0.0				
<p>Teacher: Mgr. Attila Bognár, PaedDr. Peter Židek, Dr. habil. PaedDr. Beáta Dobay, PhD., Csilla Nagyová, ArtD.</p>					
<p>Date of last update: 22.08.2023</p>					
<p>Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.</p>					

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - 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.): Kiskaté. Kortárs filozófiai kiskönyvtár. Műút Könyvek, Miskolc, 2017. ISBN 978-615-5355-22-6

<http://www.muut.hu/wp-content/uploads/kiskate.pdf>

Csejtei Dezső (2016): Filozófia a mindennapokban. Gondolatok emberről, világról, Istenről. Attraktor, Gödöllő-Máriabesnyő. ISBN:9786155601101

<https://www.szaktars.hu/attraktor/view/csejtei-dezso-filozofia-a-mindennapokban-gondolatok-emberrol-vilagrol-istenrol-2016/?pg=224&layout=s>

Dietrich, Jürgen – Tenorth, Heinz-Elmar: A modern iskola kialakulása és működése. Műszaki Könyvkiadó, Budapest, 2003. ISBN 963 16 2757 8
 Donald, Merlin (2002): Az emberi gondolkodás eredete. Osiris, Budapest. ISBN 963 389 085 3
 Németh András (2004): Ember és világainak változásai. Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184
 Németh András: Nevelés – gyermek – iskola. Eötvös Kiadó, Budapest, 1997. ISBN: 9639024198
 Németh András: Emberi idővilágok – pedagógiai megközelítések. Gondolat Kiadó, Budapest, 2013. ISBN 9789636932688
 Wulf, Christoph: Az antropológia rövid összefoglalása. Enciklopédia Kiadó, Budapest, 2007. ISBN 963 9655 09 0

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

Notes:

Evaluation of subjects

Total number of evaluated students: 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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, 2004 Farkosi 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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. Opatávamenedzsmnt. 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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., VANCURÁNÉ, S. A., HAJDÚ, A. Kép-játék-hang: Foglalkozási tervek képzőművészeti alkotásokhoz. Budapest: Pedellus Tankönyvkiadó, 2015, 80 s. ISBN 978-615-5154-63-8.

GOMBRICH E. H.. A művészet története. Budapest: Gondolat Kiadó, 1983, 522 s. ISBN 9632812158.

HEGYI, L. Avantgarde és transzavantgarde. Budapest: Magvető Kiadó, 1986, 520 s. ISBN 963 14 0875 2.

KÁRPÁTI A. A gyermekrajztól a fiatalok vizuális nyelvégig. Budapest: Akadémiai Kiadó, 2019, 210 s. ISBN 978 963 454 361 9.

KÁRPÁTI A. Firkák, formák, figurák: A vizuális nyelv fejlődése a kisgyermekkortól a serdülőkorig. Budapest: Dialóg Campus Kiadó, 2001, 198 s. ISBN 963 9123 36 6.

VIRÁGVÖLGYI P. A tipográfia mestersége számítógéppel. Budapest: Osiris, 2002, 262 s. ISBN 963379529X.

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

hungarian , slovakian

Notes:

Evaluation of subjects

Total number of evaluated students: 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: <ul style="list-style-type: none"> - 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): <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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. Philipines, Juan Vives).

The Reformation and the Catholic renewal. Man and worldview - changes in childhood, the family model and women's education.

Early modern and modern man and his education - institutional education, its main ideologies (Comenius, Locke, Rousseau); temporal and institutional discipline.

The formation and development of modern European school systems in the 19th and 20th centuries. The main stages of the development of Hungarian education (Ratio Educationis, Law on Popular Education); the age of the development of Hungarian women's education.

Pedagogical scientific thought, Herbart and his pupils, positivism, pedagogy of spiritual science, experimental pedagogical aspirations, paediatric studies and modern child psychology.

The crisis of modern times. School criticism, life reform, women's emancipation movements. The development and main trends of reform pedagogy (Montessori, Waldorf, Freinet, Jenaplan, Dalton-plan), their methodological role in the innovation of school, kindergarten and teaching practice. Competence profile of the future teacher, practical activities and experience.

Literature:

Kéri Katalin: Hölgyek napernyővel. Nők a dualizmus kori Magyarországon 1867-1914. Pro Pannonia Kiadó, Pécs, 2008. ISBN: 9789639893092

Kéri Katalin: Lánynevelés és női művelődés az újkori Magyarországon: nemzetközi kitekintéssel és nőtörténelmi alapozással. Kronosz Kiadó, Pécs, 2018. ISBN: 9789634670377

Mészáros István – Németh András – Pukánszky Béla: Neveléstörténet. Bevezetés a pedagógia és az iskoláztatás történetébe. Osiris, Budapest, 2003. ISBN: 9633793432

Németh András: A reformpedagógia múltja és jelene. Nemzeti Tankönyvkiadó, Budapest, 1996. 2. átdolgozott és bővített kiadás: 1998, 3. kiadás: 1998; 4. kiadás 2001. ISBN 9789631921908

Németh András – Skiera Ehrenhard: Reformpedagógia és az iskola reformja. Nemzeti Tankönyvkiadó, Budapest, 1999. 2. kiadás 2003. ISBN: 9631901688

<p>Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184</p> <p>Németh András et al: Alternatív- és reformpedagógia a gyakorlatban http://nti.btk.pte.hu/dogitamas/BHF_FILES/html/99Nemeth/topic.php-topic=14.htm (2022.02.07.)</p> <p>Pukánszki Béla István: Pedagógiai eszmetörténet. Budapest: Gondolat, 2013. ISBN 978-963-693-228-2.</p>					
<p>Language, knowledge of which is necessary to complete a course: hungarian, slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects Total number of evaluated students: 173</p>					
A	B	C	D	E	FX
43.93	20.23	15.03	2.31	1.73	16.76
<p>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.</p>					
<p>Date of last update: 18.05.2023</p>					
<p>Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.</p>					

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/UZ/ UFIK/23		Name: Úvod do finskeho 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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, scearing. - He is able to differentiate children and pupils with SEN, to follow the individual educational plan. 	

- Can carry out depistigation and orientation in pedagogical-psychological diagnostics.
- Is able to investigate and formulate theoretical and practical bases necessary for solving problems encountered in pedagogical practice regarding psychological processes and developmental peculiarities.
- He/she is able to collaborate and consult with other professionals, working in a team.
- Can apply the acquired knowledge in solving practical problems in various areas of social life, especially in pedagogical practice.

Competences:

- Responds flexibly and knowledgeably to problems, speaks democratically, acts tolerantly,
- Applies the principles of inclusive thinking, optimal working climate, cooperative methodology.
- Applies the acquired knowledge of psychological phenomena and processes and age specificities from the perspective of developmental psychology to his/her own studies, to specific pedagogical, methodological and didactic disciplines and subjects of pedagogical practice.
- Carries out targeted development of self-knowledge, participates in further education
- The graduate is characterized by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the issues of the field of study of teaching.

Brief syllabus:

Introduction to psychology, general psychology as a scientific discipline.

Biological factors of psyche, psychophysiology, perception and sensation

Learning, memory, attention and concentration

Speech and communication, verbal, non-verbal communication and metacommunication.

Feelings and emotions, motivation, thinking and thought processes,

Intelligence and models of intelligence, emotional intelligence, creativity.

Developmental psychology as a special scientific discipline - definition.

Physical and mental age - observation schemes.

Developmental scales and developmental periods.

Theories of development of Piaget, Freud, Erikson.

Generational changes and characteristics of generational differences x, y, z and alpha generations

- change in intelligence structure

Gardner's theory of ability and its relevance to education, Rogers' theory of person-centred approach.

Recent research in developmental psychology.

Literature:

GOLEMAN, Daniel, N. KISS Zsuzsanna. Érzelmi intelligencia - 4. kiad. - Budapest : Háttér, 2008. - 456 s. - ISBN 9638128666.

BUGÁN Antal, OLHÁH Attila. Fejezetek a pszichológia alapterületeiből - 1. vyd. - Budapest : ELTE EÖTVÖS Kiadó, 2006. - 592 s. - ISBN 963 463 478 8.

PLÉH Csaba, BOROSS Otilia. Pszichológia A-Z : A pszichológia legfontosabb fogalmai magyar és angol nyelven - 1. vyd. - Budapest : Akadémiai Kiadó, 2010. - 403 s. - ISBN 978 963 8658 0.

PLÉH Csaba. Bevezetés a pszichológiába : Olvasmányok és feladatok a lélektan alapkérdéseinek tanulmányozásához - 1. vyd. - Budapest : Osiris Kiadó, 2004. - 920 s. - ISBN 963 389 478 6.

PLÉH Csaba. A lélektan története - 2. vyd. - Budapest : Osiris Kiadó, 2010. - 652 s. - ISBN 978 963 276 052 0.

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

Bordás, S., FORRÓ, Zs., NÉMETH, M. STRÉDL, T. Pszichológiai jegyzetek. 1. vydanie 2005.

Komárno: UJS. ISBN 8096925156

BAGDY, E. 2002. Személyiségfejlesztő módszerek az iskolában. Budapest : Nemzeti Tankönyvkiadó, 2002. 308 s. ISBN 9631922359.

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

STRÉDL, T. 2009. Fejlődésléktan (Vývinová psychológia). In Bordás-Forró-Németh-Stredl, T. 2009. Pszichológiai jegyzetek (Základy psychológie). Komárno : UJS. 2009. s. 156 – 210. ISBN 80-969251-5-6

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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 kutatómódszertan / Kálmán Anikó. - 2. vyd. - Budapest : OKKER Oktatási és Kiadói Rt., 2005. - 148 s. - ISBN 963 9228 97 4.

Kutatómódszertan = Elmélet, gyakorlat, tanulmányok : Oktatási segédlet / Menyhárt József. - 1. vyd. - Nitra-Nyitra : Nyitrai Konstantin Filozófus Egyetem -Univerzita Konštantína Filozofa v Nitre, 2015. - 167 s. - ISBN 978-80-558-0962-5.

A társadalomtudományi kutatás gyakorlata / Earl Babbie ; Gábor Kende. - 6. vyd. - Budapest : Balassi Kiadó, 2008. - 600 s. - ISBN 978-963-506-764-0.

Doing a Successful Research Project : Using Qualitative or Quantitative Methods / Martin Davies, Nathan Hughes. - 2. vyd. - Hampshire : Palgrave Macmillan, 2014. - 278 s. - ISBN 978-1-137-30642-5.

Doing Your Research Project : A Guide for First-time Researchers / Judith Bell, Stephen Waters. - 7. vyd. - London : McGraw-Hill Education, 2018. - 344 s. - ISBN 978-0-335-24338-9.

Metody pedagogického výzkumu : Základy kvantitativního výzkumu / Miroslav Chráska. - 2., akt. vyd. - Praha : Grada, 2016. - 254 s. - ISBN 978-80-247-5326-3.

Egyéni különbségek szerepe a tanulásban : Tanulási stratégiák / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2012. - 143 s. - ISBN 978-963-88946-7-0.

Egyéni különbségek szerepe a tanulásban : A tanulási stílus / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2011. - 222 s. - ISBN 978-963-88946-5-6.-

A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája / Paul Roeders, Gefferth Éva. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2.

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

hungarian, slovak

Notes:					
Evaluation of subjects Total number of evaluated students: 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., 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: <ul style="list-style-type: none"> - 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): <ul style="list-style-type: none"> o Content page 35 points, o formal aspect 15 points. Total student workload: 1 credit = 30 hours <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - passed = 50 - 100% (25 - 50 points) - not passed = 49 - 0% (0 - 24 points) 	
Results of education: Knowledge: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ ZLD/22	Name: Basics of air transport
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 2 / 0 For the study period: 0 / 26 / 0 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 evaluation of the subject consists of a theoretical and a practical part. At the end of the semester, there will be a written test with maximum score of 75 points. Within the practical part (flight on the simulator), it is possible to get a total of 25 points. To receive grade A in the course, student must obtain at least 90 points, for grade B at least 80 points, for grade C at least 70 points, for grade D at least 60 points and for grade E at least 50 points. Credits will not be given to a student who obtain less than 50 points.	
Results of education: Knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • has theoretical knowledge about air transport and unmanned aircraft systems, the history of aviation, aerodynamics, aviation meteorology, communication and aviation law, • has the knowledge necessary to pass the theoretical part of the remote pilot examination. Skills: After completing the subject, the student: <ul style="list-style-type: none"> • is able to perform a flight on the DJI Phantom 3 Flight Simulator. Competencies: After completing the subject, the student: <ul style="list-style-type: none"> • has an active and responsible approach to completing tasks within the subject. 	
Brief syllabus: <ol style="list-style-type: none"> 1. Introduction to the subject Basics of Aviation, history of aviation. 2. Aircraft general knowledge. 3. The basics of flight – aerodynamics. 4. Airplane performance and flight planning. 5. Aviation meteorology. 6. A METAR report and TAF forecast. 7. Communication. 8. Aerodromes, interesting facts about airports. 9. Airspace, the ICAO map. 10. Operational procedures. 	

11. Aviation law and air traffic control procedures.
12. Unmanned aircraft systems (UAS), applications of UAS.
13. Flight on the simulator DJI Phantom 3 Flight Simulator.

Literature:

1. KELLER, L et al.: Učebnice pilota 2016. Příbram : Svět křídel, 2016. 408 s. ISBN 978-80-87567-89-0.
2. Letecká mapa ICAO Slovenska 2016.
3. FÁBIÁN, A.: PPL kézikönyv : A repülőgép-vezetés elmélete. Budapest : Skylight Cerative Ec., 2010. 466 s. ISBN 978-963-06-9062-1.
4. ATKINSON, S.: The Aircraft Book : The definitive visual history. London : Dorling Kindersley, 2013. 320 s. ISBN 978-1-4093-6480-1.
5. BEARD, R. W. – McLAIN, T. W.: Small Unmanned Aircraft : Theory and Practice. New Jersey, NJ : Princeton University Press, 2012. 300 s. ISBN 978-0-691-14921-9.
6. FEDERAL AVIATION ADMINISTRATION: Pilot's Handbook of Aeronautical Knowledge, 2016. Dostupné na: https://www.faa.gov/regulations_policies/handbooks_manuals/aviation/phak/

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

Hungarian or Slovak

Notes:

Distribution of the student's workload:

60% of the workload - direct teaching, preparation for the test and the practical part (flight on the simulator).

40% of the workload - studying the literature, practicing the acquired knowledge.

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: RNDr. Štefan Gubo, PhD., Ing. Ondrej Takáč, PhD.

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ŠS/22	Name: Informatics
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: <p>All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the normal time of the study timetable.</p> <p>In the oral state examination, the student will give an account of the knowledge and skills acquired in his/her field of specialisation and the interdisciplinary links with the relevant fields of specialisation. Demonstrate the ability to communicate information, ideas, problems and solutions to professional and lay audiences.</p> <p>The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts towards the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% will receive no credit.</p> <p>The results of the state examination and the examination will be announced by the chairman of the board in public.</p>	
Results of education: Knowledge: <ul style="list-style-type: none"> - the student has acquired knowledge in the compulsory and profile subjects of the study programme, - the student is able to define and interpret in his/her own words basic concepts, explain and describe basic processes, characterise and apply scientific methods of research in the areas specified in the subject's thematic plan, - the ability to analyse and evaluate the knowledge acquired in the subject. Skills: <ul style="list-style-type: none"> - the student is able to present his/her expertise, - the student is able to transfer his/her knowledge, - the ability to organise and apply the theoretical knowledge acquired, - the student has the ability to organise and apply the knowledge and to apply it in a coherent way. Competences: <ul style="list-style-type: none"> - the student is able to express his/her linguistic and professional culture in the oral examination, - the student can use the knowledge acquired in a wider context, - the ability to put into practice and organise the knowledge acquired, 	

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

Brief syllabus:

- I. Fundamentals of Informatics
- II. Programming

Literature:

Literature listed in the information sheets of the study programme

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

Hungarian or Slovak

Notes:

The state examination takes place before an examination board whose members are appointed by the dean.

Evaluation of subjects

Total number of evaluated students: 1

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

Teacher:

Date of last update: 03.03.2023

Approved by: prof. ThDr. István Karasszon, PhD., prof. RNDr. Tibor Kmet', CSc., prof. Dr. Béla István Pukánszky, DSc.