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## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ APLI/22	<b>Name:</b> Applied Linguistics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 125 - 150 hours Out of this, lectures represent 13 hours and seminars 26 hours. Preparation for seminars 34 - 45 hours (weekly assigned chapters or articles to read and materials with questions), completing homework 26 - 30 hours, preparation for the exam 26 - 36 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - active participation in seminars (assignments, discussions, debates...) - analysis and comparison of two research papers of own choice on English as a Lingua Franca. - analysis of language learning motivation models, presentation of findings in class. - compilation of a short interview followed by a personal interview with the teacher at the training school about experiences with students with special needs and the attitudes of the respective school After meeting the requirements, students take a written exam at the end of the semester. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows and characterizes the psychological and sociological aspects of learning foreign languages.</li> <li>• The student knows, identifies and describes the individual characteristics of learners and the special educational needs of learners.</li> <li>• The student knows and characterizes theories of motivation in the field of teaching foreign languages and the Common European Framework of Reference for Languages.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student critically evaluates and solves the most urgent problems and issues of modern foreign language teaching in the context of applied linguistics.</li> <li>• The student applies knowledge about language learning, student specifics and theory when planning and implementing activities in the context of applied linguistics on a practical level.</li> </ul> <b>Competencies:</b>	

- The student independently plans and implements activities that expand knowledge about socio-cultural and linguistic processes and their influence on language use.

**Brief syllabus:**

This introductory course aims to give students an overview of the major issues in applied linguistics and to equip future language teachers with the background knowledge necessary for grounding their teaching practice in theory. Important topics to be dealt with include second language acquisition theories, communicative competence, individual variables in language learning, language testing, psycholinguistics, discourse analysis, pragmatics, aspects of sociolinguistics and corpus linguistics. The course takes an interactive, lecture cum seminar format, which means that students do get input in the lectures, but they are also responsible for working on their own. In the seminars, they have an opportunity to discuss the issues raised in the lecture and the assigned readings and work cooperatively on tasks and activities.

List of Topics:

1. Introduction to the course: What is Applied Linguistics?
2. Theories of Second Language Acquisition
3. Communicative competence
4. Corpus Linguistics
5. Discourse and Discourse Analysis
6. Pragmatics and pragmatic success in EFL
7. English as a Lingua Franca
8. Sociolinguistics: Language policy
9. Being bilingual or multilingual
10. Individual differences: Motivation
11. Psycholinguistics: Language loss
12. Language learning difficulties
13. Language Testing and the CEFR

**Literature:**

Cook, G. (2003). Applied linguistics. Oxford: Oxford University Press. 134 s. ISBN 0 19 437598 6.

Davies, A. (2012). An introduction to applied linguistics: From practice to theory. 2nd ed. Edinburgh: Edinburgh University Press. 199 s. ISBN 978 0 7486 3355 5

Groom, N., & Littlemore, J. (2011). Doing applied linguistics: A guide for students. London - New York: Routledge - Taylor&Francis Group. 210 s. - ISBN 978-0-415-56642-1

Hall, C.J., Smith, P.H., & Wicaksono, R. (2011). Mapping applied linguistics: A guide for students and practitioners. London - New York: Routledge - Taylor&Francis Group. 418 s. - ISBN 978-0-415-55913-3

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 43

A	B	C	D	E	FX
6.98	51.16	30.23	6.98	4.65	0.0

**Teacher:** Dr. habil. Anna Tóthné Litovkina, PhD., Mgr. Klaudia Pauliková, PhD., Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Győri, PhD., Dr. habil. Gábor Vilmos Győri, PhD.,

**Date of last update:** 03.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ DAL2/22	<b>Name:</b> The History of English Literature in the 20th and 21st Century
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading literary works or chapters from literary works, working out tasks and assignments) 21 - 28 hours, preparation for quizzes and mini-tests 8 - 12 hours, presentation preparation 4 - 8 hours, exam preparation 28 - 33 hours. The course ends with an exam. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> <li>- participation in lectures, active participation in seminars</li> <li>- participation in two mini-tests during the semester</li> <li>- short presentation on a selected topic:</li> </ul> It should focus on the topic, the author, the analysis of the literary work and the historical, cultural and literary background of the respective author and literary work. <ul style="list-style-type: none"> <li>- reading selected literary works:               <ol style="list-style-type: none"> <li>1. Virginia Woolf: Moments of Being. The New Dress</li> <li>2. James Joyce: Eveline. A Painful Case</li> <li>3. Samuel Beckett: Waiting for Godot</li> <li>4. George Orwell: 1984</li> <li>5. John Fowles: The Collector</li> <li>6. David Lodge: Hotel des Boobs</li> <li>7. Malcolm Bradbury. The History Man</li> <li>8. Anthony Burgess. A Clockwork Orange</li> <li>9. John Osborne. Look Back in Anger</li> <li>10. Harold Pinter. The Caretaker</li> <li>11. Julian Barnes: The History of the World in 10½ Chapters # Chapter 1</li> <li>12. Salman Rushdie: Shame</li> <li>13. Salman Rushdie: The Prophet's Hair</li> <li>14. Kazuo Ishiguro: A Family Supper</li> <li>15. Robert Galbraith: The Cuckoo's Calling</li> </ol> </li> </ul> Successful completion of written tests and presentations is a condition for participation in the oral exam.	

The grading scale is as follows:

A - 100% - 90%, B - 89% - 80%, C - 79% - 70%,  
D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%

### **Results of education:**

Knowledge:

- The student explains the characteristic features of the individual historical and developmental stages of English literature from the beginning of the twentieth century to the present day.
- The student characterizes current literary trends and differences between individual literary genres in the context of English literature.
- The student names and characterizes the main representatives of English literature from the beginning of the twentieth century to the present day and can name the most important literary works of the most important authors.

Skills:

- The student presents his/her own opinions in the context of the history of English literature from the beginning of the twentieth century to the present day in English.
- The student interprets the most important literary works from the history of English literature from the beginning of the twentieth century to the present day.
- The student collects, analyses and synthesizes information about literary figures, literary works in various publications and on the Internet.
- The student critically evaluates the current cultural and literary background of the English language.

Competencies:

- The student integrates knowledge and skills about the historical-cultural, moral, literary and social contexts and peculiarities of the English language and literature at the application level.
- The student utilizes knowledge and skills about the history of English literature and flexibly engages them in the further development of his/her knowledge, skills and competences.

### **Brief syllabus:**

The lectures provide students with theoretical knowledge about the development of English literature from the beginning of the twentieth century to the present day. At the seminars, students deal with practical tasks and worksheets. The main themes of the course will focus on modern and postmodern literature with particular attention to the theories of scholars such as David Lodge, Ihab Hassan, John Barths, Roland Barthes, Gerard Genette, Northrop Frye and Brian McHale. Students get a basic overview of different critical approaches to literary texts, such as New Historicism, Post-Colonialism, feminist literary criticism, and critically evaluate current trends and processes in English literature.

Lectures:

1. Modernism in English literature
2. The modern novel. Basic principles and methods. Virginia Woolf
3. The period of High Modernism, memory and consciousness. James Joyce
4. Samuel Beckett and the Theatre of the Absurd
5. Postmodernism. Constructing reality. Intertextuality.
6. The political novel. Graham Greene. George Orwell. Aldous Huxley
7. The campus novel. David Lodge. Malcolm Bradbury
8. The experimental novel. Angus Wilson. Bryan Stanley William Johnson. Christine Brooke-Rose. Anthony Burgess
9. British drama in the twentieth century. The Angry Young Men movement. John Osborne. Edward Bond. Tom Stoppard. Caryl Churchill. Harold Pinter
10. New Historicism. J. G. Ballard, Julian Barnes, John Fowles

11. Post-Colonialism. Magical Realism. Salman Rushdie
  12. Feminist literary criticism. Iris Murdoch, Doris Lessing, Angela Carter.
  13. Contemporary British authors. Ian McEwan, Douglas Adams, Kazuo Ishiguro. Robert Galbraith
- Seminars:
1. Modernism in poetry, William Butler Yeats. Imagism, Ezra Pound, T. S. Eliot, W. A. Auden, Dylan Thomas
  2. Virginia Woolf: Moments of Being. The New Dress
  3. James Joyce: Dubliners (Eveline, A Painful Case)
  4. Samuel Beckett: Waiting for Godot
  5. George Orwell: 1984
  6. David Lodge: Hotel des Boobs
  7. Anthony Burgess: A Clockwork Orange
  8. Harold Pinter: The Caretaker
  9. Salman Rushdie: The Prophet's Hair
  10. Julian Barnes: The History of the World in 10½ Chapters - Chapter 1: The Stowaway
  11. John Fowles: The Collector
  12. Kazuo Ishiguro: A Family Supper
  13. Robert Galbraith: The Cuckoo's Calling

**Literature:**

Sanders, Andrew: The Short Oxford History of English Literature. Third edition. New York: Oxford University Press. 2004.

G.C. Thornley, Gwyneth Roberts: An Outline of English Literature. Harlow: Longman, 2003.

Alexander, Michael: A History of English Literature. London : Palgrave Macmillan, 2007.

Cox, Michael: The Concise Oxford Chronology of English Literature. Oxford: Oxford University Press, 2005.

Puskás, Andrea. Female Identity in Feminist Adaptations of Shakespeare. 1. vyd. Budapest: Tinta, 2014.

McHale, Brian. Postmodernist fiction. London: Routledge, 2003.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 47

A	B	C	D	E	FX
34.04	23.4	10.64	12.77	4.26	14.89

**Teacher:** doc. PaedDr. Andrea Puskás, PhD., doc. PaedDr. Andrea Puskás, PhD.,

**Date of last update:** 03.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ DAM2/22	<b>Name:</b> The History of American Literature in the 20th and 21st Century
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading literary works or chapters from literary works, working out tasks and assignments) 21 - 28 hours, preparation for quizzes and mini-tests 8 - 12 hours, presentation preparation 4 - 8 hours, exam preparation 28 - 33 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - participation in lectures, active participation in seminars - participation in two mini-tests during the semester - short presentation on a selected topic: It should focus on the topic, the author, the analysis of the literary work and the historical, cultural and literary background of the respective author and literary work. - reading selected literary works: 1. Henry James. The Beast in the Jungle, 2. Ernest Hemingway: The End of Something 3. Ernest Hemingway: The Undeafated 4. Ernest Hemingway: Cat in the Rain 5. F. Scott Fitzgerald: The Great Gatsby 6. William Faulkner. The Sound and the Fury 7. Vladimir Nabokov. Spring in Fialta 8. J. D. Salinger: The Catcher in the Rye 9. Alice Walker: Everyday Use 10. Richard Brautigan: In Watermelon Sugar 11. Thomas Pynchon: The Crying of Lot 49 12. Kurt Vonnegut: Cat's Cradle 13. Woody Allen: The Kugelmass Episode 14. Woody Allen: The Lunatic's Tale 15. Bernard Malamud: The Prison 16. Paula Vogel: Desdemona: A Play About a Handkerchief 17. Amy Tan: Two Kinds	

Successful completion of written tests and presentations is a condition for participation in the oral exam.

The grading scale is as follows:

A - 100% - 90%, B - 89% - 80%, C - 79% - 70%,

D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%

### **Results of education:**

Knowledge:

- The student explains the characteristic features of the individual historical and developmental stages of American literature from the beginning of the twentieth century to the present day.
- The student characterizes current literary trends and differences between individual literary genres in the context of American literature.
- The student names and characterizes the main representatives of American literature from the beginning of the twentieth century to the present day and can name the most important literary works of the most important authors.

Skills:

- The student presents his/her own opinions in the context of the history of American literature from the beginning of the twentieth century to the present day in English.
- The student interprets the most important literary works from the history of American literature from the beginning of the twentieth century to the present day.
- The student collects, analyses and synthesizes information about literary figures, literary works in various publications and on the Internet.
- The student critically evaluates the current cultural and literary background of the English language.

Competencies:

- The student integrates knowledge and skills about the historical-cultural, moral, literary and social contexts and peculiarities of the English language and literature at the application level.
- The student utilizes knowledge and skills about the history of American literature and flexibly engages them in the further development of his/her knowledge, skills and competences.

### **Brief syllabus:**

The lectures provide students with theoretical knowledge about the development of American literature from the beginning of the 20th century to the present. At the seminars, students deal with practical tasks and worksheets.

Lectures:

1. General introduction to Modernism. American Modernism.
2. Modernist Poetry. Traditionalism, Imagism, Objectivism. A selection of modernist poetry
3. 'Making it new' in Prose. Gertrude Stein. The Lost Generation. Ernest Hemingway.
4. American drama in the 20th century. Eugene O'Neill, Arthur Miller. Tennessee Williams: A Streetcar Named Desire.
5. American drama in the 20th century part II. Edward Albee: Who's Afraid of Virginia Woolf?
6. The Beat Generation. Allen Ginsberg. Jack Kerouac: On the Road. Charles Bukowski. Ken Kesey
7. The emergence of Postmodernism in American literature. Constructing the Self. Postmodern Consciousness and Identity. Thomas Pynchon.
8. The neo-pastoral and the hippie movement in American literature.
9. The employment of black humour in fiction. Kurt Vonnegut. The emergence of science fiction
10. Community and Identity – Immigrant Writing. Vladimir Nabokov: Lolita.
11. Defining African American identity: James Baldwin. Alice Walker. Toni Morrison: Beloved.
12. American Jewish fiction. Saul Bellow. Bernard Malamud.
13. Feminist fiction and drama in American Literature.

**Seminars:**

1. Henry James. The Beast in the Jungle.
2. Ernest Hemingway: Cat in the Rain. The End of Something. The Undeclared.
3. William Faulkner. The Sound and the Fury.
4. The Jazz Age. F. Scott Fitzgerald: The Great Gatsby
5. J. D. Salinger: The Catcher in the Rye. J. D. Salinger: For Esmé with Love and Squalor
6. Thomas Pynchon: The Crying of Lot 49.
7. Richard Brautigan: In Watermelon Sugar. The poetry of R. Brautigan.
8. Woody Allen: The Kugelmass Episode. The Lunatic's Tale
9. Kurt Vonnegut: Cat's Cradle
10. Vladimir Nabokov. Spring in Fialta
11. Alice Walker: Everyday Use. Bernard Malamud: The Prison
12. Amy Tan: Two Kinds
13. Paula Vogel: Desdemona: A Play About a Handkerchief

**Literature:**

Lauter, Paul: The Heath Anthology of American Literature : Late Nineteenth Century 1865-1910 - Volume C. New York: Houghton Mifflin Company, 2006.

Sacvan Bercovitch. The Cambridge History of American Literature : Volume 8 Poetry and Criticism, 1940-1995 / - 5. vyd. - Cambridge : Cambridge University Press, 2008.

Justin Quinn, Martin Procházka, Clare Wallace, Hana Ulmanová, Erik S. Roraback, Pavla Veselá, David Robbins. Lectures on American Literature / - 3. vyd. - Praha : Karolinum, 2011.

Greil Marcus, Werner Sollors. A New Literary History of America. 1. vyd. - Cambridge: The Belknap Press of Harvard University Press, 2009.

Christopher Beach. The Cambridge Introduction to Twentieth-Century American Poetry. 1. vyd. - Cambridge: Cambridge University Press, 2003.

Lauter, Paul: The Heath Anthology of American Literature: Contemporary period 1945 to the present - Volume E. New York : Houghton Mifflin Company, 2006.

James D. Hart, Phillip W. Leininger: The Oxford Companion to American Literature. 6. vyd. - Oxford: Oxford University Press, 1995.

Puskás, Andrea. Postmodern Humour in Woody Allen's Short Stories. Eruditio - Educatio. Vol. 9, no. 3 (2014), p. 64-72. ISSN 1336-8893.

Puskás, Andrea. The Private and the Public in The Great Gatsby. Eruditio - Educatio. Roč. 8, č. 3 (2013), s. 3-12. ISSN 1336-8893.

Puskás, Andrea. Female Identity in Feminist Adaptations of Shakespeare. 1. vyd. Budapest: Tinta, 2014.

Puskás, Andrea. Narrative Constructions of Victimization in I stand here ironing by Tillie Olsen. In: Zborník z medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2014: "Vzdelávanie a veda na začiatku XXI. storočia" - Sekcie teologických vied a humanitných vied. Komárno: Univerzita J. Selyeho, 2014, CD-ROM, p. 308-316. ISBN 978-80-8122-104-0.

McHale, Brian. Postmodernist fiction. London: Routledge, 2003.

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

English

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

Total number of evaluated students: 40

A	B	C	D	E	FX
40.0	17.5	22.5	17.5	2.5	0.0
<b>Teacher:</b> doc. PaedDr. Andrea Puskás, PhD., doc. PaedDr. Andrea Puskás, PhD.,					
<b>Date of last update:</b> 03.06.2024					
<b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ DELI/22	<b>Name:</b> Children's and Young Adult Literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 100 - 120 hours Out of this, seminars represent 26 hours, preparation for seminars (reading literary works or chapters, working out tasks and assignments) 32 - 37 hours, presentation preparation 9 - 13 hours, exam preparation 33 - 44 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of assignments and worksheets - short presentation on a selected topic: It should focus on the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the respective author, or literary work. - reading selected literary works: 1. Rudyard Kipling: Just so Stories (The Elephant's Child). 2. Oscar Wilde: The Nightingale and the Rose. The Selfish Giant. The Happy Prince. 3. Lewis Carroll: Alice's Adventures in Wonderland 4. Frank Baum: The Wonderful Wizard of Oz. J. M. Barrie: Peter Pan. 5. A. A. Milne: Winnie-the-Pooh 6. Laura Ingalls Wilder: Little House in the Big Woods. 7. L. M. Montgomery: Anne of Green Gables. 8. P. L. Travers: Mary Poppins 9. C. S. Lewis: The Lion, the Witch and the Wardrobe 10. Roald Dahl: Charlie and the Chocolate Factory. 11. Roald Dahl: The Witches 12. J. K. Rowling: Harry Potter and the Philosopher's Stone 13. Judy Blume: Are You There God? It's Me Margaret 14. John Green: Paper Towns 15. Nancy Springer: Enola Holmes and the Case of the Missing Marquess Successful completion of the criteria is a condition for participation in the written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	

**Results of education:**

## Knowledge:

- The student defines and explains the characteristic features of the individual historical stages of the development of literature for children and young adults.
- The student will explain and characterize the differences between individual literary periods from the earliest times in the context of literature for children and young adults.
- The student names and characterizes the main representatives of literature for children and young adults in Anglophone countries from the beginning to the present day and can name the most important literary works of the most important authors.

## Skills:

- The student presents his/her own opinions about selected works of literature for children and young adults in English.
- The student interprets the most important literary works from the world of literature for children and young adults.
- The student collects, analyses, synthesizes information about literary figures, literary works in various publications and on the Internet.
- The student applies literary works from children's and young adult literature in teaching English as a foreign language.

## Competencies:

- The student integrates knowledge and skills about the historical-cultural, moral, literary and social contexts and peculiarities of the English language and literature in practice.
- The student utilizes knowledge and skills about literature for children and young adults and flexibly involves them in the further development of his/her knowledge, skills and competences.

**Brief syllabus:**

1. Approaching children's literature. The beginnings of children's literature
2. Fairy tales and folk tales – origin, structure, classification. Symbolic tale. Kipling: Just so Stories (The Elephant's Child). Oscar Wilde: The Nightingale and the Rose. The Selfish Giant. The Happy Prince.
3. Victorian children's literature. Nonsense tale. Edward Lear. Lewis Carroll, poetics of literary nonsense, logical nonsense. Lewis Carroll: Alice's Adventures in Wonderland
4. Children's Fantasy. Qualities, elements and classification of fantasy. Journey fantasy. Frank Baum: The Wonderful Wizard of Oz. J. M. Barrie: Peter Pan.
5. Animal stories. Beatrix Potter: The Tale of Peter Rabbit. A. A. Milne: Winnie-the-Pooh. Kenneth Grahame: The Wind in the Willows.
6. Stories with girl protagonists. The family story. Louisa May Alcott: Little Women Laura Ingalls Wilder: Little House in the Big Woods. L. M. Montgomery: Anne of Green Gables.
7. Stories with boy protagonists. Adventure fiction. Robert Louis Stevenson: Treasure Island. Children's Literature: The Long Weekend 1920-1939. P. L. Travers: Mary Poppins
8. Types and forms of modern fantasy. C. S. Lewis: The Chronicles of Narnia. The Lion, the Witch and the Wardrobe. J. R. R. Tolkien: The Hobbit.
9. Subversion in Roald Dahl's Fantasy Tales. Roald Dahl: Charlie and the Chocolate Factory. The Witches. Matilda. The BFG.
10. The school story. J. K. Rowling: Harry Potter and the Philosopher's Stone.
11. Teenage fiction. Judy Blume: Are You There God? It's Me Margaret. Children's literature today.
12. Young adult literature: John Green: Paper Towns,
13. Contemporary authors in children's literature: Jeff Kinney: The Diary of a Wimpey Kid, Liz Pichon: Tom Gates series, Cressida Cowell, John Flanagan, Rick Riordan, Nancy Springer: Enola Holmes series

**Literature:**

Puskás, Andrea. Children`s Literature: Part 1. Brno: Tribun EU, 2021.  
 Carpenter, Humphrey: Children`s Literature. Oxford University Press, 1999.  
 Head, Dominic: The Cambridge Guide to Literature in English: The definitive guide: completely revised and updated. Cambridge : Cambridge University Press, 2006.  
 Hunt, Peter: An Introduction to Children`s Literature. Oxford University Press, 1994.  
 Hunt, Peter (ed.): International Companion Encyclopedia of Children`s Literature. London: Routledge, 1998.

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

English

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

Total number of evaluated students: 31

A	B	C	D	E	FX
22.58	25.81	16.13	25.81	6.45	3.23

**Teacher:** doc. PaedDr. Andrea Puskás, PhD.,

**Date of last update:** 03.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ DRA2/22	<b>Name:</b> Drama Techniques in Teaching English as a Foreign Language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of tasks and assignments 8-10 hours, preparation of lesson plans 25-30 hours, preparation for micro-teaching 16-21 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of assignments and completion of tasks - submission of 3 lesson plans (150 points): Each lesson plan is worth 50 points. The lesson plan should include drama techniques for teaching a freely selected language structure or vocabulary item for a selected target group. Appropriate use of techniques and activities, variety, materials, lesson plan structure, correctly set goals, language level and content are evaluated. - micro-teaching (100 points): Students complete 2 micro-teachings teaching a 45-minute lesson with the help of drama techniques - one freely designed and one in the context of a selected fairy tale (grammatically or lexically based). The activities must be coherent, connected to each other and developed consistently. Before the micro-teaching, the student submits the lesson plan in printed or electronic form together with all aids, worksheets, flashcards, etc. For each micro-teaching, the student gets 50 points. The following are evaluated: variety, use of techniques, language level and balance of teacher talking time and student talking time. During the semester, students can earn a total of 250 points. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> Knowledge:	

- The student identifies, enumerates and characterizes a wide range of drama techniques in teaching English as a foreign language.
- The student has broad-spectrum knowledge about the essence of planning educational activities.
- The student explains the theoretical and practical connections of the methodology of teaching English as a foreign language using drama techniques.
- The student knows teaching methods and forms supporting active learning, the development of creativity, the communication skills and critical thinking of students in English language classes.
- The student characterizes and illustrates the communicative approach to teaching foreign languages and the position of drama pedagogy and drama techniques within this approach.

**Skills:**

- The student applies drama techniques to develop English language skills and competences in practice.
- The student integrates knowledge of drama techniques into organizing, planning and providing lessons for different age groups of learners.
- The student uses the material background of educational activities at school, school facilities, and uses didactic and audio-visual aids for the implementation of drama techniques.
- The student implements, adapts and improves drama techniques in the presentation and practice of grammatical structures, vocabulary and communication activities and communication competences.

**Competencies:**

- The student organizes, ensures and flexibly adapts educational activities with an emphasis on drama techniques.
- The student incorporates the knowledge of drama pedagogy into the didactic system of the English language and literature subject.
- The student plans and organizes workshops and drama projects for students with the purpose of motivating and developing their language skills and competences.

**Brief syllabus:**

The purpose of the course is to enable students to actively use drama techniques in practice and the knowledge and skills acquired during the previous course Drama Techniques in Teaching Foreign Languages I. After having a look at the basic techniques of drama education, students will create their own drama exercises, activities and lesson plans with the purpose of teaching vocabulary items and grammar structures.

1. Drama techniques in teaching foreign languages. Improving creativity with the help of drama techniques in teaching English as a foreign language.
2. Improving communication skills with drama. Interaction, cooperation, critical thinking.
3. Organizing drama projects and workshops.
4. Linear drama and process-oriented drama.
5. Snow White and the Seven Dwarves.
6. The Three Little Pigs. Shrek.
7. Little Red Riding Hood. Hansel and Gretel
8. Beauty and the Beast. Cinderella.
9. Harry Potter.
10. Sleeping Beauty.
11. The Emperor's New Clothes.
12. Aladdin and the Wonderful Lamp.
13. The Princess and the Pea. The Jungle Book.

**Literature:**

Maley, Allan – Duff, Alan. 2004. Drama Techniques in Language Learning. Cambridge University Press.

Puskás, Andrea. Improving Creativity in the EFL Classroom. 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.

Maley, Alan – Duff, Alan. Drama Techniques: A Resource Book of Communication Activities for Language Teachers. Cambridge : Cambridge University Press, 2005.

Phillips, S.: Drama with Children. Oxford: Oxford University Press, 1999.

Tom Godfrey: DRAMA in ENGLISH LANGUAGE TEACHING: A WHOLE-PERSON LEARNING APPROACH. 2010.  
Available at: <https://tomgodfrey.wordpress.com/2010/08/15/drama-in-english-language-teaching-a-whole-person-learning-approach/>

Almond, Mark. 2005. Teaching English With Drama : How to use drama and plays when teaching - for the professional English language teacher. Brighton: Pavilion Publishing.

Wilson, Ken. 2012. Drama and Improvisation. Oxford: Oxford University Press.

Richards, Jack C. – Farell, Thomas S. C. 2013. Practice Teaching: A reflective approach. Second edition. New York, USA: Cambridge University Press. ISBN 978-0-521-18622-3.

Puskás, Andrea. Using Drama Techniques and Games in Teaching Grammar to Young Learners in the EFL Classroom. In: Zborník medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2016: "Súčasný aspekt vedy a vzdelávania" - Sekcie pedagogických vied. = A Selye János Egyetem 2016-os "Korszerű szemlélet a tudományban és az oktatásban" Nemzetközi Tudományos Konferenciájának tanulmánykötete - Pedagógiai szekciók Komárno: Univerzita J. Selyeho, 2016, CD-ROM, s. 389-404. ISBN 973-80-8122-187-3.,

Puskás, Andrea. Hey, Teacher, Wake Those Kids up!: Warming up and concentration activities in the English Classroom. KATEDRA. roč. 20., č. 2. (2012), s. 22-23.

Puskás, A. 2018. Teaching Young Learners: A textbook for EFL teacher trainees. Zsigárd: Bymoon

Scrivener, J. 2011. Learning Teaching: The Essential Guide to English Language Teaching. Third Edition. Macmillan.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 35

A	B	C	D	E	FX
68.57	17.14	2.86	2.86	2.86	5.71

**Teacher:** doc. PaedDr. Andrea Puskás, PhD., Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD.,

**Date of last update:** 03.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ DS/22	<b>Name:</b> Master's Thesis Seminar
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Submission of a selected bibliography and research plan related to the topic of the thesis, and drafting of a part of the thesis (about 15 pages). Attendance at the seminar is compulsory. The student prepares part of the Master's thesis and submits the bibliography. The student must hand in a ready part of the thesis to the tutor by the deadline. If the student does not hand in the ready part of the thesis within 7 days after the deadline, he/she will not receive the credits for the course. The length of the ready part of the thesis to be handed in is determined by the tutor, the formal requirements are specified in the Rector's Directive 2/2021. The work must comply with the technical rules and ethics of citation. <b>Criteria for the evaluation of the work:</b> – the student's analytical-synthetic thought process, – expression of personal opinion supported by theoretical knowledge, – the definition of the problem and the aim of the work, the way in which it has been developed, – the structure of the work - logical structure and proportional length of each part, – work with literature and sources of information (how they are selected and used), – compliance with the basic formal requirements of the essay, compliance with citation requirements, – aesthetic and linguistic quality of the essay. <b>Percentages for each task:</b> Work done in seminars: 20 %. Seminar paper: 80 %. The student must complete at least 50 % of all assignments.	
<b>Results of education:</b> <b>Knowledge:</b> The student is able to: - list and explain the general requirements for the preparation of the Master's thesis, describe and characterize the content structure of the Master's thesis and its parts (introduction, main body, appendices),	

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

#### Skills:

The student is able to:

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

**Competences:**

The student

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

**Brief syllabus:**

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

**Literature:**

Rector's directive no. 2/2021 on editing, registration, making available and archiving final, rigorous and habilitation theses at J. Selye University. 2021. Komárno: UJS

Bell, J., & Waters, S. (2018). Doing your research project : A guide for first-time researchers 7th ed. London: McGraw-Hill Education. 344 s. ISBN 978-0-335-24338-9.

Bui, Y.N. (2014). How to write a master's thesis. 2nd ed. Thousand Oaks: SAGE Publication. 313 s. ISBN 978-1-4522-0351-5.

Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education. 8th ed. Abingdon: Routledge. 916 s. ISBN 978-1-138-20988-6.

Dörnyei, Z. (2011). Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies. Oxford: Oxford University Press. 336 s. ISBN 978 0 19 442258 1.

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

English

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

Total number of evaluated students: 15

A	B	C	D	E	FX
80.0	13.33	0.0	6.67	0.0	0.0

**Teacher:** Mgr. Klaudia Pauliková, PhD., doc. PaedDr. Andrea Puskás, PhD., Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Győri, PhD., Mgr. Renáta Lengyel-Marosi, PhD.,

**Date of last update:** 03.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ FILIT/22	<b>Name:</b> Film and Literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of tasks and assignments 6-10 hours, preparation of two presentations 18-24 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of assignments and completion of tasks - two presentations (100 points): Each presentation is worth 50 points. The relevance of information, literature, visualisation, presentation skills, and the ability to analyse are evaluated. Presentation topics: 1. The film adaptations of Much Ado About Nothing – William Shakespeare (Much Ado About Nothing, 2013) 2. The film adaptations of The Taming of the Shrew – William Shakespeare (10 Things I Hate About You, 1999) 3. The film adaptations of The Scarlet Letter – Nathaniel Hawthorne (The Scarlet Letter, 1995; Easy A, 2010) 4. The film adaptations of Great Expectations – Charles Dickens (Great Expectations, 2012) 5. The film adaptations of Emma – Jane Austen (Emma, 2020) 6. The film adaptations of Alice’s- Adventures in Wonderland – Lewis Carroll (Alice in Wonderland, 2010; Downsizing 2017) 7. The film adaptations of Mary Poppins – P. L. Travers (Mary Poppins, 1964; Mary Poppins Returns, 2018) 8. The film adaptations of The Great Gatsby – Scott Fitzgerald (The Great Gatsby, 2013) 9. The film adaptations of The Princess Bride – William Goldman (The Princess Bride, 1987) 10. The film adaptations of The Neverending Story – Michael Ende (The Neverending Story, 1984) 11. The film adaptations of Šípková Ruženka – Jacob a Wilhelm Grimm (Maleficent 2014, 2019) 12. The film adaptations of The Hundred and One Dalmatians – Dodie Smith (Cruella, 2021) 13. The film adaptations of Story of YourLife – Ted Chiang (Arrival, 2016)	

14. The film adaptations of All you Need is Kill – Hiroshi Sakurazaka (The Edge of Tomorrow, 2014)
15. The film adaptations of I, Robot – Isaac Asimov (I, Robot, 2004)
16. The film adaptations of Gone Girl–Gillian Flynn (Gone Girl, 2014)
17. The film adaptations of Inherent Vice–Thomas Pynchon (Inherent Vice, 2014)
18. The film adaptations of Trainspotting – John Hodge (Trainspotting, 1996)
19. The film adaptations of Fingersmith – Sarah Waters (The Handmaiden, 2016)
20. The film adaptations of The Girl with the Dragon Tattoo – Stieg Larsson (The Girl with the Dragon Tattoo, 2009)
21. The film adaptations of Fight Club – Chuck Palahniuk (Fight Club, 1999)
22. The film adaptations of Nineteen Eighty-Four – George Orwell (Nineteen Eighty-Four, 1984)
23. The film adaptations of One Flew Over the Cuckoo's Nest – Ken Kesey (One Flew Over the Cuckoo's Nest, 1975)

The grading scale is as follows:

A - 100% - 90%, B - 89% - 80%, C - 79% - 70%,

D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%

A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.

### **Results of education:**

Knowledge:

- The student introduces and names film adaptations of some literary works.
- The student characterizes the peculiarities of film adaptations according to time and genre.
- The student characterizes and explains the differences between a literary work and a film adaptation in terms of its specifics.

Skills:

- The student critically analyses film adaptations of literary texts.
- The student compares literary texts with film adaptations.
- The student formulates own conclusions on the subject of film and literature, presents own opinions in the form of high-quality presentations.
- The student integrates the acquired knowledge into practice in learning and teaching the English language.

Competencies:

- The student utilizes the acquired knowledge and skills in planning and organizing the educational process, flexibly brings the uniqueness of the interaction of the literary world and film culture into the lessons of English language and literature.

### **Brief syllabus:**

The content of the seminar includes literary texts from English and American literature and their film adaptations:

1. Introduction to the course (theoretical background of film adaptations)
2. Film adaptation of Much Ado About Nothing (Much Ado About Nothing, 2013); Film adaptation of The Taming of the Shrew (10 Things I Hate About You, 1999)
3. Film adaptations of The Scarlet Letter (The Scarlet Letter, 1995; Easy A, 2010)
4. Great Expectations film adaptation (Great Expectations, 2012); Film adaptation of Emma (Emma, 2020)
5. Film adaptation of Alice's Adventures in Wonderland - Lewis Carroll (Alice in Wonderland, 2010; Downsizing 2017)

6. Film adaptation of Mary Poppins - P. L. Travers (Mary Poppins, 1964; Mary Poppins Returns, 2018); Film adaptation of The Great Gatsby (The Great Gatsby, 2013)
7. Film adaptation of The Princess Bride (The Princess Bride, 1987); Film adaptation of The Neverending Story - Michael Ende (The Neverending Story, 1984)
8. Film adaptations of Sleeping Beauty (Maleficent 2014, 2019); Film adaptation of The Hundred and One Dalmatians (Cruella, 2021)
9. Film adaptation of Story of Your Life (Arrival, 2016); Film adaptation of All you Need is Kill (The Edge of Tomorrow, 2014)
10. Film adaptation of I, Robot – Isaac Asimov (I, Robot, 2004); Film adaptation of Gone Girl (Gone Girl, 2014)
11. Film adaptation of Inherent Vice (Inherent Vice, 2014); Film adaptation of Trainspotting (Trainspotting, 1996)
12. Film adaptation of The Girl with the Dragon Tattoo (The Girl with the Dragon Tattoo, 2009); Film adaptation of Fight Club (Fight Club, 1999)
13. Nineteen Eighty-Four film adaptation (Nineteen Eighty-Four, 1984); Film adaptation of One Flew Over the Cuckoo's Nest (One Flew Over the Cuckoo's Nest, 1975)

**Literature:**

Martinich Al P. The Philosophy of Language. New York: OUP, 2008.

McFarlane, Brian. Novel to Film. OUP, 1996.

Miller, Toby, and Robert Stam. A Companion to Film Theory. Malden: Blackwell Publishing, 2004.

Welsh, James M., and Peter Lev. The Literature/Film Reader: Issues of Adaptation. Lanham: The Scarecrow Press, Inc., 2007.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 16

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

**Teacher:** Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD.,

**Date of last update:** 03.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ FRAZ/22	<b>Name:</b> Phraseology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 25-30 hours Out of these, seminars represent 26 hours. preparation for the final test 0 - 4 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, doing activities and assignments (20 points) - creating and presenting a presentation (during the seminars) (30 points) - final written test on well-known English and American proverbs (50 points) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student can explain the characteristic features and basic concepts of phraseology, phraseography, paremiology and paremiography.</li> <li>• The student gives several examples of proverbs, sayings, phrases and idioms from different areas of English and American culture.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student uses the most famous proverbs, sayings, idioms and phrases of the English language in practice.</li> <li>• The student interprets the most important proverbs, sayings and idioms.</li> <li>• The student uses the most important proverbs, sayings and idioms in the lessons of English as a foreign language to practice language skills and competences.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>• The student integrates and utilizes the acquired knowledge and skills when planning and implementing educational activities.</li> </ul>	
<b>Brief syllabus:</b>	

The main goals of the course are to provide students with theoretical background of English phraseology and paremiology (study of proverbs), and to extend students knowledge of frequently used proverbs, sayings, idioms and collocations. We will learn what these proverbs mean, when and where they are used, and how to apply them to a concrete situation. We will explore some proverbial markers. The course also focuses on proverb humor. The course has also been designed to study American thought, life, and philosophy through proverbs.

1. Introduction. Phraseology, phraseography, paremiology, paremiography, lexicography, and lexicology;
2. Proverbs, collocations and idioms; Dictionaries.
3. Old proverbs never die: they just diversify: Anglo-American proverb transformations.
4. Politicians and lawyers in Anglo-American proverbs, anti-proverbs and jokes
5. Phraseology and paremiology in the language classroom;
6. Proverbs and tales
7. Synonymy and antonymy. Proverbial markers (e.g., traditionality, currency, metaphor, paradox, ellipsis, word-repetition, rhyme, alliteration, pithiness, certain structures).
8. What constitutes a real American or British proverb? The role of proverbs in the modern American and British societies.
9. Paremiological minimum and cultural literacy. Biblical proverbs
10. Proverbs in songs and poems, advertisements, comics and cartoons, graffiti, wellerisms and Tom Swifities.
11. Anglo-American proverbs and anti-proverbs about love, sexuality, women and marriage
12. Proverbs about time, procrastination, patience, haste, and money
13. Proverbs about optimism, success, hope, pessimism and misfortune; opportunity

#### **Literature:**

- Hrisztalina Hrisztova-Gotthardt – Melita Aleksa Varga (2015) (eds.), Introduction to Paremiology: A Comprehensive Guide to Proverb Studies. Warsaw: De Gruyter Open.  
<https://www.degruyter.com/document/doi/10.2478/9783110410167/html?lang=en>
- T. Litovkina, Anna (2000). A Proverb a Day Keeps Boredom Away. Pécs: IPF.
- T. Litovkina, Anna (2004b). Old Proverbs Never Die: Anti-Proverbs in the Language Classroom. In: Csaba Földes (ed.), *Res humanae proverbium et sententiarum: Ad honorem Wolfgangi Mieder*. Tübingen: Gunter Narr Verlag, 295–326.
- T. Litovkina, Anna (2015). Anti-proverbs. In: Hrisztalina Hrisztova-Gotthardt & Melita Aleksa Varga (eds.), Introduction to Paremiology: A Comprehensive Guide to Proverb Studies. Warsaw: De Gruyter Open, 326–352. See:  
<https://www.degruyter.com/document/doi/10.2478/9783110410167/html?lang=en>
- T. Litovkina, Anna (2016). “Do You Serve Lawyers and Politicians Here?”: Stereotyped Lawyers and Politicians in Anglo-American Jokes and Anti-Proverbs, Komarnó: J. Selye University Faculty of Education.
- T. Litovkina, Anna (2017). Teaching Proverbs and Anti-Proverbs. Komarnó: J. Selye University Faculty of Education.
- T. Litovkina, Anna (2018). Women through Anti-Proverbs. London: Palgrave Macmillan.
- T. Litovkina, Anna & Wolfgang Mieder (2005). “A közmondást nem hiába mondják”. Vizsgálatok a proverbiumok természetéről és használatáról. Budapest: Tinta Könyvkiadó.
- T. Litovkina, A., & Mieder, W. (2006). Old Proverbs Never Die, They Just Diversify: A Collection of Anti-Proverbs. Burlington: The University of Vermont – Veszprém: The Pannonian University of Veszprém.

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

English

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 14					
A	B	C	D	E	FX
35.71	28.57	21.43	14.29	0.0	0.0
<b>Teacher:</b> Dr. habil. Anna Tóthné Litovkina, PhD.,					
<b>Date of last update:</b> 03.06.2024					
<b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ IRSK/22	<b>Name:</b> The Culture and History of Ireland
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 14-24 hours (includes presentation preparation), preparation for two written tests 35-40 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> <li>• active participation in seminars</li> <li>• presentation on a predetermined topic (30 points):</li> </ul> The presentation evaluation criteria include: relevance of information, use of literature and visualisation; at least 5 sources of professional literature and a minimum number of slides of 25 Presentation topics: <ol style="list-style-type: none"> <li>1. Myths and legends: the goddess of the Boyne River; the legend of Finn McCool</li> <li>2. Lough Corrib; Ben Bulbin; Blarney Castle</li> <li>3. Legends of St Patrick</li> <li>4. Celtic life and religion</li> <li>5. Jonathan Swift (music and film adaptations of Gulliver's Travels)</li> <li>6. The conflict in Northern Ireland in popular culture (music)</li> <li>7. The conflict in Northern Ireland in popular culture (film)</li> <li>8. Irish holidays and festivals</li> <li>9. Irish pubs (history, drinks, food and unwritten rules)</li> <li>10. Irish music and Irish dancing</li> <li>11. Irish politics: Sinn Fein (cartoons with explanations)</li> <li>12. IRA (cartoons with explanations)</li> </ol> <ul style="list-style-type: none"> <li>• two written tests (each for 35 points, a total sum of 70 points)</li> </ul> The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b>	

**Knowledge:**

- The student knows, describes and characterizes geographical terms related to Ireland (e.g. the United Kingdom of Great Britain and Northern Ireland, the island of Ireland and the Republic of Ireland).
- The student knows the most important geographical locations and can mark them on the map.
- The student names and characterizes the most important historical figures and events: knows when and why these events happened, and what role specific historical figures played in them.
- The student knows and names Irish holidays and customs.

**Skills:**

- The student interprets the history and culture of Ireland.
- The student integrates and applies the acquired knowledge when working with the English language.
- The student critically evaluates and presents opinions about Irish culture, multiculturalism, history and everyday life in an Anglophone environment.
- The student independently collects information about Ireland in various publications and on the Internet for the purpose of constant self-improvement and broadening horizons.

**Competencies:**

- The student develops intercultural communicative competences, thanks to which s/he functions flexibly and equally in the European context.
- The student integrates knowledge and skills during further development within the English language and flexibly applies them in planning and organizing the educational process in other subjects and in practice.

**Brief syllabus:**

The subject covers the following thematic areas:

1. Ireland - Geography, regions
2. Irish myths and legends
3. The legacy of the Celts
4. Norman and Elizabethan wars
5. Tudors and the Plantation of Ulster
6. The Irish potato famine (Jonathan Swift: A Modest Proposal)
7. The local government crisis and the First World War (Easter Rising; W. B. Yeats: 1916)
8. The conflict in Northern Ireland ('The Troubles'; Ireland and the future - the 'Irish miracle')
9. Liam O'Flaherty: The Fairy Goose
10. George Moore: Home Sickness
11. Everyday life, customs and traditions
12. Irish holidays, festivals and celebrations
13. Irish music and dance

**Literature:**

Comerford, R. V.: Ireland: Inventing the Nation. Bloomsbury Academic, 2003.  
Foster, R. F.: The Irish Story: Telling Tales and Making It Up in Ireland. London: Penguin, 2001.  
Ross, David. Ireland: History of a Nation. Geddes & Grosset, 2002.  
Walsh, Ben. The Struggle for Peace in Northern Ireland. London: Hodder Murray, 2000.  
Walsh, Caroline (ed.): Dislocation: Stories from a New Ireland. New York: Carroll & Graf, 2003.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 41					
A	B	C	D	E	FX
73.17	12.2	4.88	4.88	0.0	4.88
<b>Teacher:</b> Mgr. Klaudia Pauliková, PhD., Mgr. Renáta Lengyel-Marosi, PhD.,					
<b>Date of last update:</b> 03.06.2024					
<b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ KOM/22	<b>Name:</b> Communication Skills for English Teachers
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 26-30 hours Out of these, seminars represent 26 hours, preparation for the test 1 - 4 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of activities and assignments (30 points) - creating and presenting a presentation (made at seminars) (30 points) - a final practically oriented written test on the main communication theories and their possible implementation in practice (40 points) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student names and characterizes basic communication theories.</li> <li>• The student knows the principles of communication processes, the variety of forms and purposes of communication and understands the beliefs and myths that surround human communication.</li> <li>• The student knows the influence of self-concept on communication, identifies and describes it.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student applies basic communication theories and principles of communication processes in practice.</li> <li>• The student uses the most important communication theories and principles of effective communication in classes of English as a foreign language.</li> <li>• The student critically evaluates, analyses and adapts current communication theories to his/her own needs and the needs of the environment.</li> </ul> <b>Competencies:</b>	

- The student makes use of the acquired knowledge and skills in developing a constructive approach to solving various, even conflicting, situations.
- The student utilizes the acquired knowledge and skills in communication related to the educational process (during and outside of it).

**Brief syllabus:**

This course focuses on major communication theories and examines different types of communication, such as interpersonal, intrapersonal, non-violent, verbal, nonverbal communication, etc. The course helps students to understand communication processes and to put them into practice in their life.

Main topics:

1. Introduction to communication
2. Interpersonal Communication and Relational Dynamics
3. Motivation
4. Time-management and Procrastination
5. Life values and Goals
6. Habits
7. Self-Concept and Self-esteem
8. Feelings and Emotions
9. Verbal and Nonverbal Communication
10. Manipulation, Persuasion and Influence
11. Conflict management
12. Improving Communication Climates
13. Love Languages

**Literature:**

James B. – Paul A. Mongeau: Persuasive Communication. London: The Guilford Press, 2003.  
 T. Litovkina, Anna. “Do You Serve Lawyers and Politicians Here?”: Stereotyped Lawyers and Politicians in Anglo-American Jokes and Anti-Proverbs, Komarnó: J. Selye University Faculty of Education, 2016.  
 T. Litovkina, Anna. Women Through Anti-Proverbs. London: Palgrave Macmillan, 2018.  
 Róka Jolán: Communication and Consulting in Public Space. Budapest: Századvég Kiadó, 2002.  
 Schleicher Nóra: Communication Culture in Transition. Budapest: Akadémiai, 2003.  
 Tourish, Dennis – Owen Hargie: Key Issues in Organizational Communication. London and New York: Routledge, 2003.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 2

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

**Teacher:** Dr. habil. Anna Tóthné Litovkina, PhD.,

**Date of last update:** 03.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ MET3/22	<b>Name:</b> The Methodology of Teaching English as a Foreign Language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 125 - 150 hours Out of this, lectures represent 13 hours and seminars 26 hours. Preparation of portfolio and microteaching 4 - 10 hours, development of the project 30 - 35 hours, writing reflections on 10 articles according to the available selection 18 - 22 hours, preparation for the exam 34 - 44 hours. The course ends with a written exam. During the semester, students fulfil the following requirements: - mandatory attendance of lectures, seminars and active participation - compiling a portfolio: 5 activities (second conditional, present continuous tense, simple past tense, present perfect tense, to be going to structure), Activities should contain description, source, materials, flashcards, worksheets, etc. - micro-teaching: Students teach a 45-minute lesson focusing on a concrete grammar structures or vocabulary item. Before the micro-teaching, the student submits the lesson plan in printed or electronic form together with all aids, worksheets, flashcards, etc. - submission of 10 short (200 words) reflections (students choose 10 articles from the collection provided by the teacher and write a reflection (critical opinion, advantages/disadvantages, benefits) for each - development and submission of a project: The project includes an English language course for a specific target group and contains the description of the target group (age, language level), a developed 12-week language course plan, a 24-lesson syllabus and three 45-minute lesson plans within the given course. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student characterizes the basic elements of the teaching process and the lesson.</li> <li>• The student has knowledge about teaching grammar and vocabulary.</li> </ul>	

- The student can explain the principles of teaching speaking, reading, listening and writing in the English as a foreign language classroom.
- The student knows, identifies and characterizes teaching methods and forms supporting active learning of the English language, the possibilities and limits of their use.

**Skills:**

- The student critically evaluates and solves the most urgent problems of modern foreign language teaching.
- The student applies techniques for presenting language content and techniques for developing language skills in practice.
- The student develops lesson plans focused on the development of grammar, vocabulary, speaking, reading, listening and writing for English as a foreign language classes.
- The student uses the material background of educational activities at school, school facilities, knows how to use didactic and audio-visual aids.
- The student implements activities and techniques to present and practice grammatical structures and vocabulary and the four communication skills.
- The student critically evaluates and selects appropriate didactic activities and materials for teaching speaking, reading, listening and writing and for the development of pronunciation.

**Competencies:**

- The student organizes and provides educational activities with an emphasis on the fulfilment of learning tasks based on acquired knowledge and skills.
- The student evaluates the achievement of goals according to the established criteria for the success of the students, taking into account their developmental and individual differences and possibilities.

**Brief syllabus:**

1. Communicative language teaching.
2. Teaching grammar. Explicit and implicit processes.
3. Teaching grammar II. Presenting new grammar, grammar practice.
4. Teaching vocabulary. How words are learned.
5. Teaching vocabulary II. Presenting new vocabulary. Teaching word parts and word chunks. Dictionaries. Testing vocabulary.
6. Teaching speaking. Types of speaking activities, role play, simulation, story-telling, building narratives.
7. Teaching speaking II. Fluency and accuracy. Teaching pronunciation.
8. Teaching receptive skills: listening and reading. Listening sources and strategies. Pre-, while- and post-listening tasks.
9. Teaching reading. Intensive reading. Pre-, while- and post-reading activities.
10. Teaching reading II. Extensive reading activities.
11. Teaching writing. Spelling and punctuation. Instant writing. Collaborative writing. Journal writing. Teaching and practicing several genres. Responding to written work.
12. Integrating the skills. Lesson observation.
13. Developing communication, collaboration, presentation, problem solving, negotiation, critical and creative thinking skills. Lesson observation.

**Literature:**

Scrivener, J. 2011. Learning Teaching: The Essential Guide to English Language Teaching. Third Edition. Macmillan.

Ur, Penny. 1999. A Course in Language Teaching. Cambridge University Press

Kontra Miklósné, Hegybíró Edit Ágnes. Topics in the methodology of teaching EFL. 1. vyd.

Budapest: Okker, 2006. 152 s. ISBN 963 8088 12 5.

Puskás, A. 2018. Teaching Young Learners: A textbook for EFL teacher trainees. Zsigárd: Bymoon

Harmer, J.: The Practice of English Language Teaching. London: Longman, 1991.

Thaine, Craig. 2010. Teacher Training Essentials: Workshops for professional development. Cambridge University Press

Richards, Jack C. – Farrell, Thomas S. C. 2013. Practice Teaching: A reflective approach. Second edition. New York, USA: Cambridge University Press. ISBN 978-0-521-18622-3.

Hedge, T.: Teaching and Learning in the Language Classroom. Oxford: OUP, 2000.

Richards, J.C. – Rodgers, T.S.: Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2001.

Larsen-Freeman, D.: Techniques and Principles in Language Teaching. Oxford: OUP, 2000.

Puskás, Andrea. Improving Creativity in the EFL Classroom. 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.

Puskás, Andrea. Hey, Teacher, Wake Those Kids up!: Warming up and concentration activities in the English Classroom. KATEDRA. roč. 20., č. 2. (2012), s. 22-23.

Puskás, Andrea. English with Laughter. Katedra. Roč. 21, č. 3 (2013), s. 32-33. ISSN 1335-6445.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 47

A	B	C	D	E	FX
23.4	25.53	25.53	14.89	6.38	4.26

**Teacher:** doc. PaedDr. Andrea Puskás, PhD., Mgr. Klaudia Pauliková, PhD., doc. PaedDr. Andrea Puskás, PhD.,

**Date of last update:** 03.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ MET4/22	<b>Name:</b> The Methodology of Teaching English as a Foreign Language II.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 / 1 <b>For the study period:</b> 13 / 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 125 - 150 hours Out of this, lectures represent 13 hours, seminars 26 hours and practical classes 13 hours. Preparation of portfolio and microteaching 4 - 10 hours, preparation of lesson plans 30 - 35 hours, preparation of reflections on 10 articles according to the available selection 18 - 22 hours, preparation for the exam 34 - 44 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - mandatory attendance of lectures, seminars and practical classes, active participation - compiling a portfolio: 4 communication activities (first conditional, used to, simple future tense, past continuous), Activities include description, resources, materials, flashcards, worksheets, etc. - microteaching: Students teach a 45-minute lesson. Before the micro-teaching, the student submits the lesson plan in printed or electronic form together with all aids, worksheets, flashcards and others. - submission of 10 short (200 words) reflections (students choose 10 articles from the collection provided by the teacher and write a reflection (critical opinion, advantages/disadvantages, benefits) for each, - preparation and submission of lesson plans: The student submits four 45-minute lesson plans for the selected target group. Lesson plans must be submitted together with teaching materials, worksheets, etc. and should not be identical with the lesson plan submitted for microteaching. After meeting the criteria, students take a practically oriented exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student characterizes and explains all elements of the teaching process and the lesson.</li> <li>• The student has broad-spectrum knowledge about teaching English for different target groups.</li> </ul>	

- The student can explain the concepts and principles of assessment and testing and can list the most effective methods and forms of alternative assessment.
- The student characterizes the system of career development and the possibilities of the development of English language teachers.

**Skills:**

- The student critically evaluates and solves the most urgent problems of modern foreign language teaching.
- The student applies and flexibly adapts techniques for presenting language content and techniques for developing language skills in practice.
- The student writes lesson plans for specific English lessons for different target groups, taking into account the different needs of learners.
- The student uses the material background of educational activities at school, school facilities, knows how to use didactic and audio-visual aids, information and communication technologies.
- The student critically evaluates and selects appropriate didactic activities and materials for teaching English in various environments.

**Competencies:**

- The student organizes and ensures educational activities with an emphasis on the fulfilment of learning tasks based on acquired knowledge and skills.
- The student integrates, adapts and improves the content and didactics of teaching activities in English as a foreign language classes.
- The student evaluates the achievement of goals according to the established criteria for the success of learners, taking into account their developmental and individual differences and possibilities.
- The student has basic practical experience in managing educational activities and teaching various groups and entire classes.

**Brief syllabus:**

1. Games in language teaching.
2. Drama in the language classroom. Teaching English through drama techniques.
3. Task-based and content-based language teaching. Cooperative learning.
4. Literature in the language classroom.
5. Teaching different classes. GE, ESP, Business English
6. Teaching young learners.
7. Teenage classes. Teaching adults.
8. Teaching exam classes. Common European Framework of Reference (CEFR)
9. Teaching multi-level and large classes.
10. Learners with special needs.
11. Evaluation and assessment. Testing, test types, test design. Validity and reliability. Placement tests. Giving a grade. Alternative assessment.
12. Technology, innovation and future directions in language teaching and learning. Teaching online courses. Web-based applications in teaching EFL. Blended learning.
13. Teacher development. The first year of teaching. Lesson observation. English teachers' associations and professional journals.

**Literature:**

Scrivener, J. 2011. Learning Teaching: The Essential Guide to English Language Teaching. Third Edition. Macmillan.

Ur, Penny. 1999. A Course in Language Teaching. Cambridge University Press

Kontra Miklósné, Hegybíró Edit Ágnes. Topics in the methodology of teaching EFL. 1. vyd.

Budapest: Okker, 2006. 152 s. ISBN 963 8088 12 5.

- Puskás, A. 2018. Teaching Young Learners: A textbook for EFL teacher trainees. Zsigárd: Bymoon
- Puskás, A. 2021 Gifted and Talented Learners in the Foreign Language Classroom. Brno: Tribun EU s.r.o.
- Puskás, Andrea. Improving Creativity in the EFL Classroom. 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.
- Puskás, Andrea. Hey, Teacher, Wake Those Kids up!: Warming up and concentration activities in the English Classroom. KATEDRA. roč. 20., č. 2. (2012), s. 22-23.
- Puskás, Andrea. English with Laughter. Katedra. Roč. 21, č. 3 (2013), s. 32-33. ISSN 1335-6445.
- Puskás, Andrea. Webové aplikácie v príprave budúcich učiteľov cudzích jazykov. In: Inovácie v pregraduálnej príprave učiteľov s využitím webových aplikácií. Szarka Katarína. Komárom: KOMPRESS Nyomdaipari Kft., 2018, s. 51-62 [1,16 AH] [print]. ISBN 978-615-00-2597-1.
- Puskás, Andrea. Improving Creativity in the Digital Space: Engaging the online Learner, 2021. In: Inovatívne metódy a formy vzdelávania = Innovative Methods and Forms of Education : Zborník vedeckých prác s medzinárodnou účasťou = Innovative Methods and Forms of Education : Zborník vedeckých prác s medzinárodnou účasťou / Renáta Tkáčová, Mária Konečná, Vladyslav Mirutenko. - 1. vyd. - Košice : Technická univerzita v Košiciach, 2021. - ISBN 978-80-553-3886-6, s. 158-166
- Puskás, Andrea. Using Literature for Teaching Language in the EFL Classroom. In: Trendy a výsledky v biologických vedách a v edukácii biológie: vedecký zborník. = Trends and Results in Biological Sciences and Education - scientific proceedings Komárno: Univerzita J. Selyeho, 2016, CD-ROM, s. 94-101. ISBN 978-80-8122-197-2.
- Puskás, Andrea. "The Case for the Defence"... of Literature in the Language Classroom: Teaching Crime and Punishment Through Literature. KATEDRA. roč. 20., č. 1. (2012), s. 22-23. ISSN 1335-6445.
- Puskás, Andrea. Using Drama Techniques and Games in Teaching Grammar to Young Learners in the EFL Classroom. In: Zborník medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2016: "Súčasný aspekt vedy a vzdelávania" - Sekcie pedagogických vied. = A Selye János Egyetem 2016-os "Korszerű szemlélet a tudományban és az oktatásban" Nemzetközi Tudományos Konferenciájának tanulmánykötete - Pedagógiai szekciók Komárno: Univerzita J. Selyeho, 2016, CD-ROM, s. 389-404. ISBN 973-80-8122-187-3.,
- Harmer, J.: The Practice of English Language Teaching. London: Longman, 1991.
- Thaine, Craig. 2010. Teacher Training Essentials: Workshops for professional development. Cambridge University Press
- Richards, Jack C. – Farell, Thomas S. C. 2013. Practice Teaching: A reflective approach. Second edition. New York, USA: Cambridge University Press. ISBN 978-0-521-18622-3.
- Hedge, T.: Teaching and Learning in the Language Classroom. Oxford: OUP, 2000.
- Richards, J.C. – Rodgers, T.S.: Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2001.
- Larsen-Freeman, D.: Techniques and Principles in Language Teaching. Oxford: OUP, 2000.
- Almond, Mark. 2005. Teaching English With Drama : How to use drama and plays when teaching - for the professional English language teacher. Brighton: Pavilion Publishing.
- Wilson, Ken. 2012. Drama and Improvisation. Oxford: Oxford University Press.
- Maley, Alan – Duff, Alan. Drama Techniques: A Resource Book of Communication Activities for Language Teachers. Cambridge : Cambridge University Press, 2005.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 32

A	B	C	D	E	FX
53.13	21.88	15.63	3.13	6.25	0.0

**Teacher:** doc. PaedDr. Andrea Puskás, PhD., Mgr. Klaudia Pauliková, PhD., doc. PaedDr. Andrea Puskás, PhD.,**Date of last update:** 03.06.2024**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ OB/22	<b>Name:</b> Master's Thesis and Defense
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 8	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<p><b>Conditions for passing the subject:</b></p> <p>While writing the Master's thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of Bachelor and Master's theses, dissertations and habilitation theses written at Selye János University. The recommended length of the Master's thesis is 50 to 70 pages (90000 to 126 000 characters with spaces). The deadline for submission of the Master's thesis is specified in the timetable for the academic year. The Master's thesis is checked for authenticity in the central register of final theses. A report is drawn up on the outcome.</p> <p>The examination of authenticity is a prerequisite for the defence. The submission of the Master's thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Master's thesis.</p> <p>The Master's thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided.</p> <p>The supervisor mainly assesses the fulfilment of the objective, the student's autonomy and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the Master's 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 focuses on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the Master's 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 thesis, the degree of student involvement in the solution of the academic problem, the student's self-reliance and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc.</p>	

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

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

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

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

### **Results of education:**

Knowledge:

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

Skills:

- The Master's thesis demonstrates the student's knowledge of the theoretical and practical aspects of the problem under study,
- The student is able to present and defend his/her own professional viewpoints on issues related to teaching, and is able to find solutions to these problems,
- The student is able to learn independently, enabling him (her) to continue his (her) studies,
- The student is able to understand the complexity of phenomena and to make decisions even when information is limited, including his (her) social and ethical responsibility in making decisions,
- The student is able to collect and interpret relevant data (facts) in the field of his (her) study and to make decisions that take into account social, scientific and ethical aspects,
- The student is able to support the ideas presented with arguments and to draw practical conclusions and formulate proposals,
- The student is able to present the results of the Master's thesis,
- The student is able to respect the principles of academic integrity and ethics.

Competences:

The student is able to

- express his/her own linguistic and professional culture and approach to the professional issues encountered in the course of his/her studies, in an appropriate way
- reason and apply knowledge methodologically, both theoretically and practically,
- put knowledge into practice and to organise it,
- apply his (her) knowledge in a creative way in the performance of basic tasks, furthermore, the students is able to analyse the problem and to organise new knowledge,
- answer the questions of the supervisor and the assessor to the required standard and thus be able to defend their Master's thesis successfully.

### **Brief syllabus:**

The procedure for defending the Master's Thesis is as follows:

1. The student presents his/her thesis.

2. The main points of the thesis supervisor' and opponent's reviews are presented.  
 3. The student answers the questions of the supervisor and the opponent.  
 4. Professional discussion of the Master's Thesis, when the student answers questions.  
 The presentation of the Master's thesis should mainly include the following points:  
 1. A brief justification of the choice of topic, its relevance and practical utility.  
 2. Explanation of the objectives of the thesis and the methods used.  
 3. The main content of the thesis.  
 4. The conclusions and proposals drawn by the student.  
 A copy of the thesis and its electronic presentation are provided to the student during the presentation. The student presents the thesis on his own for a minimum of 10 minutes. He/she may use computing devices.  
 The final thesis is available to the committee before and during thesis defence.

**Literature:**  
 KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004.  
 Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na [https://www.ujs.sk/documents/Smernica\\_c.2-2021o\\_zaverecnych\\_pracach\\_.pdf](https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf)  
 Bond, Alan: Your Master's Thesis: How to plan, draft, write and revise. Abergele: Studymates, 2006  
 Brown, James Dean – Theodore S. Rodgers: Doing Second Language Research. Oxford: Oxford University Press, 2010.  
 Bui, Yvonne N.: How to Write a Master's Thesis. Thousand Oaks: SAGE Publications, 2014.  
 Dörnyei, Zoltán: Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. OUP, 2011.  
 Kennedy, X. J, Dorothy M. Kennedy, Marcia F. Muth: Writing and Revising: A Portable Guide, Boston - New York: Bedford /St. Martin's, 2007.  
 Murray, Rowena: How to Write a Thesis. England: McGraw-Hill Open University Press, 2011.  
 Nunan, D.: Research Methods in Language Learning. New York: CUP, 1992.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 14

A	B	C	D	E	FX
64.29	14.29	14.29	7.14	0.0	0.0

**Teacher:**

**Date of last update:** 03.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ POE/22	<b>Name:</b> 20th and 21st Century English and American Poetry
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 25-30 hours Out of this, seminars represent 26 hours and preparation for essay writing 1-4 hours. The course ends with evaluation. A large part of the work is carried out in seminars, outside of them students only prepare for writing an essay, which is also carried out in a seminar. During the semester, students fulfil the following requirements: - active participation in seminars, reading and analysis of selected works - writing an essay (50 points): The student chooses and analyses a poem from Anglo-American literature of the twentieth or twenty-first century from the available options according to the criteria determined by the teacher. Assessment is based on: content (information based on class discussions) - 10 points, own interpretation - 20 points, style - 10 points and comprehensibility (grammar and spelling) – 10 points. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student names, defines and describes the characteristic features of Anglo-American poetry of the 20th and 21st century.</li> <li>• The student names and characterizes famous English and American poets of the 20th and 21st centuries (e.g. W.C. Williams, A. Ginsberg, S. Plath, Anne Sexton).</li> <li>• The student describes and defines the main idea of the analysed literary works and the social, political and cultural context in which they were written.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student critically analyses literary texts of Anglo-American poetry in the 20th and 21st century.</li> </ul>	

- The student collects, analyses and synthesizes information about poets and poems of the 20th and 21st century in various publications and on the Internet.
- The student formulates own opinions and attitudes, critically revises them.
- The student implements different literary-critical approaches when interpreting poems (e.g. feminist, psychoanalytic or biographical literary criticism).

Competencies:

- The student masters and utilizes the historical, cultural and social characteristics of Anglo-American poetry of the 20th and 21st century on a practical level while further developing his/her knowledge and skills.

**Brief syllabus:**

The course provides an overview of 20th and 21st century Anglo-American poetry:

1. Introduction to the course (introduction of the poets)
2. William Carlos Williams: The Red Wheelbarrow
3. Charles Bukowski: So you want to be a writer?
4. e e cummings: dying is fine)but Death
5. Theodore Roethke: The Waking
6. Carl Sandburg: Who am I?
7. Sylvia Plath: Mirror
8. Allen Ginsberg: A Supermarket in California
9. Anne Sexton's The Abortion
10. Seamus Heaney: Digging
11. Gerald Costanzo: The Meeting
12. Derek Walcott: A City's Death By Fire
13. Carol Ann Duffy: Little Red-Cap

**Literature:**

Beach, Christopher. The Cambridge Introduction to Twentieth-Century American Poetry. Cambridge: CUP, 2003.  
 Brooks, Cleanth, and Robert Penn Warren. Understanding Poetry. Thomson Learning, 2000.  
 Collier, Peter, and Helga Geyer-Ryan (ed.): Literary Theory Today. Cambridge: Polity Press, 2007.  
 Cook, Jon. Poetry in Theory: Anthology 1900-2000. USA: Blackwell Publishing, 2004.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

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

**Teacher:** Mgr. Renáta Lengyel-Marosi, PhD.,

**Date of last update:** 03.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ PPX4/22	<b>Name:</b> Teaching Practice IV.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX4). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: 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: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
<b>Results of education:</b> <b>Knowledge:</b> The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. <b>Skills:</b> The student	

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during 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 his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity).
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.
- is able to plan independently activities that develop knowledge in the context of the teaching profession.

- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

**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.

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

Preparation of a portfolio of the lessons observed, with all its components, based on criteria predefined by the practice teacher, using autonomy and alternativity, based on current trends in didactics.

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

English, Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 28

A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> doc. PaedDr. Andrea Puskás, PhD., Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD.,					
<b>Date of last update:</b> 03.06.2024					
<b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ PPX5/22	<b>Name:</b> Teaching Practice V.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX5). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: 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: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
<b>Results of education:</b> <b>Knowledge:</b> The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. <b>Skills:</b> The student	

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during 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 his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
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- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.
- is able to plan independently activities that develop knowledge in the context of the teaching profession.

- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

**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.

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

Preparation of a portfolio of the lessons observed, with all its components, based on criteria predefined by the practice teacher, using autonomy and alternativity, based on current trends in didactics.

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

English, Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 13

A	B	C	D	E	FX
69.23	30.77	0.0	0.0	0.0	0.0
<b>Teacher:</b> doc. PaedDr. Andrea Puskás, PhD., Mgr. Klaudia Pauliková, PhD., Mgr. Renáta Lengyel-Marosi, PhD.,					
<b>Date of last update:</b> 03.06.2024					
<b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ PPX6/22	<b>Name:</b> Teaching Practice VI.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 40s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX6). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: 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: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
<b>Results of education:</b> <b>Knowledge:</b> The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. <b>Skills:</b> The student	

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during 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 his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity).
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.
- is able to plan independently activities that develop knowledge in the context of the teaching profession.

- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

**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.

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

Preparation of a portfolio of the lessons observed, with all its components, based on criteria predefined by the practice teacher, using autonomy and alternativity, based on current trends in didactics.

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

English, Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 32

A	B	C	D	E	FX
96.88	3.13	0.0	0.0	0.0	0.0
<b>Teacher:</b> doc. PaedDr. Andrea Puskás, PhD., Mgr. Klaudia Pauliková, PhD., Mgr. Renáta Lengyel-Marosi, PhD.,					
<b>Date of last update:</b> 03.06.2024					
<b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ SS/22	<b>Name:</b> English Language, Literature and Methodology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 5., 6..	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> <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 regular time according to the study schedule. In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. He/she demonstrates the ability to select the content of education in accordance with the required and expected educational objectives and to enrich it with school and regional characteristics. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience.</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 for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit.</p> <p>The results of the state examination and the thesis defence are publicly announced by the chair of the board.</p>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has acquired knowledge in the compulsory and profile subjects of the study programme,</li> <li>- the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan,</li> <li>- the student is able to analyse and evaluate the knowledge acquired in the subject.</li> <li>- be able to characterise the concept of teaching, to list the different types of teaching and to describe the framework for teaching and learning for 11-19 year olds.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- the student is able to present his/her expertise,</li> <li>- the student is able to hand over his/her knowledge</li> <li>- the student is able to organise and apply the theoretical knowledge acquired in practical teaching activities,</li> <li>- the student can select and apply teaching procedures appropriately,</li> </ul>	

- the student is able to guide the learner in the acquisition of knowledge, taking into account the individual needs of the learner,
- the student has the ability to organise and apply the knowledge acquired in the course of his (her) studies.

**Competences:**

- the student is able to express his/her linguistic and professional culture in the oral examination,
- the student is able to use the knowledge acquired in a wider context,
- the student is able to put the knowledge acquired into practice and organise it,
- the student is able to use his/her knowledge in a creative way while solving problems, as well as to analyse the problem and organise new solutions,
- the student is able to answer the questions of the committee at the expected level.

**Brief syllabus:**

I. The methodology of teaching English as a foreign language

II. Applied linguistics

III. English and American literature of the twentieth and twenty-first century, Children's and young adult literature

**Literature:**

Recommended literature indicated in the information sheets of the study programme

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 28

A	B	C	D	E	FX
53.57	17.86	14.29	7.14	3.57	3.57

**Teacher:**

**Date of last update:** 03.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdm/ TYL/22	<b>Name:</b> Teaching Young Learners
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars 2-4 hours, compiling the portfolio 18-22 hours, preparing for micro-teaching 4-8 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> <li>- mandatory and active participation in seminars</li> <li>- compiling a portfolio (80 points):               <ul style="list-style-type: none"> <li>• Description of 20 activities for practicing vocabulary for young learners (description and source of each activity, materials, flashcards, worksheets, etc.) – 20 points</li> <li>• Description of 20 activities for practicing grammar structures for young learners (description and source of each activity, materials, flashcards, worksheets, etc.) – 20 points</li> <li>• Collection of language games - for young learners (description and source of each game, materials, cards, rules of the game, etc.) - 20 points</li> <li>• Collection of teaching aids, materials for teaching thematic areas: our city, body parts, jobs, clothes, our house, school supplies, daily routine, animals, hobbies, means of transport - 20 points</li> </ul> </li> <li>- micro-teaching (20 points):                Students do micro-teaching, where they teach a 45-minute lesson designed for young learners. Before the micro-teaching, the student submits a list of activities in printed or electronic form together with all aids, worksheets, flashcards and others. Variability, content, language level and balanced teacher talking time and student talking time are evaluated.                The grading scale is as follows:                A - 100% - 90%, B - 89% - 80%, C - 79% - 70%,                D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%                A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.             </li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student names and characterizes the basic specific features and needs of pupils in the lower level of primary schools.</li> </ul>	

- The student has basic knowledge about teaching the English language to young learners.
- The student names, defines and describes the methods, approaches and forms of teaching the English language to young learners.

Skills:

- The student critically evaluates the most urgent problems of teaching English language to young learners.
- The student applies techniques for presenting language content and techniques for developing the language skills of young learners in practice.
- The student integrates knowledge into writing lesson plans for specific English language lessons for young learners, taking into account the unique needs of this target group.
- The student uses the material background of educational activities at school, school facilities, knows how to use didactic and audio-visual aids, information and communication technologies.
- The student evaluates and selects appropriate didactic activities and materials for young learners.

Competencies:

- The student organizes and provides educational activities in English language classes for young learners.
- The student evaluates the achievement of goals according to the established criteria for the success of the learners, taking into account their developmental and individual differences and possibilities.

#### **Brief syllabus:**

1. The young language learner. Approaches to teaching young learners.
2. Creativity and the young language learner.
3. Teaching vocabulary to young learners.
4. Teaching grammar. Approaches to teaching grammar to young learners.
5. Teaching the oral language. Speaking
6. Improving listening skills with young learners.
7. Teaching reading and writing to young learners.
8. Using games with young learners. Types of games.
9. Drama techniques with young learners
10. Total Physical Response
11. Coursebooks for the primary classroom.
12. Assessment and language learning with young learners. General rules for assessment. The principles of alternative assessment.
13. Project work with young learners. Cooperative learning.

#### **Literature:**

- Puskás, A. 2018. Teaching Young Learners: A textbook for EFL teacher trainees. Zsigárd: Bymoon
- Puskás, A. 2016. The Challenges and Practices of Teaching Young Learners - 1. vyd. - Komárno: Univerzita J. Selyeho.
- Puskás, A. 2017. Assessing Young Learners in the English Language Classroom. 1. vyd. - Szeged: Belvedere Meridionale.
- Puskás, A. 2021 Gifted and Talented Learners in the Foreign Language Classroom. Brno: Tribun EU s.r.o.
- Puskás, Andrea. Improving Creativity in the EFL Classroom. 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.
- Puskás, Andrea. Using Drama Techniques and Games in Teaching Grammar to Young Learners in the EFL Classroom. In: Zborník medzinárodnej vedeckej konferencie Univerzity

- J. Selyeho - 2016: "Súčasné aspekty vedy a vzdelávania" - Sekcie pedagogických vied. = A Selye János Egyetem 2016-os "Korszerű szemlélet a tudományban és az oktatásban" Nemzetközi Tudományos Konferenciájának tanulmánykötete - Pedagógiai szekciók Komárno: Univerzita J. Selyeho, 2016, CD-ROM, s. 389-404. ISBN 973-80-8122-187-3.,
- Hallivell, Susan: Teaching English in the Primary Classroom. England : Longman Group Ltd., 2004.
  - Scott, Walter: Teaching English to Children. England : Longman Group Ltd., 1990.
  - Gordon Lewis, Hans Mol. Grammar for young learners / - 1. vyd. - Oxford: Oxford University Press, 2009.
  - Colin Granger. Play Games With English 2 : Teacher's Resource Book. Oxford : Oxford University Press, 1998.
  - Caroline Nixon. Primary Activity Box Games and activities for younger learners. Cambridge University Press, 2000.
  - Diane Phillips; Sarah Burwood; Helen Dunford. Projects with young learners - 1. vyd. - Oxford: Oxford University Press, 1999.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 21

A	B	C	D	E	FX
85.71	9.52	0.0	0.0	4.76	0.0

**Teacher:** doc. PaedDr. Andrea Puskás, PhD., Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD.,

**Date of last update:** 03.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/ DOC/22	<b>Name:</b> Volunteering, helping activities
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 20 <b>For the study period:</b> 260 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio, i.e. based on the work produced during the volunteering activity (30 points). The conditions for completing the course are set and regulated by the Directive of the Dean of the Faculty of Education UJS: Principles of pedagogical practice at the Faculty of Education UJS student is obliged to follow the relevant part of this document, related to the pedagogical practice. Students shall prepare the following documents during their volunteer activity. He/she is obliged to submit an accurately and bilingually completed protocol on the completion of the volunteer activity and to create a portfolio based on a previously created and consulted structure. <b>Mandatory components of the portfolio:</b> - The portfolio must include a bilingually completed volunteering protocol. - The portfolio must include the structure of the volunteering organisation (observation of the different 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 load: 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.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student can monitor, analyse, volunteer activities.</li> <li>• The student will be able to document the activities observed in the volunteer organization,</li> <li>• The student will be able to plan, organize and conduct individual education and leisure activities in the organization.</li> <li>• The student is able to build positive interpersonal relationships with the organization's leadership and to establish positive relationships with people.</li> </ul> <b>Skills::</b> <ul style="list-style-type: none"> <li>• The student will be able to work with members of the volunteer organization.</li> <li>• The student will be able to participate actively in the activities of the organization.</li> </ul>	

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

**Brief syllabus:**

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

**Literature:**

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS, [https://www.ujs.sk/documents/SHK\\_2017\\_24\\_04\\_18\\_Fin3.doc.pdf](https://www.ujs.sk/documents/SHK_2017_24_04_18_Fin3.doc.pdf) Cserepesová. Erika: A nonprofit szervezetek sikerének kulcsa Komárno : Selye János Egyetem, 2010. - DM.3301-EF.10.30A.5A. - 108 s. Pusztai Gabriella, Lukács Ágnes: Közösségteremtők : Tisztelgés a magyar vallásszociológusok nagy nemzedéke előtt / - 1. vyd. – Debrecen, Debreceni Egyetemi Kiadó, 2014. - 406 s. - ISBN 978-963-318-424-0. Salamon Judit , Papp Zsolt: Önkéntesség és önszerveződés segítése- Civil ifjúsági munka, 2012, 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](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](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: 61

a	n
95.08	4.92

**Teacher:** Mgr. Attila Bognár, PaedDr. Peter Židek, Dr. habil. PaedDr. Beáta Dobay, PhD., Mgr. Katalin Sýkora Hernády, PhD.,

**Date of last update:** 30.05.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ BV1/22	<b>Name:</b> Biblical Sciences 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). During the semester he/she must take and pass 2 written tests in Old Testament Theology. Those who pass both written tests do not take the oral examination on the Old Testament. Students will take an oral exam in the New Testament Theology sub-discipline at the end of the semester. For the sub-discipline of Dogmatics, students must submit a written paper by the end of the semester. Assessment of written tests, written assignments, and oral examination responses are assessed in accordance with the Regulations of Study (See Article 10. Review of Study and Assessment of Learning Outcomes of the Regulations of Study Outcomes). Student workload: 4 credits = 100-120 hours 39 hours of attendance at contact classes; 21 hours of study of recommended literature, preparation for the written test and preparation of assignments given in class; 40-60 hours of self-study.	
<b>Results of education:</b> <b>Knowledge:</b> This course provides a history of the discipline, an overview of Christian attitudes toward the Old Testament, and provides a summary view of the Pentateuch. Upon completion of the course, the student will have an overview of the theological content of the books of the Torah and the central concepts of the Old Testament. By completing the course, the student will gain a thorough understanding of the content of the New Testament, the circumstances surrounding the creation of each of the books of the New Testament, the background of New Testament contemporary history, and the religions of the time, which will ensure a proper understanding of the New Testament message. The student will gain an overview of the basic issues, major dogmatic theses, and creedal statements of Christian doctrine based on biblical teaching. <b>Skills:</b> The student will be able to integrate these into New Testament and systematic theological contexts. The student will be able to argue regarding the known content of theological reflection on faith in light of the semester's topic.	

Upon completion of the course, the student will be able to apply previously acquired knowledge through a comprehensive interpretation of the history of ideas (theology).

Through the study of systematic theology and the comparing and contrasting of various theological positions, students will develop their comparative skills, their willingness to think independently, and their ability to present their doctrinal arguments on a biblical basis.

Competencies:

By successfully completing this course, the student will develop a framework within which to evaluate the ethical actions of contemporary society.

By explaining each major biblical story and describing the development of important theological concepts, students make creative use of what they have already learned.

They also master the professional methods of a scholarly approach to the foundations of Christian doctrine, as well as the biblical stance needed to clarify controversial issues of faith.

### **Brief syllabus:**

Sub-discipline: Old Testament Theology 1

1. Basic terms.
2. A short overview of the scientific discipline.
3. Tenak, Septuagint (LXX).
4. Christian attitudes to the Old Testament.
5. Genesis - God's names and attributes, creation of the world and man.
6. Genesis - Theological anthropology and sin.
7. I. Test.
8. Patriarchs. The concept of the chosen people.
9. Exodus. Covenant Theology.
10. The Ten Commandments.
11. Leviticus. Numbers.
12. Deuteronomy.
13. The figure of Moses. II. The test in the probationary period.

Sub-discipline: New Testament Theology 1

At the beginning of the course, the student should become familiar with the division and content of the various books in the order of the New Testament canon. As additional background knowledge, the content of the New Testament is set in a broader context by outlining the historical events of the period and the background of contemporary Judaism and Hellenistic religions. This will be followed by placing the origins of each book in the broader context already outlined, and a summary of the main results of New Testament scholarship. The highlight of the semester, however, is a focus on the New Testament message itself as revealed in the preaching of Jesus.

Sub-discipline: Dogmatics 1

1. The only consolation of the Christian man (Heid. Catech. 1-2)
2. Understanding creation and sin, the righteousness of God (Gen 1-3, HC 3-11, Conf. Helv. Post. 7-8)
3. The general creeds of the Christian Church: Apostles' Creed, Nicene-Constantinopolitan Creed; content of the faith (HC 20-24, CHP 11)
4. Scripture as the Word of God; the Gospel and the Law (CHP 1:12-13)
5. The Trinity of God (Holy Trinity) (Mt 28:18-20; CHP 3, HC 25)
6. The person and work of God the Father; providence and creation (HK 26-28, CHP 6)
7. The Son as the only Mediator; the Word made flesh and the witness of the Word (Jn 1:1-14; HK 12-19, CHP 11)
8. Jesus Christ (birth, baptism (anointing), and temptation); the offices of Christ (Lk 2:10-12; Mt 3 and 4; HK 29-31)

9. The threefold office of the Christian man; Christ is Lord, whom we worship as God (Jn 20:30-3; Acts 7:59-60; Acts 11:19-26; HK 32-36)
10. The suffering and death of Jesus (Lk 19:28-48; Jn 13:1-20; Mk 14:27-72; Jn 18:28-40; Mt 27:16-24; Jn 19:1-22; Lk 23:32-43; Jn 19:23-37; HK 37-40)
11. Jesus' burial and resurrection (Jn 19:38-42; Mt 27:62-66; Mt 28:1-20; Jn 20:1-31; Lk 24:13-35; HK 41-45)
12. The Ascension of Jesus (Acts 1:1-14; HK 46-51)
13. The return of Christ, the Last Judgment; the true meaning of Advent (Mt 25:31-46; Rev 22:17-21; HK 52)

**Literature:**

- Bándy, Gy.: Az Ószövetség teológiája . SJE Komárom, 2010.
- Karasszon, I.: Az ószövetség teológia történetéhez. KGRE Budapest, 2020.
- von Rad, G.: Ószövetség teológiája I. kötet. - Izráel történeti hagyományainak teológiája. Osiris Kiadó, Budapest, 2007.
- Westermann, C.: Az Ószövetség teológiájának vázlata. Budapest, 1993.
- Nandrásky, K.: Teológia Starej zmluvy. Bratislava: Cirkevné nakladateľstvo, 1976.
- Bándy, J.: Teológia Starej zmluvy. UK Bratislava, 2003.
- Rendtorff, R.: Theologie des Alten Testaments, Band 1. Neukirchen – Vluyn : Neukirchener Verlag, 1999.
- R. Bultmann, Az Újszövetség teológiája, Budapest: Osiris, 2003, ISBN 963 389 464
- L. Goppelt, Az Újszövetség teológiája I-II, Budapest: Zsinati Iroda, 1992, ISBN 3494003386, ISBN 9789633005156
- J. Gnilka, Az Újszövetség teológiája, Budapest: Szent István Társulat, 2007, ISBN 9789633618417
- E. Schweizer, Teológiai bevezetés az Újszövetségbe, Budapest: Kálvin János Kiadó, 2004, ISBN 96333009772
- Heidelbergi Káté (Kolozsvár: Erdélyi Református Egyházkerület, 2003) <http://mezopanitiref.ro/images/docs/heidelbergi-ka-te.pdf>
- A Második Helvét Hitvallás <http://regi.reformatus.hu/egyhaziunk/mutat/6218/>
- McGrath, Alistér, Bevezetés a keresztyény teológiába (Budapest: Osiris, 1995)
- Tavaszy Sándor, Református keresztyén dogmatika (Kolozsvár: Erdélyi Református Egyházkerület, 2006)
- Török István, Dogmatika (Kolozsvár: Protestáns Teológiai Intézet, 2006) [http://doulos.hu/torok\\_istvan.pdf](http://doulos.hu/torok_istvan.pdf)

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines: Old Testament Theology 1  
New Testament Theology 1  
Dogmatics 1

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

**Date of last update:** 23.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ BV2/22	<b>Name:</b> Biblical Sciences 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). During the semester he/she must take and pass 2 written tests in Old Testament Theology. Those who pass both written tests do not take the oral examination on the Old Testament. Students will take an oral exam in the New Testament Theology sub-discipline at the end of the semester. In the sub-discipline of Ethics, students must write a midterm test and turn in written assignments. Students will also take an oral exam at the end of the semester. The prerequisite for passing the Ethics 1 sub-discipline is the achievement of at least 60 points, i.e. 60% 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: 4 credits = 100-120 hours 39 hours attendance at contact classes; 21 hours study of recommended literature, preparation for the written test and preparation of assignments given in class; 40-60 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> This course provides a comprehensive theological perspective on the central themes of the books of Neviim and Ketuvim. Upon completion of the course, the student has an overview of the theological content of the books of Neviim and Ketuvim, and is able to place them in a New Testament and systematic-theological context. By completing the course, the student will have a thorough knowledge of the content of the New Testament, the circumstances of the composition of the various books of the New Testament, the background of New Testament contemporary history, and the religions of the time, which will ensure a proper understanding of the New Testament message. After completing the course, the student will have an overview of the ethical attitudes that play a decisive role in the formation of one's own identity, in the formation of the right attitude towards the world around him and in the creation of the prerequisites for the progressive development of society. <b>Skills:</b>	

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

Upon completion of the course, the student will be able to apply previously acquired knowledge through a comprehensive interpretation of the history of ideas (theology).

The student will gain the ability to identify general issues in theological ethics.

Competencies:

By successfully completing the course, the student will develop a framework within which to evaluate the ethical actions of contemporary society.

By explaining each major biblical story and describing the development of important theological concepts, students make creative use of what they have already learned.

The student will be able to argue regarding the familiar content of theological reflection on faith from

in light of the semester's topic.

The student will be able to interpret the contextuality of social situation and moral movement; the student will be able to reflect on ethical issues.

### **Brief syllabus:**

Sub-discipline: Old Testament Theology 1

1. Historical Perspective Neviim risonim.
2. The theology of the Book of Joshua and Judges.
3. Theology of Books I-II. Samuel.
4. The Theology of the Books of I.-II Kings.
5. The Theology of Books I.-II. Chronicles.
6. The mission of Ezra and Nehemiah.
7. I. Test.
8. Theology of the Book of Psalms.
9. Megillot.
10. The theology of wisdom literature.
11. Daniel and the Apocalyptic.
12. Theological profile of the three prophetic collections-Isaiah, Jeremiah, Ezekiel.
13. the theology of the Twelve Prophets - II. test in the probationary period.

Sub-discipline: New Testament Theology 1.

The student will become familiar with the division and content of the various books in the order of the New Testament canon. As additional background knowledge, the content of the New Testament is set in a broader context by outlining the historical events of the period and the background of contemporary Judaism and Hellenistic religions. This will be followed by placing the origins of each book in the broader context already outlined, and a summary of the main results of New Testament scholarship. The crown jewel of the semester, however, is a focus on the New Testament message itself as revealed in Paul's theology, the confession of faith of the Johannine circle, and the witness of early Catholicism. The influence of these events on later Christian theology is also an important topic of study.

Sub-discipline: Ethics

Week 1: Introduction and course objectives.

Week 2: Decalogue, a guide to freedom

Week 3: Preamble

Week 4: The 1st Commandment and its modern aspects

Week 5: The 2nd Commandment and its modern aspects

Week 6: The 3rd Commandment and its modern aspects

Week 7: Week 4: The Commandment and its Modern Aspects

Week 8: The 5th commandment and its modern aspects, major issues in social ethics

Week 9: The 6th commandment and its modern aspects  
 Week 10: The 7th commandment and its modern aspects  
 Week 11: The 8th commandment and its modern aspects  
 Week 12: The 9th commandment and its modern aspects  
 Week 13: The 10th commandment and its modern aspects, major issues in sexual ethics

**Literature:**

Bándy, Gy.: Az Ószövetség teológiája . SJE Komárom, 2010.  
 Karasszon, I.: Az ószövetség teológia történetéhez. KGRE Budapest, 2020.  
 von Rad, G.: Ószövetség teológiája II. kötet. - Izrael prófetai hagyományainak teológiája. Osiris Kiadó, Budapest, 2007.  
 Westermann, C.: Az Ószövetség teológiájának vázlata. Budapest, 1993.  
 Nandrásky, K.: Teológia Starej zmluvy. Bratislava: Cirkevné nakladateľstvo, 1976.  
 Bándy, J.: Teológia Starej zmluvy. UK Bratislava, 2003.  
 Rendtorff, R.: Theologie des Alten Testaments, Band 1. Neukirchen – Vluyn : Neukirchener Verlag, 1999.  
 R. Bultmann, Az Újszövetség teológiája, Budapest: Osiris, 2003, ISBN 963 389 464  
 L. Goppelt, Az Újszövetség teológiája I-II, Budapest: Zsinati Iroda, 1992, ISBN 3494003386, ISBN 9789633005156  
 J. Gnilka, Az Újszövetség teológiája, Budapest: Szent István Társulat, 2007, ISBN 9789633618417  
 E. Schweizer, Teológiai bevezetés az Újszövetségbe, Budapest: Kálvin János Kiadó, 2004, ISBN 96333009772  
 Szűcs, F.: Teológiai Etika. Budapest, Református Zsinati Iroda, 1993  
 Lochman, J.: A szabadság útjelzői. Budapest, Kálvin Kiadó, 1993  
 Kaiser, B.: Keresztyén etika. Komárom, SJE, 2018  
 Bonhoeffer, D.: Ethik. Gütersloh: Chr. Kaiser Verlag, 1998 Bonhoeffer, D.: Etika. Szentendre Tillinger Péter 1999  
 Peschke, K. H.: Krěšťanská etika. Praha: Vyšehrad, 1999 ISBN 8070213310 Sebestyén, J.: Református Etika. Budapest, Gödöllő: Iránytű Kiadó, 1993 Török, I.: Etika. Kolozsvár: Egyetemi Fokú Protestáns Teológiai Intézet, 1997

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines: Old Testament Theology 2  
 New Testament Theology 2  
 Ethics 1

**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., prof. István Pásztori-Kupán, PhD.,

**Date of last update:** 23.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ DS/22	<b>Name:</b> Master's Thesis Seminar
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Submission of a selected bibliography on the topic of the thesis, proposal of the research concept and preparation of a part (approx. 15 pages) of the 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 printed form 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 formatting 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%.	
<b>Results of education:</b> Knowledge: The student can: - state and explain the general requirements for the production of a thesis, describe and characterize the content structure of the thesis and its individual parts (introduction, main body of the text, appendices),	

- explain the concepts of phenomenon, fact, list and describe the types of research on pedagogical phenomena,
- characterise in more detail the basic methods of data collection in the thesis and the ways of processing them,
- list the basic requirements for the author of a professional text, characterize and describe the model, features of a professional text and its formal construction,
- list and explain the formal requirements for a thesis,
- define the term abstract, describe the structure of an abstract, characterise 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 the bachelor's thesis,
- define the problem and the aim 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.

#### Competences:

**Student**

- The student will be aware of the need and importance of observing academic ethics and etiquette for his/her student life as well as for his/her future teaching life,
- behave in accordance with the rules of social behaviour,
- learns the basics of social protocol, knows how to dress and dress properly for a state examination,
- observes the ethics of citation,
- expresses his/her beliefs and opinions directly and honestly, but at the same time recognises that the other party is also entitled to his/her own opinion,
- accepts the consequences and accepts responsibility for their actions.

**Brief syllabus:**

1. Formal regulations of theses in UJS guidelines.
2. Brief description of the thesis.
3. The significance of the thesis.
4. Selection of the thesis topic.
5. Preparation of a selected bibliography for the thesis.
6. Tasks and objectives of the thesis.
7. Method of selecting appropriate citation.
8. Choice of thesis methodology.
9. Thesis content. 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 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, sprístupnení a archivácii záverečných, rigorózných a habilitačných prác na Univerzite J. Selyeho. 2021. Komárno: UJS

KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004.

**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., Dr. habil. Viktor Kókai Nagy, PhD., prof. István Pásztori-Kupán, PhD., Mgr. Zsolt Görözdi, ThD., Mgr. Katarína Pólya, PhD., ThDr. Lilla Szénási, PhD.,

**Date of last update:** 23.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ KA1/22	<b>Name:</b> Didactics of Catechetics 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). The course ends with an oral examination. In order to pass the course, the student must obtain at least 50 % of the marks at the end of the semester. Continuously prepared written assignments represent 30% of the total for passing the course. The evaluation of written assignments and the answers to 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.	
<b>Results of education:</b> <b>Knowledge:</b> The student is familiar with the key dogmatic, ecclesiastical themes of teaching religion in schools. The lectures seek - on the basis of catechetical literature - answers, solutions, illustrations to serious and problematic questions that, according to experience, arise in teaching. The student knows the theoretical foundations of catechetical practice and knows the substance of religious education in detail and reliably. <b>Skills:</b> The student will be able to navigate the topics covered in the course taught this semester; recognize the role, place, and importance of these topics in school catechesis. It will also enable him/her to teach and deliver the essence of specific, difficult and complex ecclesiological and dogmatic issues in a way that is adapted to the abilities of the child and adolescent. The student will be able to apply and utilize his/her skills in the process of teaching religion. <b>Competencies:</b> The student will learn to apply theoretical, abstract issues to practice, be able to teach them competently, and be accountable to students in a responsible pedagogical activity.	
<b>Brief syllabus:</b> Lecture:	

<p>1. 1,  2. Advent and Christmas,  3. Lent,  4. Palm Sunday and Good Friday,  5. Easter,  6. Ascension, Holy Week, other feasts of the Church year,  7. Creation. Creation of Man. Providentia.,  8. Anthropological questions. Sin. Original sin.,  9. Evil, Satan, Temptation.,  10. Ten Commandments I.,  11. Ten Commandments II.,  12. God's punishment and forgiveness.,  13. The commandment of love. Good works.</p> <p>Seminar:  The main didactic issues of teaching religion in schools and congregations. Didactics and teaching of religion. Characteristic features of teaching religion.</p>												
<p><b>Literature:</b>  Fekete, Károly: A Heidelbergi Káté magyarázata. Budapest. kálvin Kiadó 2013 ISBN 9789635582266  Szénási, Sándor: Megtaláltuk a Messiást. Konfirmációi olvasókönyv. Budapest, 1992  Molnár, Miklós: Te taníts engem! Budapest, 1996 ISBN 978 963 558 089 7  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.  Tamminen, K. – Vesa, L. – Pyysiäinen, M.: Hogyan tanítsunk hittant?: Vallásdidaktika. Budapest: Teológiai Irodalmi Egyesület, 1998  Németh Dávid: Vallásdidaktika, A hit- és erkölcsstan tanítása az 5-12. osztályban, Károli Gáspár Református Egyetem . L'Harmattan Kiadó, Budapest 2017, ISBN 978-963-414-203-4, ISSN 2063-3297</p>												
<p><b>Language, knowledge of which is necessary to complete a course:</b>  Hungarian language, Slovak language</p>												
<p><b>Notes:</b></p>												
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 2</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>50.0</td> <td>0.0</td> <td>50.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>	A	B	C	D	E	FX	50.0	0.0	50.0	0.0	0.0	0.0
A	B	C	D	E	FX							
50.0	0.0	50.0	0.0	0.0	0.0							
<p><b>Teacher:</b> Mgr. Zsolt Görözdi, ThD., ThDr. Lilla Szénási, PhD.,</p>												
<p><b>Date of last update:</b> 23.06.2024</p>												
<p><b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.</p>												

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ KA2/22	<b>Name:</b> Didactics of Catechetics 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). The course ends with an oral examination. In order to pass the course, the student must obtain at least 50 % of the marks at the end of the semester. Continuously prepared written assignments represent 30% of the total for passing the course. The evaluation of written assignments and the answers to 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; 55-70 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student is familiar with the key dogmatic, ecclesiastical themes of teaching religion in schools. In the lectures we look -based on catechetical literature- for answers, solutions, illustrations to serious and problematic questions that, according to experience, arise in teaching. <b>Skills:</b> The student will be able to navigate the topics covered in the course taught this semester; recognize the role, place, and importance of these topics in catechesis in schools. It will also enable him/her to teach and deliver the essence of specific, difficult and complex ecclesiological and dogmatic issues in a way that is adapted to the abilities of the child and adolescent. <b>Competencies:</b> The student will learn to apply theoretical, abstract issues to practice, be able to teach them competently, and be accountable to students in a responsible pedagogical activity. The graduate has a responsible attitude, is able to take a responsible stance and can make independent decisions on issues related to the subject.	
<b>Brief syllabus:</b> Lecture: 1, Chistological issues.	

<p>2, Jesus Christ. God and man. Messiah.  3, Satisfaction. Redemption.  4, Sacrifice. Christ's Passion.  5, Forgiveness of sins. Salvation.  6, Death. Heaven. Hell.  7, Resurrection. Salvation.  8, The Last Judgment, the parousia.  9, The Church.  0, Sacraments. Holy Baptism.  11, The Lord's Supper.  12, Faith. Creed. Confirmation.  13, Prayer.  Seminar topics:  Atonement. Redemption. Jesus Christ. God and man. Messiah. Christ's Passion. Redemption. Forgiveness of sins. Salvation. Death. Heaven. Hell. Faith. Creed. Resurrection. The Last Judgment. The Church. Sacraments. Holy Baptism. The Lord's Supper. Confirmation. Prayer . The Lord's Prayer.</p>												
<p><b>Literature:</b>  Fekete, Károly: A Heidelbergi Káté magyarázata. Budapest. kálvin Kiadó 2013 ISBN 9789635582266  Szénási, Sándor: Megtaláltuk a Messiást. Konfirmációi olvasókönyv. Budapest, 1992 Molnár, Miklós: Te taníts engem! Budapest, 1996 ISBN 978 963 558 089 7  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.</p>												
<p><b>Language, knowledge of which is necessary to complete a course:</b>  Hungarian language, Slovak language</p>												
<p><b>Notes:</b></p>												
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 2</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>50.0</td> <td>0.0</td> <td>50.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>	A	B	C	D	E	FX	50.0	0.0	50.0	0.0	0.0	0.0
A	B	C	D	E	FX							
50.0	0.0	50.0	0.0	0.0	0.0							
<p><b>Teacher:</b> ThDr. Lilla Szénási, PhD.,</p>												
<p><b>Date of last update:</b> 23.06.2024</p>												
<p><b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.</p>												

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ KA3/22	<b>Name:</b> Catechetics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 / 1 <b>For the study period:</b> 13 / 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). The course ends with an oral examination. In order to pass the course, the student must obtain at least 50 % of the marks at the end of the semester. Continuously prepared written assignments represent 30% of the total for passing the course. The evaluation of written assignments and the answers to 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.	
<b>Results of education:</b> <b>Knowledge:</b> Course Goal: To gain insight into the biblical world, to learn how to work selectively with highly specialized sources and to develop one's own way of researching a given topic; to teach students to evaluate theologically, catechetically, and pedagogically; to process biblical pericopes of various genres and topics. The student is also introduced to key dogmatic, ecclesiastical themes in the teaching of religion in schools <b>Skills:</b> The student will learn to work competently with the material on which much catechetical work is based. The student learns to interpret the biblical text; to locate the kerygma of the text and the individual pericopes; to interpret the text and to prepare teaching material on this basis. It will have the ability to find answers, solutions and illustrations to problematic questions that arise during the course of teaching, based on lectures and catechetical literature. <b>Competences:</b> Individual work with a source teaches the student humility, diligence. teaches the student to work independently with a source as complex and challenging as the Bible. This work teaches him to be more responsible both in his catechetical work and in the teaching process itself.	

**Brief syllabus:**

Lecture:

Bible, genres, pericopes. Basic characteristics. Elementary structures. Basic concepts in the teaching of religion. Bible stories. Archstories. Historical events. Commandments. Prophetic books, prophecies. Wisdom literature in the Old Testament. Psalms. Gospels. New Testament epistles. Apocalyptic texts. Parables. Miracles.

Seminar and exercises:

What is congregational pedagogy? The young child in the family. Catechesis of preschool children in the church congregation and in kindergartens. Children aged 7-12 in the church congregation. Adolescents in the church. Psychological processes of puberty and confirmation. With teenagers in school and in the church congregation. Young adults in the church. Catechesis for parents with young children. Catechesis for middle-aged people. Questions for older people. Becoming a teacher.

**Literature:**

Baldermann, Ingo: A Biblia, a tanulás könyve. Kálvin Kiadó, 2003. ISBN 963 300 942 1

Németh Dávid: Hit és nevelés. Budapest, 2002, ISBN 963 8392 53 3

Németh Dávid: Vallásdidaktika. Budapest, L'Harmattan, 2017. ISBN978-963-414-203-4

A szentírás magyarázata Jubileumi kommentár. Budapest, A Református Zsinati Iroda Sajtóosztálya. 1968

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:****Evaluation of subjects**

Total number of evaluated students: 1

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

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

**Date of last update:** 23.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ OB/22	<b>Name:</b> Master's Thesis and Defence
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 8	
<b>Recommended semester/trimester of study:</b> 3., 4..	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<p><b>Conditions for passing the subject:</b></p> <p>When preparing the thesis, the student follows the instructions of the thesis supervisor and the rector's guidelines on the preparation, registration, access and archiving of final, thesis, dissertation and habilitation theses written at Selye János University. The recommended length of the thesis is 50-70 pages (90 000 - 126 000 characters with spaces). The deadline for submission of the thesis is specified in the academic year timetable. The thesis is checked for authenticity in the central register of theses. A record of the result is drawn up. The examination of authenticity is a prerequisite for the thesis to be defended. A licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the thesis is part of the thesis submission.</p> <p>The thesis will be evaluated by the supervisor and the referee, 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 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 achievement, the logical structure of the thesis, the organization and organization of the 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 of the thesis, its spelling, style and originality.</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 thesis and its defence, taking into account the critiques and the course of the defence. The committee will evaluate the defence with an overall mark. The mark may be the same as, or better or worse than, the marks given in the examinations, 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 student is able to organise and apply the theoretical knowledge acquired in teaching practice,
- the ability to select research methods and procedures appropriately and to apply them effectively.

Competences:

- the thesis demonstrates the student's knowledge of the theoretical and practical aspects of the problem under study,
- the student will be able to present and defend his/her own professional views on issues related to teaching and will be able to seek solutions to these problems,
- have the ability to learn independently, which will enable them to continue their studies,
- the ability to understand the complexity of phenomena and to make decisions when information is limited, including the social and ethical responsibility in making decisions,
- 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 considerations,
- 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 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,
- the ability to apply knowledge in a creative way in the performance of basic tasks, to analyse the problem further and to organise new knowledge,
- the student is able to answer the questions of the supervisor and the assessor to the required standard and is thus able to defend the thesis successfully.

### **Brief syllabus:**

The procedure for defending the thesis is as follows:

1. The student presents his/her thesis.
2. The main points of the supervisor's and opponent's criticisms are presented.
3. The student answers questions from the supervisor and the referee.
4. Professional discussion of the thesis with questions put to the student.

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

<p>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.  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 thesis is available to the committee before and during the examination.</p>					
<p><b>Literature:</b>  KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004.  Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na <a href="https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf">https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf</a></p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b>  Hungarian language, Slovak language</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 0</p>					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<p><b>Teacher:</b></p>					
<p><b>Date of last update:</b> 23.06.2024</p>					
<p><b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ PPX4/22	<b>Name:</b> Pedagogical practice IV.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is portfolio-based, i.e. based on work produced during the teaching practice. The conditions and criteria for passing 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. The student is obliged to follow the relevant part of this document related to the pedagogical practice (PPX4). Mandatory components of the portfolio: - Completed protocol on completion of the pedagogical practice - Professional analysis of observed lessons and completed observation sheets - Preparation, implementation and subsequent evaluation and analysis of the lesson implemented - Documentation of the teaching practice including annexes. Final course grade: 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 number of points. Total student workload: 2 credits = 50 hours (20 hours of teaching practice: 5 hours of observation, 5 hours of analysis of observed lessons, 5 hours of teaching, 5 hours of analysis of taught lessons; 30 hours of preparation: preparation for teaching practice - consultation with the trainee teacher, preparation for tutorials, preparation for lessons, preparation of portfolio and documentation)	
<b>Results of education:</b> <b>Knowledge:</b> - The student of the course is able to observe, analyze activities at the 2nd grade elementary and middle school levels. - The student is able to professionally evaluate observed activities and activities at the Elementary and Middle School Level 2. - The student is able to document observed activities and activities at grade 2 elementary and middle school. - The student is able to navigate school documents. - The student knows and is oriented to the structure of personnel and material support for school functioning. - The student knows the specific activities of the teacher during the day, in the classroom and in the course of teaching the subjects of his/her specialisation in primary and secondary school.	

- The student understands the environment, culture and organisation of primary and secondary school activities.

#### Skills:

- Can identify diverse manifestations of structural elements of personality, psychological processes of the pupil in the teaching process and in social interactions.

- Knows the specific activities of the teacher implemented during the day, in the context of teaching and in the course of teaching the subjects of his/her specialisation in primary and secondary school.

- Identifies the teaching objectives formulated by the teacher, the processes used to achieve them and the extent to which they are met.

- Can identify the teaching methods applied during the lesson.

- Describes the didactic aids, communication technologies and resources 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 the teaching of the subjects of his/her specialisation.

- Describes the processes of student assessment in the teaching process.

- Identifies teachers' teaching and communication styles and professional skills.

- Can process, evaluate, and reflect on observation results in the context of educational theory.

- The student can recognize his/her own level of competence.

- The student can identify common professional problems, investigate and formulate the theoretical and practical background necessary to solve them and address them (using practical procedures in practice).

- The student is able to recognise talented pupils, pupils with difficulties or special educational needs, disadvantaged pupils, multiply disadvantaged pupils and pupils requiring special treatment, to provide them with adequate advice regarding their entry into the labour market.

- The graduate of the course is capable of didactically correct written preparation (with all its components) for the purpose of conducting a lesson with elements of creativity, independence, individualization and alternativeness.

- He/she is able to consult his/her own written preparation with the trainee teacher in a professional manner.

- Is able to adequately prepare the conditions for, implement and evaluate a designated lesson.

- Is able to document results, professionally describe reflection and self-reflection in relation to the planned, prepared, implemented and evaluated lesson.

#### Competencies:

- Takes a position on observed phenomena based on prior theoretical knowledge.

- Undertakes self-reflection and receives feedback on own output from pupils, peers and trainee teacher.

- Presents responsibly own personal characteristics, communication style, values and professional skills.

- Provides feedback and assesses pupils' learning outcomes in accordance with the assessment principles at the appropriate level of education.

- Promotes interaction between pupils.

- Accepts the manifestations of pupil individuality in the context of the formal social group within the school classroom, the particularities of pupils' learning, specific educational needs and applies elements of differentiation in teaching.

- It implements classroom teaching, applying teaching methods, strategies, resources and aids, and information and communication technologies optimised by the disciplinary-didactic theory of its specialisation.

- Understands the relationship between the principles of teaching and the consequences - the effectiveness of learning.
- Reflects on own pedagogical skills.
- The student will be able to undertake targeted development of self-knowledge related to the teaching profession
- The student will be able to independently plan activities that extend knowledge related to the teaching profession.
- The student will be able to create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior, openness to recognize and manage the work style of others. The student will optimize the atmosphere in the learning group (school classroom) and create a stimulating and non-threatening environment for teaching and student learning, by applying techniques of rule following and safe working conditions and methods of motivating and activating students.

**Brief syllabus:**

Observation and evaluation of the interior and exterior of a training elementary and middle school. Learning about and working with classroom and school pedagogical documentation.

Observation of the creation of conditions, implementation and evaluation of lessons in the 2nd level of primary and secondary schools.

Professional analysis of observed lessons together with the trainee teacher.

Documenting the process and results of individual lessons observed.

Didactic procedures for the preparation of written preparations (with all its components), consultation with the trainee teacher.

Preparation of the conditions for the implementation of the lesson.

Implementation of the planned and prepared lesson with the application of innovative strategies, using adequate teaching resources of primary and secondary schools.

Evaluating the lesson with planned and selected methods and means of evaluation from own perspective, from the pupils' perspective (and with elements of self-evaluation).

Professional analysis with the trainee teacher: documenting, evaluating preparation and its use and other components of the lesson.

Preparation of a portfolio of the hospitality activity with all its components on the basis of predetermined criteria by the head of the teaching practice, with the application of autonomy and alternativeness based on current trends in didactics.

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

Hungarian language, Slovak language

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 1					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> ThDr. Lilla Szénási, PhD.,					
<b>Date of last update:</b> 23.06.2024					
<b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ PPX5/22	<b>Name:</b> Pedagogical practice V.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is portfolio-based, i.e. based on work produced during the teaching practice. The conditions and criteria for passing 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. The student is obliged to follow the relevant part of this document related to the pedagogical practice (PPX5). Mandatory components of the portfolio: - Completed protocol on completion of the pedagogical practice - Professional analysis of observed lessons and completed observation sheets - Preparation, implementation and subsequent evaluation and analysis of the lesson implemented - Documentation of the teaching practice including annexes. Final course grade: 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 number of points. Total student workload: 2 credits = 50 hours (20 hours of teaching practice: 5 hours of observation, 5 hours of analysis of observed lessons, 5 hours of teaching, 5 hours of analysis of taught lessons; 30 hours of preparation: preparation for teaching practice - consultation with the trainee teacher, preparation for tutorials, preparation for lessons, preparation of portfolio and documentation)	
<b>Results of education:</b> <b>Knowledge:</b> - The student of the course is able to observe, analyze activities at the 2nd grade elementary and middle school levels. - The student is able to professionally evaluate observed activities and activities at the Elementary and Middle School Level 2. - The student is able to document observed activities and activities at grade 2 elementary and middle school. - The student is able to navigate school documents. - The student knows and is oriented to the structure of personnel and material support for school functioning. - The student knows the specific activities of the teacher during the day, in the classroom and in the course of teaching the subjects of his/her specialisation in primary and secondary school.	

- The student understands the environment, culture and organisation of primary and secondary school activities.

#### Skills:

- Can identify diverse manifestations of structural elements of personality, psychological processes of the pupil in the teaching process and in social interactions.

- Knows the specific activities of the teacher implemented during the day, in the context of teaching and in the course of teaching the subjects of his/her specialisation in primary and secondary school.

- Identifies the teaching objectives formulated by the teacher, the processes used to achieve them and the extent to which they are met.

- Can identify the teaching methods applied during the lesson.

- Describes the didactic aids, communication technologies and resources 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 the teaching of the subjects of his/her specialisation.

- Describes the processes of student assessment in the teaching process.

- Identifies teachers' teaching and communication styles and professional skills.

- Can process, evaluate, and reflect on observation results in the context of educational theory.

- The student can recognize his/her own level of competence.

- The student can identify common professional problems, investigate and formulate the theoretical and practical background necessary to solve them and address them (using practical procedures in practice).

- The student is able to recognise talented pupils, pupils with difficulties or special educational needs, disadvantaged pupils, multiply disadvantaged pupils and pupils requiring special treatment, to provide them with adequate advice regarding their entry into the labour market.

- The graduate of the course is capable of didactically correct written preparation (with all its components) for the purpose of conducting a lesson with elements of creativity, independence, individualization and alternativeness.

- He/she is able to consult his/her own written preparation with the trainee teacher in a professional manner.

- Is able to adequately prepare the conditions for, implement and evaluate a designated lesson.

- Is able to document results, professionally describe reflection and self-reflection in relation to the planned, prepared, implemented and evaluated lesson.

#### Competencies:

- Takes a position on observed phenomena based on prior theoretical knowledge.

- Undertakes self-reflection and receives feedback on own output from pupils, peers and trainee teacher.

- Presents responsibly own personal characteristics, communication style, values and professional skills.

- Provides feedback and assesses pupils' learning outcomes in accordance with the assessment principles at the appropriate level of education.

- Promotes interaction between pupils.

- Accepts the manifestations of pupil individuality in the context of the formal social group within the school classroom, the particularities of pupils' learning, specific educational needs and applies elements of differentiation in teaching.

- It implements classroom teaching, applying teaching methods, strategies, resources and aids, and information and communication technologies optimised by the disciplinary-didactic theory of its specialisation.

- Understands the relationship between the principles of teaching and the consequences - the effectiveness of learning.
- Reflects on own pedagogical skills.
- The student will be able to undertake targeted development of self-knowledge related to the teaching profession
- The student will be able to independently plan activities that extend knowledge related to the teaching profession.
- The student will be able to create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior, openness to recognize and manage the work style of others. The student will optimize the atmosphere in the learning group (school classroom) and create a stimulating and non-threatening environment for teaching and student learning, by applying techniques of rule following and safe working conditions and methods of motivating and activating students.

**Brief syllabus:**

Observation and evaluation of the interior and exterior of a training elementary and middle school. Learning about and working with classroom and school pedagogical documentation.

Observation of the creation of conditions, implementation and evaluation of lessons in the 2nd level of primary and secondary schools.

Professional analysis of observed lessons together with the trainee teacher.

Documenting the process and results of individual lessons observed.

Didactic procedures for the preparation of written preparations (with all its components), consultation with the trainee teacher.

Preparation of the conditions for the implementation of the lesson.

Implementation of the planned and prepared lesson with the application of innovative strategies, using adequate teaching resources of primary and secondary schools.

Evaluating the lesson with planned and selected methods and means of evaluation from own perspective, from the pupils' perspective (and with elements of self-evaluation).

Professional analysis with the trainee teacher: documenting, evaluating preparation and its use and other components of the lesson.

Preparation of a portfolio of the hospitality activity with all its components on the basis of predetermined criteria by the head of the teaching practice, with the application of autonomy and alternativeness based on current trends in didactics.

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

hungarian language, Slovak language

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> ThDr. Lilla Szénási, PhD.,					
<b>Date of last update:</b> 23.06.2024					
<b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ PPX6/22	<b>Name:</b> Pedagogical practice VI.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 40s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is portfolio-based, i.e. based on work produced during the teaching practice. The conditions and criteria for passing 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. The student is obliged to follow the relevant part of this document, related to the exit continuous pedagogical practice (PPX6). Mandatory components of the portfolio: - Completed protocol on completion of the teaching practice - Professional analysis of observed lessons and completed observation sheets - Preparation, implementation and subsequent evaluation and analysis of the lesson - Documentation of the teaching practice including annexes. Final course grade: 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 number of points. Total student load: 4 credits = 100 hours (40 hours of teaching practice: 10 hours of observation, 10 hours of analysis of observed lessons, 10 hours of teaching, 10 hours of analysis of taught lessons; 60 hours of preparation: preparation for teaching practice - consultation with the trainee teacher, preparation for tutorials, preparation for lessons, preparation of portfolio and documentation)	
<b>Results of education:</b> Knowledge: - The student of the course is able to observe, analyze activities at the 2nd grade elementary and middle school levels. - The student is able to professionally evaluate observed activities and activities at the Elementary and Middle School Level 2. - The student is able to document observed activities and activities at grade 2 elementary and middle school. - The student is able to navigate school documents. - The student knows and is oriented to the structure of personnel and material support for school functioning. - The student knows the specific activities of the teacher during the day, in the classroom and in the course of teaching the subjects of his/her specialisation in primary and secondary school.	

- The student understands the environment, culture and organisation of primary and secondary school activities.

#### Skills:

- Can identify diverse manifestations of structural elements of personality, psychological processes of the pupil in the teaching process and in social interactions.

- Knows the specific activities of the teacher implemented during the day, in the context of teaching and in the course of teaching the subjects of his/her specialisation in primary and secondary school.

- Identifies the teaching objectives formulated by the teacher, the processes used to achieve them and the extent to which they are met.

- Can identify the teaching methods applied during the lesson.

- Describes the didactic aids, communication technologies and resources 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 the teaching of the subjects of his/her specialisation.

- Describes the processes of student assessment in the teaching process.

- Identifies teachers' teaching and communication styles and professional skills.

- Can process, evaluate, and reflect on observation results in the context of educational theory.

- The student can recognize his/her own level of competence.

- The student can identify common professional problems, investigate and formulate the theoretical and practical background necessary to solve them and address them (using practical procedures in practice).

- The student is able to recognise talented pupils, pupils with difficulties or special educational needs, disadvantaged pupils, multiply disadvantaged pupils and pupils requiring special treatment, to provide them with adequate advice regarding their entry into the labour market.

- The graduate of the course is capable of didactically correct written preparation (with all its components) for the purpose of conducting a lesson with elements of creativity, independence, individualization and alternativeness.

- He/she is able to consult his/her own written preparation with the trainee teacher in a professional manner.

- Is able to adequately prepare the conditions for, implement and evaluate a designated lesson.

- Is able to document results, professionally describe reflection and self-reflection in relation to the planned, prepared, implemented and evaluated lesson.

#### Competencies:

- Takes a position on observed phenomena based on prior theoretical knowledge.

- Undertakes self-reflection and receives feedback on own output from pupils, peers and trainee teacher.

- Presents responsibly own personal characteristics, communication style, values and professional skills.

- Provides feedback and assesses pupils' learning outcomes in accordance with the assessment principles at the appropriate level of education.

- Promotes interaction between pupils.

- Accepts the manifestations of pupil individuality in the context of the formal social group within the school classroom, the particularities of pupils' learning, specific educational needs and applies elements of differentiation in teaching.

- It implements classroom teaching, applying teaching methods, strategies, resources and aids, and information and communication technologies optimised by the disciplinary-didactic theory of its specialisation.

- Understands the relationship between the principles of teaching and the consequences - the effectiveness of learning.
- Reflects on own pedagogical skills.
- The student will be able to undertake targeted development of self-knowledge related to the teaching profession
- The student will be able to independently plan activities that extend knowledge related to the teaching profession.
- The student will be able to create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior, openness to recognize and manage the work style of others. The student will optimize the atmosphere in the learning group (school classroom) and create a stimulating and non-threatening environment for teaching and student learning, by applying techniques of rule following and safe working conditions and methods of motivating and activating students.

**Brief syllabus:**

Observation and evaluation of the interior and exterior of a training elementary and middle school. Learning about and working with classroom and school pedagogical documentation.

Observation of the creation of conditions, implementation and evaluation of lessons in the 2nd level of primary and secondary schools.

Professional analysis of observed lessons together with the trainee teacher.

Documenting the process and results of individual lessons observed.

Didactic procedures for the preparation of written preparations (with all its components), consultation with the trainee teacher.

Preparation of the conditions for the implementation of the lesson.

Implementation of the planned and prepared lesson with the application of innovative strategies, using adequate teaching resources of primary and secondary schools.

Evaluating the lesson with planned and selected methods and means of evaluation from own perspective, from the pupils' perspective (and with elements of self-evaluation).

Professional analysis with the trainee teacher: documenting, evaluating preparation and its use and other components of the lesson.

Preparation of a portfolio of the hospitality activity with all its components on the basis of predetermined criteria by the head of the teaching practice, with the application of autonomy and alternativeness based on current trends in didactics.

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

Hungarian language, Slovak language

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 1					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> ThDr. Lilla Szénási, PhD.,					
<b>Date of last update:</b> 23.06.2024					
<b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAAdm/ PV1/22	<b>Name:</b> Seminar of Practical Teaching 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). The course ends with an oral examination. In order to pass the course, the student must obtain at least 50 % of the marks at the end of the semester. Continuously prepared written assignments represent 30% of the total for passing the course. The evaluation of written assignments and the answers to 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: 3 credits = 75-90 hours 26 hours attendance at contact classes; 11 hours study of recommended literature, preparation of assignments given in class; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The graduate of the course will gain knowledge of the basic issues of poimenics, the directions and trends of the field today, and the content and methodological emphases of pastoral ministry. The student learns to apply these emphases in typical pastoral situations - especially in conversations with children and parents. The student is introduced to common life problems and pastoral situations that occur in the teacher's practice. The student acquires the ability to appropriately apply spiritual aid tools and communication practices. <b>Skills:</b> The student will be able to act appropriately in pastoral situations and solve a variety of pastoral problems. The student will be able to evaluate a given problem; choose appropriate methods of communication; guide a client, a person in need; inspire a decision; help solve a client's (student, parent) problems. <b>Competencies:</b> Graduates demonstrate responsible behaviour in interpersonal relationships and pedagogical practice; the ability to take a responsible position and make independent decisions on issues related to the subject	

**Brief syllabus:**

- 1, Poimenics - the concept, objectives, nature of the discipline. Pastoral character of catechetical activity. Biblical justification, Phenomenology of pastoral care.
- 2, Man in God's world, insights into anthropology and cosmology.
- 3, Poimenics in the present, Catechetical, Therapeutic, Educational pastoral activity, current trends.
- 4, Psychological phenomena in conversation, Personality types and their relevance to pastoral care,
- 5, The importance of the place of pastoral interview.
- 6, Elements of communication.
- 7, Methodology of conducting the interview,
- 8, The course of the pastoral interview.
- 9, Spiritual tools in pastoral conversation: Confession, Prayer, Meditation.
- 10-12, Concrete cases, situations in pastoral activity.
- 13, Model - guided conversations. Analysis of the interview.

**Seminar topics:**

Updating the didactic knowledge of the students from the Bachelor's degree (common pedagogical basis). The Old Testament as a religious education curriculum. Torah as a religious education textbook. Ketubim as a religious education curriculum. Nabii as a religious education curriculum. Religious education lesson on the Old Testament: objectives, types, nature. The Law and the Gospel. Preparation of lessons. Analysis of the different elements of a religious education lesson with an Old Testament theme. Analysis of the seminar papers of the listeners.

**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., Kaisr Verlag, München 1971. ISBN 3 459 00768 0
- Worthington, Everett: Lelkigondozói ABC. Budapest, Harmat2002. ISBN: 978-963-9148-76-5
- Ferris, Margaret: Együttérzés. Semmelweiss Egyetem mentálhigiéné Intézet, Párbeszéd Alapítvány, 2004. ISBN: 963 7166 81 5
- Dani László. Hittan 10. Budapest, Református Pedagógiai Intézet. 2012. ISBN 978-963-9700-74-1
- Fordorné Ablonczy Margit. Hittan 9. Budapest, Református Pedagógiai Intézet. 2012. ISBN 978-963-9700-73-4
- Kósa Zoltánné- Lukácsné Dákos Ibolya. Hittan 5. Budapest, Református Pedagógiai Intézet. 2012. ISBN 978-963-9700-71-0
- Kustár Gábor - Kustár Zoltán . Hittan 2. Budapest, Református Pedagógiai Intézet. 2013 ISBN 978-615-5388-01-9
- Szélné Sebor Lilla. Hittan 6. Budapest, Református Pedagógiai Intézet. 2012. ISBN 978 615 5388 03 3
- Szénási Lilla. Isten tenyerén: Református hit- és erkölctan tankönyv egyházi iskolák 1. osztályos tanulói számára. 1. vyd. Budapest: Magyarországi Református Egyház Kálvin János Kiadója, 2018. 143 s. ISBN 978-96-35583-95-9.

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

Hungarian language, Slovak language

**Notes:****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
<b>Teacher:</b> Mgr. Zsolt Görözdi, ThD., ThDr. Lilla Szénási, PhD.,					
<b>Date of last update:</b> 23.06.2024					
<b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ PV2/22	<b>Name:</b> Seminar of Practical Teaching 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). The course ends with an evaluation. In order to pass the course, the student must obtain at least 50 % of the marks at the end of the semester. The assessment of written assignments shall be 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: 2 credits = 50-60 hours 26 hours attendance at contact classes; 8 hours study of recommended literature, preparation of presentations and seminar papers; 12-26 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student is familiar with specific areas and issues that play a significant role in the catechesis of children and youth. Central issues that graduates must deal with in their future teaching practice include, but are not limited to: elements in the life of the church and local congregations, student activity in and out of school, mission among youth, new methods in catechesis, and current issues in society. <b>Skills:</b> The student will be able to reflect on stimuli, impulses that come from society and the Church, to thematize concrete issues that make up the material of the course, arise in catechesis and concern the pupils. <b>Competences:</b> Completion of the course will teach students to work independently. It increases their responsibility in presenting the topics of the course as well as their responsibility towards the students in their future teaching practice.	
<b>Brief syllabus:</b> Seminar topics: 1, Reformed traditions and their importance in catechesis. 2, Worship and Liturgy.	

- 3, The Arts in Catechesis.
- 4, Mission among youth.
- 5, Sunday school for children.
- 6, Bible study for youth.
- 7, Catechesis and the media. Internet.
- 8, Film club.
- 9, World religions in catechesis.
- 10, The dangers of Satanism and esotericism.
- 11-12, Activity opportunities for children and youth in congregational life (diakonia, social activities, choir, theatre).
- 13, Children's performance with biblical themes.

Exercise themes:

The New Testament as a religious education curriculum. Text. Kerygma. Synoptic Gospels as a religious education curriculum. The writings of John as a religious education curriculum. The Epistles as a religious education curriculum. The Book of Revelation as a religious education text. Religious education lesson on the New Testament: aims, types, character. The Law and the Gospel. Preparation of lessons. Analysis of the different elements of a religious education lesson with a New Testament theme.

#### **Literature:**

- Görözdi, Zsolt: A konfirmáció elmélete és gyakorlata. Univerzita J. Selyeho, Komárno, 2021. Print ISBN: 978-80-8122-398-3 Online ISBN: 978-80-8122-399-0.
- Bölcsföldi András: Tizen ötlet az ifjúsági munkához. Parakletos Könyvesház. Kiskunféletgyháza. 2005. ISBN 963 86814 0 3
- Bölcsföldi András: Ifjúsági hatásvör. Parakletos Könyvesház. Kiskunféletgyháza. 2007. ISBN 978 963 87233 4 5
- Kerekes Szabolcs: Matriks beszégetések. TBL Alapítvány . ISBN978-963-87257-2-1
- Szénási Lilla: Szempontok a Z generáció katechéziséhez. Magyar Református Nevelés. Sz. 4 (2017), p. 15-29.
- 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.
- Miklyáné Luzsányi Mónika – Szénási Lilla: Kamaszokkal az iskolában és a gyülekezetben. In: Együtt a hit útján : Gyülekezetpedagógiai kézikönyv: Gyülekezetpedagógiai kézikönyv. Siba Balázs, Szabóné László Lilla, Pángyánszky Ágnes. Budapest: A Magyarországi Református Egyház Kálvin János Kiadója, 2019, P. 245-271. ISBN 978-963-558-421-5.
- Kiss Tihamér: A gyermek erkölcsi fejlődése., Budapest, Református Pedagógiai Intézet. 2007. ISBN 978-963-9700-22-2
- Szénási Lilla: Isten tenyerén: Református hit- és erkölctan tankönyv egyházi iskolák 1. osztályos tanulói számára. 1. vyd. Budapest: Magyarországi Református Egyház Kálvin János Kiadója, 2018. 143 s. ISBN 978-96-35583-95-9.
- Fodorné Nagy Sarolta. A katechézis kommunikációs problémái. Budapest. Kálvin Kiadó 1996

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

Hungarian language, Slovak language

#### **Notes:**

#### **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
<b>Teacher:</b> ThDr. Lilla Szénási, PhD.,					
<b>Date of last update:</b> 23.06.2024					
<b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAAdm/ PV3/22	<b>Name:</b> Seminar of Practical Teaching 3
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). The course ends with an evaluation. In order to pass the course, the student must obtain at least 50 % of the marks at the end of the semester. The assessment of written assignments 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: 1 credit = 25-30 hours 26 hours attendance at contact classes; 2 hours study of recommended literature, preparation of presentations and seminar papers; 2 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> In this seminar, we thematize, analyze the different types of New Testament pericopes. The student will gain basic knowledge in sorting, evaluating, interpreting the text, also in mapping out the specifics of catechesis for different age groups. <b>Skills:</b> The student will be able to reflect on stimuli, impulses that come from society and the Church, thematizing specific issues that constitute the material of the course, arise in catechesis and concern the students. <b>Competences:</b> Completion of the course will teach students to work independently. It increases their responsibility in presenting the topics of the course as well as their responsibility towards the students in their future teaching practice.	
<b>Brief syllabus:</b> Seminar topics: Didactics and methodology of teaching ethics. The mission and goals of ethics education. The crisis of values of our time. Concept of values. Methodology of teaching and didactics of Church history curricula. Elements of historical thinking. Analysis of historical sources. Methodology of teaching and didactics of religious history curriculum.	

<p>Topics of practice: Curriculum development.</p>					
<p><b>Literature:</b> Knowledge: In this seminar, we thematize, analyze the different types of New Testament pericopes. The student will gain basic knowledge in sorting, evaluating, interpreting the text, also in mapping out the specifics of catechesis for different age groups. Skills: The student will be able to reflect on stimuli, impulses that come from society and the Church, thematizing specific issues that constitute the material of the course, arise in catechesis and concern the students. Competences: Completion of the course will teach students to work independently. It increases their responsibility in presenting the topics of the course as well as their responsibility towards the students in their future teaching practice.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> Hungarian Language, Slovak language</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 1</p>					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<p><b>Teacher:</b> ThDr. Lilla Szénási, PhD., ThDr. Lilla Szénási, PhD.,</p>					
<p><b>Date of last update:</b> 23.06.2024</p>					
<p><b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ PŠK/22	<b>Name:</b> Perspectives on catechetics education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> A hallgatónak a vonatkozó tanulmányi szabályoknak megfelelően kell részt vennie az előadásokon (lásd 8. cikk. a Selye János Egyetem Tanulmányi Szabályzatának oktatási tevékenységének szervezése). A kurzus szóbeli vizsgával zárul. A tantárgy sikeres teljesítéséhez a félév végén a hallgatónak legalább 50%-os eredményt kell elérnie. A folyamatosan elkészített írásbeli feladatok a kurzus teljesítésének 30%-át teszik ki. Az Etika 1. részterület sikeres teljesítésének előfeltétele legalább 60 pont, azaz az összpontszám 60%-ának elérése. Az írásbeli feladatok és a szóbeli vizsgán adott válaszok értékelése a Tanulmányi Szabályzatnak megfelelően történik (lásd a Tanulmányi Szabályzat eredményeinek 10. cikke: A tanulmányok ellenőrzése és a tanulási eredmények értékelése). Hallgatói óraterhelés: 4 kredit = 100-120 óra 39 óra részvétel a kontaktórákon; 21 óra az ajánlott irodalom tanulmányozása, felkészülés az írásbeli vizsgára és az órán adott feladatok elkészítése; 40-60 óra önálló tanulás.	
<b>Results of education:</b> <b>Knowledge:</b> Students will gain an overview of the basic issues, major dogmatic theses, and faith statements of Christian doctrine based on biblical teaching. Upon completion of the course, the student will have an overview of the ethical attitudes that play a critical role in the formation of one's identity, in developing a right attitude toward the world around them. The course presents scientific evidence of the uniqueness of each human being and opens a new comprehensive view of the protection of human life. <b>Skills:</b> Through the study of systematic theology and the comparison and contrast of different theological positions, students will develop their comparative skills, their willingness to think independently, and their ability to present their doctrinal arguments on a biblical basis. The student will gain the ability to identify issues in bioethics. Recognition of the nature of phenomena and relationships leads the student to greater responsibility and answers many of life's questions. <b>Competencies:</b>	

The student will also master the professional methods of a scientific approach to the foundations of Christian doctrine as well as the biblical stance necessary to clarify controversial issues of faith.

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

The student will be able to interpret the contextuality of the situation and moral movement; the student will be able to reflect on bioethical issues.

### **Brief syllabus:**

Sub-discipline Dogmatics 2

1. The person and work of the Holy Spirit: faith-giver, comforter, advocate, witness, creator of community (Jn 3; Mk 13:11; Acts 2:1-24; HC 53)
  2. The Christian Church, the communion of saints; the Church as the body of Christ (Acts 2:32-47; 1 Cor 12:12-27; HK 54-55)
  3. Forgiveness, resurrection, eternal life (Lk 23:43; 1Cor 15; HK 56-59)
  4. Justification; faith and good works (Rom 4:1-25; Jas 2:14-26; HK 60-64)
  5. On the sacraments in general; holy baptism (Mt 28:18-20; Ac 8:26-40; Ac 10:1-11:18; HK 65-74; MHH 19-20)
  6. The Lord's Supper (Mk 14:22-26; 1Cor 11:23-26; HK 75-79; MHH 21)
  7. Repentance and conversion; gratitude (Rom 6:4-6; HK 88-91)
  8. The Ten Commandments; the first tablet: love God (Ex 20:1-11; HK 92-103)
  9. Ten Commandments; second table: Love thy neighbour (Ex 20:12-17; HK 104-115)
  10. On prayer in general (HK 116-118)
  11. The Lord's Prayer (Mt 6:9-13; HK 119-129)
  12. Christian marriage and the rules of marriage (Gen 2:18-25; 1Cor 7:1-14; MHH 29)
- The relationship between the Christian and worldly power (Mt 22:15-22; Rom 13:1-14; MHH 30)

Sub-discipline: Ethics 2

Week 1: Introduction

Week 2: Life and Death

Week 3: Health

Week 4: Illness

Week 5: Medical Science.

Week 6: Human Dignity.

Week 7: The physically or mentally handicapped person

Week 8: The human embryo and its enemies

Week 9: Gene Technology

Week 10: Transplantation

Week 11: Euthanasia

Week 12: Psychology: the idea of man and methods

Week 13: Addictive Diseases

### **Literature:**

Heidelbergi Káté (Kolozsvár: Erdélyi Református Egyházkerület, 2003)

<http://mezopanitiref.ro/images/docs/heidelbergi-ka-te.pdf>

A Második Helvét Hitvallás <http://regi.reformatus.hu/egyhaziunk/mutat/6218/>

McGrath, Alister, Bevezetés a keresztény teológiába (Budapest: Osiris, 1995)

Tavaszy Sándor, Református keresztyén dogmatika (Kolozsvár: Erdélyi Református Egyházkerület, 2006)

Török István, Dogmatika (Kolozsvár: Protestáns Teológiai Intézet, 2006) [http://doulos.hu/torok\\_istvan.pdf](http://doulos.hu/torok_istvan.pdf)  
 Szűcs, F.: Teológiai Etika. Budapest, Református Zsinati Iroda, 1993  
 Bioetika : Az emberi élet erkölcszociológiája / Balázs Pál. - 1. vyd. - Veszprém : VEK-Veszprémi Egyetemi Kiadó, 1995.  
 Sebestyén, J.: Református Etika. Budapest, Gödöllő: Iránytű Kiadó, 1993 Török, I.: Etika. Kolozsvár: Egyetemi Fokú Protestáns Teológiai Intézet, 1997  
 Az élet és az emberi méltóság védelme a római katolikus iskolai katechézisben / Sándor Író ; Bernhard Kaiser, Zsolt Görözdí. - Komárno : Univerzita J. Selyeho, 2015.  
 Bioetikai kérdések a pszichiátriában és a pszichoterápiában / Kovács József. - 1. vyd. - Budapest : Medicina Könyvkiadó, 2007. - 677 s. - ISBN 978 963 226 088 4.

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines: Dogmatics 2  
 Ethics 2 - Bioethics

**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. István Pásztori-Kupán, PhD., Mgr. Katarína Pólya, PhD.,

**Date of last update:** 23.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ SDI/22	<b>Name:</b> Seminar of Catechetical Didactics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Art. Organization of Educational Activities of the Study Regulations of J. Selye University). Active participation in meetings (assessed). During the semester the student will submit 3 written assignments. 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 Art. 10. Control of study and evaluation of learning outcomes of the Study Regulations results). Student workload: 1 credit = 25-30 hours 26 hours participation in contact classes; 2 hours study of recommended literature, preparation of presentations and seminar papers; 2 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student is familiar with the key themes of teaching religion in schools. The lectures seek - based on catechetical literature - answers, solutions, illustrations to serious and problematic questions that arise in teaching according to experience. <b>Skills:</b> The student will be able to navigate the topics covered in the course taught this semester; recognize the role, place, and importance of these topics in catechesis in schools. The student will be able to reflect on stimuli, impulses that come from society and the Church, thematizing the concrete issues that make up the material of the course, arise in catechesis and concern the students. It will also enable him/her to teach and give substance to specific, difficult and complex issues in a way that is adapted to the abilities of the child and adolescent. <b>Competencies:</b> Completion of the course will teach students to work independently. The student will learn to apply theoretical, abstract issues to practice, be able to teach them competently, and be accountable to students in a responsible pedagogical activity. The graduate has a responsible attitude, is able to take a responsible stance and can make independent decisions on issues related to the subject.	

**Brief syllabus:**

1. The basic nature of catechesis,
2. The contextuality of catechesis,
3. Motivational problems in catechesis,
4. Religious thinking and religious concepts,
5. Pupils' religious experiences,
6. Student presentations,
7. What are we trying to achieve in catechesis,
8. Didactic problems related to the curriculum,
9. Selection of catechetical material,
10. Presentation of students,
11. Methods of catechesis,
12. Implementation of catechesis,
13. Presentation of students

**Literature:**

Görözdi, Zsolt: A konfirmáció elmélete és gyakorlata, Univerzita J. Selyeho, Komárno, 2021. Print ISBN: 978-80-8122-398-3 Online ISBN: 978-80-8122-399-0.

Németh Dávid: Vallásdidaktika. A hit- és erkölcstan tanítása az 5-12 osztályban, Károli Gáspár református Egyetem – L'Harmattan Kiadó, Budapest, 2017, ISBN 978-963-414-203-4, ISSN 2063-3297

Szénási Lilla: Szempontok a Z generáció katechéziséhez. Magyar Református Nevelés. Sz. 4 (2017), p. 15-29.

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.

Miklyáné Luzsányi Mónika – Szénási Lilla: Kamaszokkal az iskolában és a gyülekezetben. In: Együtt a hit útján : Gyülekezetpedagógiai kézikönyv: Gyülekezetpedagógiai kézikönyv. Siba Balázs, Szabóné László Lilla, Pángyánszky Ágnes. Budapest: A Magyarországi Református Egyház Kálvin János Kiadója, 2019, P. 245-271. ISBN 978-963-558-421-5.

Taminnen, Kalevi - Vesa, Laulikki: Hogyan tanítsunk Hittant? Vallásdidaktika, 2. javított kiadás, Budapest Magyarországi Evangélikus Egyház Sajtóosztálya, 2001, ISBN 963 7470 63 8

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

Hungarian language, Slovak language

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

Total number of evaluated students: 0

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

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

**Date of last update:** 23.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ SDO/22	<b>Name:</b> Seminar of Dogmatics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). Regular study of literature. In addition to studying the texts assigned in individual classes, it is also possible to obtain a grade through homework based on one of the selected texts, which must be handed in by the deadline of the last contact hour. To pass the course, the student must earn a minimum of 50% of the course grade. The course is evaluated in accordance with the study regulations (See Article 10. Control of study and evaluation of learning outcomes of the Study Regulations results). Student workload: 3 credits = 75-90 hours 26 hours participation in contact classes; 11 hours study of recommended literature, preparation of assignments given in class; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> Upon completion of this course, the student will be familiar with early Christian systematic theological thought, especially its Trinitarian, Christological, redemptive, and sacramental aspects. <b>Skills:</b> Through the study of source texts, the student will acquire skills in the analysis and interpretation of texts while learning to navigate the foundations of Christian dogmatic doctrine. By comparing different views, the student will develop comparative skills, independent thinking, and the ability to argue dogmatically on biblical grounds. <b>Attitudes:</b> The student will also master the professional methods of a scholarly approach to the foundations of Christian doctrine, as well as the biblical stance and critical sense needed to clarify controversial issues.	
<b>Brief syllabus:</b> 1. Gospel center: Jesus, the Son of God, and eternal life; relevant Gospel confessions: Mt 14:33; Jn 1:50; Jn 6:69; Mt 16:16; Jn 11:27; Mt 26:63; Mk 14:61-62; Mk 15:39; Jn 20:31	

2. Jesus' deity and his redemptive role in the creeds and hymns of the early Christians: Acts 7:55-60; Acts 8:37; Acts 9:20; Gal 4:6; Phil 2:5-11; Heb 1:1; Heb 4:14; 1Jn 4:15; 1Jn 5:5; 1Jn 5:20.
3. The preaching of Christ and eternal life in today's pagan world: Acts 17
4. The theological teaching of the seven letters of Ignatius of Antioch
5. The theological teaching of the so-called Epistle of Barnabas
6. The theological teaching of the letter of Clement of Rome to the Corinthians
7. The theological teaching of the Didache
8. The Arian discussion of the divinity of Christ in the light of Arius' doctrine
9. The development and theological message of the so-called Nicene-Constantinopolitan Creed
10. The main theological issues of the Pelagian controversy
11. Comparison of Antiochian and Alexandrian salvation doctrine and Christology
12. On traditional descriptions of the Church: one, holy, universal, apostolic
13. Summary

**Literature:**

Primary source

Vanyó László, szerk., Apostoli atyák (Budapest: Szent István Társulat, 1988)

Sekundárna literatúra

Hurtado, Larry, Hogyan lett Jézus Istenné a földön?, ford. Bretz Annamária (Pannonhalma: Bencés kiadó, 2008)

Pásztori-Kupán István, Teológiai és filozófiai vonatkozások Arius hitvallásában, Studia Doctorum Theologiae Protestantis I (Kolozsvár: PTI, 2013), 147–166

Pásztori-Kupán István, Az úgynevezett Niceai–Konstantinápolyi Hitvallás dogmatörténeti háttere, Studia Doctorum Theologiae Protestantis I (Kolozsvár: PTI, 2010), 195–218

Pásztori-Kupán István, Élettapasztalatok és teológiai motívumok Augustinus és a pelagiánusok vitájában, in: Fekete Károly – Kustár Zoltán – Kovács Ábrahám, szerk., Átjárható határok.

Ünnepi kötet dr. Gaál Botond professzor 65. születésnapjára, Acta Theologica Debrecinensis, 2 (Debrecen: DRHE, 2011), 351–369

Pásztori-Kupán István, Alexandriai Kőrilloz és Kőrösi Theodorétosz a Jézus Krisztus megkísértéséről: Az alexandriai és az antiochiai krisztológia hasonlóságai és különbözőségei, Református Szemle 97/1 (2004), 57–81

Pásztori-Kupán István, Az egyház ismertetőjeleiről, Credo, 17/2 (2011), 15–23

**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. István Pásztori-Kupán, PhD.,

**Date of last update:** 23.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAAdm/ SET/22	<b>Name:</b> Seminar of Ethics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). Completion in the examination period - oral examination 50% An additional 50 points can be obtained for the mid-term test and submitted assignments. The condition for passing the course is to achieve at least 60 points, i.e. 60% of the total. The evaluation of written tests, written assignments and answers to the oral examination are 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: 2 credits = 50-60 hours 26 hours attendance at contact classes; 8 hours study of recommended literature, preparation of presentations and seminar papers; 12-26 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> After completing the course, the student will know and understand the given concepts of bioethics and sexual ethics, will understand ethical concepts relevant to the practice of the profession and will have an overview of ethical attitudes that play a critical role in the formation of one's own identity, in the formation of the right attitude towards the world around him/her. <b>Skills:</b> The student will be able to critically analyze the literature, gaining the ability to identify named ethical issues. Recognition of the nature of phenomena and contexts leads the student to greater responsibility and answers many of life's questions. <b>Competencies:</b> Upon completion of the course, the student will be able to independently present, interpret and argue regarding the learned content of theological reflection on faith. The student will be able to exercise the vocation in accordance with the deontological principles of the vocation, acquiring the ability to transfer knowledge.	
<b>Brief syllabus:</b> Week 1: Bioethics topics - theoretical introduction, basic concepts	

Week 2: Ethical issues of surrogacy  
 Week 3: Ethical dilemmas related to adoption  
 Week 4: Screening of the film - Ethical Issues in Assisted Abortion  
 Week 5: Ethical issues in reproductive medicine  
 Week 6: Ethical Issues in Animal Experimentation  
 Week 7: Ethical Issues in Human Research  
 Week 8: Issues in sexual ethics - theoretical introduction, discussion of basic concepts  
 Week 9: Theological aspects of love and sexuality  
 Week 10: Woman in the male role  
 Week 11: Man in the female role  
 Week 12: Film screening - the impact of the sexual revolution on gender roles  
 Week 13: Summary

**Literature:**

Szűcs, F.: Teológiai Etika. Budapest, Református Zsinati Iroda, 1993  
 Bioetika : Az emberi élet erkölcszociológiája / Balázs Pál. - 1. vyd. - Veszprém : VEK-Veszprémi Egyetemi Kiadó, 1995.  
 Sebestyén, J.: Református Etika. Budapest, Gödöllő: Iránytű Kiadó, 1993 Török, I.: Etika. Kolozsvár: Egyetemi Fokú Protestáns Teológiai Intézet, 1997  
 Az élet és az emberi méltóság védelme a római katolikus iskolai katechézisben / Sándor Író ; Bernhard Kaiser, Zsolt Görözdí. - Komárno : Univerzita J. Selyeho, 2015.  
 Bioetikai kérdések a pszichiátriában és a pszichoterápiában / Kovács József. - 1. vyd. - Budapest : Medicina Könyvkiadó, 2007. - 677 s. - ISBN 978 963 226 088 4.  
 Szexológiai dokumentumok : Válogatás prof. E. J. Haeberle munkáiból / Dr. Szilágyi Vilmos. - 1. vyd. - Budapest : Magánéleti Kultúra Alapítvány. - 170s. - ISBN 963 9410 43 8.

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

Hungarian language, Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Mgr. Katarína Pólya, PhD.,

**Date of last update:** 23.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAAdm/ ŠS/22	<b>Name:</b> Christian Education and Methodology of Teaching
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3., 4..	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the normal time of the normal timetable. In the oral state examination, the student will give an account of the knowledge and skills acquired in his/her field of specialisation and the interdisciplinary links with the relevant fields of specialisation. He/she demonstrates the ability to select the content of education in accordance with the required and expected educational objectives and to enrich it with school and regional characteristics. The state examination takes the form of a colloquium, in which the student's performance is assessed on a scale from A to FX. The grade counts towards the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% will receive no credit. The results of the state examination and the examination will be announced by the chairman of the board in public. <b>Student Load:</b> 3 credits = 75-90 hours 75-90 hours self-study and preparation for the state exam.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has acquired knowledge in the compulsory and profile subjects of the study programme,</li> <li>- the student is able to define and interpret in his/her own words basic concepts, explain and describe basic processes, characterise and apply scientific methods of research in the areas specified in the subject's thematic plan,</li> <li>- the ability to analyse and evaluate the knowledge acquired in the subject,</li> <li>- be able to characterise the concept of teaching, to list the different types of teaching and to describe the framework for teaching and learning for 11-19 year olds.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- The student is able to present his/her expertise,</li> <li>- the student is able to transfer his/her knowledge,</li> </ul>	

- the ability to organise and apply the theoretical knowledge acquired in practical teaching activities,
- the student can select and apply teaching procedures appropriately,
- the ability to guide the learner in the acquisition of knowledge, taking into account the individual needs of the learner,
- the student has the ability to learn independently, enabling him/her to continue his/her studies.

**Competences:**

- 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:**

Didactics of Catechetics 1-2: Catechetics

Biblical Studies 1-2: Old Testament, New Testament, Dogmatics, Ethics

**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
100.0	0.0	0.0	0.0	0.0	0.0

**Teacher:**

**Date of last update:** 23.06.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/SPZ-M/22	<b>Name:</b> Study abroad
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The prerequisite for the course is a long-term stay abroad at a foreign university/partner institution.	
<b>Results of education:</b> Graduates of the course are eligible for a long-term study stay at a foreign university/partner institution.	
<b>Brief syllabus:</b>	
<b>Literature:</b>	
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak	
<b>Notes:</b> Credits are awarded to the student only after the contract has been signed. They are awarded in the semester(s) to which the student has contractually committed.	
<b>Evaluation of subjects</b> Total number of evaluated students: 15	
a	n
100.0	0.0
<b>Teacher:</b>	
<b>Date of last update:</b> 30.05.2024	
<b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ EDU/22	<b>Name:</b> Pedagogical tools
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> A prerequisite for successful completion of the course is active participation in class, active involvement in discussion and active resolution of the intermediate tasks. The conditions for completing the course are regulated by the Dean's Regulation on the Principles of Pedagogical Practice. The student is required to comply with the Pedagogical Practicum (EDU) sections of this document. Evaluation of the subject: passed 100-50%, failed 49-0%. Total student workload: 1 credit = 30 hours 13 hours participation in exercises (contact hours), 17 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student is able to professionally evaluate and document lessons using the EduPage app.</li> <li>• The student can find his/her way around school documents.</li> <li>• The student is aware of the specific activities carried out by the teacher in the EduPage application related to the educational process..</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Teacher's knowledge of the specific activities carried out in the EduPage application when teaching subjects in his/her field of specialisation.</li> <li>• Describes the student assessment process in the EduPage app.</li> <li>• The learner recognises his/her own level of competence.</li> <li>• The student will be able to identify common professional problems, to find, formulate and solve them from a theoretical and practical background (using practical procedures in practice).</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>• Takes a position on observed phenomena on the basis of previous theoretical knowledge.</li> <li>• The student will be able to independently plan activities that will enhance knowledge in the context of the teaching profession.</li> <li>• The student will be able to analyse pedagogical situations using the EduPage application.</li> <li>• The student will be able to manage the teaching-learning process through the EduPage application.</li> </ul>	

- The student will be able to work with the e-learning interface.

**Brief syllabus:**

Stručná osnova predmetu:

Log in to the EduPage app

Designing the school's EduPage interface, using the "guest" mode

Documenting lessons, student assessments and grade checks via EduPage

Checking attendance, class register, timetable

Gallery (pictures), payments, catering

Communication with students and parents via EduPage

The e-learning interface, development of interactive tests

**Literature:**

Ako používať EduPage: <https://help.edupage.org/?lang=sk>

Aktuálny vnútorný predpis PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 104

a	n
100.0	0.0

**Teacher:** PaedDr. Tamás Török, PhD.,

**Date of last update:** 30.05.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ GPZ/22	<b>Name:</b> Global environmental problems
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the lecture, and at the end of the semester, we will summarize the new knowledge using a written test. 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 credit = 60 hours (13 hours: participation in lectures, 17 hours: self-study and 30 hour preparation for the exam).	
<b>Results of education:</b> The aim of the subject is for the student to acquire knowledge about global environmental problems, with the help of which he will be able to learn about natural systems and their interactions. Likewise, his behaviour's consequences impact his immediate and broader environment globally. According to this knowledge, another goal is to create environmentally conscious behaviour and a sustainable lifestyle. <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student knows the concept of sustainable development.</li> <li>- The student knows the relationship between the environment, society, and the economy and can think at the system level.</li> <li>- The student knows the current state of the biosphere and can describe the causes and consequences of the destruction of nature by human activity.</li> <li>- The student knows the main principles of sustainability, the principles of sustainability education, and the possibilities of developing children's environmental culture.</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- The student can collect independently and process information in the field of sustainability and will be able to identify problems.</li> <li>- The student can identify sustainable and unsustainable processes and their causes.</li> <li>- The student can recognize the connections between global and local problems.</li> <li>- The student can identify changes he can make based on local solutions.</li> <li>- The student can develop and implement a sustainability program in his/her institutional environment.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>- The student has a positive relationship with the phenomena of the biosphere.</li> </ul>	

- The student has a sense of responsibility for the future, an environmentally aware approach, and respect for the living and non-living nature.
- The student undertakes to form a positive emotional and ethical attitude towards the environment in his life and surroundings.
- The student can make responsible decisions about nature protection in his own life, which will impact the lives of future generations as well, as he will serve as a role model in environmental awareness.
- As an active citizen, the student is active in pedagogical areas of education within his competencies; he takes responsibility for the ecological formation of his environment, living space, and community.

### **Brief syllabus:**

Subject, factors, and concept of global environmental problems. The concept of the environment. The concept of sustainable development, the origin of the concept, the history of its creation, and individual systems for creating sustainability.

Air characteristics, air problems, sources of air pollution.

Characteristics of the hydrosphere, problems of the hydrosphere, sources of pollution of the hydrosphere.

Characteristics of the lithosphere and pedosphere, problems of the lithosphere and pedosphere, sources of pollution of the pedosphere.

Territorial protection in the nature protection framework and the possibility of reducing environmental pollutants.

Species protection within nature protection - factors threatening plants and animals, ecological impacts of environmental pollution.

General problems of human population growth, noise in big cities, traffic, and construction.

Environmental problems of human settlements, waste, its types, selective collection of waste and its recycling, composting.

Environmental risk factors of human settlements - buildings and their impact on human health, food, contaminants.

Environmental protection - protection of the air, hydrosphere, and pedosphere on a global and individual level

Environmental monitoring, ecological footprint, international cooperation in environmental protection.

### **Literature:**

DARVAY, S., NEMCSÓK, J., FERENCZY, Á.: Fenntartható fejlődés. Polgári szemle: Gazdasági és társadalmi folyóirat, 2016 - 12 (4-6). pp. 88-104. ISSN 1786-6553 [https://polgariszemle.hu/images/content/pdf/psz\\_2016\\_4-6.szam\\_7.pdf](https://polgariszemle.hu/images/content/pdf/psz_2016_4-6.szam_7.pdf)

HAAS, M., ONDROVÁ, E., ŠVAJDA, J.: Environmentálna výchova/Environmental education. Vydavateľstvo: Ústav vysokohorskej biológie Žilinskej univerzity, 2008, 135 strán

KERÉNYI, A.: Európa természet és környezetvédelme. Nemzeti Tankönyvkiadó, Budapest, 2003

KOVÁTS-NÉMETH, M.: Az erdőpedagógiától a környezetpedagógiáig. Comenius Kft, Pécs, 2010, ISBN 978-963-9687-18-9

KOVÁTS-NÉMETS, M.: Fenntarthatóság, pedagógia, kutatás. - 1. vyd. - Győr :

NyugatMagyarországi Egyetem Apáczai Csere János Kar, 2007. - 227 s. - ISBN 978-963-9364-85-1

KRISKA, Gy., MAKLÁRI, J., SCHEUER, ZS.: Gyertek velünk erdei iskolába! Farkaserdei erdei iskola projekt /. - 1. vyd. : Flaccus Kiadó, 2002. - 186 s. - ISBN 963 94 12 07 4.

LÜKŐ, I.: Környezetpedagógia. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 252 s. - ISBN 9631933768.

<b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovakian					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 3					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Ing. Pavol Balázs, PhD., RNDr. Eva Tóthová Tarová, PhD.,					
<b>Date of last update:</b> 30.05.2024					
<b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ KKV/22	<b>Name:</b> Quantitative and qualitative pedagogical research methods
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for passing the subject: <ul style="list-style-type: none"> <li>• active participation in lectures and seminars,</li> <li>• participation in assigned tasks, analyzes and discussions during lectures and seminars,</li> <li>• preparation and submission of a small semester paper presenting your own pedagogical research, using the selected quantitative or qualitative research method.</li> <li>• - successful completion of the exam.</li> </ul> Detailed conditions for completing the subject: <ul style="list-style-type: none"> <li>• Preparation and submission of a semester thesis, in which the student individually presents a chosen pedagogical research/project using the quantitative or qualitative method. The work must meet the criteria and rules of scientific writing, it must be 8-10 pages long.</li> </ul> Semester thesis evaluation (50 points): <ul style="list-style-type: none"> <li>• - Choice of topic, originality 10 points</li> <li>• - Correctness, appropriateness of the choice of research methodology 10 points,</li> <li>• - Implementation of pedagogical research 10 points,</li> <li>• - Content of the thesis 10 points,</li> <li>• - Work with professional literature 10 points.</li> </ul> Evaluation of the submitted thesis/pedagogical research: <ul style="list-style-type: none"> <li>• 50 – 46 points A,</li> <li>• 45 – 41 point B,</li> <li>• 40 – 36 points C,</li> <li>• 35 – 31 points D,</li> <li>• 30 – 26 points E,</li> <li>• 25 – 0 point FX.</li> </ul> Evaluation of successful completion of the exam (50 points): <ul style="list-style-type: none"> <li>• 50 – 46 points A,</li> <li>• 45 – 41 point B,</li> <li>• 40 – 36 points C,</li> <li>• 35 – 31 points D,</li> <li>• 30 – 26 points E,</li> <li>• 25 – 0 point FX.</li> </ul>	

The student's total workload in terms of the distribution of working hours: 3 credits = 90 hours  
26 hours of participation in lectures and seminars (contact hours); 30 hours of reading literature;  
34 hours of preparing and writing the pedagogical research project.

The condition for successful completion of the subject is obtaining at least 50% of the maximum score (100 points) of the subject.

Rating scale:

- 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:**

The subject provides an insight into the methods of quantitative and qualitative pedagogical research, provides an overview of their main types, characteristics, and peculiarities.

Knowledge

The student...

- knows the methodological connections of empirical research in pedagogical sciences.
- can name the main types of quantitative research, knows their characteristics and rules of application.
- can name the main types of qualitative research, knows their characteristics and rules of application.
- knows the relationship between quantitative and qualitative research methods.
- knows the ethical rules used in pedagogical research.

Abilities

The student...

- can independently apply appropriate quantitative and qualitative research methods.
- can choose the appropriate research method for their own pedagogical research.
- can analyze and evaluate the chosen pedagogical research.
- can formulate the conclusions of their own pedagogical investigation.
- can process quantitative and qualitative pedagogical research in accordance with the rules of academic writing.
- can examine pedagogical phenomena in the field of education.

Competencies

The student...

- can prepare, implement and interpret pedagogical research responsibly and professionally.
- carry out their pedagogical and research work creatively and responsibly.
- strives to continuously renew their knowledge of pedagogy and research methodology.
- has the competences to adapt the results of their pedagogical research in practice.

### **Brief syllabus:**

The main types and characteristics of quantitative research. The main types and characteristics of qualitative research.

The methodology and research practice of quantitative research. Methodology and research practice of qualitative research. Phases of the 8-step research model.

Selection of pedagogical research methods.

Preparation and procedure for the implementation of pedagogical research, scheduling of the research plan. Defining and formulating research goals and hypotheses.

Defining the research questions.

Means of obtaining input and output data, sample selection.

Implementation of pedagogical research - data collection and processing of the planned and defined work phases.

Quantitative / qualitative data analysis. Data evaluation, data processing, illustration.

Interpretation of results, formulation of conclusions and recommendations for pedagogical practice.

#### **Literature:**

ALBERT, S. 2005. A pedagógiai kutatások alapjai. Dunaszerdahely: Lillium Aurum.

BABBIE, E. 2003. A társadalomtudományi kutatás gyakorlata. Budapest: Balassi Kiadó. ISBN 978-963-506-764-0.

BAČÍKOVÁ, M. & JANOVSÁ, A. 2018. Základy metodologie pedagogicko-psychologického výskumu. Sprievodca pre študentov učiteľstva. ŠafárikPress. Košice. Dostupné na: <https://unibook.upjs.sk/img/cms/2018/ff/zaklady-metodologie-ped-psych-vyskumu-web.pdf>

CSÍKOS, Cs. 2009. Mintavétel a kvantitatív pedagógiai kutatásban. Budapest: Gondolat. ISBN 8080622817.

<https://www.szaktars.hu/gondolat/view/csikos-csaba-mintavetel-a-quantitativ-pedagogiai-kutatasban-2009/?pg=0&layout=s>

FALUS, I. 1993. Bevezetés a pedagógiai kutatás módszereibe. Budapest: Keruban Könyvkiadó.

FALUS, I. – OLLÉ, J. 2010. Az empirikus kutatások gyakorlata – Adatfeldolgozás és statisztikai elemzés. Budapest: Nemzeti Tankönyvkiadó. ISBN 978 963 19 6011 2

GAVORA, P. 2010. Elektronická učebnica pedagogického výskumu.

[www.e-metodologia.fedu.uniba.sk](http://www.e-metodologia.fedu.uniba.sk)

GOLNHOFER, E. 2001. Az esettanulmány. Kutatás-módszertani Kiskönyvtár. Budapest: Műszaki Könyvkiadó.

CHRÁSKA, M. 2016. Metody pedagogického výzkumu: Základy kvantitativního výzkumu.- 2. Praha: Grada. ISBN 978-80-247-5326-3

KATUŠČÁK, D. 2007. Ako písať vysokoškolské a kvalifikačné práce: Ako písať: bakalárske práce, diplomové práce, dizertačné práce, špecializačné práce, habilitačné práce, seminárne a ročníkové práce, práce študentskej vedeckej a odbornej činnosti, ako urobiť bibliografické odkazy, ako citovať tradičné a elektronické dokumenty. Nitra: Enigma. ISBN 978 80 89132 45 4

KÉRI, K. 2001. Bevezetés a neveléstörténeti kutatások módszertanába. Pedagógus Könyvek. Budapest: Műszaki Könyvkiadó. ISBN 9631627802

KRIPPENDORF, K. 1995. A tartalomelemzés módszertanának alapjai. Budapest: Balassi Kiadó. ISBN 963 7873 80 5.

LENGYELNÉ MOLNÁR, T. 2013. Kutatástervezés. Médiainformaticai kiadványok. Eger.

<https://mek.oszk.hu/14400/14492/pdf/14492.pdf>

MÁNDELÍKOVÁ, L. 2012. Analýza a interpretácia odborného textu. Trenčín: Trenčianska univerzita Alexandra Dubčeka. ISBN 978 80 8075 518 8

SÁNTA, K. 2009. Bevezetés a kvalitatív pedagógiai kutatás módszertanába. Budapest: Eötvös József Kiadó. ISBN 978-963-7338-99-1.

SEIDMAN, I. 2002. Az interjú mint kvalitatív kutatási módszer. Budapest: Műszaki Könyvkiadó. ISBN 963-16-2756-X.

SILVERMAN, D. 2005. Ako robiť kvalitatívny výskum. Bratislava: Ikar. 2005. 328 s. ISBN 8055109044

STOFFA, V., CSÍZI, L., TÓTH, K., SZŐKÖL, I. 2008. Információs és kommunikációs technológiák a gyakorlatban II.: Adatbázis rendszerek, Elektronikus prezentáció, Információk és kommunikáció. Komárom: Selye János Egyetem. ISBN 978 80 8923469 1

ŠVEC, Š. 1998. Metodológia vied o výchove: Kvantitatívno-scientické a kvalitatívno-humanitné prístupy v edukačnom výskume. Bratislava : IRIS. ISBN 8088778735

SZABOLCS, É. 2001. Kvalitatív kutatási metodológia a pedagógiában. Budapest: Műszaki.

ISBN 963-16-2783-7. <https://epa.oszk.hu/01500/01551/00022/pdf/699.pdf>

SELYE J. EGYETEM: 7/2011 sz. rektori irányelv a záródolgozatok kidolgozásáról, nyilvántartásáról, közzétételéről és archiválásáról. Komárom: UJS, 2011.

TÓTH, P. 2013. Empirikus kutatások a szakmai pedagógusképzésben. Budapest: DSGI. ISBN 978-963-89747-1-6.

TÓTH, P. & BENEDEK, A. 2013. Új kutatások a neveléstudományokban: A munka és nevelés világa a tudományban. Budapest: MTA Pedagógiai Tudományos Bizottság. ISSN 2062-090X.

UNIVERZITA J. SELYEHO: Smernica rektora č. 7/2011 o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho. Komárno: UJS, 2011.

**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
23.97	36.36	14.05	11.57	4.13	9.92

**Teacher:** prof. Krisztián Józsa, DSc., prof. Péter Tóth, PhD., doc. dr. univ. Agáta Csehiová, PhD.,

**Date of last update:** 30.05.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ MKU/22	<b>Name:</b> Metacognitive learning
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Successful completion of the course requires active participation in lectures and seminars, submission of interim assignments during the semester and successful completion of a written examination. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 20 points for participation, max. 40 points for the intermediate assignments and max. 40 points for the exam. A student may obtain a maximum of 100 points in total. Final course grade: 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 workload: 3 credits = 90 hours (26 hours: attendance at lectures and seminars, 32 hours: preparation of continuous assignments during the semester, 32 hours: self-study and preparation for the exam).	
<b>Results of education:</b> After completing the course the student <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Knows and understands the concept of metacognition and metacognitive learning strategies.</li> <li>- He/she is familiar with metacognitive methods and the possibilities of their application in the educational process.</li> <li>- Knows the social needs of pupils.</li> <li>- Knows the difficulties and problems of pupils' learning.</li> <li>- Knows the principles of non-violent and constructive communication.</li> <li>- Knows how to work independently (searching and citing relevant sources) with specialist literature.</li> <li>- Is familiar with the professional knowledge, developmental criteria and psychological guidelines for public education participants (preschool, primary and school age, adolescence, adulthood and lifelong learning).</li> <li>- Becomes familiar with methodological approaches, structure and aspects of job descriptions..</li> <li>- It orients itself to the system, criteria and possibilities of further education of the teaching career.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Is able to independently and professionally evaluate a variety of teaching situations.</li> </ul>	

- Is able to apply and apply adequate methods, aids, organizational forms in the educational process.
- Has basic practical experience in the application of metacognitive methods.
- Can cooperate and consult with other professionals, work in a team.
- Can apply the acquired theoretical knowledge in pedagogical practice.

**Competences:**

- Reflects own pedagogical skills and forms an independent opinion.
- The learner is able to develop his/her own practices and achieve the set goals.
- Applies non-violent and constructive strategies in solving problems and conflicts.
- Takes responsibility for the mission of his/her school institution.
- Feels responsible for effective resolution of individual learning problems.
- Strives for purposeful development in the area of self-knowledge, continually coaches self.
- 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.

**Brief syllabus:**

A pedagogical-psychological interpretation of learning.

Types of learning and teaching activities within the educational process.

Interpretation of the process of metacognition.

Metacognition and self-regulatory learning.

Cognitive and metacognitive strategies, methods, possibilities of their development in the processes of teaching and learning.

Metacognition and learning, planning and organizing lessons using metacognition.

Attitude formation and motivation.

The role of motivation in self-regulated learning.

Optimizing the atmosphere of the educational process (Rogers principles).

Methods based on pupils' activity (activation methods) in the educational process.

Cooperative organization of the educational process (LMS): constructive interdependence, individual and collective responsibility, equal participation - equivalence, parallel interaction, project-based learning, individual differentiation.

Developing critical thinking.

Other roles of the teaching profession: roles of the class teacher, cooperation with parents, family and school relations and communication opportunities

Professional issues in the teaching career: possible difficulties for the beginning teacher, integration, building a professional career, forms and possibilities for further teacher education.

**Literature:**

ARATÓ Ferenc – VARGA Aranka (2008): Együtt tanulók kézikönyve. Bevezetés a kooperatív tanulás szervezésébe. Educatio, Budapest. ISBN 978-963-9795-00-6  
[http://www.jgypk.hu/mentorhalo/tananyag/A\\_tanulasban\\_akadalyozottak/Egyutt-tanulok\\_kezikonyve.pdf](http://www.jgypk.hu/mentorhalo/tananyag/A_tanulasban_akadalyozottak/Egyutt-tanulok_kezikonyve.pdf) [2022. 02. 05.]

CSÍKOS Csaba (2004): Metakogníció a tanulásban és a tanításban. Iskolakultúra, 2. 3-11.  
[https://epa.oszk.hu/00000/00011/00079/pdf/iskolakultura\\_EPA00011\\_2004\\_02\\_003-011.pdf](https://epa.oszk.hu/00000/00011/00079/pdf/iskolakultura_EPA00011_2004_02_003-011.pdf)  
 [2022. 02. 05.]

CSÍKOS Csaba (2007): Metakogníció, a tudásra vonatkozó tudás pedagógiája. Műszaki Kiadó Kft., Budapest. ISBN 978-963-16-4227-8

KOVÁCS Zsuzsa (2013): Önszabályozó tanulás: értelmezési módok a kutatási metodológiák tükrében. Neveléstudomány, 1. sz. 124-136. [http://nevelestudomany.elte.hu/downloads/2013/nevelestudomany\\_2013\\_1\\_124-136.pdf](http://nevelestudomany.elte.hu/downloads/2013/nevelestudomany_2013_1_124-136.pdf) [2022. 02. 05.]

M. NÁDASI Mária (szerk., 2006): Hatékony tanulás. A gyakorlati pedagógia néhány alapkérdése 3. k. ELTE, Budapest. [http://www.jgypk.hu/mentorhalo/tananyag/A\\_tanulasban\\_akadalyozottak/hatekony\\_tanulas.pdf](http://www.jgypk.hu/mentorhalo/tananyag/A_tanulasban_akadalyozottak/hatekony_tanulas.pdf) ISBN 963 970 464 4

MOLNÁR Éva (2002): Önszabályozó tanulás: nemzetközi kutatási rányatok és tendenciák. Magyar Pedagógia, 102/1. 63-77. [https://www.magyarpedagogia.hu/document/Molnar\\_MP1021.pdf](https://www.magyarpedagogia.hu/document/Molnar_MP1021.pdf) [2022. 02. 05.]

NAGY József (2002): XXI. század és nevelés. Osiris, Budapest. ISBN 963 379 769 1

RÉTHY Endréné (2003): Motiváció, tanulás, tanítás: miért tanulunk jól vagy rosszul? Nemzeti Tankönyvkiadó, Budapest. ISBN 963 19 4466 2

HORVÁTHOVÁ Kinga, NÉMETH András, STRÉDL Terézia, SZABÓOVÁ Edita, TÓTH-BAKOS Anita : Szlovák-magyar pedagógiai terminológiai kézikönyv = Slovensko-maďarská pedagogická terminologická príručka : Komárno : Univerzita J. Selyeho, 2015. - 132 s. - ISBN 978-80-8122-160-6

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: 82

A	B	C	D	E	FX
7.32	23.17	24.39	29.27	14.63	1.22

**Teacher:** prof. Attila Józsefné Katalin Ambrus, DSc., prof. Dr. András Németh, DSc., Mgr. Anita Tóth-Bakos, PhD., prof. Péter Tóth, PhD.,

**Date of last update:** 30.05.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PHR/22	<b>Name:</b> Assessment and development in education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Lecture – Written colloquium based on the topics of the lecture and the indicated literature. Seminar – Completion of all assignments submitted during the semester (max 3 points/ assignments) and their submission by a specified deadline (max 1 points/assignments). At the end of the semester, students create a portfolio of the classroom developmental assessment tools adapted to the subject context they have learned. The categories of the portfolio evaluation are: submission by the deadline, formal requirements (orderliness, logical interdependence, aesthetics) and content requirements (methodology of a developmental evaluation tool, evaluation tool placed in a specific subject context and its educational methodological elaboration) are taken into account. The points obtained from the assignments make up 30% of the subject performance, while the portfolio makes up 70% of the subject performance. The summative evaluation of the subject is calculated from the exam and the seminar based on the following: $((2 \times \% \text{ result of written colloquium}) + (1 \times \% \text{ result of seminar}))/3$ Total student workload: 3 credits = 90 hours 26 hours of participation in lectures and seminars (contact hours); 26 hours of working on assignments, 26 hours of self-study/self-training, 12 hours of writing a portfolio. 90-100% for the "A" evaluation, 80-89% for the "B" evaluation, 70-79% for the "C" evaluation, 60-69% for the "D" evaluation and the "E" evaluation requires a success rate of 50-59%.	
<b>Results of education:</b> Students gain the following learning outcomes within the course <b>Knowledge</b> The student... <ul style="list-style-type: none"> <li>- knows the methodological foundations of the theory and practice of assessment, the forms and types of student assessment and their psychodidactic aspects,</li> <li>- knows the importance of assessment and feedback in learning,</li> <li>- can provide an overview of the current assessment trends in education,</li> <li>- knows the purpose and method of diagnostic, formative and summative assessment,</li> <li>- knows the role of educational assessment in development,</li> <li>- knows the methodological guidelines for the evaluation and grading of students,</li> </ul>	

- knows the strategies of formative assessment in lessons and the methodology of their implementation in the subject context.

#### Abilities

The student...

- recognizes the differences based on developmental and individual characteristics of students, the need for differentiated development,
- can apply different developmental evaluation forms and methods in a subject context,
- can design and implement assessment tools that provide feedback on learning outcomes,
- can create pedagogical assessment tools for own educational purposes,
- can reflect on the real outcome of learning compared to the learning goals set in advance and take corrective steps in order to achieve those goals.

#### Competencies

The student...

- has an active and responsible attitude in the performance of tasks,
- able to evaluate without prejudice and stereotypes,
- has basic competencies in the implementation of pedagogical evaluation,
- capable of self-reflection in order to increase their own professional development and efficiency,
- can work independently, creatively and efficiently,
- can identify with their own profession,
- 's suitability in the field of evaluation meets the professional requirements for teachers starting their careers.

#### **Brief syllabus:**

Pedagogical assessment.

Evaluation of the teaching-learning process.

Attributes of a reflective teacher.

Characterization of diagnostic and formative tests.

The methodological practice of assessment and development:

- The relationship between educational assessment and development.
- Methodology of developmental tasks.
- Methodology of assessment tools providing simple feedback for the whole classroom.
- Assessment tools of cognitive skills.
- Tools for developmental assessment of cooperative learning process.
- The role of metacognition in learning.
- Assessment as a form of learning. Strategies for self-regulated learning.
- Methodology of writing and evaluating a portfolio.

#### **Literature:**

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

hungarian, slovak

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 81

A	B	C	D	E	FX
24.69	40.74	25.93	6.17	1.23	1.23

**Teacher:** prof. Krisztián Józsa, DSc., Mgr. Katarína Szarka, PhD., PaedDr. Diana Borbélyová, PhD., PaedDr. Dávid Szabó L., PhD., PaedDr. Alexandra Nagyová, PhD.,

**Date of last update:** 30.05.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PKI/22	<b>Name:</b> Pedagogical communication and interaction
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student reflects on the communication situation in the classroom or performs an observational analysis of the interaction situation in the classroom, for which he/she receives a maximum of 100 points. Assessment criteria for reflection: - Reflection of the classroom communication situation reflects that the student has consciously thought about its effectiveness, causes and consequences and has taken into account any problems that may have arisen. (50 points) - For the reflection, the student will use at least 5 literary sources to support his/her own opinion. (10 points) - The reflection includes references to analysis of the student's own work, learning from it, and application of experience (40 points). Evaluative aspects of observing and documenting classroom interaction: - Presentation of lesson analyzed (link to lesson analyzed, short instructional video to be saved in moodle system) (20 points) - Choice of method to be used, justification (40 points) - The observation experience includes references to analysis of the student's own work, learning from it, and application of the experience (40 points). Total student workload - distribution of work hours: 2 credits = 60 work hours: - Attendance at lectures: total for the semester (13 hours). - Research work related to the student's written thesis and its completion (57 working hours). The maximum number of points is 100. A minimum of 50 points, i.e. 50% of the total, is required to pass the course, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve an A grade, you must obtain 90-100%; for a B grade, 80-89%; for a C grade, 70-79%; for a D grade, 60-69%; and for an E grade, 50-59% of the total points.	
<b>Results of education:</b> Knowledge - The student learns verbal and non-verbal communicative expressions characteristic for social communication, - The student gains experience in standard pedagogical situations (e.g. introducing a new pupil, praising a pupil, specifics of communication with parents, etc.).	

- The student becomes familiar with models for describing classroom interaction and methods for examining it.

#### Skills

The student will:

- be able to analyze a classroom lesson in terms of pedagogical communication and interaction.

#### Competencies:

The student will:

- be able to correctly apply the tools of non-verbal communication and paralinguistics in standard pedagogical situations and analyze classroom interactions.

#### **Brief syllabus:**

An introduction to communication as a science. Concept, types and dimensions of communication; theories of communication. Historical features of social communication. Man and communication; communication skills of the individual. Verbal communication; practice of verbal expressions. Non-verbal communication and its means of expression.

General characteristics of pedagogical communication. Characteristics and functions of pedagogical communication. Teacher's activity and interaction skills in terms of the effectiveness of teaching and educational work. Teacher's communication style. Effectiveness of teacher communication; characteristics of the symmetrical teacher-pupil relationship. Correspondence between verbal and non-verbal channels. Educational goals and pedagogical communication. Relationships between pedagogical communication and teaching methods. Levels of pedagogical communication.

Communication in the school classroom. Trends in classroom communication: behavioral and quantitative logical-empirical, intuitive and qualitative. Forms of organization and teaching (didactic) methods as a function of pedagogical communication. Pedagogical communication as a function of spatial arrangement, organizational forms and educational (didactic) methods. Monological and dialogical forms of communication. Speech behaviour of pupils. Cooperation between teacher and pupils. Motivation. Presentation and explanation by the teacher. Types of questions for teachers. Discussion based on arguments. Assessment. Praise. Humour and irony in communication. Communication characteristics of cooperative learning organization and project work; communication aimed at promoting critical and reflective thinking. Visual signs, illustration, use of ICT tools in pedagogical communication. Speech behaviour of pupils.

Management and resolution of communicative conflict situations. Regulation of pupils' communication. Expression of expectations. Communication barriers and their release. Assertive communication, non-violent communication, conflict management and communication in practice. Characteristics of communication between teachers and parents.

Written forms of pedagogical communication. Advantages and disadvantages of written communication; genres of scientific communication and their main features.

Pedagogical interaction. Interpretation of the theory and psychology of communication. Pedagogical significance of interaction. Methods that can be used in interaction research: observation by category (Flanders and Bales interaction analysis), investigation of interpersonal behaviour by questionnaire (QTI). Wubbels' model of teacher-pupil interaction and typological personality characteristics. Teacher interpersonal style.

#### **Literature:**

DANEK, J. (2014). Pedagogická komunikácia na vysokej škole. 1. vyd. - Trnava : Univerzita sv. Cyrila a Metoda v Trnave, 2014. - 127 s. - ISBN 978-80-8105-614-7.

FORGÓ, S. (2011): A kommunikációelmélet alapjai. Eger: Eszterházy Károly Főiskola. [https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0005\\_03\\_a\\_kommelmelet\\_alapjai\\_scorm\\_12/index.html](https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0005_03_a_kommelmelet_alapjai_scorm_12/index.html)

HORVÁTHOVÁ, K., SZŐKÖL, I. (2016). A pedagógiai kommunikáció. 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 137 s. [7,87 AH]. ISBN 978-80-8122-175-0.

HORVÁTHOVÁ, K., TÓTH, P. (2018). Interakciós stílusról alkotott nézetek vizsgálata pedagógushallgatók körében. In: Új kihívások és pedagógiai innovációk a szakképzésben és a felsőoktatásban: A 8. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia tanulmánykötete: 2018, P. 21-55. ISBN 978-963-449-148-4.

HORVÁTHOVÁ, K., TÓTH, P. (2019). Milyen az ideális tanári interakció a pedagógushallgatók szerint?. In: Oktatás - Gazdaság - Társadalom. Juhász Erika, Endrődy Orsolya. Budapest: Magyar Nevelés- és Oktatáskutatók Egyesülete, 2019, P. 389-408. ISBN 978-615-5657-03-0.

HORVÁTHOVÁ, K., TÓTH, P. (2020). Határon túli pedagógushallgatók véleménye a tanári interakcióról. In: Prevenció, intervenció és kompenzáció. Gabriella Hideg, Szilvia Simándi, Irén Virág. Budapest: Debreceni Egyetem, 2020, P. 260-275. ISBN 978-963-318-857-6.

NÉMETH, E. (2002). Az önismeret és a kommunikációs készség fejlesztése. Budapest: Századvég Kiadó, 2002. - 138 s. - ISBN 963 9211 31 1.

ŠUPŠÁKOVÁ, B. a kol. (2016). Slovo a obraz v komunikácii: Komunikačné dimenzie slova a obrazu v primárnom vzdelávaní. 1. vyd. - Brno: Tribun EU, 2016. - 174 s. - ISBN 978-80-263-1026-6.

VAŇKO, J. (1999). Komunikácia a jazyk. 1. vyd. - Nitra: Univerzita Konštantína Filozofa, 1999. - 203 s. - ISBN 80-8050-253-6.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 111

A	B	C	D	E	FX
81.08	4.5	9.91	0.0	0.9	3.6

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

**Date of last update:** 30.05.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PKU/22	<b>Name:</b> Teacher competencies
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites: The student will reflect on a communication or interaction situation in the classroom or conduct an observational analysis related to an individual treatment or learning problem for which a maximum of 100 points will be earned. Assessment criteria for reflection: - Reflection that reflects that the student has consciously thought about its effectiveness, causes and consequences and has taken into account any problems that may have arisen. (50 points) - For the reflection, the student will use at least 5 literary sources to support his/her own opinion. (10 points) - The reflection includes references to analysis of the student's own work, learning from it, and application of experience (40 points). Total student workload - distribution of work hours: 2 credits = 60 work hours: - Attendance at lectures: total for the semester (13 hours). - Research work related to the student's written thesis and its completion (47 working hours). The maximum number of points is 100. A minimum of 50 points, i.e. 50% of the total, is required to pass the course, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve an A grade, you must obtain 90-100%; for a B grade, 80-89%; for a C grade, 70-79%; for a D grade, 60-69%; and for an E grade, 50-59% of the total points.	
<b>Results of education:</b> <b>Knowledge</b> - The student learns verbal and non-verbal communication expressions characteristic for social communication, - the student gains experience in standard pedagogical situations (e.g. introducing a new pupil, praising a pupil, specifics of communication with parents, etc.). - The student becomes familiar with models for describing classroom interaction and methods for examining it. <b>Skills</b> The student will: - be able to analyze a classroom lesson in terms of pedagogical communication and interaction. <b>Competencies:</b>	

The student will:

- be able to correctly apply the tools of non-verbal communication and paralinguistics in standard pedagogical situations and analyze classroom interactions.
- Be professionally prepared in practice to identify pupils with individual treatment needs.

**Brief syllabus:**

An introduction to communication as a science. Concept, types and dimensions of communication; theories of communication. Historical features of social communication. Man and communication; communication skills of the individual. Verbal communication; practice of verbal expressions. Non-verbal communication and its means of expression.

General characteristics of pedagogical communication. Characteristics and functions of pedagogical communication. Teacher's activity and interaction skills in terms of the effectiveness of teaching and educational work. Teacher's communication style. Effectiveness of teacher communication; characteristics of the symmetrical teacher-pupil relationship. Correspondence between verbal and non-verbal channels. Educational goals and pedagogical communication. Relationships between pedagogical communication and teaching methods. Levels of pedagogical communication.

Communication in the school classroom. Trends in classroom communication: behavioral and quantitative logical-empirical, intuitive and qualitative. Forms of organization and teaching (didactic) methods as a function of pedagogical communication. Pedagogical communication as a function of spatial arrangement, organizational forms and educational (didactic) methods. Monological and dialogical forms of communication. Speech behaviour of pupils. Cooperation between teacher and pupils. Motivation. Presentation and explanation by the teacher. Types of questions for teachers. Discussion based on arguments. Assessment. Praise. Humour and irony in communication. Communication characteristics of cooperative learning organization and project work; communication aimed at promoting critical and reflective thinking. Visual signs, illustration, use of ICT tools in pedagogical communication. Speech behaviour of pupils.

Management and resolution of communicative conflict situations. Regulation of pupils' communication. Expression of expectations. Communication barriers and their release. Assertive communication, non-violent communication, conflict management and communication in practice. Characteristics of communication between teachers and parents.

Written forms of pedagogical communication. Advantages and disadvantages of written communication; genres of scientific communication and their main features.

Pedagogical interaction. Interpretation of the theory and psychology of communication. Pedagogical significance of interaction. Methods that can be used in interaction research: observation by category (Flanders and Bales interaction analysis), investigation of interpersonal behaviour by questionnaire (QTI). Wubbels' model of teacher-pupil interaction and typological personality characteristics. Teacher interpersonal style.

The development of the pupil's personality, the promotion of individual treatment, appropriate methodological preparedness for the successful education and training of a disadvantaged child with special educational needs or difficulties in integration, learning and behaviour together with other children and pupils. Ongoing assessment and analysis of pupils' personal development.

Facilitating and developing the development of pupil groups and communities, creating opportunities, openness to diverse socio-cultural diversity, integrative activities.

Promoting learning. Arousing and sustaining interest. Creating a confident atmosphere in the classroom. Recognizing and eliminating learning problems.

**Literature:**

DANEK, J. (2014). Pedagogická komunikácia na vysokej škole. 1. vyd. - Trnava : Univerzita sv. Cyrila a Metoda v Trnave, 2014. - 127 s. - ISBN 978-80-8105-614-7.

FORGÓ, S. (2011): A kommunikációelmélet alapjai. Eger: Eszterházy Károly Főiskola. [https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0005\\_03\\_a\\_kommelmélet\\_alapjai\\_scorm\\_12/index.html](https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0005_03_a_kommelmélet_alapjai_scorm_12/index.html)

HORVÁTHOVÁ, K., SZŐKÖL, I. (2016). A pedagógiai kommunikáció. 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 137 s. [7,87 AH]. ISBN 978-80-8122-175-0.

HORVÁTHOVÁ, K., TÓTH, P. (2018). Interakciós stílusról alkotott nézetek vizsgálata pedagógushallgatók körében. In: Új kihívások és pedagógiai innovációk a szakképzésben és a felsőoktatásban: A 8. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia tanulmánykötete: 2018, P. 21-55. ISBN 978-963-449-148-4.

HORVÁTHOVÁ, K., TÓTH, P. (2019). Milyen az ideális tanári interakció a pedagógushallgatók szerint?. In: Oktatás - Gazdaság - Társadalom. Juhász Erika, Endrődy Orsolya. Budapest: Magyar Nevelés- és Oktatáskutatók Egyesülete, 2019, P. 389-408. ISBN 978-615-5657-03-0.

HORVÁTHOVÁ, K., TÓTH, P. (2020). Határon túli pedagógushallgatók véleménye a tanári interakcióról. In: Prevenció, intervenció és kompenzáció. Gabriella Hideg, Szilvia Simándi, Irén Virág. Budapest: Debreceni Egyetem, 2020, P. 260-275. ISBN 978-963-318-857-6.

NÉMETH, E. (2002). Az önismeret és a kommunikációs készség fejlesztése. Budapest: Századvég Kiadó, 2002. - 138 s. - ISBN 963 9211 31 1.

ŠUPŠÁKOVÁ, B. a kol. (2016). Slovo a obraz v komunikácii: Komunikačné dimenzie slova a obrazu v primárnom vzdelávaní. 1. vyd. - Brno: Tribun EU, 2016. - 174 s. - ISBN 978-80-263-1026-6.

VANĀKO, J. (1999). Komunikácia a jazyk. 1. vyd. - Nitra: Univerzita Konštantína Filozofa, 1999. - 203 s. - ISBN 80-8050-253-6.

**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
0.0	50.0	0.0	0.0	50.0	0.0

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

**Date of last update:** 30.05.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ POA/22	<b>Name:</b> Movement activities
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The following conditions shall apply to the subject: General conditions for the performance of the subject: <ul style="list-style-type: none"> <li>• active participation in the course is at least 80%,</li> <li>• various forms of kinesthetic activities: play balls, sultanas, swimming, aerobic exercise, body construction, exercise (kinesthetic activity selected by the student).</li> </ul> General conditions for the performance of the subject: <ul style="list-style-type: none"> <li>• active participation in the course is at least 80%,</li> <li>• course evaluation criteria: active participation, completed — not completed.</li> <li>• Demonstration Of the sporting activity chosen By the student: In the case of game games - demonstration of the training of an attacker and defense; in the case Of swimming, - demonstration of the technical features of different swimming pools; fitness - demonstration of certain basic practices for different muscle groups and without devices;</li> </ul> Assessment: Presentation of the elements of the selected sport activity - 20p. Final assessment: A: 100-91% B: 90-81 % C: 80 % TO 71 % D: 70 TO 61 % E: 60-51% FX: 50 % Total student workload: 1 credits = 30 hours participation in 13 hours of practical training (contact); 17 hours of self-training for the specific sport.	
<b>Results of education:</b> <b>Knowledge:</b> The student shall be able to apply the practical skills of the chosen sport. The student recognizes the relationship between the chosen sport and a healthy lifestyle. <b>Capabilities:</b> The student is familiar with the basic features and practices of the chosen sport. The student can expand his knowledge and self-training. <b>Competences:</b> The student can also apply the knowledge acquired to the active use of leisure time. The student is able to independently plan the activity and expand his knowledge.	
<b>Brief syllabus:</b>	

Understand the importance of physical activity as an essential part of everyday life and its impact on mental and physical health. Learn about football/football, table tennis, basketball, flyball rules (according to selected sports activities). Speech - different muscle groups of the body, from several aspects. Preparation of a series of practice in aerob aerobic and step aerobic, aerobic vessels. Stand-alone balls in my gymnasium. According to the selected ball roll. Kinesthetic activities in different load zones — according to the sport activities selected. Preparation of a weekly microcycle plan to improve aerobic capacity.

**Literature:**

1005 röplabda játék és gyakorlat / Edi Bachmann, Martin Bachmann. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2000. - 344 s. - ISBN 963 9123 84 6.

1006 kosárlabda játék és gyakorlat / Peter Vary. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2001. - 317 s. - ISBN 963 9123 85 4.

1008 torna játék és gyakorlat : Kézikönyv tanároknak, edzőnek, játékosoknak / Ursula Häberling-Spöhel. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2003. - 271 s. - ISBN 963 9310 93 x.

1014 asztalitenisz játék és gyakorlat : Kézikönyv tanároknak, edzőknek, játékosoknak / Harry Blum. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2004. - 323 s. - ISBN 963 9542 07 5.

Die fitnesspyramide / Bob Anderson, Ed Burke. - Ulm : Franz Spiegel Buch GmbH, 1997. - 117 s. - ISBN 3585335258.

Sport a családban / Takács László. - Budapest : Sport, 1973. - 380 s. - ISBN 963 253 512 x.

Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia/ Beáta Dobay-Elena Bendíková, 2016. ISBN 978-963-12-7613-8

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 26

A	B	C	D	E	FX
92.31	0.0	0.0	0.0	0.0	7.69

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

**Date of last update:** 30.05.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ POP/22	<b>Name:</b> Comparative pedagogy
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Overall student workload: - didactic test on the theory of the subject (50 points), and a comparative written paper of at least 5 pages (50 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 - distribution of work hours: 1 credit = 30 work hours: - Class attendance: total for the semester (13 hours). - Work related to the student's written work and its elaboration (17 working hours).	
<b>Results of education:</b> <b>Knowledge:</b> Upon completion of the course, the student will know - the basic concepts, methods and didactic means of comparative pedagogy and international education - the most important methods and results of comparative pedagogy in its historical scope - the connection between different cultures and education - the economic, political, social and historical contexts of education - the educational practice of the Member States of the European Union - the link between globalisation and education - the challenges of education in developing countries - conclusions drawn from major international surveys - the educational practice of major international schools <b>Skills:</b> The student is able to - study, analyze literature sources of comparative pedagogy and international education, expertly select methods and aspects of analysis	

- formulate conclusions after studying comparative pedagogy
- apply their own experience in practice

Competencies:

The student should be

- be open to learning about the education of other historical periods, cultures, states
- be open to critically evaluate new educational experiences and to try them out
- be independent in his/her knowledge of the educational practice of other countries, cultures, historical periods
- analyses educational practice responsibly in the light of economic, social and demographic changes

### **Brief syllabus:**

Basic concepts, methods of comparative pedagogy  
 Methods and results of historical comparative pedagogy  
 Culture and education in the past and present  
 Economic and political dimensions of comparative pedagogy  
 Social and historical dimensions of comparative pedagogy  
 Globalisation and education  
 Education in the European context  
 Educational practice in developing countries  
 Experiences from large international surveys  
 Key concepts, methods of international education  
 Multicultural education  
 International schools in the world

### **Literature:**

- # Összehasonlító pedagógia: A nevelés és oktatás nemzetközi perspektívái / Bábosik István, Kárpáti Andrea. - 1. vyd. - Budapest: BIP, 2002. - 345 s. - ISBN 963 86244 2 6.
- # Összehasonlító pedagógia / Henk van Daele. - Debrecen: Kossuth Egyetemi Kiadó, 2001. - 100 s. - ISBN 9634725732.
- # Comparative and International Education: An Introduction to Theory, Method, and Practice / David Phillips, Michele Schweisfurth. - 2. vyd. - London: Bloomsbury, 2014. - 222 s. - ISBN 978-1-4411-2242-1.
- # Neveléstörténet / Pukánszky Béla, Németh András. - 1. vyd. - Budapest: Nemzeti Tankönyvkiadó, 1994. - 584 s. - ISBN 963 18 5716 6.
- # Két évszázad gyermekei: A tizenkilencedik-huszedik század gyermekkorának története / Pukánszky Béla. - 1. vyd. - Budapest: Eötvös József Könyvkiadó, 2003. - 308 s. - ISBN 963 9316 65

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

hungarian , slovak

### **Notes:**

### **Evaluation of subjects**

Total number of evaluated students: 88

A	B	C	D	E	FX
89.77	7.95	2.27	0.0	0.0	0.0

**Teacher:** prof. Dr. Béla István Pukánszky, DSc., prof. Péter Tóth, PhD., Dr. habil. Aranka Híves-Varga, PhD.,

**Date of last update:** 30.05.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PPA/22	<b>Name:</b> Pedagogical and psychological aspects of educational process
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Successful completion of the course requires active participation in lectures and seminars and successful completion of written and oral examinations. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 10 points for participation, max. 40 points for the written exam and max. 50 points for the oral 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: 3 credits = 90 hours (26 hours: attendance at lectures and seminars, 64 hours: self-study and preparation for written and oral examinations).	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- Can identify the developmental and individual characteristics of the learner.</li> <li>- Can identify the psychological and social determinants of pupil learning.</li> <li>- Knows and can characterize the biological, psychological, and sociological aspects of development in young school-age children.</li> <li>- Knows and understands the concept of the institutional socialisation process in a broader social scientific context.</li> <li>- Knows and understands pupils' learning styles, methods of diagnosing them and the factors that influence them.</li> <li>- Knows the typology, classification and types of learning styles.</li> <li>- Understands the process of motivation, the system of motives and the specifics of motivation in the educational process.</li> <li>- Knows and can identify methods and tools for identifying factors of student learning.</li> <li>- Understands the differences of pupils without prejudices and stereotypes and identify them in the content and process of education.</li> <li>- Has knowledge and skills in his/her field, including interdisciplinary links and reflection on the development of relevant disciplines.</li> <li>- He/she is familiar with the basic concepts of educational (teaching, learning, motivation, learner personality, teacher personality, learning techniques and strategies) and social psychology (social learning, social environment, social influence, small and large social groups, socialisation).</li> </ul>	

- The student is able to implement the acquired knowledge and insights in the educational process.
- Can define the main phenomena of the educational process from the perspective of educational psychology and the main phenomena occurring in the context of interpersonal relationships from the perspective of social psychology.

**Skills:**

- Has basic practical experience in identifying the individual characteristics of school-age and adolescent pupils.
- Has basic practical experience in identifying the psychological and social determinants of pupil learning.
- Basic practical experience in identifying the special educational needs of pupils in a socio-cultural context.
- Can accept the diversity of pupils in a socio-cultural context.
- Can identify the learning style and individual educational needs of pupils (intact pupils, pupils with special needs) and specific developmental learning disabilities.
- Understands the different ways in which pupils learn depending on psychological, physical and social conditions.
- Can work independently with social psychology literature and will be able to collect and evaluate professional information.
- Is able to apply the acquired theoretical knowledge in pedagogical practice.
- The student will be able to recognise and evaluate phenomena of educational and social psychology in pedagogical practice.
- The student will be able to analyse and evaluate situations occurring in pedagogical practice from the point of view of educational and social psychology.
- Can recognise the level of own competence.

**Competences:**

- Establishes correct attitudes towards the concepts and phenomena of educational and social psychology.
- Correctly identifies his/her own profession.
- Solves educational problems professionally and empathetically.
- Shapes the learning environment in such a way as to positively influence the learning process.
- Accepts psychological regularities in the educational process.
- Adopts strategies and measures to protect pupils' mental and social health.
- The graduate is characterised 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 Teaching for Primary Education.

**Brief syllabus:**

The subject and system of educational psychology.

Basic concepts of educational psychology: teaching, learning, lifelong learning, formal, non-formal and informal learning, learning, memory, thought operations, motivation, motivation to learn, skills, abilities, skills.

Students personality in the context of educational and school psychology.

Performance characteristics of the pupil's personality.

Teacher's personality in the context of educational and school psychology.

Social learning, the process of socialization.

Subject and system of social psychology, basic concepts of social psychology: group, socialization, social environment, communication

Social psychological characteristics of personality

Social groups

Attitudes, stereotypes, prejudices and their changes  
Socialisation and personalisation at school  
Methods of understanding social relations in the classroom, school  
Social influence, leadership and power

**Literature:**

- PUKÁNSZKY Béla : Iskola és pedagógusképzés : Budapest : Gondolat Kiadó, 2014. - 182 s. - ISBN 978-963-693-544-3.
- GARAI, Imre, NÉMETH András : Changes in and challenges of the secondary teacher training system in Budapest during the Great War and the period immediately following it. History of Education & Children's Literature. Vol. 14, no. 1 (2019), p. 449-464. ISSN 1971-1093. CCC, WoS, SCOPUS.
- NÉMETH András : Magyar pedagógusképzés és pedagógus szakmai tudásformák I. 1775-1945: Nemzeti fejlődési trendek, nemzetközi recepciós hatások : Budapest: ELTE - Eötvös Kiadó, 2012. 112 s. ISBN 978-963-312-0934.
- TÓTH-BAKOS, Anita : Výsledky analýzy hodnotenia vybraných webových aplikácií : In: Inovácie v pregraduálnej príprave učiteľov s využitím webových aplikácií / Szarka Katarína. - 1. vyd. - Komárom : KOMPRESS Nyomdaipari Kft., 2018. - ISBN 978-615-00-2597-1, S. 33-50
- HORVÁTHOVÁ Kinga, NÉMETH András, STRÉDL Terézia, SZABÓOVÁ Edita, TÓTH-BAKOS Anita : Szlovák-magyar pedagógiai terminológiai kézikönyv = Slovensko-maďarská pedagogická terminologická príručka : Komárno : Univerzita J. Selyeho, 2015. - 132 s. - ISBN 978-80-8122-160-6
- ĎURICĚ, Ladislav, S. HOTÁR, Viliem, PASTIER, Jozef: Pedagogická psychológia : Terminologický a výkladový slovník - Bratislava : SPN. - 464 s. - ISBN 80-08-02498-4.
- Štefan VENDEL : Pedagogická psychológia - Bratislava : Epos, 2007. - 447 s. - ISBN 978-80-8057-710-0.
- HVOZDÍK, Stanislav a kol. : Vybrané kapitoly zo školskej psychológie I. - Prešov : FF PU, Katedra psychológie, 1999. - 402 s. - ISBN 80-88922-03-8.
- BALOGH Katalin : Pedagogiai pszichológia - Budapest : Nemzeti Tankönyvkiadó, 2003. - 143 s.
- ARONSON Elliot: A társas lény. 1. vyd. Budapest : Akadémiai Kiadó, 2011. 504 s. ISBN 978963 05 86283
- KELEMEN László : Pedagogiai pszichológia - Budapest : Tankönyvkiadó, 1988. - 694 s. - ISBN 9631808521.
- ARONSON Elliot: Columbine után : Az iskolai erőszak szociálpszichológiája. 1.vyd. Budapest : Ab Ovo Kiadó. 2009. 191 s. ISBN 978-963-9378-72-8.
- BOROŠ Július: Zákklady sociálnej psychológie : pre študujúcich humánne, sociálne a ekonomické vedy 1. vyd. : IRIS,2001. 227 s. ISBN 8089018203
- CSEPELI György: A meghatározatlan állat : Szociálpszichológia kezdőknek és haladóknak. 1. vyd. Budapest : Jászöveg Műhely Kiadó, 2005. 324 s. ISBN963 7052 25 9
- CSEPELI György: A szociálpszichológia vázlatja. Budapest : Jászöveg Műhely Könyvkiadó. 2001.160 s. ISBN 963 048 678 4
- GOLEMAN, Daniel: Társas intelligencia = Az emberikapcsolatok új tudománya. 3. vyd. Budapest. 506 s. ISBN 9789633100349
- SCHMERCZ István. Pedagogiai szociálpszichológia - Nyíregyháza : Élmény 94 Bt., 2002. - 232 s. - ISBN 963853334x.
- CSEPELI György. Szociálpszichológia - Budapest : Osiris Kiadó, 2003. - 572 s. - ISBN 963 379 563 X.
- LENGYEL Zsuzsanna. Szociálpszichológia : szöveggyűjtemény - Budapest : Osiris, 2002. - 534 s. - ISBN 963 379 183 9.

Eliot R. SMITH, Diane M. MACKIE, Heather M. CLAYPOOL. Szociálpszichológia - Budapest : ELTE Eötvös Kiadó, 2016. - 873 s. - ISBN 978 963 312 251 8.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 110

A	B	C	D	E	FX
77.27	15.45	4.55	0.0	1.82	0.91

**Teacher:** prof. Dr. Béla István Pukánszky, DSc., prof. Attila Józsefné Katalin Ambrus, DSc., PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 30.05.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PPU/22	<b>Name:</b> Supportive learning environment
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Overall student workload: - didactic test on the theory of the subject (50 points), where it is necessary to obtain at least 50% of the possible points - use an arbitrary questionnaire to investigate the cognitive or learning style of a group of students/students (minimum 15 persons), evaluate, assign learning methods, summarise the results and conclusions in a written paper of at least 4 pages (50 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 of lecture attendance; 47 hours of independent study and preparation of written work)	
<b>Results of education:</b> <b>Knowledge:</b> Upon completion of the course, the student will know - Concepts and theories related to cognitive functions and their disorders and metacognition - concepts and theories related to self-regulated learning - the personality foundations of learning styles - the most important learning styles, their neurological bases - the connection between learning style, learning environment and learning motivation - the most important concepts of learning methodology <b>Skills:</b> The student is able to - evaluate, on the basis of questionnaires, the cognitive and learning styles of others and his/her own - based on the results, to recommend a method of learning to others <b>Competencies:</b>	

The student should be

- be committed to learning methods that take into account the peculiarities of students' cognitive and learning styles
- be open to analyze different learning problems professionally, using theories of cognitive and learning styles, formulate conclusions and solve problems
- be responsible when learning difficulties and individual pupil characteristics are encountered
- can independently plan learning environments that take into account the unique learning styles of learners

**Brief syllabus:**

Cognitive functions and their development  
Cognitive disorders and their neurological basis  
The first theories of metacognition  
Metacognition, metacognitive strategies and styles  
Self-regulatory learning  
Object relations of self-regulatory learning  
Learning: ability and style  
Foundations of learning style based on theories of personality  
Neurological bases of learning style, hemispheric laterality  
Learning style and learning-supportive environment, Internet-based learning  
Learning and emotions, motivation for learning  
Learning methodology  
Linking teaching style and learning style

**Literature:**

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.  
Engage: The Trainer's Guide to Learning Styles / Jeanine O'Neill-Blackwell. - 1. vyd. - San Francisco: Pfeiffer, 2012. - 357 s. - ISBN 978-1-118-02943-5.  
Tanulás és motiváció / Barkóczy Ilona, Putnoky Jenő. - Budapest : Tankönyvkiadó, 1967. - 282 s. - ISBN 0008081.  
A tanulás tanítása: Péter Oroszlány. - Budapest : Független Pedagógiai Intézet, 2004. - 326 s. - ISBN 9632100972.  
Hogyan tanítsuk gyermekeinket tanulni? / Robert Fisher. - 1. vyd. - Budapest : Műszaki Kiadó, 2007. - 192 s. - ISBN 978-963-16-2531-8.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 34

A	B	C	D	E	FX
79.41	20.59	0.0	0.0	0.0	0.0

**Teacher:** prof. Péter Tóth, PhD., Dr. habil. Aranka Híves-Varga, PhD.,

**Date of last update:** 30.05.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PSO/22	<b>Name:</b> Psychology of personality
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for successful completion of the course is active participation in lectures, as well as successful completion of written examinations. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for exam. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 1 credit = 30 hours (13 hours: attendance at lectures, 17 hours: self-study and exam preparation).	
<b>Results of education:</b> Upon completion of the course, the student will <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• master the basics of the scientific field of personality psychology,</li> <li>• know how to navigate the basic terminology of the given issue, know different theoretical directions and practical outcomes in practice,</li> <li>• understand different concepts and definitions of the term personality,</li> <li>• acquire professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education,</li> <li>• transform theory into practice, become familiar with progressive trends in the field of personality psychology,</li> <li>• become familiar with methodological approaches, structure and aspects of job descriptions.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• be able to independently evaluate the child's personality assumptions in the educational process,</li> <li>• compile psychological criteria according to physical and mental age,</li> <li>• knows how to navigate various personality theories,</li> <li>• knows and is able to differentiate personality determinants,</li> <li>• research and formulate the theoretical and practical approaches necessary to solve the problems encountered,</li> <li>• be able to cooperate and consult with other experts, work in a team.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>• take into account the determinants and characteristics of personality in his pedagogical practice,</li> </ul>	

- differentiate the personality assumptions, character, characteristics and temperament of the students during working with students,
- react adequately and differentiates the individual personality traits of pupils in his pedagogical practice,
- apply a humanistic and person-oriented approach in his pedagogical practice,
- react flexibly and well-founded to problems, acts democratically and acts tolerantly,
- apply the principles of inclusive index, optimal working climate, cooperative methodology,
- implement targeted development of self-knowledge, participate in further education
- independently plan activities that expand knowledge about social services, creates an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior towards students.

### **Brief syllabus:**

Characterization and definition of the term personality, personality traits.

Psychological, social and biological determinants of human personality.

The mutual influence of heredity and environment.

Continuity and discontinuity of personality.

Intelligence and creativity in relation to personality and from the perspective of personality psychology.

Basics of personality psychology - basic terms (character, temperament, properties, features, abilities, skills, givens, predispositions).

Personality theories - behavioral, integrated, humanistic theories and their representatives - Adler, Hippocrates, Pavlov, Jung, Eysenck, Spranger, Big Five.

Personality structure.

Gardner's theory of abilities and its importance for education.

Rogers' theory of person-oriented approach.

The latest trends in personality psychology and their impact on the educational process.

Salovey's theory of emotional intelligence - its development in the educational environment.

### **Literature:**

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

BAKOS, A. 2011. Spoločnosť Williamsovho syndrómu na Slovensku – význam ich 20-ročnej činnosti v domácom a európskom kontexte. In: Ars Sonans 3 – Osobnosť a inštitúcia – Symbióza dvoch fenoménov hudobnej kultúry Slovenska. Nitra : KH PF UKF. 2011. ISBN 978-80-8094-999-0

BUDA, B. 1994. Mentálhigiéne. Tanulmánygyűjtemény. (Duševná hygiena. Zborník štúdií). Budapest : Animula. 1994.

CARVEL, Ch.S. - SHEIER, M.F. 2006. Személyiséglélektan. Budapest: Osiris Kiadó. ISBN 9789633897096

GOLEMAN, D. 2019. Érzelmi intelligencia. Budapest: Háttér Kiadó. EAN 9786155124617

GAJDOŠOVÁ, E. 1995. Školská psychológia. Bratislava : SPN. 1995. ISBN 8007010297

STRÉDL, T. 2017. Terápiák és nevelés. A terápia szocializációs hatása a nevelésben. Komárno: UJS. 87p. ISBN ISBN 9788081222276

STRÉDL, T. 2013. A szociális kompetencia professzionális dimenziói. (Profesionálne dimenzie sociálnej kompetencie). In Új kihívások a tudományban és az oktatásban. Nové výzvy vo vede a vo vzdelávaní. Medzinárodná vedecká konferencia Univerzity J. Selyeho v Komárne. Komárno : UJS. 2013. ISBN 978-80-8122-073-9

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

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

hungarian, slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 5					
A	B	C	D	E	FX
40.0	40.0	0.0	20.0	0.0	0.0
<b>Teacher:</b> PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.,					
<b>Date of last update:</b> 30.05.2024					
<b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ STZ/22	<b>Name:</b> Professional training
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2., 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The conditions of professional training are set and regulated by the current Directive of the Dean of the Faculty of Education of the University of J Selye: Principles of pedagogical practice at the Faculty of Education of the University of J Selye. The student is obliged to follow the relevant part of this document related to the professional training (STZ). The requirements for taking the course are as follows: - active participation of the student in the professional training in the scope of 20 hours in accordance with the directive, - submission of a completed and certified protocol of professional training, - 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 internship (contact hours); 10 hours analysis and preparation of the portfolio. Prerequisite for successful completion of the course: 1.) submission of a completed and certified School Internship Completion Report, 2.) obtaining at least 50% of the maximum course grade (50 points). Overall course pass mark: - Pass = 50 - 100% (25 - 50 points) - Fail = 49 - 0% (0 - 24 points)	
<b>Results of education:</b> Learning Outcome: 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, the student, in addition to the educational process, will be involved in activities such as administrative tasks, working with parents, participating in meetings, planning and implementation of interest activities, extracurricular activities, interest groups, preparing students for competitions, organizing competitions, organizing exhibitions, preparing projects, preparing teaching materials for work with an interactive whiteboard or smartphone, working with children in nature, participating in excursions. During the professional training, the student has the opportunity to teach more consecutive lessons, or to carry out interest activities and other activities, which will improve the quality of practical preparation for the teaching profession.

Ethical principles of professional training.

Organisational requirements of the professional training.

Material, technical, hygiene and safety requirements of the professional training.

Planning and designing the work, preparation for the activity.

Pedagogical reflection. Evaluation. Self-evaluation.

Pedagogical documentation.

**Literature:**

CINDLEROVÁ, I,- CSEHIOVÁ, A. et al. 2021. Mentor Training: Materials and Tasks. 1. vyd. Ostrava: Ostravská univerzita, 268 s. ISBN 978-80-7599-294-9.

FRÝDKOVÁ, Eva. Metódy a formy spolupráce rodiny a školy. In Manažment školy v praxi: odborný mesačník pre manažment škôl, školských a predškolských zariadení. Bratislava:

IURA EDITION, 2010, (12), 21-27. ISSN 1336-9849. [online]. Dostupné na internete: [https://sekarl.euba.sk/arl-eu/sk/detail-eu\\_un\\_cat-0124951-Metody-a-formy-spoluprace-rodiny-a-skoly/](https://sekarl.euba.sk/arl-eu/sk/detail-eu_un_cat-0124951-Metody-a-formy-spoluprace-rodiny-a-skoly/)

FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.

ORSOVICS, Y. a kol. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : UJS, 2018. 161 s. ISBN 978-80-8122-282-5.

SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. [online]. Dostupné na internete: <<https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/>>.

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácii a ďalšej dokumentácii. [online]. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/>

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Ostatné dokumenty:  
Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho.  
Pedagogická dokumentácia a ostatná dokumentácia školy alebo zariadenia

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 24

a	n
95.83	4.17

**Teacher:** Mgr. Attila Bognár, PaedDr. Peter Židek, Dr. habil. PaedDr. Beáta Dobay, PhD., Mgr. Katalin Sýkora Hernády, PhD.,

**Date of last update:** 30.05.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TEE/22	<b>Name:</b> Theory and methodology of ecology and environmental studies
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the lecture, and at the end of the semester, we will summarize the new knowledge using a written test. 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: 1 credit = 30 hours (13 hours: participation in lectures, 17 hours: self-study and preparation for the exam).	
<b>Results of education:</b> <b>Výsledky vzdelávania:</b> The aim of the subject is for the student to acquire knowledge about ecology and environmental studies, with the help of which he can learn about natural systems and their interactions, to create environmentally conscious behaviour, and create a sustainable lifestyle. <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student knows ecological processes and interactions in the system and consciously organizes ecologically relevant pedagogical processes.</li> <li>- The student has an overview of the relationship between man and nature and man's position in nature.</li> <li>- The student knows the main phases of the transformational action of the human environment and understands their natural, social and economic consequences.</li> <li>- The student knows the main principles of sustainability, the principles of sustainability education, and the possibilities of developing children's environmental culture.</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- The student can get to know natural systems more and more perfectly, develop ecological thinking, and collect and process independent information to identify ecological problems.</li> <li>- The student can convey a sustainable way of life.</li> <li>- The student can establish and develop relationships with various institutions and effectively collaborate to make sustainability a reality.</li> <li>- The student can develop and implement a sustainability program in his/her institutional environment.</li> </ul> <b>Competencies:</b>	

- The student can create a positive relationship with the ecological phenomena of the environment.
- The student can engage in an emotional, ethical approach and positive culture formation in his own life and the lives of the people around him.
- The student is open to possible collaborations, participatory programs, new theories and methods, and their application and integration in the field of sustainability.
- As an active citizen, the student is active in pedagogical areas of education within his competencies; he takes responsibility for the ecological formation of his environment, living space, and community.
- The student demonstrates a responsible approach to building ecological awareness and the environmental culture of the people around him and developing the necessary competencies.

### **Brief syllabus:**

Subject, factors, and concept of ecology. Ecological systems. The concept of ecosystems.

Earth as a unified system. Criteria and main types of systems. Properties of environmental systems. Cyclic and linear systems. Ecological balance. Abiotic environmental factors (sunlight, temperature, water, soil, air) impact living organisms.

Biotic environmental factors and their impact on living organisms. Populations. Their group characteristics and interactions between populations.

Properties of biocenoses. The flow of substances and energy in biocenoses. Food chains, food networks. Biological production and use of energy. Biomass.

The origin and development of the biosphere concerning terrestrial conditions. Biogeochemical cycle of elements.

Basic concepts and contexts of environmental protection.

The concept of sustainable development. Environmental, social and economic aspects of sustainability.

The history of humankind in the light of its impact on the planet/biosphere is a description of changes in man's mentality toward the environment.

Problems of the Anthropocene age, the main environmental-social-economic megatrends in the world and Central Europe.

Human reactions and reactions to problems from the global level to the individual level. Possible solutions and best practices for social participation. Elements of the circular economy.

Pedagogy of sustainability, principles that must be followed when forming a relationship with the environment, rules for creating, preserving, and further developing a cultured environment.

### **Literature:**

DARVAY, S., NEMCSÓK, J., FERENCZY, Á.: Fenntartható fejlődés. Polgári szemle: Gazdasági és társadalmi folyóirat, 2016 - 12 (4-6). pp. 88-104. ISSN 1786-6553 [https://polgariszemle.hu/images/content/pdf/psz\\_2016\\_4-6.szam\\_7.pdf](https://polgariszemle.hu/images/content/pdf/psz_2016_4-6.szam_7.pdf)

HAAS, M., ONDROVÁ, E., ŠVAJDA, J.: Environmentálna výchova/Environmental education. Vydavateľstvo: Ústav vysokohorskej biológie Žilinskej univerzity, 2008, 135 strán

KERÉNYI, A.: Európa természet és környezetvédelme. Nemzeti Tankönyvkiadó, Budapest, 2003

KOVÁTS-NÉMETH, M.: Az erdőpedagógiától a környezetpedagógiáig. Comenius Kft, Pécs, 2010, ISBN 978-963-9687-18-9

KOVÁTS-NÉMETS, M.: Fenntarthatóság, pedagógia, kutatás. - 1. vyd. - Győr : NyugatMagyarországi Egyetem Apáczai Csere János Kar, 2007. - 227 s. - ISBN 978-963-9364-85-1

KRISKA, Gy., Maklári Jenőné, Scheuer, Zs.: Gyertek velünk erdei iskolába! Farkaserdei erdei iskola projekt /. - 1. vyd. : Flaccus Kiadó, 2002. - 186 s. - ISBN 963 94 12 07 4.

LÜKŐ, I.: Környezetpedagógia. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 252 s. - ISBN 9631933768.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 43

A	B	C	D	E	FX
81.4	2.33	9.3	2.33	0.0	4.65

**Teacher:** Ing. Pavol Balázs, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., RNDr. Eva Tóthová Tarová, PhD.,

**Date of last update:** 30.05.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ UIP/22	<b>Name:</b> Applying an interdisciplinary approach in regional education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for successful completion of the course is active participation in seminars, as well as handing in ongoing assignments during the semester. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for ongoing tasks. 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 credits = 30 hours (13 hours: attendance at seminars, 17 hours: self-study and preparation of ongoing assignments during the semester).	
<b>Results of education:</b> Upon completion of the course, the student will <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Master basic concepts: interdisciplinary relationships, educational areas, cross-cutting topics, interdisciplinary and intradisciplinary approaches.</li> <li>• Know how to navigate teaching methods, strategies and techniques of appropriate application of an interdisciplinary approach.</li> <li>• Can transform theory into practice.</li> <li>• Know progressive trends in the field of pedagogy, didactics and alternative pedagogy.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Be able to plan and prepare an activity for pupils in the spirit of an interdisciplinary approach.</li> <li>• Be able to implement activities for students in the spirit of an interdisciplinary approach within the educational process.</li> <li>• Be able to subsequently evaluate and reflect on the completed activity with elements of self-reflection.</li> <li>• Understand his approval subject/s in interdisciplinary contexts, find possibilities of connection with other subjects.</li> <li>• Be able to cooperate and consult with other experts, work in a team.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>• Applie in his teaching cross-subject links and an interdisciplinary approach.</li> </ul>	

- Focus on his pedagogical activities on creating a comprehensive image of students, developing independence and critical thinking.
- Respond flexibly and well-founded to problems, acts democratically, acts tolerantly.
- Apply the principles of inclusive index, optimal working climate, cooperative methodology.
- Implement targeted development of self-knowledge, participate in further education.
- Independently plan activities that expand knowledge about social services, can create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior towards students.

**Brief syllabus:**

An inter-subject and supra-subject approach to designing the content of education according to content-based educational areas and their corresponding subjects.

Intersubject relationships and cross-cutting topics as means of shaping and creating a comprehensive image of students, systematizing knowledge and knowledge and further creating a comprehensive picture of reality

School documents, state educational programs, educational areas from an interdisciplinary and intradisciplinary perspective.

Framework curriculum and cross-cutting topics.

Methodology and didactics of interdisciplinary approach.

Methods, strategies, techniques, and forms of work with students supporting an interdisciplinary approach and cross-subject relationships.

Possibilities of applying an interdisciplinary approach in the educational process

Intersubject relationships and cross-cutting topics.

Planning, preparation, implementation and subsequent evaluation of educational activities in the spirit of an interdisciplinary approach.

Inclusion of activities and methods of an interdisciplinary nature in the educational process, specifically within the lesson.

Modern approaches, progressive and alternative directions and concepts in pedagogy supporting interdisciplinarity.

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 pre nižšie sekundárne vzdelávanie, dostupné: [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia úplné stredné všeobecné vzdelávanie, dostupné: [https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/statny\\_vzdel\\_program\\_pre\\_gymnazia.pdf](https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/statny_vzdel_program_pre_gymnazia.pdf)

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 21

A	B	C	D	E	FX
85.71	0.0	9.52	0.0	4.76	0.0

**Teacher:** Mgr. Anita Tóth-Bakos, PhD., Dr. habil. Erika Kopp, PhD.,

**Date of last update:** 30.05.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ VKZ/22	<b>Name:</b> Education for health
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for passing the course: active participation of the student in lectures - participation of the student in the assignments and participation in the analysis and discussions during the lectures - proposal of an educational activity project with the aim of developing the student's health and human-ecological competences (50 points) - a test on the theoretical part of the course (50 points). Criteria for evaluation of the educational activity project proposal: - content (20 points) - originality (10 points) - formality (10 points) - presentation of the literature review (10 points) Total student workload: 2 credit = 60 hours - 13 hours participation in lectures (contact hours); 47 hours independent study, preparation of term papers and assignments assigned in class. The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade. Overall course pass mark: - A = 90 - 100% (90 - 100 points) - B = 80-89% (80-89 points) - C = 70 - 79% (70 - 79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points)	
<b>Results of education:</b> <b>Knowledge:</b> - The student will be able to explain basic concepts in health education for school-age students. - The student will be familiar with school hygiene, ergonomics and proper human lifestyle and other areas listed in the course syllabus. <b>Skills:</b> - The student will be able to identify environmental risk factors that threaten health	

- The student will be able to identify and analyze current issues in maintaining the health of children in the school environment.
- The student will be able to independently search, compare and work with relevant literature sources.

**Competencies:**

- The student will be able to design an educational activity project to develop the student's health and human-ecological competencies.
- The student will be able to design various didactic activities and games to develop the health and human-ecological competences of the pupil.

**Brief syllabus:**

Daily regimen of school-age pupils, identification and elimination of possible health risks in the school environment, pupil workload, civilization diseases, correct composition of the menu, basic foods and their composition, drinking regime, prevention of common diseases, basics of ergonomics, biorhythms and daily regimen, human ecology, indoor and outdoor school environment, hygiene of the school environment. Health education in schools.

**Literature:**

- ÁDÁNY RÓZA. Megelőző orvostan és népegészségtan - 1. vyd. - Budapest : Medicina, 2006. - 678 s. - ISBN 963 226 070 8.
- ASZMANN ANNA. Fiatalok egészségi állapota és egészségmagatartása Országos Tisztifőorvosi Hivatal. - 65 s. - ISBN 9630052466.
- ASZMANN ANNA, ERDÉLYI ISTVÁN, MATEJKA ZSUZSANNA. Tények könyve MEDICINA - 1. vyd. - Budapest : Greger-Delacroix Kiadó, 1998. - 416s. - ISSN 1418-5253.
- DÉSI ILLÉS. Népegészségtan - 1. vyd. - Budapest : Semmelweis Kiadó, 2001. - 583 s. - ISBN 963 9214 20 5.
- FOSTER RUSSEL, KREITZMAN LEON. Rhythms of Life : The Biological Clocks that Control the Daily Lives of Every Living Thing - London : Profile Books, 2005. - 278 s. - ISBN 1 86197 571 6.
- GÁBORNÉ SÁRVÁRI. Egészségvédelem - Budapest : Nemzeti Tankönyvkiadó, 2000. - 106 s. - ISBN 9631950980.
- MACHOVÁ JITKA, KUBÁTOVÁ DAGMAR a kol. Výchova ke zdraví - 2. akt. vyd. - Praha : Grada, 2015. - 312 s. - ISBN 978-80-247-5351-5.
- MÁLEK BOHUSLAV a kol. Hygiena práce - 1. vyd. - Praha : Sobotáles, 2014. - 279 s. - ISBN 978-80-86817-46-0.
- NAGY MELINDA. Humánökológia - 1. vyd. - Komárno : Univerzita J. Selyeho, 2012. - 188 s. - ISBN 978-80-8122-056-2.
- NAGY MELINDA. Humánbiológia - 1. vyd. - Dunaszerdahely : Lilium Aurum, 2006. - 250 s. - ISBN 80-8062-283-3.
- NÁNÁSI IRÉN. Humánökológia : A természetvédelem, a környezetvédelem és az embervédelem tudományos alapjai és módszerei - 1. vyd. - Budapest : Medicina, 1999. - 514 s. - ISBN 963 242 088 8.
- UNGVÁRY GYÖRGY. Munkaegészségtan - Budapest : Medicina Könyvkiadó, 2004. - 985. - ISBN 9632429273.
- VIDA GÁBOR. Humánökológia - 1. vyd. - Budapest : ELTE Eötvös Kiadó, 1996. - 65 s. - ISBN 963-462-858-3.
- VÍZVÁRI LÁSZLÓ. Egészségtan - 3. vyd. - Budapest : Műszaki Könyvkiadó, 2003. - 167 s. - ISBN 963 16 1886 2.

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

hungarian ,slovak

<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 80					
A	B	C	D	E	FX
92.5	5.0	0.0	0.0	0.0	2.5
<b>Teacher:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Ing. Pavol Balázs, PhD.,					
<b>Date of last update:</b> 30.05.2024					
<b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ VPU/22	<b>Name:</b> Learning disabilities
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Successful completion of the course requires active participation in lectures, submission of interim assignments during the semester and successful completion of a written examination. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 10 points for participation, max. 40 points for intermediate assignments and max. 50 points for the review. A student may receive a maximum of 100 points in total. Final course grade: 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 workload: 2 credits = 60 hours (13 hours: attendance at lectures, 17 hours: preparation of continuous assignments during the semester, 30 hours: self-study and preparation for revision).	
<b>Results of education:</b> After completing the course the student <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Can differentiate specific developmental disorders and indications for inclusion.</li> <li>- The student is able to orient himself/herself in the basic terminology of the subject, knows different theoretical directions, stimulation programs, basics of correction.</li> <li>- Acquire professional knowledge, learn pedagogical guidelines for the school population.</li> <li>- Know how to transform theory into practice, apply the social function and importance of education of pupils with SEN, become familiar with progressive trends in the field of pedagogy and psychology.</li> <li>- Become familiar with methodological approaches, structure and aspects of job descriptions.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Is able to draw up an individual education plan for pupils and to gestate, if he/she will be a class teacher, to draw up an individual education programme and to apply the principles of differentiation.</li> <li>- Able to navigate incentive programs, obtain an overview of the literature.</li> <li>- Is able to demonstrate and apply techniques of correction, relaxation, stimulation.</li> <li>- Is able to plan a consultation process for an individual or a group, recognising the level of own competences,</li> </ul>	

<ul style="list-style-type: none"> <li>- research and formulate the theoretical and practical background necessary to solve the problems encountered,</li> <li>- Able to collaborate and consult with other professionals, work in a team</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>- Responds flexibly and knowledgeably to problems, speaks democratically, acts tolerantly.</li> <li>- Applies the principles of an inclusive school, optimal working climate, cooperative methodology.</li> <li>- Implements targeted development of self-knowledge, participates in further education.</li> <li>- Independently plans activities that expand knowledge of social services, can create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behaviour towards pupils.</li> </ul>
<p><b>Brief syllabus:</b></p> <p>Developmental learning disabilities and forms of occurrence  Characteristics of partial performance impairments  Dyslexia, dysgraphia, dysorthography  Dyscalculia, dyspraxia, dyspinxia, dysmusia  ADD, ADHD  Conners Hyperactivity Scale - screening  Methodological guidelines for inclusion and indications, forms of integration  Development of an individual education plan  Classification and assessment of pupils with SEND  Correction, re-education - overview of stimulation programmes  The role of the school special educator, school psychologist, teaching assistant  Cooperation with centres: CPPPpP, CŠPP</p>
<p><b>Literature:</b></p> <p>F. FÖLDI Rita. Hiperaktivitás és tanulási zavarok. 1. vyd. Pécs : Comenius Bt. 2004. 155 s. ISBN 9638643277</p> <p>PORKOLÁBNÉ Balogh Katalin. Készségfejlesztő eljárások tanulási zavarral küzdő kisiskolásoknak. 3. vyd. Budapest : ELTE, 2005. 45s.</p> <p>STRÉDL Terézia. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. 1. vyd. Komárno: Univerzita J. Selyeho, 2013. 148 s. ISBN 9788081220890</p> <p>VAŠEK Štefan: Špeciálno pedagogická diagnostika. 4. vyd. : Sapiaientia s.r.o, 2004. 168 s. ISBN 8096911201</p> <p>ZELINKOVÁ Oľga: Poruchy učení : dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, ADHD. 1. vyd. Praha : Portál, 2009. 263 s. ISBN 9788073675141  <a href="http://www.statpedu.sk">www.statpedu.sk</a>.</p> <p>STRÉDL, T. 2013. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. Komárno : UJS. ISBN</p> <p>STRÉDL, T. 2016. A tolerancia és a kommunikáció jelentősége az oktatásban : Etika az edukációban - tanulmánykötet = Etika v edukácii - vedecký zborník. - Komárno : Univerzita J. Selyeho, 2016. - ISBN 978-80-8122-196-5, CD-ROM, s. 96-110.</p>
<p><b>Language, knowledge of which is necessary to complete a course:</b>  hungarian, slovak</p>
<p><b>Notes:</b></p>
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 85</p>

A	B	C	D	E	FX
60.0	14.12	9.41	8.24	3.53	4.71
<b>Teacher:</b> PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., Dr. habil. Aranka Híves-Varga, PhD.,					
<b>Date of last update:</b> 30.05.2024					
<b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ŠSM/22	<b>Name:</b> Theoretical Knowledge of the Field of Study
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for qualifying for the State examination: a) completion of all compulsory courses (12 credits), b) obtaining at least 7 credits from the compulsory elective courses of the program, c) obtaining 3 credits from elective courses, d) obtaining 22 credits in the prescribed composition (to complete the subject of the state examination, the student has get 2 credit). In the oral state examination, the student gives an account of his own pedagogical, psychological and biological knowledge as components of education and training. The state examination takes the form of a colloquium, in which the student's pedagogical knowledge is evaluated by the state final examination committee. The oral exam is evaluated on the basis of the following grading scale: A – 100–90%, B – 90–80%, C – 80–70%, D – 70–60%, E – 60–50%. A student who does not reach 50% does not receive credit.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student can explain the biological and social psychological aspects of the personal development of school-aged students,</li> <li>- the student knows and interprets the concept of the institutional socialization process in the wider context of social sciences,</li> <li>- the student knows the topic of multiculturalism in relation to students,</li> <li>- the student knows the methodology of pedagogical research,</li> <li>- the student knows the current state education programs,</li> <li>- the student knows the philosophical and methodological starting points of student evaluation, the forms and types of evaluation and its psycho-didactic aspects,</li> <li>- the student knows the system of career development of teachers and the possibilities of career development,</li> <li>- the student knows the methods of self-education,</li> <li>- the student knows the research methods used in the field of pedagogical practice.</li> </ul> <b>Skills:</b>	

<ul style="list-style-type: none"> <li>- the student is able to navigate in the general legislation, pedagogical documentation, other documentation, and other conceptual and strategic documentation related to teacher work,</li> <li>- the student is able to define and formulate educational goals in the form of learning requirements,</li> <li>- the student has basic practical experience in the didactic analysis of the teaching process- in the basic breakdown of the content of the course material (facts, concepts, connections, procedures),</li> <li>- the student is able to choose the basic and developmental content in accordance with the educational goals and the individual needs of the students,</li> <li>- the student is able to convey his own pedagogical and professional knowledge to the lay and professional community,</li> <li>- the student is able to set the goals of his own professional development,</li> <li>- the student is able to apply research and development methods.</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>- the student is able to evaluate the students in terms of their development and individual characteristics,</li> <li>- the student is able to use different evaluation forms and methods,</li> <li>- the student is able to evaluate and compare the actual learning process with the planned process,</li> <li>- the student is able to evaluate students without prejudices and stereotypes,</li> <li>- the student is able to cooperate with various experts for the sake of his own professional development,</li> <li>- the student is able to set the goals of his own professional development,</li> <li>- the student is able to identify with the need for lifelong learning,</li> <li>- the student is empathetic and socially committed.</li> </ul>												
<p><b>Brief syllabus:</b></p> <ul style="list-style-type: none"> <li>- not relevant</li> </ul>												
<p><b>Literature:</b></p> <p>Literature indicated in the information sheets of the study program.</p>												
<p><b>Language, knowledge of which is necessary to complete a course:</b></p> <p>hungarian , slovak</p>												
<p><b>Notes:</b></p>												
<p><b>Evaluation of subjects</b></p> <p>Total number of evaluated students: 74</p> <table border="1" style="width: 100%; text-align: center;"> <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>45.95</td> <td>27.03</td> <td>17.57</td> <td>6.76</td> <td>2.7</td> <td>0.0</td> </tr> </tbody> </table>	A	B	C	D	E	FX	45.95	27.03	17.57	6.76	2.7	0.0
A	B	C	D	E	FX							
45.95	27.03	17.57	6.76	2.7	0.0							
<p><b>Teacher:</b></p>												
<p><b>Date of last update:</b> 30.05.2024</p>												
<p><b>Approved by:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.</p>												

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZm/ PPC2/23	<b>Name:</b> Supporting pedagogical practice 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 20 <b>For the study period:</b> 260 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The conditions for completing the course: <ul style="list-style-type: none"> <li>- active participation of the student in a teaching practice in a primary school (primary school) or a secondary school (secondary school),</li> <li>- participation of the student in assigned tasks and involvement in analysis and discussion during the teaching practice,</li> <li>- submission of a completed and validated PPC2 completion report,</li> <li>- Completion of observation sheets from the teaching practice in primary or secondary school: lesson observation records,</li> <li>- Student reflection on PPC2.</li> </ul> Evaluation of the submitted documents (max. 50 points): <ul style="list-style-type: none"> <li>o Content page 35 points,</li> <li>o formal aspect 15 points.</li> </ul> Total student workload: 1 credit = 30 hours <ul style="list-style-type: none"> <li>- 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.</li> </ul> Final assessment: <ul style="list-style-type: none"> <li>- passed = 50 - 100% (25 - 50 points)</li> <li>- not passed = 49 - 0% (0 - 24 points)</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student is able to observe and analyze lessons at the 2nd grade elementary and middle school levels.</li> <li>- The student is able to professionally evaluate and document observed lessons in Elementary and Middle School Level 2.</li> <li>- The student is able to navigate school documents.</li> <li>- The student knows and is oriented to the staffing and facilities structure of a school.</li> <li>- The student understands the culture and organisation of primary and secondary school activities.</li> </ul> <b>Skills:</b>	

- Can identify diverse manifestations of structural elements of personality, psychological processes of the student in the process of teaching and in social interactions.
- Knows the specific activities of the teacher implemented during the day, in the context of teaching and in the course of teaching subjects at the 2nd level of primary and secondary school.
- Identifies the teaching objectives formulated by the teacher, the processes used to achieve them and the extent to which they are met.
- Can identify the teaching methods used during the lesson.
- Describes the didactic aids, communication technologies and resources 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 the teaching of subjects at Key Stage 2 of primary and secondary school.
- Describes the processes of student assessment in the teaching process.
- Identifies teachers' teaching and communication styles and professional skills.
- Can process, evaluate, and reflect on the results of observations in relation to educational theory.
- The student will be able to identify common professional problems, investigate and formulate the theoretical and practical background needed to address them and solve them (using practical procedures in practice).
- The student will be able to recognize talented students, students with difficulties or special educational needs, disadvantaged students, multiply disadvantaged students, and students requiring special treatment.

**Competencies:**

- Takes a position on observed phenomena based on prior theoretical knowledge.
- Understands the relationships and connections between the principles of teaching and the consequences - effectiveness of learning.
- The student will be able to independently plan creative activities that extend knowledge in the context of the teaching profession.
- The student will be able to create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior, openness to recognize and manage the work style of others involved.

**Brief syllabus:**

Observation and evaluation of the interior and exterior of a training elementary and middle school.  
 Learning about and working with classroom and school pedagogical documentation.  
 Observation of the creation of conditions, implementation and evaluation of lessons in the 2nd level of primary and secondary schools.  
 Professional analysis of observed lessons together with the trainee teacher.  
 Documenting the progress and results of individual lessons 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](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)  
 Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)  
 Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS  
Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 34

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

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

**Date of last update:** 30.05.2024

**Approved by:** Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., prof. ThDr. István Karasszon, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.