

CONTENS

1. Algebra.....	4
2. Algebra seminar.....	111
3. Art-pedagogy-psychology, personal development course.....	166
4. Bachelor's Thesis Seminar.....	17
5. Bachelor's Thesis and Defence.....	37
6. Bachelor's Thesis Seminar.....	6
7. Bachelor's Thesis and Defense.....	102
8. Basics of Catechetics 1.....	66
9. Basics of Catechetics 2.....	70
10. Basics of Catechetics 3.....	73
11. Basics of Catechetics 4.....	77
12. Basics of Mathematics Seminar.....	124
13. Basics of first aid and biology for teachers.....	235
14. Basics of mathematics.....	244
15. Biblical Studies 1.....	21
16. Biblical Studies 1.....	24
17. Biblical Studies 3.....	26
18. Biblical Studies 4.....	29
19. Biblical Studies 5.....	32
20. Chapters from High School Mathematics.....	94
21. Christian Education.....	90
22. Combinatorics.....	92
23. Conversation in the English language.....	154
24. Conversation in the English language 2.....	155
25. Conversation in the French language.....	158
26. Conversation in the French language 2.....	159
27. Conversation in the German language.....	160
28. Conversation in the German language 2.....	161
29. Creation of mathematical text.....	128
30. Creative workshop.....	216
31. Digital technologies in the educational process.....	145
32. Discrete mathematics.....	9
33. Discrete mathematics seminar.....	113
34. Educational theory and educational philosophy.....	208
35. Equations and inequalities.....	105
36. Ethical Issues in Catechetics.....	35
37. Family and school.....	193
38. General and developmental psychology.....	229
39. General didactics and preparation for school observation.....	137
40. Geometry 1.....	11
41. Geometry 2.....	13
42. Geometry 3.....	15
43. Geometry seminar 2.....	115
44. Graph theory.....	126
45. Gross motor development.....	199
46. Human biology and basics of first aid.....	134
47. Inclusive pedagogy.....	148
48. Integrated student at school.....	151

49. Introduction to Catechetics 1.....	81
50. Introduction to Catechetics 2.....	84
51. Introduction to Finnish language and culture.....	222
52. Introduction to Finnish language and culture 2.....	240
53. Introduction to Latin language and culture.....	225
54. Introduction to Latin language and culture 2.....	226
55. Introduction to Russian language and culture.....	227
56. Introduction to academic writing.....	232
57. Introduction to mathematical analysis.....	130
58. Introduction to number theory.....	132
59. Introduction to pedagogical studies.....	219
60. Introduction to poimenics.....	88
61. Introductory pedagogical practice.....	181
62. Konverzácia v slovenskom jazyku.....	162
63. Linear algebra.....	96
64. Linear algebra seminar.....	117
65. Mathematical analysis 2.....	98
66. Mathematical analysis 3.....	100
67. Mathematical analysis seminar 2.....	107
68. Mathematical analysis seminar 3.....	109
69. Mathematics - state examination.....	246
70. Methods of learning and research.....	170
71. Minority competencies.....	163
72. Movement culture and healthy lifestyle education.....	211
73. Pedagogical diagnostics.....	173
74. Pedagogical evaluation.....	177
75. Pedagogical practice 2.....	183
76. Pedagogical practice 3.....	186
77. Practical Catechetics 1.....	40
78. Practical Catechetics 2.....	43
79. Practical Catechetics 3.....	46
80. Practical Catechetics 4.....	49
81. Profession of teaching.....	189
82. Professional training.....	205
83. Regional and minority culture.....	196
84. Seminar of Church History.....	53
85. Seminar of Ecclesiastics.....	56
86. Seminar of poimenics.....	62
87. Seminar of the New Testament.....	60
88. Seminar of the Old Testament.....	64
89. Seminar on introduction to mathematical analysis.....	122
90. Seminar on number theory.....	120
91. Seminary of Christian Denominations.....	58
92. Socio-Scientific and Pedagogical-Psychological Basis of Teaching.....	238
93. Sociology of education.....	202
94. Study abroad.....	119
95. Supporting pedagogical practice 1.....	242
96. Theory and practice of the management of educational institutions.....	213
97. Volunteering, helping activities.....	142

98. Úvod do gréckého jazyka a kultúry.....	223
--	-----

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ ALG/22	Name: Algebra
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (50 points) and an oral part (20 points). The minimum scores required to achieve for the individual grades are the following: 90 points for A, 80 points for B, 70 points for C, 60 points for D and 50 points for E. Student Load Sharing: 39% of the workload - direct teaching 21% of the workload - homework 15% of the workload - preparation for lectures and exercises 25% of the workload - exam preparation	
Results of education: The student is introduced to the basic concepts of abstract algebra, is able to classify the fundamental and binary operation algebraic structures. He is aware of the concept of group homomorphism and is able to determine the core and image of homomorphism. He knows the concept of ideal, maximal ideal and prime ideal. The student understands the basic properties of polynomials. The student can decompose the polynomials into multiplied irreducible polynomials over a number of different number fields. He is familiar with the fundamentals of algebra and the connection between radicals and coefficients. He is aware of the solving formulas for second and third degree equations as well as the solving methods of binomial equations and those reducible to a lesser degree. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems. • He/she knows principles and basic methods of mathematical proofs. • He/she manages to illustrate concepts by means of appropriate examples. Skills: <ul style="list-style-type: none"> • He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences. 	

- He/she is able to abstract away from concrete form of problems, is able to formulate them in abstract general form in order to analyse and solve them.
- He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving..

Competence:

- He/she is able self-containedly earn new mathematical knowledge and extend it.
- He/she demonstrates a high level of self-activity in solving mathematical problems.
- He/she works effectively as an individual as well as a member or a leader of a small team.

Brief syllabus:

- Elements of abstract algebra, binary operations and algebraic structures.
- Group, subgroup.
- Homomorphism, standard dividers, cyclic groups.
- Permutation groups, the parity of permutations.
- Ring, integral domain, numerical body.
- Divisibility in integral domains. Gauss rings, Euclidean rings, polynomial rings.
- Ideals, maximal and prime ideal.
- Polynomials and polynomial functions. Horner's scheme.
- Divisibility of polynomials, Euclidean algorithm.
- Roots of polynomials, decomposition of polynomial into irreducible factors.
- Polynomials over rational, real and complex number fields. The fundamental proposition of algebra.
- Symmetric polynomials. Connection between radicals and coefficients.
- Solving second- and third-degree equations, binomial equations.

Literature:

- Szendrei et al.: Absztrakt algebrai feladatok Szeged: Polygon, 2005. 512 s.
- Safarevics I.R.: Algebra: Az algebra alapfogalmai. Budapest: Typotex Elektronikus Kiadó Kft., 2009. 271 s. ISBN 978 963 279 056 5.
- Fried E.: Algebra I.: Elemi és lineáris algebra, Budapest: Nemzeti Tankönyvkiadó, 2000. 334 s. ISBN 963 19 1176 4.
- Filep L.: A tudományok királynője: A matematika fejlődése, Typotex Kiadó, 2001. 510 s. ISBN 963 7546 83 9.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 10

A	B	C	D	E	FX
50.0	10.0	10.0	0.0	20.0	10.0

Teacher: doc. RNDr. Ferdinánd Filip, PhD.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/BS/22	Name: Bachelor's Thesis Seminar
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 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.	
Results of education: Knowledge: The student is able to: <ul style="list-style-type: none"> - list and explain the general requirements for the preparation of the Bachelor thesis, describe and characterize the content structure of the Bachelor thesis and its parts (introduction, main body, appendices), - explain the concepts of phenomenon and fact, list and describe ways of investigating educational phenomena, - describe in more detail the main methods of collecting and processing the data presented in the Bachelor thesis, 	

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

Skills:

The student is able to:

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

Competences:

The student

- is aware of the importance of respecting academic ethics and the ethical implications for his/her own student and future teaching activities,

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

Brief syllabus:

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

Literature:

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 4

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

Teacher: prof. RNDr. János Tóth, PhD., prof. László Szalay, DSc., Dr. habil. Kálmán Csaba Liptai, PhD., Dr. habil. RNDr. Peter Csiba, PhD., doc. RNDr. Ferdinánd Filip, PhD.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ DM/22	Name: Discrete mathematics
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (50 points) and an oral part (20 points). The minimum scores required to achieve for the individual grades are the following: 91 points for A, 81 points for B, 71 points for C, 61 points for D and 51 points for E. Student Load Sharing: 31% of the workload - direct teaching 29% of the workload - homework 15% of the workload - preparation for lectures and exercises 25% of the workload - exam preparation	
Results of education: At the end of the course, students will obtain an overview of the basic concepts of Set Theory, Combinatorics, Mathematical Logic and Boolean Algebra. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems. • He/she knows principles and basic methods of mathematical proofs. • He/she manages to illustrate concepts by means of appropriate examples. Skills: <ul style="list-style-type: none"> • He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences. • He/she is able to abstract away from concrete form of problems, is able to formulate them in abstract general form in order to analyse and solve them. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving.. Competence: <ul style="list-style-type: none"> • He/she is able self-containedly earn new mathematical knowledge and extend it. • He/she demonstrates a high level of self-activity in solving mathematical problems. 	

- He/she works effectively as an individual as well as a member or a leader of a small team.

Brief syllabus:

- Introduction to the Discrete Mathematics, Peano axioms, principle of Mathematical induction.
- Set Theory – basic terms, set operations.
- Relations and mappings, composition of mappings, equivalence relation.
- Cardinality of sets, finite and nonfinite sets, computable sets.
- Combinatorics – combinations and variations (with and without repetition).
- Permutations (with and without repetition), combinatorial identities. Binomial and Polynomial theorem.
- Inclusion–exclusion principle, Pigeonhole principle.
- Propositions and logical operations, tautologies.
- Boolean algebra – binary Boolean functions, realization of Boolean functions by formulas.
- Equivalence of Boolean formulas, properties of elementary Boolean functions, principle of duality.
- Canonic form of Boolean functions, full disjunctive normal form.
- Functional completeness and closure, most important closed classes, Completeness theorem.
- Minimization of Boolean functions.

Literature:

- SZENDREI, Á.: Diszkrét matematika. Szeged : Polygon, 1998. 380 s. ISSN 1417-0590.
- LOVÁSZ, L.: Kombinatorikai problémák és feladatok. Budapest : Typotex, 2008. 670 s. ISBN 978-963-9664-93-7.
- LOVÁSZ, L. – VESZTERGOMBI, K. – PELIKÁN, J.: Diszkrét matematika. Budapest : Typotex, 2006. 292 s. ISBN 978-963-9664-02-9.
- DANCS I.: Halmazelmélet. Budapest: Aula, 2003. 185 s. ISBN 963 9345 52 0.
- GYÖRKE L.: Halmazok, relációk, függvények. Budapest: Tankönyvkiadó, 1969. 410 s. ISBN 0008226.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 5

A	B	C	D	E	FX
80.0	20.0	0.0	0.0	0.0	0.0

Teacher: prof. László Szalay, DSc.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ GE1/22	Name: Geometry 1
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (50 points) and an oral part (20 points). The minimum scores required to achieve for the individual grades are the following: 91 points for A, 81 points for B, 71 points for C, 61 points for D and 51 points for E. Student Load Sharing: 39% of the workload - direct teaching 21% of the workload - homework 15% of the workload - preparation for lectures and exercises 25% of the workload - exam preparation	
Results of education: The course deals with the topics of the Euclidean plane geometry while developing logical and creative thinking and deepening the knowledge of geometrical plane shapes. By successfully completing the course students acquire in-depth knowledge of the Euclidean geometry and gain an overview over the area they might need as future teachers of mathematics. The student knows the structure of geometry, the composition principles of plane geometry, the specified topic areas of the syllabus and he can use them in geometrical drawing tasks. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems. • He/she knows principles and basic methods of mathematical proofs. • He/she manages to illustrate concepts by means of appropriate examples. Skills: <ul style="list-style-type: none"> • He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences. • He/she is able to abstract away from concrete form of problems, is able to formulate them in abstract general form in order to analyse and solve them. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving.. 	

Competence:

- He/she is able self-containedly earn new mathematical knowledge and extend it.
- He/she demonstrates a high level of self-activity in solving mathematical problems.
- He/she works effectively as an individual as well as a member or a leader of a small team.

Brief syllabus:

Basic concepts of geometry, matching, sorting, mutual position of linear spatial elements, congruence.

Geometrical places (point sets with specific properties).

Basic principles of solving geometrical drawing tasks.

Classification of plane shapes.

The golden ratio and its application.

Metric properties of geometric shapes.

Triangular geometry.

Circular geometry.

Central and peripheral angles.

Cyclic quadrilaterals.

Power of point over circle, power line.

Drawing tasks.

Solving Apollonius tasks (without circular inversion)

Literature:

- Hajós, Gy.: Bevezetés a geometriába, Nemzeti Tankönyvkiadó, Budapest, 1999. 596. ISBN 9631901165
- Horvay, K.: Geometriai feladatok gyűjteménye I-II., Nemzeti Tankönyvkiadó, Budapest, 1993. ISBN 9631848868
- Pelle, B.: Geometria, Tankönyvkiadó, Budapest, 1974. ISBN 9631707466
- Birkhoff, G. D.: Basic Geometry, Ralph Beatley. - NY : AMS Chelsea Publishing, 1959. - 294. - ISBN 0821821016
- Vermes, I.: Geometria, Műegyetemi Kiadó, 2003. - 270 s. - ISBN 0147845
- Reiman I.: Fejezetek az elemi geometriából, Nemzeti Tankönyvkiadó, 2002. - 206 s. - ISBN 963 9132 28 4.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 18

A	B	C	D	E	FX
22.22	0.0	11.11	22.22	44.44	0.0

Teacher: Dr. habil. RNDr. Peter Csiba, PhD.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ GE2/22	Name: Geometry 2
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The successful completion of the course requires active participation of the student in seminars and preparation of homework assignments (for 30 points) and it is necessary to pass the written part of the exam (for 50 points) and the oral part of the exam (for 20 points). The minimum scores required to achieve for the individual grades are the following: 91 points for A, 81 points for B, 71 points for C, 61 points for D and 51 points for E. Student Load Sharing: 31% of the workload - direct teaching 29% of the workload - homework 15% of the workload - preparation for lectures and exercises 25% of the workload - exam preparation	
Results of education: The student knows the relations in the axiomatic structure of geometry, including the concept of vector space, affine space or Euclidean space. He knows and understands the abstraction of the n-dimensional space and is capable of interpreting calculations in the n-dimensional space. He is able to choose the appropriate coordinate system and solve analytical geometrical tasks in it. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems. • He/she knows principles and basic methods of mathematical proofs. • He/she manages to illustrate concepts by means of appropriate examples. Skills: <ul style="list-style-type: none"> • He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences. • He/she is able to abstract away from concrete form of problems, is able to formulate them in abstract general form in order to analyse and solve them. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving.. Competence: <ul style="list-style-type: none"> • He/she is able self-containedly earn new mathematical knowledge and extend it. 	

- He/she demonstrates a high level of self-activity in solving mathematical problems.
- He/she works effectively as an individual as well as a member or a leader of a small team.

Brief syllabus:

Vector and vector operations.

Vector space, n-dimensional affine space.

Affine coordinate system.

Linear subspaces.

Mutual positions of linear subspaces.

Ratio of length

Barycentric coordinates.

Ceva and Menelaus theorems.

Scalar product of vectors, metric properties of vectors.

Orthogonal and orthonormal coordinate systems.

Euclidean space.

Analytical determination of geometrical places (median perpendicular, bisector, circle, conic sections,...)

Literature:

- Csiba, P.: Analitikus geometria. 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 173 s. ISBN 978-80-8122-195-8.
- Hajós, Gy.: Bevezetés a geometriába, Nemzeti Tankönyvkiadó, Budapest, 1999. 596s. ISBN 9631901165
- Kovács, Z.: Geometria, Kossuth Egyetemi Kiadó, Debrecen, 2002. 160s. ISBN 0013796
- Skljarszkij, D. O., Csencov, N. N., Jaglom, I. M. .: Válogatott feladatok és tételek az elemi matematika köréből 2/1 : Geometria I. (Planimetria), Tankönyvkiadó, Budapest, 1972. - 261 s.
- Baboss, Cs: Geometriai példatár 1., Koordináta-geometria, Nyugat-magyarországi Egyetem, 2010. online: http://www.tankonyvtar.hu/hu/tartalom/tamop425/0027_GEM1/ch01.html

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 10

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

Teacher: Dr. habil. RNDr. Peter Csiba, PhD.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ GE3/22	Name: Geometry 3
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 2 For the study period: 26 / 26 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: For the successful completion of the course students are expected to hand in homework assignments (20 points), pass a written mid-year test (30 points) and take an exam at the end of the semester consisting of a written part (30 points) and an oral part (20 points). The minimum scores required to achieve for the individual grades are the following: 91 points for A, 81 points for B, 71 points for C, 61 points for D and 51 points for E. Student Load Sharing: 40% of the workload - direct teaching 20% of the workload - homework 15% of the workload - preparation for lectures and exercises 25% of the workload - exam preparation	
Results of education: The student knows the properties of geometric transformations in the topic area and is able to apply them when solving geometrical tasks. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems. • He/she knows principles and basic methods of mathematical proofs. • He/she manages to illustrate concepts by means of appropriate examples. Skills: <ul style="list-style-type: none"> • He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences. • He/she is able to abstract away from concrete form of problems, is able to formulate them in abstract general form in order to analyse and solve them. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving.. Competence: <ul style="list-style-type: none"> • He/she is able self-containedly earn new mathematical knowledge and extend it. • He/she demonstrates a high level of self-activity in solving mathematical problems. 	

- He/she works effectively as an individual as well as a member or a leader of a small team.

Brief syllabus:

- congruency mappings, their types and properties, invariant elements.
- Composition of congruency mappings.
- Congruency mapping group.
- Using congruency mappings in resolving geometric drawing tasks.
- Similarity mappings.
- Central similarity.
- Similarity mapping group.
- Euclid's theorems.
- Affine transformations – axis affinity.
- Basic concepts of projective mappings.
- Solving drawing tasks using mappings.
- Circular inversion, Solving Apollonius problems using circular inversion.

Literature:

- Hajós, Gy.: Bevezetés a geometriába, Nemzeti Tankönyvkiadó, Budapest, 1999. 596s. ISBN 9631901165.
- Coxeter, H.S.M.: A geometriák alapjai, Műszaki Könyvkiadó, Budapest, 1987. - 470 s. - ISBN 963 10 6843 9.
- Coxeter, H.S.M. - Greitzer, S.L.: Az újra felfedezett geometria, Gondolat, Budapest, 1977. - 288 s. - ISBN 963 280 512 7.
- Horvay, K.: Geometriai feladatok gyűjteménye I-II., Nemzeti Tankönyvkiadó, Budapest, 1993. ISBN 9631848868
- Skljarszkij, D. O., Csencov, N. N., Jaglom, I. M. .: Válogatott feladatok és tételek az elemi matematika köréből 2/1 : Geometria I. (Planimetria), Tankönyvkiadó, Budapest, 1972. - 261 s.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 5

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

Teacher: Dr. habil. RNDr. Peter Csiba, PhD.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Skills:

The student will be able to:

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

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

Kompetencie:

Študent

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

Brief syllabus:

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

Literature:

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

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

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

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

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

Hungarian language, Slovak language

Notes:

Evaluation of subjects

Total number of evaluated students: 2

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

Teacher: prof. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD., doc. ThDr. Alfréd Somogyi, PhD., doc. ThDr. Attila Lévai, PhD., Mgr. Zsolt Görözdi, ThD., Mgr. Katarína Pólya, PhD., Mgr. Kinga Süll, PhD., ThDr. Lilla Szénási, PhD.,

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Sub-discipline: Practical Knowledge of the New Testament 1

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

Literature:

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

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

Hungarian language, Slovak language

Notes:

The course includes the following sub-disciplines: Practical Knowledge of the Old Testament 1. Practical Knowledge of the New Testament 1. Bible Seminar 1.					
Evaluation of subjects Total number of evaluated students: 11					
A	B	C	D	E	FX
18.18	9.09	36.36	27.27	0.0	9.09
Teacher: prof. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD., Dr. habil. Viktor Kókai Nagy, PhD., Mgr. György Csík, PhD.,					
Date of last update: 23.06.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

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

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

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

Sub-discipline: Bible Seminar 2

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

Literature:

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

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

Hungarian Language, Slovak Language

Notes:

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

Evaluation of subjects

Total number of evaluated students: 9

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

Teacher: prof. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD., Dr. habil. Viktor Kókai Nagy, PhD., Mgr. György Csík, PhD., Mgr. Ferdinand Tarr,

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Brief syllabus:

Sub-discipline: introduction to the Old Testament 1

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

Sub-discipline: Introduction to the New Testament 1

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

Sub-discipline: Bible and Catechesis 1

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

Literature:

Odporúčaná literatúra:

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

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

Hungarian language, Slovak language

Notes:

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

Evaluation of subjects

Total number of evaluated students: 4

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

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

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Brief syllabus:

Sub-discipline: introduction to the Old Testament 2

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

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

Sub-discipline: Introduction to the New Testament 2

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

Sub-discipline: Bible and Catechesis 2

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

Literature:

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

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

Hungarian language, Slovak language					
Notes: The course includes the following sub-disciplines: Introduction to the Old Testament 2 Introduction to the New Testament 2 Bible and Catechesis 2					
Evaluation of subjects Total number of evaluated students: 4					
A	B	C	D	E	FX
50.0	25.0	25.0	0.0	0.0	0.0
Teacher: prof. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD., ThDr. Lilla Szénási, PhD.,					
Date of last update: 23.06.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

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

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

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

Competencies:

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

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

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

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

Brief syllabus:

Sub-discipline: Old Testament contemporary history

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

II. The test in the probationary period.

Sub-discipline New Testament contemporary history

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

II. The test in the probationary period.

Sub-discipline Ecumenics

Week 1: Course Objectives.

Week 2: Scripture and tradition in ecumenism.

Week 3: The life of the early Christian congregations.

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

Week 5: Ecumenical synods.

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

Literature:

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

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

Hungarian language, Slovak language

Notes:

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

Evaluation of subjects

Total number of evaluated students: 3

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

Teacher: prof. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD., Mgr. Katarína Pólya, PhD., doc. ThDr. Alfréd Somogyi, PhD., ThDr. Zoltán Erdélyi,

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Literature:

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

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

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

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

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

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

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

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

Hungarian language, slovak language

Notes:

Evaluation of subjects

Total number of evaluated students: 4

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

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

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

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

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

Results of education:

Knowledge:

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

Competences:

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

Competences:

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

Brief syllabus:

The procedure for defending the final paper is as follows:

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

<p>A copy of the thesis and its electronic presentation will be provided to the student during the presentation. The student will present the paper independently for a minimum of 10 minutes. He/she may use computer tools.</p> <p>The final thesis is available to the committee before and during the examination.</p>					
<p>Literature: KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004. Current Rector's Directive on editing, registration, access and archiving of theses and dissertations at J. Selye University - available at https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf</p>					
<p>Language, knowledge of which is necessary to complete a course: Hungarian language, Slovak language</p>					
<p>Notes:</p>					
<p>Evaluation of subjects Total number of evaluated students: 2</p>					
A	B	C	D	E	FX
0.0	0.0	100.0	0.0	0.0	0.0
<p>Teacher:</p>					
<p>Date of last update: 23.06.2024</p>					
<p>Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.</p>					

INFORMATION SHEET

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

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

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

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

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

Competencies:

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

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

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

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

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

Brief syllabus:

Sub-discipline: Church music 1.

Music Introduction.

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

Sub-discipline: Sources of catechetical work 1

Religious education and interpretation of religion.

History of religious education.

Trends in religious education.

Interpretation of religious education.

Introduction to the Bible.

Introduction to church history

Introduction to dogmatics

Introduction to ethics

Introduction to church life

Introduction to the Christian religions

Introduction to psychology

Introduction to the philosophy of religion.

Summary

Literature:

Vígan énekelj az Úrnak! / Képzési segédanyag RPI képzésekhez, óvodapedagógusok és katechéták számára – Budapest : RPI, 2016 http://rpi.reformatus.hu/hatteranyagok/tanari_s/Ovodai_enekgyjtemeny_2016.pdf

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

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

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

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

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

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

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

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

Hungarian language, Slovak language

Notes:

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

Sources of catechetical work 1.

Evaluation of subjects

Total number of evaluated students: 11

A	B	C	D	E	FX
0.0	72.73	18.18	0.0	0.0	9.09

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

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

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

Competencies:

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

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

Brief syllabus:

Sub-discipline: church music 2

1. Music Introduction.

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

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

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

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

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

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

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

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

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

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

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

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

Sub-discipline: Sources of catechetical work 2

Play, board games.

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

Religious education- group play.

Types of games.

Play as therapy.

Christian board games for different ages: Kezes-lábas

Logisztory/Logisztory-Reformáció

Tálentumok

Úton-útfélen

Community building games.

Making the game Double

Presentation of a biblical board game of your own design.

Literature:

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

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

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

Hungarian language, Slovak language

Notes:

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

Evaluation of subjects

Total number of evaluated students: 10

A	B	C	D	E	FX
10.0	40.0	50.0	0.0	0.0	0.0

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

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

The student will be able to organize and lead youth events

Competencies:

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

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

Brief syllabus:

Sub-discipline: church music 3

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

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

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

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

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

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

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

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

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

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

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

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

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

Sub-discipline: Sources of catechetical work 3

1. Youth Mission.

2. The personal and professional approach of mission workers.

3. Evangelization.

4. Organization of youth ministry.

5. Diakonia as youth ministry.

6. Film club.

7. Youth choir.

8. Sports activities.

9. Organised leisure time for young people.

10. Organisation of summer camps.

11. Organization of prayer meetings.

12. Creative spirituality,

13. Presentation of written works of students.

Literature:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Hungarian language, Slovak language

Notes:

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

Sources of catechetical work 3

Evaluation of subjects

Total number of evaluated students: 3

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

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

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

The student will be able to conduct religious education classes.

Competencies:

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

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

Brief syllabus:

Sub-discipline: Church music 3

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

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

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

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

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

6. Advent and Christmas hymns.

7. Easter and Passover hymns.

8. Pentecost songs.

9. Simple musical instrumentation of holiday songs.

10. Songs of other religious festivals.

11. Morning and evening hymns, table blessings.

12. Youth hymns in the Reformed hymnal.

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

Sub-discipline: Principled Catechetics

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

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

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

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

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

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

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

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

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

Literature:

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

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

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

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

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

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

Hungarian language, Slovak language

Notes:

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

Evaluation of subjects

Total number of evaluated students: 4

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

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

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Written assignments to be prepared and presented by the students:

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

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

Presentation of 3 excerpts of your choice from recommended authors.

Literature:

Recommended reading:

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

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

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

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

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

Helios Mann:

Recommended reading:

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

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

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

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

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

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

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

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

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

Excerpts:

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

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

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

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

Hungarian language, Slovak language

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: doc. ThDr. Alfréd Somogyi, PhD.,

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

Brief syllabus:

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

Literature:

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

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

Hungarian language, Slovak language

Notes:**Evaluation of subjects**

Total number of evaluated students: 0

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

Teacher: Mgr. Zsolt Görözdi, ThD.,

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

<p>2. Orthodox Church, 3. The Roman Catholic Church, 4. Evangelical Church, 5. Reformed Church, 6. Student presentations, 7. Baptist Fellowship, 8. Adventist Church, 9. Pentecostal Church, 10. Student presentations, 11-12. New Protestant small churches, 13. Presentation by students</p>												
<p>Literature: Helmuth von Glasenapp: Az öt világvallás, Budapest : Gondolat, 1987. - 524 s. - ISBN 963 281 732 X Szimonidesz Lajos: A világ vallásai II. : Zsidóság és kereszténység - 1. vyd. - Budapest : Dante Kiadó. - 318 s. Pál Beáta: Keresztyén felekezetek, Budapest, Református Pedagógiai Intézet, Kálvin Kiadó, 2016, http://refpedi.hu/lapozo/Keresztyen_felekezetek_vilaga_2016/</p>												
<p>Language, knowledge of which is necessary to complete a course: Hungarian language, Slovak language</p>												
<p>Notes:</p>												
<p>Evaluation of subjects Total number of evaluated students: 0</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>	A	B	C	D	E	FX	0.0	0.0	0.0	0.0	0.0	0.0
A	B	C	D	E	FX							
0.0	0.0	0.0	0.0	0.0	0.0							
<p>Teacher: ThDr. Lilla Szénási, PhD.,</p>												
<p>Date of last update: 23.06.2024</p>												
<p>Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.</p>												

INFORMATION SHEET

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

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

Brief syllabus:

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

Literature:

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

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

Hungarian language, Slovak language

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: Dr. habil. Viktor Kókai Nagy, PhD.,

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

Brief syllabus:

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

Literature:

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

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

Hungarian language, Slovak language

Notes:**Evaluation of subjects**

Total number of evaluated students: 0

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

Teacher: Mgr. Zsolt Görözdi, ThD.,

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Literature:

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

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

Hungarian language, Slovak language

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

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

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

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

Skills:

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

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

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

Competencies:

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

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

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

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

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

Brief syllabus:

Sub-discipline: church history 1

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

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

3. The apostolic fathers and apologists

4. Church Fathers.

5. Persecution of Christians in the Roman Empire.

6. 1. written test.

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

8. Dogmatic struggles and the Third

IV Ecumenical Council.

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

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

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

12. Summary

13. 2nd Written test.

Religious Studies 1.

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

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

3. Religion in the history of human society

4. Religious studies and theology

5. Religious systems: dynamism, animism

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

7. Religious systems: henotheism, monotheism and atheism

8. Religious concepts.

9. Holy Persons

10. Holy times

11. Holy sayings and scriptures

12. Religion and Nation

13. Types of world religions- 2nd written test

Sub-discipline: History of Catechesis

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

Literature:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1337-6519.

Czinke Tímea: A katekézis nemzetmegtartó ereje a Szlovákiai Református Keresztyén

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

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

Hungarian language, Slovak language					
Notes: The course includes the following sub-disciplines: Church History 1 Religious Studies 1 History of Catechesis					
Evaluation of subjects Total number of evaluated students: 4					
A	B	C	D	E	FX
25.0	50.0	25.0	0.0	0.0	0.0
Teacher: doc. ThDr. Alfréd Somogyi, PhD., doc. ThDr. Attila Lévai, PhD., ThDr. Lilla Szénási, PhD.,					
Date of last update: 23.06.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

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

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

Skills:

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

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

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

Competencies:

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

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

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

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

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

Brief syllabus:

Sub-discipline: Church History 1

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

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

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

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

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

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

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

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

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

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

13.

Sub-discipline: Religious Studies 1

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

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

3. Hellenistic religions and their influence on traditional religions

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

5. Eleusinian mystery

6. The Cult of Dionysus

7. Orphism

8. Attis and Cybele

9. Isis and Osiris

10. Mithraism

11. Religion of the Gepids

12. Religions of the pagan Germanic peoples

13. Pagan religions of the Slavs

Sub-discipline: Principled Catechetics

Seminar Topics:

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

Literature:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Hungarian language, Slovak language

Notes:

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

Religious Studies 2

Principled Catechetics 2

Evaluation of subjects

Total number of evaluated students: 4

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

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

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

Skills:

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

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

Competencies:

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

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

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

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

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

Brief syllabus:

Sub-discipline: Church history 3

Reformation.

Martin Luther.

John Calvin, Ulrich Zwingli.

The persecution of Protestants.

Counter-Reformation.

WRITTEN TEST I.

The toleration patent.

Rationalism, Liberalism.

Church history of the 20th century I.

Church History of the 20th Century II.

Church History of the 20th Century III.

Church History of the 20th Century IV.

WRITTEN TEST II.

Sub-discipline: Religious Studies 3

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

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

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

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

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

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

7. Fundamentalism (18th-20th centuries)

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

9. Religious reform of Zoroaster.

10. Holy books and teachings of Zoroastrianism.

11. Yazidiya

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

13. Judaism.

Sub-discipline: Catechetics 1.

Seminar topics:

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

Literature:

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

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

Hungarian language, Slovak language

Notes:

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

Evaluation of subjects					
Total number of evaluated students: 3					
A	B	C	D	E	FX
33.33	0.0	0.0	66.67	0.0	0.0
Teacher: doc. ThDr. Alfréd Somogyi, PhD., doc. ThDr. Attila Lévai, PhD., ThDr. Lilla Szénási, PhD.,					
Date of last update: 23.06.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

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

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

Skills:

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

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

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

Competencies:

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

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

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

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

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

Brief syllabus:

Sub-discipline: church history 4

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

Sub-discipline: Religious Studies 4

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

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

Literature:

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

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

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

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

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

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

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

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

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

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

Hungarian language, Slovak language

Notes:

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

Evaluation of subjects

Total number of evaluated students: 2

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

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

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

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

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

Competencies:

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

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

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

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

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

Brief syllabus:

Sub-discipline: Ecclesiology 1

1, The concept of ecclesiology.

2, The concept of the church.

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

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

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

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

7, Roman Catholic understanding of the Church.

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

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

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

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

12, Distinctive elements of the various churches I.

13, Characteristic elements of the various churches II.

Theological Encyclopedia 1

Week 1: Introduction.

Week 2: Structure and language of theology.

Week 3: Allegory.

Week 4: Analogy.

Week 5: Metaphor.

Week 6: Biblical Criticism.

Week 7: Faith.

Week 8: Orthodoxy and heresy.

Week 9: The sources of theology.

Week 10: Holy Scripture.

Week 11: Reason.

Week 12: Tradition.

Week 13: Religious experience

Sub-discipline: Introduction to the Study of Catechetics 1

Students will conduct research on the following topics:

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

Literature:

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

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

Hungarian language, Slovak language

Notes:

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

Evaluation of subjects

Total number of evaluated students: 11

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

Teacher: Mgr. Zsolt Görözdi, ThD., ThDr. Lilla Szénási, PhD., prof. István Pásztori-Kupán, PhD.,

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Competencies:

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

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

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

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

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

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

Brief syllabus:

Sub-discipline: ecclesiology 2

1, Life and organization of local congregations, Presbyterianism.

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

3, Ministry, opportunities for service in the church.

4, Worship.

5, Catechetical Ministry.

6, Pastoral Ministry.

7, Missional ministry.

8, Diaconal Ministry.

9, Church Press. Education.

10, Ecumenism, ecumenical movement.

11, The Church and the World.

12, Church and society,

13, Church and politics.

Sub-discipline: Theological Encyclopedia 2

Week 1: Introduction.

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

Week 3: Man, as God's creation.

Week 4: The moral powers and capacities of man.

Week 5: God's image of man.

Week 6: The problem of body and soul.

Week 7: Sin.

Week 8: Forgiveness, grace.

Week 9: Rebirth, Repentance.

Week 10: God's plan of salvation.

Week 11: God's Law.

Week 12: The threefold benefit of the law.

Week 13: Ethos of the redeemed: love.

Sub-discipline: Introduction to the Study of Catechetics 2

Students will conduct research on the following topics:

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

Literature:

Zsolt Görözdi: Protestáns egyházértelmezés a reformáció századában a jelentősebb egyházi rendtartásokban . 1. vyd. - Budapest : L'Harmattan, 2014. - 137 s. - ISBN 978-963-236-889-4.

Kádár, Ferenc: Ekléziasztika. SRTA, Sárospatak, 2018. ISBN 978-615-5561-01-6.

Kálvin, J.: A keresztyén vallás rendszere II., Budapest : Kálvin János Kiadó, 1995. ISBN 963 300 599 X. - Papp J.: Ekléziasztika. Debrecen: Kézirat, 1979 Debrecen: Kézirat, 1979

Kozma Zsolt: Ekléziasztika, Kolozsvár, 2000.

Keresztyén etika : Egy bukott világban való életről / Bernhard Kaiser. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2018. - 188 s. - ISBN 978-80-8122-237-5.

Török I. – Kocsis E. – Szűcs F.: Dogmatikai prolegomena, Budapest: A Református Zsinati Iroda Doktorok Kollégiumának Főtitkári Hivatala, 2000. ISBN 963 8360 44 5.

Alister, McGrath: Bevezetés a keresztyén teológiába. Budapest: Osiris Kiadó, 1995. ISBN 963 379 119 7.

Alister, McGrath: A keresztyén hit Budapest, Kálvin Kiadó, 2007 ISBN 978 963 558 082 8.

Szathmáry, S. Theologiai Antropológia dióhéjban. Az emberről szóló keresztyén tanítás (antropológia) hatása a hívők világban élésére. Budapest: Ref. Zsinati Iroda, 1990

Ethik / Dietrich Bonhoeffer. - 1. vyd. - Gütersloh : Chr. Kaiser Verlag, 1998. - 566s. - ISBN 3 579 01876 0.

Křesťanská etika / Karl Heinz Peschke. - 1. vyd. - Praha : Vyšehrad, 1999. - 664s. - ISBN 80 7021 331 0.

Márkus Gábor: Bevezetés a keresztyén felekezetek világába, Református Pedagógiai Intézet, Budapest, A Magyarországi Református Egyház Kálvin János Kiadója, 2016, http://refpedi.hu/lapozo/Bevezetes_a_keresztyen_gyulekezetek_vilagaba/

Laczay András: A református egyházismeret alapjai, Református Pedagógiai Intézet, Budapest, 2016, http://refpedi.hu/lapozo/A_REFORMATUS_EGYHAZISMERET_ALAPJAI_165x235mm_BELIV_megnezesre/

Szénási, Sándor: Megtaláltuk a Messiást. Konfirmációi olvasókönyv. Budapest, 1992

Varga Imre: Református keresztyén kis káté. Szlovákiai Református Keresztyén Egyház 2008

A katolikus egyház katekizmusának kompendiuma / Dr. Diós István. - 1. vyd. - Vatikán : Libreria Editrice Vaticana, 2005. - 245 s. - ISBN 963 361 784 7.

Siba Balázs, Szabóné László Lilla, Pángyánszky Ágnes: Együtt a hit útján. Gyülekezetpedagógiai kézikönyv: Gyülekezetpedagógiai kézikönyv. Budapest: A Magyarországi Református Egyház Kálvin János Kiadója, 2019, P. 245-271. ISBN 978-963-558-421-5.

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

Hungarian language, Slovak language

Notes:

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

Evaluation of subjects

Total number of evaluated students: 9

A	B	C	D	E	FX
44.44	22.22	11.11	11.11	11.11	0.0

Teacher: Mgr. Zsolt Görözdi, ThD., ThDr. Lilla Szénási, PhD., prof. István Pásztori-Kupán, PhD.,

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

Brief syllabus:

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

Literature:

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

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

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

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

Hungarian language, Slovak language

Notes:**Evaluation of subjects**

Total number of evaluated students: 2

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

Teacher: Mgr. Zsolt Görözdi, ThD., Mgr. Zsolt Görözdi, ThD.,

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Brief syllabus:

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

Literature:

Literature indicated in the information sheets of the study programme.

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

Hungarian language, Slovak language

Notes:

Evaluation of subjects

Total number of evaluated students: 2

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

Teacher:

Date of last update: 23.06.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ KOM/22	Name: Combinatorics
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (60 points). The minimum scores required to achieve for the individual grades are the following: 91 points for A, 81 points for B, 71 points for C, 61 points for D and 51 points for E. Student Load Sharing: 80% of the workload - direct teaching 10% of the workload - homework 10% of the workload - exam preparation	
Results of education: After successful completion of this course students will obtain knowledge of basic concepts of combinatorics and will be able to solve the tasks of combinatorial type. They will know the basic properties of Pascal's triangle and the relationship between binomial coefficients. At the same time they acquire basic knowledge of classical probability. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands specific features of mathematical thinking. • He/she is able to find argumentation gaps. Skills: <ul style="list-style-type: none"> • He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving. Competence: <ul style="list-style-type: none"> • He/she has independent, critical and analytic thinking. • He/she is able to suggest self-containedly possible solutions of mathematical tasks. 	
Brief syllabus:	
Literature: <ul style="list-style-type: none"> • Bege Antal, Kása Zoltán.: Algoritmikus kombinatorika és számelmélet, 1. vyd. - Kolozsvár : Presa Universitara Clujeana, 2006. - 214 s. - ISBN 978-973-610-446-6. 	

- Varga Tamás.: Játsszunk matematikát! 2. : Tér és sík, Valószínűség, Logika és kombinatorika - Budapest : Móra Könyvkiadó, 1976. - 120 s. - ISBN 963 11 0581 4.
- Lovász László.:Kombinatorika : az általános és középiskolai matematika szakkörök számára. Budapest : Tankönyvkiadó, 1970. - 127 s. - ISBN 0012875.
- Róka Sándor.: 2000 feladat az elemi matematika köréből. 6. vyd. - Budapest : Typotex Kiadó, 2010. - 378 s. - ISBN 978 963 279 163 0.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 6

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

Teacher: prof. László Szalay, DSc.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ KSM/22	Name: Chapters from High School Mathematics
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (60 points). The minimum scores required to achieve for the individual grades are the following: 91 points for A, 81 points for B, 71 points for C, 61 points for D and 51 points for E. Student Load Sharing: 37% of the workload - direct teaching 23% of the workload - homework 15% of the workload - preparation for lectures and exercises 25% of the workload - preparation for examinations	
Results of education: After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands specific features of mathematical thinking. • He/she is able to find argumentation gaps. Skills: <ul style="list-style-type: none"> • He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving. Competence: <ul style="list-style-type: none"> • He/she has independent, critical and analytic thinking. • He/she is able to suggest self-containedly possible solutions of mathematical tasks. 	
Brief syllabus:	
Literature: <ul style="list-style-type: none"> • Obádovics, Gy.: Matematika. Budapest : Műszaki könyvkiadó, 1980. ISBN 963 10 2368 0. • Szamadó, L.: Matematika a gimnáziumok számára. Budapest: Nemzeti Tankönyvkiadó, 2000. ISBN 0009449. • Csernyák, L.: Matematika I. Budapest: LSI Oktatóközpont. ISBN 963 577 131 2. 	

Language, knowledge of which is necessary to complete a course: hungarian, slovak					
Notes:					
Evaluation of subjects Total number of evaluated students: 18					
A	B	C	D	E	FX
77.78	5.56	0.0	16.67	0.0	0.0
Teacher: Dr. habil. Kálmán Csaba Liptai, PhD., RNDr. Zuzana Árki, PhD.,					
Date of last update: 23.05.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ LA/22	Name: Linear algebra
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (50 points) and an oral part (20 points). The minimum scores required to achieve for the individual grades are the following: 91 points for A, 81 points for B, 71 points for C, 61 points for D and 51 points for E. Student Load Sharing: 31% of the workload - direct teaching 29% of the workload - homework 15% of the workload - preparation for lectures and exercises 25% of the workload - exam preparation	
Results of education: After successful completion of this course students will know and control the basic properties of algebraic structures and the basic concepts of linear algebra. In solving the tasks of daily practice are able to apply basic methods of linear algebra. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems. • He/she knows principles and basic methods of mathematical proofs. • He/she manages to illustrate concepts by means of appropriate examples. Skills: <ul style="list-style-type: none"> • He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences. • He/she is able to abstract away from concrete form of problems, is able to formulate them in abstract general form in order to analyse and solve them. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving.. Competence: <ul style="list-style-type: none"> • He/she is able to apply mathematical knowledge in wide extent. • He/she demonstrates a high level of self-activity in solving mathematical problems. 	

- He/she works effectively as an individual as well as a member or a leader of a small team.

Brief syllabus:

- Algebraic structures.
- Vector space.
- Subspace of a vector space.
- Linear dependence and independence of vectors.
- Dimension and base vector space.
- Matrices, operations with matrices.
- Rank of a matrix.
- Linear mapping, matrix of the linear mapping.
- Composition of linear mappings.
- Matrix inversion.
- Solving homogeneous and inhomogeneous systems of linear equations.
- Determinant, basic features and applications.
- Eigenvalues and eigenvectors.

Literature:

- Szendrei, J.: Algebra és számelmélet. Budapest : Nemzeti tankönyvkiadó, 2001, s. 475. ISBN 963 19 2401 7.
- Fried, E.: Algebra I.: Elemi és lineáris algebra. Budapest : Nemzeti Tankönyvkiadó, 2000, s. 334. ISBN 963 19 11764.
- Halmai, E: Lineáris algebra, Tankönyvkiadó, Budapest,1979, ISBN = 963173417x,

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 20

A	B	C	D	E	FX
15.0	20.0	15.0	20.0	20.0	10.0

Teacher: prof. RNDr. János Tóth, PhD., Mgr. Szilárd Svitek, PhD.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ MA2/22	Name: Mathematical analysis 2
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (50 points) and an oral part (20 points). The minimum scores required to achieve for the individual grades are the following: 91 points for A, 81 points for B, 71 points for C, 61 points for D and 51 points for E. Student Load Sharing: 39% of the workload - direct teaching 21% of the workload - homework 15% of the workload - preparation for lectures and exercises 25% of the workload - exam preparation	
Results of education: The student is able to determine the properties of one-variable real functions related to limits, continuity and differential calculations. He has acquired the appropriate theoretical background of differential calculus. He understands the proofs of the most important theorems of the subject and can reproduce its main motives. Acquired key concepts and methods: limits of functions, methods of determining limits, continuity, differentials, derivative function, definition of extremes, L'Hospital's rule, Taylor polynomial. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems. • He/she masters the methodology of creation of mathematical models or analytical frameworks of investigation of cognitive processes in mathematics and ways of support of these processes. • He/she manages to illustrate concepts by means of appropriate examples. Skills: <ul style="list-style-type: none"> • He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences. • He/she is able to abstract away from concrete form of problems, is able to formulate them in abstract general form in order to analyse and solve them. 	

• He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving..

Competence:

- He/she is able to apply mathematical knowledge in wide extent.
- He/she demonstrates a high level of self-activity in solving mathematical problems.
- He/she works effectively as an individual as well as a member or a leader of a small team.

Brief syllabus:

- Limits and continuity of real functions of one variable.
- The transfer principle.
- Continuity at a point and set. Uniform continuity.
- Properties of functions continuous on the bounded, closed interval.
- Differential calculus for real functions of one variable.
- Differentiability and the basic rules of differential calculus.
- Derivatives of elementary functions.
- Higher order derivatives.
- Relation of the local properties of the derivative and the function.
- Mean value formulas.
- Examining functions and defining the function graph.
- L'Hospital's rule.
- Error estimates of the Taylor polynomial and the Taylor approximation.

Literature:

- G.B. Thomas: Thomas-féle KALKULUS I. kötet - 3., javított kiadás, Budapest, Typotex 2011
- Laczkovich Miklós, T. Sós Vera.: Valós analízis I.II., 1. vyd. - Budapest : Typotex, 2012. - ISBN 978 963 279 731 1.
- J. Urbán: Határértékszámítás, Budapest, Műszaki Könyvkiadó 2003. 452 s. ISBN 963 16 3072 2.
- G. Denkinger, L. Gyurkó: Analízis: Gyakorlat, Budapest, Nemzeti Tankönyvkiadó 2001. 379s. ISBN 9631946134.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 10

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

Teacher: Dr. habil. Kálmán Csaba Liptai, PhD.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ MA3/22	Name: Mathematical analysis 3
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (50 points) and an oral part (20 points). The minimum scores required to achieve for the individual grades are the following: 91 points for A, 81 points for B, 71 points for C, 61 points for D and 51 points for E. Student Load Sharing: 39% of the workload - direct teaching 21% of the workload - homework 15% of the workload - preparation for lectures and exercises 25% of the workload - exam preparation	
Results of education: The student knows and is able to apply the basic methods of integration. He gains practice in integrating rational fractional functions and learns the method of partial fraction decomposition. The student knows and is able to apply methods used with the integration of goniometric functions, irrational and transcendental functions. He understands the concept of the definite integral and knows the basic properties of the Riemann integral. He knows the Newton-Leibniz rule and has acquired practice in various application areas of the definite integral. The student is aware of the exact interpretation of convergent series. He knows and is able to apply the convergence criteria related to positive sign series. He is aware of the concept of function series and power series. He is able to determine the convergence radius and convergence range of power series, as well as identify the sum function of power series. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems. • He/she knows principles and basic methods of mathematical proofs. • He/she manages to illustrate concepts by means of appropriate examples. Skills: <ul style="list-style-type: none"> • He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences. 	

- He/she is able to abstract away from concrete form of problems, is able to formulate them in abstract general form in order to analyse and solve them.
- He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving..

Competence:

- He/she is able to apply mathematical knowledge in wide extent.
- He/she demonstrates a high level of self-activity in solving mathematical problems.
- He/she works effectively as an individual as well as a member or a leader of a small team.

Brief syllabus:

- Undefined integral and primitive function, primitive function of elementary functions.
- Basic integration methods: per partes, substitution.
- Integration of rational functions, partial fraction decomposition.
- Integration of goniometric functions, integration of irrational and transcendental functions.
- The concept of the definite integral, Riemann integral, basic properties.
- Riemann integrable functions. The Newton-Leibniz rule.
- Applications of the definite integral in areas, volume and arc length calculations.
- Applying the definite integral. Improper integral.
- Numerical sequences. The convergence of infinite series.
- Positive sign series. Convergence criteria. Mixed and alternating sign series, absolute convergence.
- Operations with series. Function series, convergence range, uniform convergence.
- Power series. Taylor series.

Literature:

- G.B. Thomas: Thomas-féle KALKULUS II. kötet - 3.,javított kiadás, Budapest, Typotex 2011
- G.B. Thomas: Thomas-féle KALKULUS III. kötet - 3.,javított kiadás, Budapest, Typotex 2011
- Laczkovich Miklós, T. Sós Vera.: Valós analízis I.II., 1. vyd. - Budapest : Typotex, 2012. - ISBN 978 963 279 731 1.
- J. Urbán: Határértékszámítás, Budapest, Műszaki Könyvkiadó 2003. 452 s. ISBN 963 16 3072 2.
- G. Denkinger, L. Gyurkó: Analízis: Gyakorlat, Budapest, Nemzeti Tankönyvkiadó 2001. 379s. ISBN 9631946134.

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 5

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

Teacher: doc. RNDr. Ferdinánd Filip, PhD.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ OBP/22	Name: Bachelor's Thesis and Defense
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 8	
Recommended semester/trimester of study:	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: <p>While writing the Bachelor thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of Bachelor and Master's theses, dissertations and habilitation theses written at Selye János University. The recommended length of the Bachelor thesis is 30 to 40 pages (54 000 to 72 000 characters with spaces). The deadline for submission of the Bachelor thesis is specified in the timetable for the academic year. The Bachelor thesis is checked for authenticity in the central register of final theses. A report is drawn up on the outcome.</p> <p>The examination of authenticity is a prerequisite for the defence. The submission of the Bachelor thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Bachelor thesis.</p> <p>The Bachelor 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 Bachelor thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis.</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 Bachelor thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis.</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 Bachelor thesis and its defence, taking into account the reviews and the process of thesis defence. The committee will mark the defence with an aggregate mark. The mark may be the same as, or better or worse than, the mark given in the marks, depending on the thesis defence.

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

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

Results of education:

Knowledge:

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

Skills:

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

Competences:

The student is able to

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

Brief syllabus:

The procedure for defending the Bachelor Thesis is as follows:

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

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

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

<p>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.</p>					
<p>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</p>					
<p>Language, knowledge of which is necessary to complete a course: hungarian, slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects Total number of evaluated students: 2</p>					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<p>Teacher:</p>					
<p>Date of last update: 23.05.2024</p>					
<p>Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ RAN/22	Name: Equations and inequalities
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (60 points). The minimum scores required to achieve for the individual grades are the following: 91 points for A, 81 points for B, 71 points for C, 61 points for D and 51 points for E. Student Load Sharing: 37% of the workload - direct teaching 23% of the workload - homework 15% of the workload - preparation for lectures and exercises 25% of the workload - exam preparation	
Results of education: After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands specific features of mathematical thinking. • He/she is able to find argumentation gaps. Skills: <ul style="list-style-type: none"> • He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving. Competence: <ul style="list-style-type: none"> • He/she has independent, critical and analytic thinking. • He/she is able to suggest self-containedly possible solutions of mathematical tasks. 	
Brief syllabus:	
Literature: <ul style="list-style-type: none"> • Obádovics, Gy. J.: Matematika. Sclolar, 2003. - 818. - ISBN 9639193046. • Róka S. : 2000 feladat az elemi matematika köréből. Typotex Kiadó, 2000. - 378 s. - ISBN 963 9548 97 9. • Reiman, I.: Matematika - 1. vyd. - Budapest : Műszaki Könyvkiadó, 1992. - 608 s. - ISBN 963 10 8578 3. 	

• Smida, J.: Matematikai feladatgyűjtemény a gimnázium 1. osztálya számára - 1. vyd. - Bratislava : SPN, 1986. - 187 s

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 20

A	B	C	D	E	FX
20.0	15.0	15.0	10.0	35.0	5.0

Teacher: prof. RNDr. János Tóth, PhD., Mgr. Dániel Tóth,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ SA2/22	Name: Mathematical analysis seminar 2
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester will be held two written tests by 35 points and for the active work of student can the student obtain 30 points. Of the total of 100 points it is needed to obtain at least 90 points on the valuation A, for grade B is necessary to obtain 80 points, for grade C at least 70 points, for grade D at least 60 points and for grade E at least 50 points. If this condition is not met, a written test will be given in the exam period to obtain max. 70 points. Points earned will be counted in the overall rating. Student Load Sharing: 39% of the workload - direct teaching 26% of the workload - preparation for lectures and exercises 35% of the workload - preparation for examinations	
Results of education: The student is able to determine the properties of one-variable real functions related to limits, continuity and differential calculations. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands specific features of mathematical thinking. • He/she is able to find argumentation gaps. Skills: <ul style="list-style-type: none"> • He/she is able to apply knowledge of analysis. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving. Competence: <ul style="list-style-type: none"> • He/she has independent, critical and analytic thinking. • He/she is able to suggest self-containedly possible solutions of mathematical tasks. 	
Brief syllabus: <ul style="list-style-type: none"> • Limits and continuity of real functions of one variable. • The transfer principle. • Continuity at a point and set. Uniform continuity. • Properties of functions continuous on the bounded, closed interval. 	

- Differential calculus for real functions of one variable.
- Differentiability and the basic rules of differential calculus.
- Derivatives of elementary functions.
- Higher order derivatives.
- Relation of the local properties of the derivative and the function.
- Mean value formulas.
- Examining functions and defining the function graph.
- L'Hospital's rule.
- Error estimates of the Taylor polynomial and the Taylor approximation

Literature:

- G.B. Thomas: Thomas-féle KALKULUS I. kötet - 3.,javított kiadás, Budapest, Typotex 2011
- Laczkovich Miklós, T. Sós Vera.:Valós analízis I.II., 1. vyd. - Budapest : Typotex, 2012. - ISBN 978 963 279 731 1.
- J. Urbán: Határértékszámítás, Budapest, Műszaki Könyvkiadó 2003. 452 s. ISBN 963 16 3072 2.
- G. Denkinger, L. Gyurkó: Analízis: Gyakorlat, Budapest, Nemzeti Tankönyvkiadó 2001. 379s. ISBN 9631946134.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 1

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

Teacher: Dr. habil. Kálmán Csaba Liptai, PhD.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ SA3/22	Name: Mathematical analysis seminar 3
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester will be held two written tests by 35 points and for the active work of student can the student obtain 30 points. Of the total of 100 points it is needed to obtain at least 90 points on the valuation A, for grade B is necessary to obtain 80 points, for grade C at least 70 points, for grade D at least 60 points and for grade E at least 50 points. If this condition is not met, a written test will be given in the exam period to obtain max. 70 points. Points earned will be counted in the overall rating. Student Load Sharing: 50% of the workload - direct teaching 20% of the workload - preparation for lectures and exercises 30% of the workload - preparation for examinations	
Results of education: The student knows and is able to apply the basic methods of integration. He knows the Newton-Leibniz rule and has acquired practice in various application areas of the definite integral. He knows and is able to apply the convergence criteria related to positive sign series. He is able to determine the convergence radius and convergence range of power series, as well as identify the sum function of power series. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands specific features of mathematical thinking. • He/she is able to find argumentation gaps. Skills: <ul style="list-style-type: none"> • He/she is able to apply knowledge of analysis. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving. Competence: <ul style="list-style-type: none"> • He/she has independent, critical and analytic thinking. • He/she is able to suggest self-containedly possible solutions of mathematical tasks. 	
Brief syllabus: <ul style="list-style-type: none"> • Undefined integral and primitive function, primitive function of elementary functions. 	

- Basic integration methods: per partes, substitution.
- Integration of rational functions, partial fraction decomposition.
- Integration of goniometric functions, integration of irrational and transcendental functions.
- The concept of the definite integral, Riemann integral, basic properties.
- Riemann integrable functions. The Newton-Leibniz rule.
- Applications of the definite integral in areas, volume and arc length calculations.
- Applying the definite integral. Improper integral.
- Numerical sequences. The convergence of infinite series.
- Positive sign series. Convergence criteria. Mixed and alternating sign series, absolute convergence.
- Operations with series. Function series, convergence range, uniform convergence.
- Power series. Taylor series.

Literature:

- G.B. Thomas: Thomas-féle KALKULUS II. kötet - 3.,javított kiadás, Budapest, Typotex 2011
- G.B. Thomas: Thomas-féle KALKULUS III. kötet - 3.,javított kiadás, Budapest, Typotex 2011
- Laczkovich Miklós, T. Sós Vera.: Valós analízis I.II., 1. vyd. - Budapest : Typotex, 2012. - ISBN 978 963 279 731 1.
- J. Urbán: Határértékszámítás, Budapest, Műszaki Könyvkiadó 2003. 452 s. ISBN 963 16 3072 2.
- G. Denkinger, L. Gyurkó: Analízis: Gyakorlat, Budapest, Nemzeti Tankönyvkiadó 2001. 379s. ISBN 9631946134.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 5

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

Teacher: doc. RNDr. Ferdinánd Filip, PhD., Mgr. Ágnes Bazso,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ SAL/22	Name: Algebra seminar
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester will be held two written tests by 35 points and for the active work of student can the student obtain 30 points. Of the total of 100 points it is needed to obtain at least 90 points on the valuation A, for grade B is necessary to obtain 80 points, for grade C at least 70 points, for grade D at least 60 points and for grade E at least 50 points. If this condition is not met, a written test will be given in the exam period to obtain max. 70 points. Points earned will be counted in the overall rating. Student Load Sharing: 39% of the workload - direct teaching 26% of the workload - preparation for lectures and exercises 35% of the workload - preparation for examinations	
Results of education: The student is introduced to the basic concepts of abstract algebra, is able to classify the fundamental and binary operation algebraic structures. The student understands the basic properties of polynomials. The student can decompose the polynomials into multiplied irreducible polynomials over a number of different number fields. He is aware of the solving formulas for second and third degree equations as well as the solving methods of binomial equations and those reducible to a lesser degree. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands specific features of mathematical thinking. • He/she is able to find argumentation gaps. Skills: <ul style="list-style-type: none"> • He/she is able to apply knowledge of algebra. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving. Competence: <ul style="list-style-type: none"> • He/she has independent, critical and analytic thinking. • He/she is able to suggest self-containedly possible solutions of mathematical tasks. 	
Brief syllabus:	

- Elements of abstract algebra, binary operations and algebraic structures.
- Group, subgroup.
- Homomorphism, standard dividers, cyclic groups.
- Permutation groups, the parity of permutations.
- Ring, integral domain, numerical body.
- Divisibility in integral domains. Gauss rings, Euclidean rings, polynomial rings.
- Ideals, maximal and prime ideal.
- Polynomials and polynomial functions. Horner's scheme.
- Divisibility of polynomials, Euclidean algorithm.
- Roots of polynomials, decomposition of polynomial into irreducible factors.
- Polynomials over rational, real and complex number fields. The fundamental proposition of algebra.
- Symmetric polynomials. Connection between radicals and coefficients.
- Solving second- and third-degree equations, binomial equations.

Literature:

- Szendrei et al.: Absztrakt algebrai feladatok Szeged: Polygon, 2005. 512 s.
- Safarevics I.R.: Algebra: Az algebra alapfogalmai. Budapest: Typotex Elektronikus Kiadó Kft., 2009. 271 s. ISBN 978 963 279 056 5.
- Fried E.: Algebra I.: Elemi és lineáris algebra, Budapest: Nemzeti Tankönyvkiadó, 2000. 334 s. ISBN 963 19 1176 4.
- Filep L.: A tudományok királynője: A matematika fejlődése, Typotex Kiadó, 2001. 510 s. ISBN 963 7546 83 9.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 10

A	B	C	D	E	FX
50.0	10.0	10.0	20.0	0.0	10.0

Teacher: doc. RNDr. Ferdinánd Filip, PhD.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ SDM/22	Name: Discrete mathematics seminar
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester will be held two written tests by 35 points and for the active work of student can the student obtain 30 points. Of the total of 100 points it is needed to obtain at least 90 points on the valuation A, for grade B is necessary to obtain 80 points, for grade C at least 70 points, for grade D at least 60 points and for grade E at least 50 points. If this condition is not met, a written test will be given in the exam period to obtain max. 70 points. Points earned will be counted in the overall rating. Student Load Sharing: 50% of the workload - direct teaching 20% of the workload - preparation for lectures and exercises 30% of the workload - preparation for examinations	
Results of education: At the end of the course, students will obtain an overview of the basic concepts of Set Theory, Combinatorics, Mathematical Logic and Boolean Algebra. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands specific features of mathematical thinking. • He/she is able to find argumentation gaps. Skills: <ul style="list-style-type: none"> • He/she is able to apply knowledge of finite mathematics. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving. Competence: <ul style="list-style-type: none"> • He/she has independent, critical and analytic thinking. • He/she is able to suggest self-containedly possible solutions of mathematical tasks. 	
Brief syllabus: <ul style="list-style-type: none"> • Introduction to the Discrete Mathematics, Peano axioms, principle of Mathematical induction. • Set Theory – basic terms, set operations. • Relations and mappings, composition of mappings, equivalence relation. • Cardinality of sets, finite and nonfinite sets, computable sets. 	

- Combinatorics – combinations and variations (with and without repetition).
- Permutations (with and without repetition), combinatorial identities. Binomial and Polynomial theorem.
- Inclusion–exclusion principle, Pigeonhole principle.
- Propositions and logical operations, tautologies.
- Boolean algebra – binary Boolean functions, realization of Boolean functions by formulas.
- Equivalence of Boolean formulas, properties of elementary Boolean functions, principle of duality.
- Canonic form of Boolean functions, full disjunctive normal form.
- Functional completeness and closure, most important closed classes, Completeness theorem.
- Minimization of Boolean functions.

Literature:

- SZENDREI, Á.: Diszkrét matematika. Szeged : Polygon, 1998. 380 s. ISSN 1417-0590.
- LOVÁSZ, L.: Kombinatorikai problémák és feladatok. Budapest : Typotex, 2008. 670 s. ISBN 978-963-9664-93-7.
- LOVÁSZ, L. – VESZTERGOMBI, K. – PELIKÁN, J.: Diszkrét matematika. Budapest : Typotex, 2006. 292 s. ISBN 978-963-9664-02-9.
- DANCS I.: Halmazelmélet. Budapest: Aula, 2003. 185 s. ISBN 963 9345 52 0.
- GYÖRKE L.: Halmazok, relációk, függvények. Budapest: Tankönyvkiadó, 1969. 410 s. ISBN 0008226.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: prof. László Szalay, DSc.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ SG2/22	Name: Geometry seminar 2
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Successful completion of the course requires active participation in seminars, submission of assignments, and successful completion of a final written test at the end of the semester. Student load distribution: 37% of the workload - direct teaching 23% of the workload - homework 15% of the workload - preparation for lectures and exercises 25% of the workload - preparation for examinations	
Results of education: After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands specific features of mathematical thinking. • He/she is able to find argumentation gaps. Skills: <ul style="list-style-type: none"> • He/she is able to apply knowledge of geometry. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving. Competence: <ul style="list-style-type: none"> • He/she has independent, critical and analytic thinking. • He/she is able to suggest self-containedly possible solutions of mathematical tasks. 	
Brief syllabus: Methods of representing three-dimensional solids in the plane Free parallel projection Axonometry Perspective representation of three-dimensional solids Cube sections Sections of pyramids Development of spatial imagination Cutting a cone and a conic sections Different metric definitions of conics	

Quadratic geometric problems
Solving construction problems
Geometric Constructability

Literature:

Hajós, Gy.: Bevezetés a geometriába, Nemzeti Tankönyvkiadó, Budapest, 1999. 596. ISBN 9631901165
Horvay, K.: Geometriai feladatok gyűjteménye I-II., Nemzeti Tankönyvkiadó, Budapest, 1993. ISBN 9631848868
Pelle, B.: Geometria, Tankönyvkiadó, Budapest, 1974. ISBN 9631707466
Szendrei, J.: Geometria, Budapesti Tanítóképző Főiskola, Budapest, 1999. - 92. - ISBN 0001687
Birkhoff, G. D.: Basic Geometry, Ralph Beatley. - NY : AMS Chelsea Publishing, 1959. - 294. - ISBN 0821821016
Vermes, I.: Geometria, Műegyetemi Kiadó, 2003. - 270 s. - ISBN 0147845
Reiman I.: Fejezetek az elemi geometriából, Nemzeti Tankönyvkiadó, 2002. - 206 s. - ISBN 963 9132 28 4.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 1

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

Teacher: Dr. habil. RNDr. Peter Csiba, PhD.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ SLA/22	Name: Linear algebra seminar
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester will be held two written tests by 35 points and for the active work of student can the student obtain 30 points. Of the total of 100 points it is needed to obtain at least 90 points on the valuation A, for grade B is necessary to obtain 80 points, for grade C at least 70 points, for grade D at least 60 points and for grade E at least 50 points. If this condition is not met, a written test will be given in the exam period to obtain max. 70 points. Points earned will be counted in the overall rating. Student Load Sharing: 39% of the workload - direct teaching 26% of the workload - preparation for lectures and exercises 35% of the workload - preparation for examinations	
Results of education: After successful completion of this course students will know and control the basic properties of algebraic structures and the basic concepts of linear algebra. In solving the tasks of daily practice are able to apply basic methods of linear algebra. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands specific features of mathematical thinking. • He/she is able to find argumentation gaps. Skills: <ul style="list-style-type: none"> • He/she is able to apply knowledge of algebra, geometry. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving. Competence: <ul style="list-style-type: none"> • He/she has independent, critical and analytic thinking. • He/she is able to suggest self-containedly possible solutions of mathematical tasks. 	
Brief syllabus: <ul style="list-style-type: none"> • Algebraic structures. • Vector space. • Subspace of a vector space. 	

- Linear dependence and independence of vectors.
- Dimension and base vector space.
- Matrices, operations with matrices.
- Rank of a matrix.
- Linear mapping, matrix of the linear mapping.
- Composition of linear mappings.
- Matrix inversion.
- Solving homogeneous and inhomogeneous systems of linear equations.
- Determinant, basic features and applications.
- Eigenvalues and eigenvectors.

Literature:

- Szendrei, J.: Algebra és számelmélet. Budapest : Nemzeti tankönyvkiadó, 2001, s. 475. ISBN 963 19 2401 7.
- Fried, E.: Algebra I.: Elemi és lineáris algebra. Budapest : Nemzeti Tankönyvkiadó, 2000, s. 334. ISBN 963 19 11764.
- Halmai, E: Lineáris algebra, Tankönyvkiadó, Budapest,1979, ISBN = 963173417x,

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: prof. RNDr. János Tóth, PhD.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/SPZ-B/22	Name: Study abroad
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The prerequisite for the course is a long-term stay abroad at a foreign university/partner institution.	
Results of education: Graduates of the course are eligible for a long-term study stay at a foreign university/partner institution.	
Brief syllabus:	
Literature:	
Language, knowledge of which is necessary to complete a course: hungarian, slovak	
Notes: Credits are awarded to the student only after the contract has been signed. They are awarded in the semester(s) to which the student has contractually committed.	
Evaluation of subjects Total number of evaluated students: 5	
a	n
100.0	0.0
Teacher:	
Date of last update: 30.05.2024	
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ STE/22	Name: Seminar on number theory
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester will be held two written tests by 35 points and for the active work of student can the student obtain 30 points. Of the total of 100 points it is needed to obtain at least 90 points on the valuation A, for grade B is necessary to obtain 80 points, for grade C at least 70 points, for grade D at least 60 points and for grade E at least 50 points. If this condition is not met, a written test will be given in the exam period to obtain max. 70 points. Points earned will be counted in the overall rating. Student Load Sharing: 80% of the workload - direct teaching 20% of the workload - exam preparation	
Results of education: The student knows and is able to apply the divisibility rules for integers. He is able to determine the greatest common divisor of two numbers using the Euclidean algorithm. He has acquired the basic knowledge regarding the distribution of prime numbers. He knows the concept of congruency and the related rules, and is able to solve a first-degree congruence. He can provide forms of numbers in any numerical system. He knows and is able to apply Euler's theorem. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands specific features of mathematical thinking. • He/she is able to find argumentation gaps. Skills: <ul style="list-style-type: none"> • He/she is able to apply knowledge of number theory. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving. Competence: <ul style="list-style-type: none"> • He/she has independent, critical and analytic thinking. • He/she is able to suggest self-containedly possible solutions of mathematical tasks. 	
Brief syllabus: <ul style="list-style-type: none"> • Divisibility of integers. • Greatest common divisor, least common multiple. 	

- Euclidean algorithm.
- Prime numbers, resolution into multiplied prime numbers.
- Distribution of prime numbers.
- Congruence. Linear congruences.
- Fermat's and Euler's theorem.
- Lagrange and Wilson theorem.
- Number systems
- Divisibility rules.
- Basic arithmetic functions.

Literature:

- Šalát a kol.: Algebra a teoretická aritmetika 2, Bratislava, Alfa 1986
- Freud R., Gyarmati E.: Számelmélet, Budapest : Nemzeti Tankönyvkiadó, 2006. - 810 s. - ISBN 963 19 5888 4.
- László, B. - Tóth, J.: Bevezetés a számelméletbe, Liliom Aurum, 1999. 125s.
- Bege A.: Bevezetés a számelméletbe, Scientia Kiadó, Kolozsvár, 2002. 198s. ISBN: 973-85750-7-9

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: prof. RNDr. János Tóth, PhD.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ SUA/22	Name: Seminar on introduction to mathematical analysis
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester will be held two written tests by 35 points and for the active work of student can the student obtain 30 points. Of the total of 100 points it is needed to obtain at least 90 points on the valuation A, for grade B is necessary to obtain 80 points, for grade C at least 70 points, for grade D at least 60 points and for grade E at least 50 points. If this condition is not met, a written test will be given in the exam period to obtain max. 70 points. Points earned will be counted in the overall rating. Student Load Sharing: 37% of the workload - direct teaching 33% of the workload - preparation for lectures and exercises 30% of the workload - preparation for written examinations	
Results of education: The students are able to identify important function features and apply them correctly when solving tasks. The students are able to calculate the limit of specific sequences and examine the question of convergence for sequences. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands specific features of mathematical thinking. • He/she is able to find argumentation gaps. Skills: <ul style="list-style-type: none"> • He/she is able to apply knowledge of analysis. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving. Competence: <ul style="list-style-type: none"> • He/she has independent, critical and analytic thinking. • He/she is able to suggest self-containedly possible solutions of mathematical tasks. 	
Brief syllabus: <ul style="list-style-type: none"> • General function concept. Interpretation range and domain. • Basic function properties • Elementary functions. 	

- Function transformations and the representation of elementary functions. Intermittent functions.
- The composition of functions and the concept of inverse functions. Arcos and hyperbolic functions. Number sequences.
- Arithmetic, geometric and recursive sequences.
- Convergence of sequences.
- Classification of divergent sequences.
- Cauchy's criterion for convergence.
- Limit of bounded and monotone functions.
- Partial sequences.
- Limits of noted functions. Euler's number.

Literature:

- G.B. Thomas: Thomas-féle KALKULUS I. kötet - 3.,javított kiadás, Budapest, Typotex 2011
- Laczkovich Miklós, T. Sós Vera.: Valós analízis I.II., 1. vyd. - Budapest : Typotex, 2012. - ISBN 978 963 279 731 1ö.
- Gy.J. Obádovics: Felsőbb matematikai feladatgyűjtemény, Scolar 2003. 562. ISBN 9639193119.
- J. Urbán: Határértékszámítás, Budapest, Műszaki Könyvkiadó 2003. 452 s. ISBN 963 16 3072 2.
- G. Denkinger, L. Gyurkó: Analízis: Gyakorlat, Budapest, Nemzeti Tankönyvkiadó 2001. 379.ISBN 9631946134.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: doc. RNDr. Ferdinánd Filip, PhD.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ SZM/22	Name: Basics of Mathematics Seminar
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester will be held two written tests by 35 points and for the active work of student can the student obtain 30 points. Of the total of 100 points it is needed to obtain at least 90 points on the valuation A, for grade B is necessary to obtain 80 points, for grade C at least 70 points, for grade D at least 60 points and for grade E at least 50 points. If this condition is not met, a written test will be given in the exam period to obtain max. 70 points. Points earned will be counted in the overall rating. Student Load Sharing: 37% of the workload - direct teaching 33% of the workload - preparation for lectures and exercises 30% of the workload - preparation for written examinations	
Results of education: Students are introduced to the basic concepts of different mathematical areas while deepening the acquired knowledge so it assists them in their further studies. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands specific features of mathematical thinking. • He/she is able to find argumentation gaps. Skills: <ul style="list-style-type: none"> • He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving. Competence: <ul style="list-style-type: none"> • He/she has independent, critical and analytic thinking. • He/she is able to suggest self-containedly possible solutions of mathematical tasks. 	
Brief syllabus: <ul style="list-style-type: none"> • Propositions – basic concepts, operations with propositions. Judgment calculator – truth value. • Sets – basic concepts, set operations, Cartesian product. • Number sets. 	

- The basics of number theory – number systems, divisibility, divisibility rules.
- The axiomatic composition of mathematics.
- Proofs.
- Relations, attributes, sorting and equivalence relations.
- Explicit, implicit and parametric setting of functions.
- Cartesian and polar coordinate system.
- Real variable function.
- Elementary functions, their properties and display of their graph.

Literature:

- Reiman, I.: Matematika, Typotex, Budapest, 2011. 609 s. ISBN 978 963 279 300 9.
- Pólya, Gy.: A problémamegoldás iskolája. I. kötet, Budapest: Tankönyvkiadó, 1979. 228 s. ISBN 963 17 3844 2
- Pólya, Gy.: A gondolkodás iskolája, Budapest: Typotex, 1994. 230 s. ISBN 963 754 48 0.
- Lakatos I.: Bizonyítások és cáfolatok, Typotex Elektronikus Kiadó Kft., 1998. 254s. ISBN 9639132128

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: prof. László Szalay, DSc.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ TGR/22	Name: Graph theory
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (60 points). The minimum scores required to achieve for the individual grades are the following: 91 points for A, 81 points for B, 71 points for C, 61 points for D and 51 points for E. Student Load Sharing: 80% of the workload - direct teaching 10% of the workload - homework 10% of the workload - exam preparation	
Results of education: The student will obtain an overview of the basic concepts of graph theory. He will be able to apply basic browsing graph algorithms, algorithms for finding minimal skeleton, the availability and continuity, and will be able to solve flow tasks, and apply them in the optimization problem solving. He obtain knowledge in theory of coloring graphs and find the minimum time required to perform a complex task. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands specific features of mathematical thinking. • He/she is able to find argumentation gaps. Skills: <ul style="list-style-type: none"> • He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving. Competence: <ul style="list-style-type: none"> • He/she has independent, critical and analytic thinking. • He/she is able to suggest self-containedly possible solutions of mathematical tasks. 	
Brief syllabus: <ul style="list-style-type: none"> • Basic concepts and results of graph theory. • Ggraph browsing algorithms. 	

- Optimally lines in a graph, trees and skeletons.
- Algorithms for finding minimal skeleton, the availability and continuity.
- Solution of flow tasks, maximum flow, the cheapest rate.
- Application of theory in optimization problems solving, the role of assignments.
- Eulerian graphs and the role of the Chinese postman.
- Hamiltonian graphs and the role of traveling salesman.
- Aating and factorization.
- Coloring graphs.
- Planar graphs.
- Center and median.
- Algorithms to search centers and medians, absolute centers and medians of the graph.

Literature:

- Friedl, K., Recski, A., Simonyi, G.: Gráfelméleti feladatok. 1. vyd. Budapest : TYPOTEX, 2006. 300 s. ISBN 963 9664 01 4.
- Hajnal, P.: Gráfelmélet. Szeged: Bolyai Intézet, 2003. 308 s. ISBN 0002465.
- Heteyi, G.: Kombinatorika és gráfelmélet - Eger : MM Közoktatási és Pedagógustovábbképző, 1988. - 84 s. - ISBN 9636734836

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 4

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

Teacher: prof. László Szalay, DSc.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ TMT/22	Name: Creation of mathematical text
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Over the course of the semester, students will complete custom assignments, in which they demonstrate the necessary level of knowledge of creating a document in a typographic system. The scores for each assignment represent the difficulty of the assignment. Assignments and submission of assignments take place in the university's e-learning system. For an A grade, at least 90 points are required, for a B grade at least 80 points, for a C grade at least 70 points, for a D grade at least 60 points, and for an E grade at least 50 points, with the student having to score at least 25 points for each part of the assignment. Student Load Sharing: 39% of the workload - direct teaching 21% of the workload - preparation for lectures and exercises 40% of the workload - preparation of homework assignments	
Results of education: The student has acquired the necessary knowledge to create text documents in the LaTeX system. He is able to create structured documents independently and can insert charts, images and formulas into the text. He is able to create presentations. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems. • He/she understands specific features of mathematical thinking. Skills: <ul style="list-style-type: none"> • He/she masters the methodology of creation of mathematical models or analytical frameworks of investigation of cognitive processes in mathematics and ways of support of these processes. Competence: <ul style="list-style-type: none"> • He/she is able to understand problems specific for other subjects, to cooperate with experts working in these areas and to reformulate their problems into mathematical language. • He/she works effectively as an individual as well as a member or a leader of a small team. 	
Brief syllabus: Basic typographical rules.	

<p>Document structure. Introduction to the use of LaTeX. Various LaTeX environments (images, charts, graphics). Working with mathematical formulas. Creating simple macros. Preparing presentations. Elaborating a given topic, producing an original technical text.</p>					
<p>Literature: WETTTL, F. – MAYER, GY. – SZABÓ, P.: LaTeX kézikönyv. Budapest : Panem könyvkiadó, 2004. ISBN 963 545 398 1. RYBIČKA, J.: Latex pro začátečníky. Brno : Konvoj, 2003, s. 239. ISBN 80 7302 049 1.</p>					
<p>Language, knowledge of which is necessary to complete a course: hungarian, slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects Total number of evaluated students: 10</p>					
A	B	C	D	E	FX
60.0	10.0	10.0	10.0	10.0	0.0
<p>Teacher: doc. RNDr. Ferdinánd Filip, PhD., Mgr. Peter Vajo,</p>					
<p>Date of last update: 23.05.2024</p>					
<p>Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ UMA/22	Name: Introduction to mathematical analysis
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (50 points) and an oral part (20 points). The minimum scores required to achieve for the individual grades are the following: 91 points for A, 81 points for B, 71 points for C, 61 points for D and 51 points for E. Student Load Sharing: 31% of the workload - direct teaching 29% of the workload - homework 15% of the workload - preparation for lectures and exercises 25% of the workload - exam preparation	
Results of education: The students recognize the basic functions and sequences of mathematical analysis. He is able to identify important function features and apply them correctly when solving tasks. He knows the exact interpretation of sequence limits. He is able to calculate the limit of specific sequences and examine the question of convergence for sequences. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems. • He/she knows principles and basic methods of mathematical proofs. • He/she manages to illustrate concepts by means of appropriate examples. Skills: <ul style="list-style-type: none"> • He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences. • He/she is able to apply knowledge of analysis. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving.. Competence: <ul style="list-style-type: none"> • He/she is able self-containedly earn new mathematical knowledge and extend it. • He/she demonstrates a high level of self-activity in solving mathematical problems. 	

- He/she works effectively as an individual as well as a member or a leader of a small team.

Brief syllabus:

- General function concept. Interpretation range and domain.
- Basic function properties
- Elementary functions.
- Function transformations and the representation of elementary functions. Intermittent functions.
- The composition of functions and the concept of inverse functions. Arcos and hyperbolic functions.
- Number sequences.
- Arithmetic, geometric and recursive sequences.
- Convergence of sequences.
- Classification of divergent sequences.
- Cauchy's criterion for convergence.
- Limit of bounded and monotone functions.
- Partial sequences.
- Limits of noted functions. Euler's number.

Literature:

- G.B. Thomas: Thomas-féle KALKULUS I. kötet - 3., javított kiadás, Budapest, Typotex 2011
- Laczkovich Miklós, T. Sós Vera.: Valós analízis I.II., 1. vyd. - Budapest : Typotex, 2012. - ISBN 978 963 279 731 1.
- Gy.J. Obádovics: Felsőbb matematikai feladatgyűjtemény, Scolar 2003. 562. ISBN 9639193119.
- J. Urbán: Határértékszámítás, Budapest, Műszaki Könyvkiadó 2003. 452 s. ISBN 963 16 3072 2.
- G. Denkinger, L. Gyurkó: Analízis: Gyakorlat, Budapest, Nemzeti Tankönyvkiadó 2001. 379. ISBN 9631946134.

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
33.33	9.52	14.29	19.05	23.81	0.0

Teacher: Dr. habil. Kálmán Csaba Liptai, PhD., doc. RNDr. Ferdinánd Filip, PhD.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ UTC/22	Name: Introduction to number theory
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (50 points) and an oral part (20 points). The minimum scores required to achieve for the individual grades are the following: 91 points for A, 81 points for B, 71 points for C, 61 points for D and 51 points for E. Student Load Sharing: 31% of the workload - direct teaching 29% of the workload - homework 15% of the workload - preparation for lectures and exercises 25% of the workload - exam preparation	
Results of education: The student knows and is able to apply the divisibility rules for integers. He is able to determine the greatest common divisor of two numbers using the Euclidean algorithm. He has acquired the basic knowledge regarding the distribution of prime numbers. He knows the concept of congruency and the related rules, and is able to solve a first-degree congruence. He can provide forms of numbers in any numerical system. He knows and is able to apply Euler's theorem. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems. • He/she knows principles and basic methods of mathematical proofs. • He/she manages to illustrate concepts by means of appropriate examples. Skills: <ul style="list-style-type: none"> • He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences. • He/she is able to abstract away from concrete form of problems, is able to formulate them in abstract general form in order to analyse and solve them. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving.. Competence:	

- He/she is able to apply mathematical knowledge in wide extent.
- He/she demonstrates a high level of self-activity in solving mathematical problems.
- He/she works effectively as an individual as well as a member or a leader of a small team.

Brief syllabus:

- Divisibility of integers.
- Greatest common divisor, least common multiple.
- Euclidean algorithm.
- Prime numbers, resolution into multiplied prime numbers.
- Distribution of prime numbers.
- Congruence. Linear congruences.
- Fermat's and Euler's theorem.
- Lagrange and Wilson theorem.
- Number systems
- Divisibility rules.
- Basic arithmetic functions.

Literature:

- Šalát a kol.: Algebra a teoretická aritmetika 2, Bratislava, Alfa 1986
- Freud R., Gyarmati E.: Számelmélet, Budapest : Nemzeti Tankönyvkiadó, 2006. - 810 s. - ISBN 963 19 5888 4.
- László, B. - Tóth, J.: Bevezetés a számelméletbe, Liliium Aurum, 1999. 125s.
- Bege A.: Bevezetés a számelméletbe, Scientia Kiadó, Kolozsvár, 2002. 198s. ISBN: 973-85750-7-9

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 10

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

Teacher: prof. RNDr. János Tóth, PhD., Mgr. Szilárd Svitek, PhD.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Competencies:

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

Brief syllabus:

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

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

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

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

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

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

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

First aid for burns caused by caustics and chemicals.

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

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

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

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

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

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

Literature:

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

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

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 233

A	B	C	D	E	FX
10.3	19.31	28.33	21.46	8.15	12.45

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

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

The student has specific knowledge of :

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

Skills:

The student is able to:

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

Competences:

Student:

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

Brief syllabus:

The concept and place of didactics in pedagogy.

Epistemological aspects of education.

Thought operations.

Education, teaching and learning: theories and models.

Planning the educational process.

The teacher and his strategies. Methods and teaching aids.

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

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

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

Literature:

Compulsory literature:

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

Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnanoch a o zmene a doplnení niektorých zákonov. [online]. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2019/138/>

Recommended literature:

ALBERT, S. 2005. Didaktika. 1. vyd. Dunajská Streda : Lilium Aurum, 2005. 290 s. ISBN 80-8062-252-3.

BORBÉLYOVÁ, D.- MÉSZÁROS, T.- NAGYOVÁ, CS. 2020. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. 1. vyd. Komárno: Univerzita J. Selyeho. 161 s. ISBN 978-80-8122335-8.

DEREVJANÍKOVÁ, A.- DZURILLA, M. 2014. Hudobná výchova v predprimárnej edukácii. Bratislava: MPC, 57 s. ISBN 978-80-8052-900-0. [online] Dostupné na internete: https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/derevjanikova_dzurilla_0.pdf

ČERNEK, P. 2014. Metodické poznámky k ŠVP pre materské školy pre vzdelávaciu oblasť Matematika a práca s informáciami. Bratislava: MPC, 34 s. ISBN 978 – 80 – 565 – 0032 – 3. [online] Dostupné na internete: https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/cerne_k_0.pdf

HORVÁTHOVÁ, K – SZÖKÖL, I. 2013. Kontrola a hodnotenie žiackych výkonov. Komárno: Univerzita J. Selyeho, 119 s. ISBN 978-80-8122-083-8.

KOLLÁRIKOVÁ, Z., PUPALA, B. 2010. Predškolská a elementárna pedagogika. Praha: Portál, 445 s. ISBN 978-80-7367-828-9.

MASARYKOVÁ, D. 2014. Vzdelávacia oblasť Zdravie a pohyb. Bratislava: Metodicko-pedagogické centrum. Metodická príručka. 38 s. ISBN 978-80-8052-891-1. [online]. Dostupné na internete: https://mpcedu.sk/sites/default/files/publikacie/zdravie_a_pohyb_metodicka_prirucka_zal-_na_webe.pdf

Metodický list na osvojovanie štátneho – slovenského jazyka v materských školách s vyučovacím jazykom národnostných menšín. 2016. Bratislava: ŠPÚ. [online]. Dostupné na internete: https://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/ppv_metodicky-list_odborne-pojmy.pdf

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

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

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

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

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

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

disszertáció, témavezető: Dr. Kotschy Andrásné. DOI: 10.15773/EKE.2020.001 Dostupné na internete: <http://disszertacio.uni-eszterhazy.hu/74/>

VASS, V. 2017. Kompetenciafejlesztés a 21. században (értékteremtés és megújulás). Komárom : Selye János Egyetem Tanárképző Kara, 2017. 89.p. ISBN 978-80-81-22-232-0. [online]

Dostupné na internete: 2018-03-07_2018.01.23_Vass_Vilmos_Nyomdakesz_Belivek.pdf (uj.s.k)

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 214

A	B	C	D	E	FX
14.95	10.28	11.21	14.95	31.31	17.29

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

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Competences:

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

Brief syllabus:

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

Literature:

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS, https://www.ujs.sk/documents/SHK_2017_24_04_18_Fin3.doc.pdf

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

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

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

Az ifjúságsegítő képzés interprofesszionális fejlesztése, TÁMOP-5.4.4.-09/2-C-2009-0002,2012, ISBN 978-615-5192-09-8, https://oszkdk.oszk.hu/storage/00/00/51/50/dd/1/onkentesseg_v2.pdf

Szentpétery Daniel: A Diákhálózat szervezeti kultúrájának elemzése- Komárno : Univerzita J. Selyeho, 2015. - 107 s.

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 8

a	n
100.0	0.0

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

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

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

Competences:

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

can work effectively independently in the online world,

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

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

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

Brief syllabus:

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

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

Online tools to support cooperative learning. Augmented reality options.

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

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

Data protection and online safety.

Literature:

ABONYI-TÓTH, A., TURCSÁNYI_SZABÓ, M. A mobiltechnológiával támogatott tanulás és tanítás módszerei. Educatio Társadalmi Szolgáltató Nonprofit Kft., 2015, (dostupné na internete: https://www.educatio.hu/pub_bin/download/tamop311_II/eredmenyek/m_learning/mlearning_kotet.pdf)

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

https://www.oktatas.hu/pub_bin/dload/kozoktatas/tavoktatas/Modszertani_gyujtemeny_01_08_compressed.pdf)

JÓZSA, K., et al. FOCUS teszt: új, számítógépalapú vizsgálati eszköz 3–8 éves gyermekek számára. Gyermeknevelés, 2019. (7)2–3, 111–124. (dostupné na internete:

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

KALÁŠ, Ivan et al. Premeny školy v digitálnom veku. Bratislava: SPN – Mladé letá,s.r.o.,2013. ISBN 978-80-10-02409-4. Košice: pre UIPŠ vydal elfa, s.r.o., 2010. ISBN 978-80-8086-143-8.

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 91

A	B	C	D	E	FX
54.95	26.37	8.79	5.49	4.4	0.0

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

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Competences:

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

Brief syllabus:

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

School problems: difficulties, disorders, falling behind.

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

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

Options and principles of integration.

Individual educational plan and program - development and implementation.

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

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

Literature:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 67

A	B	C	D	E	FX
59.7	16.42	22.39	0.0	1.49	0.0

Teacher: PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., Dr. habil. Aranka Híves-Varga, PhD.,

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

- He can independently evaluate the personality assumptions of the child and student in the educational process.
- Can compile pedagogical-psychological and subject criteria according to the physical and mental age of the students.
- Can navigate the methods of the given issue, apply observation schemes, screening.
- Can differentiate children and students with SEN, proceed according to the individual educational plan.
- He is able to perform screening and orient himself in pedagogical-psychological diagnostics.
- Can research and formulate the theoretical and practical starting points needed to solve the encountered problems.
- Can cooperate and consult with other experts, work in a team.

Competences:

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

Brief syllabus:

Subject and goals of therapeutic and special pedagogy.

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

Characteristics of children's school developmental period.

School problems: difficulties, disorders, lagging.

Indications for special educational needs of students.

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

Development and development - educational opportunities.

Indicators for inclusion (integration) of children and students.

Options and principles of integration.

Individual educational plan and program - development and implementation.

Cooperation with the inclusive team and counseling centers.

School psychologist and school special educator.

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

Literature:

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

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

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

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

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

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

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

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

<p>VAJDA, ZS., KÓSA, É. 2005. Neveléslélektan. (Psychológia výchovy). Budapest : Osiris Kiadó . 2005.</p> <p>VAŠEK, Š. 1995. Špeciálnopedagogická diagnostika. Bratislava : SPN. ISBN 8008020563</p> <p>ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha : Portál, 2011. ISBN 978802620044.</p>					
<p>Language, knowledge of which is necessary to complete a course: hungarian, slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects Total number of evaluated students: 6</p>					
A	B	C	D	E	FX
66.67	16.67	16.67	0.0	0.0	0.0
<p>Teacher: PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., Dr. habil. Aranka Híves-Varga, PhD.,</p>					
<p>Date of last update: 30.05.2024</p>					
<p>Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.</p>					

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/UZ/ KONAJ/23		Name: Conversation in the English language			
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present					
Number of credits: 1					
Recommended semester/trimester of study: 1., 3., 5.					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature:					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 12					
A	B	C	D	E	FX
50.0	8.33	25.0	0.0	0.0	16.67
Teacher:					
Date of last update: 30.05.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ KONAJ2/24	Name: Conversation in the English language 2
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 2., 4., 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, the student presents an interactive lecture on a selected topic from one of the listed items. A maximum of 25 points may be earned for the lecture, with a minimum of 13 points required to meet the requirements. The following criteria are assessed: # Expertise (10 points) # Interactivity (5 points) # Audience involvement (5 points) # Formal requirements (5 points) During the probationary period, the student will take a written examination to demonstrate his/her knowledge, skills and competencies in the subject matter. The maximum number of points that can be obtained in the written examination is 75. Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
Results of education: Knowledge: # The student will be introduced to basic communication topics in English and will have a basic understanding of a variety of areas. # By completing this course, the student will gain an overview of the grammatical structure of the English language and acquire basic vocabulary in English. Skills: # The student will be able to use basic English conversational phrases practically. # The student will be able to express vocabulary used in everyday life and integrate this basic knowledge into his/her teaching practice. # The student will be able to produce independent sentences within each topic area. Competencies: # The student will develop a positive attitude towards Indo-European languages and minority issues and will share this attitude in his/her teaching, emphasizing tolerance. # The student will be able to form his/her own opinion and express his/her attitude towards Indo-European languages and the relationship between Hungarian and English, and will be able to critically examine and constructively defend it.	

Brief syllabus:

1. a) Grammar: Past Simple: regular and irregular verbs
b) Topics of conversation: Travelling
c) Topic: My best holiday
2. a) Grammar: Simple past tenses (Past Simple: regular and irregular verbs)
b) Conversation Topics: Jobs
c) Topic: My dream job (My dream job)
3. a) Grammar: Future Simple: will and going to
b) Conversation Topics: Clothing
c) Topic: My future plans
4. a) Grammar: Present Perfect
b) Conversation Topics: Shopping
c) Topic: Introducing My favourite shop/store
5. a) Grammar: Present Perfect
b) Conversation Topics: Public Holidays
c) Topic: Introducing My favourite public holiday
6. a) Grammar: First Conditional
(b) Conversation topic: Body parts)
c) Topic: Describing a school
7. a) Grammar: Second Conditional
b) Conversation Topics: Food and Drinks
c) Topic: If I won the lottery, then... (If I won the lottery, I would...)
8. a) Grammar: Adjective comparison
b) Conversation topics: Emotions and Feelings
c) Topic: Describing a person
9. a) Grammar: Prepositions of time and place
b) Conversation Topics: Directions
(c) Topic: Introducing My favourite book
10. a) Grammar: Revision for the Test
b) Conversation Topics.
c) Topic: Introducing my town/village
11. Student presentations
12. Student presentations
13. Test, summary

Literature:

- Lambert, Jerry. New English File Pre-Intermediate 4th edition, Oxford University Press, 2019. ISBN 9780194031592
- Murphy, Raymond: "English Grammar in Use" - Cambridge University Press, 2019. ISBN: 978-0521189392
- Murphy, Raymond: "Grammar in Use: A Self-study Reference and Practice Book for Elementary Students of English" - Cambridge University Press, 2012. ISBN: 978-0521189064
- Swan, Michael and Walter, Catherine: "Oxford English Grammar Course: Basic" Oxford University Press 2011. ISBN: 978-0194420823
- Woods, Geraldine: "English Grammar Workbook For Dummies" . For Dummies, 2011. ISBN: 978-1119376598

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

hungarian

Notes:					
Evaluation of subjects					
Total number of evaluated students: 29					
A	B	C	D	E	FX
34.48	24.14	13.79	10.34	6.9	10.34
Teacher: Mgr. Szilvia Szabó,					
Date of last update: 26.11.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/UZ/ KONFJ/23		Name: Conversation in the French language			
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present					
Number of credits: 1					
Recommended semester/trimester of study: 1., 3., 5.					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature:					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 28					
A	B	C	D	E	FX
21.43	21.43	21.43	14.29	10.71	10.71
Teacher: PaedDr. Dávid Szabó L., PhD.,					
Date of last update: 30.05.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/UZ/ KONFJ2/24		Name: Conversation in the French language 2			
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present					
Number of credits: 1					
Recommended semester/trimester of study: 2., 4., 6.					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature: Régine MÉRIEUX, Yves LOISEAU, Connexions Niveau 1, Paris, Lés Éditions Didier, 2004. ISBN 978-2-278-05411-4 Régine MÉRIEUX, Yves LOISEAU, Connexions Niveau 1 - Cahier d'exercices, Paris, Lés Editions Didier, 2004. ISBN 978-2-278-05528-9 Benedicte DELAUNAY, Nicolas LAURENT, Bescherelle: La conjugaison pour tous, 2019, Fraus, ISBN 2401052356, s. 256 Natalie HIRSCHSPRUNG, Tony tricot, Cosmopolite, Méthode de français A1, Hachette, 2023. ISBN 978-2-01-401597-3. Natalie HIRSCHSPRUNG, Tony tricot, Cosmopolite, Méthode de français A1, Cahier d'activités. Hachette, 2023. ISBN 978-2-01-401598-0.					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: PaedDr. Dávid Szabó L., PhD.,					
Date of last update: 23.09.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/UZ/ KONNJ/23		Name: Conversation in the German language			
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present					
Number of credits: 1					
Recommended semester/trimester of study: 1., 3., 5.					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature:					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 23					
A	B	C	D	E	FX
65.22	13.04	8.7	8.7	4.35	0.0
Teacher: Mgr. Cyntia Szegiová,					
Date of last update: 30.05.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/UZ/ KONNJ2/24		Name: Conversation in the German language 2			
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present					
Number of credits: 1					
Recommended semester/trimester of study: 2., 4., 6.					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature:					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 7					
A	B	C	D	E	FX
42.86	28.57	14.29	0.0	0.0	14.29
Teacher: Mgr. Cyntia Szegiová,					
Date of last update: 23.09.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/UZ/ KONSJ/23		Name: Konverzácia v slovenskom jazyku			
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present					
Number of credits: 1					
Recommended semester/trimester of study: 1., 3., 5.					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature:					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 7					
A	B	C	D	E	FX
28.57	28.57	14.29	0.0	0.0	28.57
Teacher: Mgr. Katalin Sýkora Hernády, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. PhDr. Juraj Vaňko, CSc.,					
Date of last update: 30.05.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ MKO/22	Name: Minority competencies
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: General conditions for passing the course: active participation of the student in lectures, - participation of the student in the assignments and participation in the analysis and discussions during lectures, - an essay in which the student analyses relevant professional, scientific literature or an article (100 points), or a project proposal for an educational activity with the aim of developing the student's intercultural and minority competences (100 points). Criteria for essay evaluation: - Presentation of a literature review (20 points), - analysis and evaluation (40 points), - drawing conclusions and formulating suggestions (20 points), - elaboration (20 points). Criteria for evaluation of the educational activity project proposal: - Content (40 points), - originality (20 points), - formality (20 points), - presentation of the literature review (20 points). Total student load: 2 credits = 60 hours - 13 hours lecture attendance; 20 hours self-study; 27 hours preparation of term papers. The condition for successful completion of the course in both training modules is obtaining at least 50% of the maximum course grade. Overall course pass mark: - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70-79% (70-79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points)	
Results of education: Knowledge:	

- The student can explain and justify the transformations of the terms intercultural, multicultural, and transcultural education.
- The student will be familiar with the concepts of identity, majority and minority identity, educator identity, and minority educator identity.
- The student will be able to analyze current concepts of minority educational policy in Slovakia.

Skills:

- The student will be able to independently search, compare and work with relevant literature sources.

Competencies:

- The student will be able to design a project of an educational activity in order to develop intercultural and minority competences of the pupil.
- The student will be able to design various didactic games that aim at developing intercultural and minority competences of the pupil.

Brief syllabus:

Theoretical approaches to identity from a minority identity perspective.

General theoretical foundations of the concept of identity

Theories of identity research.

State and nation - national, ethnic, majority and minority identity.

Forms of ethnic and national minority education; contemporary analysis of the situation in Slovakia.

Curricular aspects of minority identity.

Literature:

HORVÁTHOVÁ, Kinga, Péter TÓTH, András NÉMETH. 2019. Kisebbségi helyzet, identitás és műveltség [elektronický zdroj]: A szlovákiai magyar pedagógusok társadalmi önmegvalósítása. 1. vyd. Komárno: Univerzita J. Selyeho, 2019. 117 s. [CD-ROM]. ISBN 978-80-8122-309-9.

HUSZÁR, Zsuzsanna, Melinda NAGY, Péter TÓTH, Béla István PUKÁNSZKY a András NÉMETH. 2021. Szlovákiai magyar pedagógusok szakmaképe, kisebbségi és pedagógusi identitásának vizsgálata. In: Engler Ágnes, Bócsi Veronika, Andl Helga (eds.). Új kutatások a neveléstudományokban 2020: Család a nevelés és az oktatás fókuszában. Debrecen: Magyar Tudományos Akadémia Pedagógiai Bizottság, 2021, P. 178-197.

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

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 1

A	B	C	D	E	FX
0.0	0.0	100.0	0.0	0.0	0.0
<p>Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Patrik Baka, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Tímea Mészáros,</p>					
<p>Date of last update: 30.05.2024</p>					
<p>Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ MPP/22	Name: Art-pedagogy-psychology, personal development course
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: General conditions for taking the course: <ul style="list-style-type: none"> - Active participation of the student in the seminars, - Participation of the student in the assigned tasks and involvement in discussions and creative individual and group activities and activities during the seminars. Total student workload: 1 credit = 30 hours <ul style="list-style-type: none"> - 13 hours for participation in seminars (contact hours), - 7 hours of study of recommended reading, - 10 hours of participation in assignments. Prerequisites for successful completion of the course are as follows: <ul style="list-style-type: none"> - Active participation of the student in the seminars, participation in debates, individual and group activities within the seminars (50%), - completion of the individual and group assignments (50%). 	
Results of education: The aim of the course is to develop the personality of future teachers, their personality traits, communication skills and strengthening self-esteem as necessary attributes for the successful implementation of the educational process. The course introduces students to the methods, techniques and practices of experiential learning, positive psychology and positive education, through which the education of creative, empathetic, tolerant and professionally self-confident and motivated educators is carried out. Knowledge: <ul style="list-style-type: none"> - The student is proficient in the fundamentals of the art, education, and psychological disciplines system. - The student knows the fundamentals of experiential pedagogy theory and practice. - The student knows the foundations of the theory and practice of positive psychology and positive education. - The student knows the basic methods and techniques of art therapy, music therapy, art therapy, with their possible use in the educational process. Skills: <ul style="list-style-type: none"> - The student is able to apply selected methods, techniques, procedures of positive psychology and positive education in the educational process. 	

- The student is able to use selected methods, techniques, procedures of applied psychology and pedagogical communication in the educational process.
- The student is able to apply selected innovative, progressive methods and techniques for the benefit of comprehensive personality development.

Competencies:

- The student purposefully and systematically pursues the development of his/her own personal and pedagogical core competencies, including through artistic and educational psychological disciplines.
- The student understands the educational process as an opportunity to develop and shape the personality of pupils and teachers, using new knowledge from the field of positive psychology and positive education.
- The student has developed competences for adapting elements, techniques and procedures from the field of artistic-educational and pedagogical-psychological disciplines to his/her own educational activity.

Brief syllabus:

- The place and importance of artistic, pedagogical and psychological disciplines in the development of personality aptitudes and harmonious personality development.
- Art education and its means in favor of developing emotional intelligence and comprehensive development of personality.
- Possibilities of application and application of creative methods and techniques of art education, passive and active art therapy and music therapy in the educational process (e.g. participation in an artistic event or participation in the creation of various projects of artistic orientation).
- Pedagogical-psychological disciplines, methods, techniques and means in favour of prevention and mental health of the pedagogical personality.
- Possibilities of application and application of methods and techniques of activation and motivation in the educational process:
 - Creation of a motivational calendar,
 - techniques of "rethinking and reframing" from the field of positive psychology,
 - altruism, volunteer activities and their influence on the mental and psychological health of the pedagogical personality,
 - the possibilities of drama education,
 - methods and techniques of "team-building" in favour of building interpersonal relationships.
- Possibilities of practicing and applying methods and techniques for the development of communication skills.
- Possibilities of practicing and applying methods and techniques with relaxation intention and to relieve tension, stress, stage fright.
- Positive pedagogy, positive psychology, experiential pedagogy as innovative and progressive directions of the 21st century and possibilities of their implementation in the educational process.

Literature:

- BAGDY, E. 2003. Pszichofitness. ANIMULA, 2003. ISBN 9634080502.
- BAGDY, E. 2002. Személyiségfejlesztő módszerek az iskolában. Budapest: Nemzeti Tankönyvkiadó, 2002. ISBN 9631922359.
- BAGDY, E. & BISHOP, B. & BÖJTE, CS. & RAMBALA, É. 2011. Hidak egymáshoz: Empátia, kommunikáció, konfliktuskezelés. Budapest: Kulcslyuk Kiadó. ISBN 978-963-89026-5-8.
- BAGDY, E., & KÁDÁR, A. KOZMA-VÍZKELETI, D. & PÁL, F. & SZONDY, M. 2014. Bízz magadban!: Önértékelés, önellfogadás, önbecsülés. Budapest: Kulcslyuk Kiadó. ISBN 978-615-5281-18-1.

CINDLEROVÁ I. & A. CSEHIOVÁ & S. DUKIČIN VUČKOVIĆ & G. ENTLOVÁ & Z. GADUŠOVÁ & GY. GÁL & T. GUZIUROVÁ & A. HAŠKOVÁ & L. HOLEČKOVÁ & K. HORVÁTHOVÁ, K. & SZŐKÖL. I. 2016. A pedagógiai kommunikáció. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-175-0.

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

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

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

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

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

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

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

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

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

STRÉDL, T. 2017. Terápiák és nevelés: A terápia szocializációs hatása a nevelésben. Komárno: Univerzita J. Selyeho, 2017. 102 s. ISBN 978-80-8122-227-6.

TÓTH-BAKOS, A. Alternatív irányzatok a zenei nevelésben az inklúzió jegyében, avagy, hogyan lehet a zene tényleg mindenkié. In Parlando [online]. 2021, no. 6 [cit. 2021-12-07]. Dostupné na internete: <http://www.parlando.hu/2021/2021-6/Toth-Bakos_Anita.pdf>. ISSN 2063-1979.

TÓTHNÉ LITOVKINA, A. & ZOLCZER, P. 2018. Önfejlesztés és produktivitás: Rövid útmutató személyiségünk és teljesítőkéességünk fejlesztéséhez. Komárno: Univerzita J. Selyeho ISBN 978-80-8122-288-7.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 36

a	n
100.0	0.0

Teacher: doc. dr. univ. Agáta Csehiová, PhD., Katalin Kanczné Nagy, PhD., Mgr. Anita Tóth-Bakos, PhD.,

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ MUV/22	Name: Methods of learning and research
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The student's total workload: developing and updating a research plan min. 2 pages (20 points), development and adaptation of research methods and instruments (20 points), presentation of research method and instrument min. 2 pages (20 points), testing research methods and tools, summarizing experiences min. 3 pages (40 points). OR to reveal the learning style of the students with a selected questionnaire (min. 15 students), evaluate, identify learning styles and summarize the results in a written paper (min. 3 pages, 40 points). Complete evaluation of the success of the subject: <ul style="list-style-type: none"> • A = 90 – 100% (100 – 90 points) - excellent, • B = 80 – 89% (89 – 80 points) - very good, • C = 70 – 79% (79 – 70 points) - good, • D = 60 – 69% (69 – 60 points) - satisfactory, • E = 50 – 59% (59 – 50 points) - pass, • FX = 0 – 49% (49 – 0 points) - fail. The student's total workload - Work Schedule: 2 credit = 60 hours: 13 hours (contact hours); 47 hours (preparation of a semester paper).	
Results of education: Educational outcomes: The fulfilment of subject requirements entails the acquisition of the following characteristics; Knowledge: Familiarity with the most important characteristics of scientific research; Familiarity with the qualitative and quantitative methodologies; Familiarity with the methods of collecting research data; Familiarity with the basics of case-studies and online researches; Familiarity with the basics of Academic Writing; Familiarity with the working with scientific literature; Familiarity with the methods and characteristics of scientific literature; Familiarity with methods of reference to scientific literature;	

Familiarity with relationship between learning style, learning environment and learning motivation;
Familiarity with the basic concepts of learning methodology;
Familiarity with the main characteristics of measuring instruments (used during data collection),
Familiarity with the criteria of validity and reliability;
Familiarity with the requirement of an argumentative interpretation;

Abilities:

The student is able to:

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

Competencies:

The student is capable of:

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

Brief syllabus:

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

Literature:

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

Egyéni különbségek szerepe a tanulásban : A tanulási stílus / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2011. - 222 s. - ISBN 978-963-88946-5-6.-

A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája / Paul Roeders, Gefferth Éva. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 3

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

Teacher: prof. Péter Tóth, PhD., PaedDr. Alexandra Nagyová, PhD., Katalin Kanczné Nagy, PhD., doc. dr. univ. Agáta Csehiová, PhD.,

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PDI/22	Name: Pedagogical diagnostics
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Conditions for passing the subject: The student's final assessment (max. 100 points = 100%) consists of the various results of the work done during the semester and the final test. Conditions for completing the subject: - active participation in lectures, - the student's participation in assigned tasks, analyses and discussions during lectures, - preparation of the student's seminar presentation / preparation of the thesis to be submitted, - successful final exam During the semester, students must complete the following tasks: - During the semester: a) written work in the form of a case study (group work; min 6 pages; max 50 points) or b) making a diagnostic record/observation sheet (group work; min 5 pages; max 50 points) or c) individual educational plan for a student with special educational needs within a given subject (group work; 5 pages; max 50 points). Aspects of evaluation a/ o description of the case from a diagnostic point of view, application of technical terminology (20 points), o content and form (10 points), o the suitability of the strategies proposed for the development of the problematic area(s) (20 points). Optional: written work or lecture/presentation. b/ o content (20 points), o form (10 points), o categorization of fields, technical terminology (20 points). Optional: written work or lecture/presentation. c/ o content (20 points), o form / structure (10 points),	

o suitability of strategies and procedures (20 points).

Optional: written work or lecture/presentation.

- At the end of the semester:

Completed final test (max 50 points)

Aspects of evaluation: based on the scores achieved A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; E = 50-59% of the total score.

The student's total workload in terms of the distribution of working hours: 2 credits = 60 working hours:

- Participation in lectures (13 working hours).

- The student's research work in connection with the seminar presentation/thesis to be submitted and its preparation (22 working hours).

- Preparation for the final test (25 working hours).

Final evaluation: The maximum score is 100. The condition for passing the subject is a minimum of 50 points (50%) with the condition that all tasks must be completed with at least 50%. Rating scale: A (90-100%), B (80-89%), C (70-79%), D (60-69%), E (50- 59%).

Results of education:

Results of education:

Knowledge

The student...

- on a theoretical level, can identify the developmental and individual characteristics of the child/student/youth, as well as the possibilities of self-evaluation,

- can justify the selection criteria of methods and forms of assessment related to the learning and behaviour of the child/student/youth,

- understands the cultural needs and characteristics of different social groups,

- raises awareness of the importance of pedagogical work depending on the diversity of the population,

- able to define the concept of pedagogical diagnostics, its goals and tasks, types and applied methods,

- familiar with computer-based testing procedures.

Abilities

The student...

- will be able to evaluate the educational process and its results, the learning process and its results: able to reasonably implement the pedagogical evaluation,

- has basic practical experience in assessing the current level of development and developmental characteristics of children/students,

- recognize pathological signs in behaviour; able to implement prevention, recognize and solve sociopathological phenomena,

- supports the formation of self-evaluation processes in their students,

- can modify and thereby make the activities more efficient,

- can apply reasonable and effective methods and forms of evaluation, evaluates the child/student free of prejudices and stereotypes,

- can identify developmental and individual characteristics in practice, recognize specific educational needs,

- takes into account the different levels of development of each child/student resulting from socio-cultural differences,

- has basic knowledge related to developmental differences resulting from the specific educational needs of individuals (health or social disadvantage, talent). Able to effectively cooperate with specialists (special pedagogues, psychologists and other specialists) during the educational process, following the principles of inclusive pedagogy, and to take their instructions

and conclusions into account in relation to the education of children/students with special educational needs,

- able to document results and select or compile record/observation sheets,
- is able to apply the methods and tools of pedagogical diagnostics in practice,
- accepts individual differences (accepts differences resulting from developmental and spiritual characteristics), has practical experience in identifying the psychological and social factors of learning and accepts and takes into account the diversity of the class/community,
- is able to develop an individual educational plan for a student with special educational needs and apply it in practice.

Competencies

The student...

- identifies with their profession and institutional standards,
- demonstrates an empathic attitude towards others,
- can adequately evaluate the learning process and its results based on the specified criteria (achievement of the set goals, the impact of learning on the child/student) according to the individual's developmental and individual characteristics,
- can use the skills necessary to establish the correct diagnosis during pedagogical diagnosis in practice and can formulate the prognosis, can set the appropriate development goals,
- uses the principles of assertive communication, communicates with legal representatives and specialists (psychologist, special pedagogue, other specialists) in matters concerning children/students with special educational needs,
- can effectively communicate and cooperate with the external environment,
- feels responsible for the effective implementation of the educational process supported by pedagogical diagnostics and the application of self-reflection.

Brief syllabus:

Pedagogical diagnostics as a scientific discipline. Its development tendencies and trends in the 20th and 21st centuries in Hungary and abroad.

Concept, object, goals, tasks and basic concepts of pedagogical diagnostics.

Pedagogical diagnostics in the school environment. Its focuses, importance, functions and methodological rules.

Typology of pedagogical diagnostics. The process of diagnosis. Application of pedagogical diagnostics in pedagogical processes.

Diagnostic competences of pedagogical workers.

Pedagogical evaluation. Basic requirements of diagnostic, formative and summative assessment.

Methods and tools of pedagogical diagnostics and their practical application.

Documenting the results of pedagogical diagnostics.

Diagnosing in practice. Social skills. Measuring learning motivation. Diagnosis of cognitive abilities. Computer-based testing.

Integration is inclusion.

Students with special educational needs in the school. Institutional integration of students with special educational needs. Integration, learning and behaviour disorder.

Educational programs for students with special educational needs. Individual educational plan and its practical application.

Cooperation with legal representatives, institutions and professionals.

Literature:

- BORBÉLYOVÁ, D. 2021. A pedagógiai diagnosztika új útjai és kihívásai. Komárno: Selye János Egyetem, Tanárképző kar. 251 o. ISBN 978-80-8122-394-5.

- Koncepcia rozvoja nadaných detí a mládeže v SR. 2007. Bratislava. [online]. Dostupné na internete: <https://www.minedu.sk/data/att/933.pdf>
- MERTIN, V.-KREJČOVÁ, L. 2016. Metody a postupy poznávání žáka. Pedagogická diagnostika. Wolters Kluwer ČR. 400 s. ISBN 9788075520142.
- Stratégia SR pre mládež na roky 2021-2028. [online]. Dostupné na internete: https://www.minedu.sk/data/files/11043_strategia-slovenskej-republiky-pre-mladez-na-roky-2021-2028.pdf
- STRÉDL, T. 2013. Inkluzív pedagógia avagy a gyogypedagógiáról másképp. 1. kiad. Komárno : Univerzita J. Selyeho, 148 s. ISBN 978-80-8122-089-0.
- VARGÁNÉ, MEZŐ, L. 2009. A pedagógiai dignosztika és az együttnevelést segítő szakmaközi együttműködés lehetőségei. [online]. Dostupné na internete: <https://ofi.oh.gov.hu/vargane-mezo-lilla-pedagogiai-diagnosztika-es-az-egyuttnevelest-segito-szakmakoz-egyuttmukodes>
- VAŠEK, Š. 2004. Špeciálno- pedagogická diagnostika. 4. vyd. Bratislava: Sapientia s.r.o, 2004. 168 s. ISBN 80-969112-0-1.
- ZELINKOVÁ, O. 2009. Poruchy učení : dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, ADHD. 1. vyd. Praha : Portál, 263 s. ISBN 978-80-7367-514-1.
- ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha: Portál. 208 s. ISBN 978-80-2620-044-4.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 117

A	B	C	D	E	FX
22.22	16.24	13.68	27.35	17.95	2.56

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

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PHO/22	Name: Pedagogical evaluation
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Final student assessment (max. 100 points = 100%): independent written work and final test. Prerequisites: - Active participation of the student in lectures, - active participation of the student in the course of the course, - successful completion of the final test. During the semester the student must prepare: - written thesis: The student has to construct a knowledge test in the context of his/her own approbation course. The paper should include: 1.) a knowledge test with a maximum time limit of 45 minutes, 2.) the correct answer key for each item, 3.) instructions for measurement (when, under what circumstances pupils can write the test, what aids they can use, etc.), 4.) A brief analysis of the curriculum (grade level; specific part of the curriculum covered etc.). Assessment criteria: - Form requirement (10 points), - content requirement, methodological correctness (20 points), - quality of instructions and key (20 points). Assessment criteria on the basis of the scores: to achieve an A grade 90-100% (50-46 points); for grade B, 80-89% (45-41 points); for grade C, 70-79% (40-36 points); for grade D, 60-69% (35-31 points); and for grade E 50-59% (30-25 points) of the total number of points. 0-24 points = FX. - Pass the final test - at the end of the semester (max 50 points). The test serves to verify the student's theoretical knowledge. Grading criteria based on points: to achieve grade A, you need to get 90-100% (50-46 points); for grade B, 80-89% (45-41 points); for grade C, 70-79% (40-36 points); for grade D, 60-69% (35-31 points) and for grade E, 50-59% (30-25 points) of the total points. 0-24 points = FX. Total student workload - distribution of work hours: 2 credits = 60 work hours: - Lecture attendance: total for the semester (13 hours).	

- Student's written work and its elaboration - designing a knowledge test (22 working hours).
- Preparation for the final test (25 working hours).

The maximum number of points is 100. The condition for passing the course is the achievement of at least 50 points, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade of A, 90-100% (90-100 points); for a grade of B, 80-89% (80-89 points); for a grade of C, 70-79% (70-79 points); for a grade of D, 60-69% (60-69 points); and for a grade of E, 50-59% (50-59 points) of the total number of points. 49-0 points = FX.

Results of education:

Knowledge

The student

- has an in-depth knowledge of the methodological foundations of assessment theory and practice, and of the theory and practice of student assessment,
- understand the importance of assessment and feedback in learning,
- can give an overview of current trends in assessment in education,
- has knowledge of the purpose and methods of diagnostic, formative and summative assessment,
- has knowledge of methodological guidelines for assessing and grading students,
- has knowledge of the similarities and differences between skills and knowledge tests,
- knows the principles of writing tasks,
- knows of the principles for the preparation of assesment and measurement guides,
- knows the principles of testing knowledge.

Skills:

The student

- will be able to evaluate the teaching-learning process and its outcomes, the learning process and its outcomes: will be able to carry out effective pedagogical evaluation,
- has basic practical experience in assessing learners' current levels of development and developmental characteristics,
- is able to apply different methods and forms of assessment, to assess the learner without prejudice and stereotypes,
- can identify developmental and individual characteristics in practice,
- is able to apply in practice the pedagogical assessment tools,
- is able to test subject knowledge.

Competences:

The student

- identifies with his/her profession and with institutional standards,
- demonstrates empathy towards others,
- is able to evaluate the learning process and its results in relation to the developmental and individual characteristics of the person, on the basis of the criteria set (achievement of objectives, impact of learning on the learner),
- adopt a non-judgemental and non-stereotypical approach to pedagogical assessment,
- has basic competences in the field of educational assessment.

Topics:

1. Student assessment. The impact of assessment on student performance and motivation.
2. Types, methods and tools of assessment in the teaching-learning process.
3. Diagnostic, formative and summative tests.
4. Assessment in relation to norms and criteria.
5. Performance indicators of tests, objectivity, reliability, validity. Assessment for learning in the classroom.
6. Skills and ability tests.

7. Principles of constructing and using proficiency tests.
8. Exploring content and requirements, constructing taxonomies.
9. Task pathology, types of tasks for knowledge assessment.
10. Practice in preparing knowledge assessment tasks.
11. Measurement and evaluation guides, revision key.
12. Interpretation of measurement results, use in school.

Brief syllabus:

Student assessment. The impact of assessment on student performance and motivation.
 Types, methods and tools of assessment in the teaching-learning process.
 Diagnostic, formative and summative tests.
 Assessment in relation to norms and criteria.
 Performance indicators of tests, objectivity, reliability, validity. Assessment for learning in the classroom.
 Skills and ability tests.
 Principles of constructing and using proficiency tests.
 Exploring content and requirements, constructing taxonomies.
 Task pathology, types of tasks for knowledge assessment.
 Practice in preparing knowledge assessment tasks.
 Measurement and evaluation guides, revision key.
 Interpretation of measurement results, use in school.

Literature:

BORBÉLYOVÁ, D. 2021. A pedagógiai diagnosztika új útjai és kihívásai. Komárno: Selye János Egyetem, Tanárképző kar. 251 o. ISBN 978-80-8122-394-5.

CSÍKOS, Cs. & B. NÉMETH, M. 1998. A tesztekkel mérhető tudás. In B. Csapó (Ed.), Az iskolai tudás (pp. 83–114). Budapest: Osiris Kiadó. ISBN 963 389 246 5. online. Dostupné na internete: http://publicatio.bibl.u-szeged.hu/11931/1/CsBeno_Iskolai_tudas_2002.pdf

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

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

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

JÓZSA, K. 2012. A tanulás affektív tényezői. In: Csapó Benő (szerk.): Mérlegen a magyar iskola. Nemzeti Tankönyvkiadó, Budapest. 367–406. online. Dostupné na internete: http://www.staff.u-szeged.hu/~fejesj/pdf/Jozsa-Fejes_2012_Affektiv_tenyezok.pdf

JÓZSA, K. 2012. Részletes tartalmi keretek az olvasás diagnosztikus értékeléséhez. In: Csapó Benő és Csépe Valéria (szerk.): Tartalmi keretek az olvasás diagnosztikus értékeléséhez. Budapest: Nemzeti Tankönyvkiadó. 219–308. online. Dostupné na internete: http://www.edu.u-szeged.hu/~csapo/publ/Olvasas_tartalmi_keretek.pdf

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

hungarian, slovak

Notes:					
Evaluation of subjects					
Total number of evaluated students: 1					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
Teacher: prof. Krisztián Józsa, DSc., Dr. habil. Erika Kopp, PhD., Mgr. Katarína Szarka, PhD., PaedDr. Diana Borbélyová, PhD.,					
Date of last update: 30.05.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PPX1/22	Name: Introductory pedagogical practice
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions for the completion of the course are defined by the current dean's guideline of the Faculty of Teacher Education of the SJU TKK Komárom: the Principles of Pedagogical Practice of the Selye János University. The student is obliged to follow the instructions for the subject Pedagogical Practice 1 - PPX 1 of this document and to act according to them. The conditions for completing the course: - active participation of the student in the pedagogical practice within the given time interval in accordance with the guidelines, - cooperation of the student in the performance of the tasks, active participation in the analysis and discussion during the pedagogical exercise, - submission of a completed report, stamped and signed by the institution, certifying participation in the pedagogical training (PPX 1), - Completion of a portfolio (reflection on the induction training) - assessment of the quality of the portfolio/reflection (max. 50 points): <ul style="list-style-type: none"> • content: 35 points, • format: 15 points. Total workload of the student: 1 credit = 30 working hours •5 contact hours in the form of attendance at the institution; 5 hours of analysis; 10 hours preparation of the portfolio/reflection. Successful completion of the course requires: 1.) the submission of a completed and signed/ stamped report on the pedagogical practice (PPX 1 2.) obtaining at least 50% of the maximum number of points (50 points) for the course. Final assessment: - passed = 50 - 100% (25 - 50 points) - not passed = 49 - 0% (0 - 24 points)	
Results of education: Knowledge: - the student is familiar with the school's legal documents. - The student knows the pedagogical documentation of the school. Skills: - be able to find their way around school legislation and search for relevant information,	

<p>- be able to find their way around the school's pedagogical documentation.</p> <p>Competencies:</p> <p>- the student is able to independently observe and analyse the internal and external space of the school in the context of the implementation of educational processes.</p>					
<p>Brief syllabus:</p> <p>The pedagogical practice in the training schools/practice school facilities, within which the student will acquire knowledge on the following topics: school legislation, pedagogical documentation, teaching methods, curricula, curriculum, thematic plans, teaching process, preparation for the classroom, possibilities for active work with students, evaluation criteria.</p> <p>Preparing a portfolio/reflection.</p>					
<p>Literature:</p> <p>CINDLEROVÁ, I,- CSEHIOVÁ, A. et al. 2021. Mentor Training: Materials and Tasks. 1. vyd. Ostrava: Ostravská univerzita, 268 s. ISBN 978-80-7599-294-9.</p> <p>HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.</p> <p>PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Štátne vzdelávacie programy</p> <p>Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J. Selyeho.</p>					
<p>Language, knowledge of which is necessary to complete a course:</p> <p>hungarian , slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects</p> <p>Total number of evaluated students: 243</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>85.19</td> <td>14.81</td> </tr> </tbody> </table>		a	n	85.19	14.81
a	n				
85.19	14.81				
<p>Teacher: PaedDr. Tamás Török, PhD.,</p>					
<p>Date of last update: 30.05.2024</p>					
<p>Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PPX2/22	Name: Pedagogical practice 2
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation on the Principles of Pedagogical Practice at the SJE CPTS. The student is obliged to follow the sections of this document concerning the pedagogical practice of tutorials (PPX2). Mandatory parts of the portfolio: - A (completed) protocol certifying the completion of the pedagogical training - Observed lessons analysis and completed observation forms - Other documents and annexes of the pedagogical practice. Subject grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 1 credit = 25 hours (10 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis and 15 hours of preparation: preparation for the pedagogical practice - consultation with the trainer, preparation for the lesson, preparation of the portfolio and documentation)	
Results of education: Oktatási kimenetek: Knowledge: - The student is able to observe and analyse activities in upper secondary and secondary school. - The student is able to evaluate professionally the observed upper secondary and secondary school activities and activities. - The student is able to consult school documents. - The student is familiar with the staff structure and material resources of the school. - The student is aware of the specific activities of the teacher during the lessons. - The student knows and understands the environment, culture and organisation of primary and secondary schools. Skills: - The ability to identify the different manifestations of the structural elements of personality, the psychological processes of the learner in the process of teaching and in social interactions. - Knowledge of the specific activities of the teacher during the day, in the classroom and in the teaching of subjects related to his/her field of specialisation in primary and secondary schools.	

- Identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- Can identify the teaching methods used in the lesson.
- Describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in the field of the teacher's specialisation.
- Describe the processes of student assessment in the teaching process.
- Identify the teaching and communication style and professional skills of the teacher.
- Ability to process, evaluate and reflect on the results of observations in the context of educational theory.
- The learner can recognise his/her own level of competence.
- The learner is able to identify common professional problems, to search for, formulate and solve them from a theoretical and practical background (using practical procedures in practice).
- The ability to identify gifted pupils, pupils with difficulties or special educational needs, disadvantaged pupils, pupils with multiple disadvantages and pupils with special educational needs.

Competencies:

- It takes a position on observed phenomena based on previous theoretical knowledge.
- Understands the relationship between teaching principles, consequences and learning effectiveness.
- Reflects on own pedagogical skills.
- The student will be able to develop self-awareness of the teaching profession in a targeted way.
- The student will be able to create an atmosphere of trust, helpfulness, encouragement, attentiveness, acceptance, openness, recognition and management of the working style of others.

Brief syllabus:

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.

Learning about and working with the pedagogical documentation of the class and the school.

Observation of the creation of conditions, implementation and evaluation of lessons in upper primary and secondary schools.

To carry out a professional analysis of the lessons observed in collaboration with the trainee teacher. Documenting the process and results of each lesson observed.

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

Literature:

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf

Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 123

a	n
93.5	6.5

Teacher: PaedDr. Tamás Török, PhD.,

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PPX3/22	Name: Pedagogical practice 3
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation on the Principles of Pedagogical Practice at the SJE CPTS. The student is obliged to follow the sections of this document concerning the pedagogical practice of tutorials (PPX3). Mandatory parts of the portfolio: - A (completed) protocol certifying the completion of the pedagogical training - Observed lessons analysis and completed observation forms - Other documents and annexes of the pedagogical practice. Subject grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 1 credit = 25 hours (10 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis and 15 hours of preparation: preparation for the pedagogical practice - consultation with the trainer, preparation for the lesson, preparation of the portfolio and documentation)	
Results of education: Knowledge: - The student is able to observe and analyse activities in upper secondary and secondary school. - The student is able to evaluate professionally the observed upper secondary and secondary school activities and activities. - The student is able to consult school documents. - The student is familiar with the staff structure and material resources of the school. - The student is aware of the specific activities of the teacher during the lessons. - The student knows and understands the environment, culture and organisation of primary and secondary schools. Skills: - The ability to identify the different manifestations of the structural elements of personality, the psychological processes of the learner in the process of teaching and in social interactions. - Knowledge of the specific activities of the teacher during the day, in the classroom and in the teaching of subjects related to his/her field of specialisation in primary and secondary schools.	

- Identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- Can identify the teaching methods used in the lesson.
- Describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in the field of the teacher's specialisation.
- Describe the processes of student assessment in the teaching process.
- Identify the teaching and communication style and professional skills of the teacher.
- Ability to process, evaluate and reflect on the results of observations in the context of educational theory.
- The learner can recognise his/her own level of competence.
- The learner is able to identify common professional problems, to search for, formulate and solve them from a theoretical and practical background (using practical procedures in practice).
- The ability to identify gifted pupils, pupils with difficulties or special educational needs, disadvantaged pupils, pupils with multiple disadvantages and pupils with special educational needs.

Competencies:

- It takes a position on observed phenomena based on previous theoretical knowledge.
- Understands the relationship between teaching principles, consequences and learning effectiveness.
- Reflects on own pedagogical skills.
- The student will be able to develop self-awareness of the teaching profession in a targeted way.
- The student will be able to create an atmosphere of trust, helpfulness, encouragement, attentiveness, acceptance, openness, recognition and management of the working style of others.

Brief syllabus:

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.

Learning about and working with the pedagogical documentation of the class and the school.

Observation of the creation of conditions, implementation and evaluation of lessons in upper primary and secondary schools.

To carry out a professional analysis of the lessons observed in collaboration with the trainee teacher. Documenting the process and results of each lesson observed.

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

Literature:

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf

Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf

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

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

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

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

hungarian ,slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 70

a	n
95.71	4.29

Teacher: PaedDr. Tamás Török, PhD.,

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PRP/22	Name: Profession of teaching
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The student's final grade (max. 100 points = 100%) consists of the results of several types of work carried out during the semester and a final didactic test. <ul style="list-style-type: none"> - Student participation in assignments and involvement in analysis and discussions during lectures, - an essay in which the student analyses relevant professional, scientific literature or an article (50 points), or a project proposal for an educational activity aimed at developing the pedagogical competences of the teacher (50 points) - a final didactic test (50 points). Criteria for the evaluation of the essay: <ul style="list-style-type: none"> - presentation of a literature review (10 points), - analysis and evaluation (20 points), - drawing conclusions and formulating proposals (10 points), - elaboration (10 points). Criteria for evaluation of the educational activity project proposal: <ul style="list-style-type: none"> - Content (20 points) - originality (10 points) - formality (10 points) - presentation of the literature review (10 points) Total student workload: 2 credits = 60 hours <ul style="list-style-type: none"> - 26 hours attendance at lectures (contact hours); 17 hours self-study; 17 hours preparation of term papers. The maximum number of points is 100. 100 points are required to pass the course, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must obtain 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (59-50 points) of the total number of points.	
Results of education: Knowledge <ul style="list-style-type: none"> - The student knows the most important exploratory methods to reveal the social situation of groups and students, 	

- The student knows the pedagogical methods that promote community formation and development,
- the student knows pedagogical theories about the role of the teacher, expectations related to the role of the teacher,
- the student has knowledge of the role of reflective thinking, opportunities for further education,
- the student is informed in the field of educational research,
- the student knows the main ethical standards of his/her profession.

Skills

The student will be able to:

- Independently search, compare and use relevant literature sources,
- define strategies appropriate to the goals of education,
- select organizational forms and organize an environment conducive to effective learning,
- independently, professionally analyse different learning situations,
- reflectively interpret, analyse and evaluate their pedagogical experiences and opinions.

Competencies:

Student:

- Can form an independent opinion, reflect on himself/herself as a future teacher.
- Is able to develop own practices to achieve the set goals,
- behaves empathetically towards different social groups,
- takes responsibility for the mission of his/her institution,
- feels responsible for the effective solution of each problem.

Brief syllabus:

1. Professionalization, profession: professional theories; historical and sociological interpretation of professionalization.
2. History and interpretation of the development and changes in the teaching profession.
3. History of the teaching profession and teacher training. Paradigms of teacher education. Characteristics of the teaching profession.
4. Pedagogical research; the concept and results of pedeutology.
5. Career suitability, personality of the teacher.
6. The role of the teacher in the teaching-learning process. Styles and strategies of learning and teaching (when, how and why it is necessary to innovate them),
7. Theories and career models of professional development. A professionally informed interpretation of the individual, organisational and systemic relationship between continuous professional development. Innovation and collaboration in the teaching career (a two-factor model of retention in the profession)
8. A model of the educator's career. Individual career image and reflection.
9. Reflexivity in the teacher's work. The reflective teacher.
10. Strengthening teachers' professional awareness, support for their work, their career opportunities.
11. Teacher's code of ethics.
12. Difficulties of the teaching profession: role conflicts, prevention of burnout syndrome.
13. Competences of beginning teachers, possibilities of their development.
14. Professional support for beginning teachers. Mentoring opportunities in public education and higher education.

Literature:

Czető Krisztina: Eredményesség és szakmai fejlődés. A tanári eredményesség modelljei és az eredményes szakmai fejlődést és tanulást támogató tanulási helyzetek megközelítése.

Neveléstudomány, 2020 (8) 1. sz. 80-93. http://nevelestudomany.elte.hu/downloads/2020/nevelestudomany_2020_1_83-97.pdf [2022. 02. 05.]

Falus Iván (szerk.): Tanári pályaaalkalmasság – kompetenciák – sztenderdek. Nemzetközi áttekintés. Eszterházy Károly Főiskola, Eger, 2011. http://epednet.ektf.hu/eredmenyek/tanari_palyaalkalmassag_kompetenciak_sztenderdek.pdf ISBN 978-963-9894-86-0 [2022. 02. 05.]

Hercz Mária (szerk.): Pályakezdő óvodapedagógusok túlélőkészlete. http://www.jgypk.hu/mentorhalo/tananyag/Plyakezd_vodapedaggusok_tllkszleteV3/index.html [2022. 02. 05.]

Ingvarson, L. (2002): Development of a national standards framework for the teaching profession. https://research.acer.edu.au/cgi/viewcontent.cgi?article=1007&context=teaching_standards [2022. 02. 05.]

N. Tóth Ágnes: Az inkluzív pedagógus. In: A pedagógia adósságai. Savaria University Press. Szombathely. 2015. https://www.researchgate.net/profile/Agnes-N-Toth/publication/316432178_Az_inkluziv_pedagogus/links/58fdc181a6fdccae60a1e71d/Az-inkluziv-pedagogus.pdf [2022. 02. 05.]

Németh András: Magyar pedagógusképzés és a pedagógus szakmai tudásformák I. 1775 –1945. nemzeti fejlődési trendek, nemzetközi recepciós hatások. ELTE Eötvös Kiadó, Budapest, 2012. ISBN: 978 963 33120934

Pukánszki Béla István: Iskola és pedagógusképzés. Gondolat, Budapest, 2013. ISBN: 9789636932282

Sági Matild (szerk.): A pedagógushivatás megerősítésének néhány aspektusa. OFI, Budapest, 2015. https://ofi.oh.gov.hu/sites/default/files/attachments/1506257_a_pedagogushivatas_megerositesenek_nehany_aspektusa_beliv.pdf [2022. 02. 05.]

Szivák Judit: Reflektív elméletek, reflektív gyakorlatok. ELTE, Budapest, 2014. ISBN 978-963-284-482-4. https://www.eltereader.hu/media/2016/05/Szivak-_READER.pdf [2022. 02. 05.]

Vámos Ágnes (szerk.): Tanuló pedagógusok és az iskola szakmai tőkéje. Eötvös Kiadó, ELTE, Budapest, 2016. https://www.eltereader.hu/media/2017/05/Vamos_Agnes_Tanulo_pedagogusok_READER.pdf ISBN 978-963-284-805-1 [2022. 02. 05.]

Z. Gadusova (szerk.): Mentor training. Materials and tasks. The publication is supported by Erasmus+ project No. 2020-1-SK01-KA201-078250 Mentor Training (MENTRA). ISBN 978-80-7599-294-9.

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

Notes:

Evaluation of subjects

Total number of evaluated students: 129

A	B	C	D	E	FX
57.36	14.73	3.88	7.75	6.98	9.3

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

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ RAS/22	Name: Family and school
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Prerequisites for passing the course are: active participation of the student in lectures and submission of a written thesis during the semester. The assessment of the course will be based on the points obtained in the following distribution: maximum 10 points for participation maximum 30 points for solving seminar problems during class and maximum 60 points for the submitted work. A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. FX 50% or less. Total student load: 1 credit = 30 hours (13 hours of active participation in lectures; 17 hours of independent study and preparation of written work).	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student knows the details of school and family education. - The student knows the possibilities and interactions with parents - the student knows and current methods for problem solving and conflict management. - The student knows current social trends in social and family difficulties - the student knows and social inequalities and the problems they cause Abilities: <ul style="list-style-type: none"> - The student is able to independently search, compare and use relevant literary sources, - The student is able to navigate between legal documents and search for relevant legislation, - the student is able to manage a small social group, - the student is able to collaborate with partner institutions of his/her school. - The student is able to embrace family values. Competencies: <ul style="list-style-type: none"> - The student is able to use his/her theoretical knowledge in the context of the family and the school, - the student is able to develop his/her own procedures to achieve his/her goals, - the student is compassionate towards different social groups, - the student is able to critically evaluate legislative documents related to his/her work, - the student takes responsibility for solving problems related to his/her work. 	
Brief syllabus:	

The concept and history of the family.
Family form and family functions.
The place, role and absence of members in the family.
Evolution of family life and changes in family life.
Paranormal crises and the under-functioning family.
The family and the school.
Methods of getting to know the family.
Opportunities for cooperation.
Educational methods and teacher communication.
Social deficiencies and school success.
Research on family inequalities.
The education of family life.
Strengthening the relationship between school and family. Good practices.

Literature:

Balogh László–Bolló Csaba–Dávid Imre–Tóth László–Tóth Tamás: A pedagógusok, szülők együttműködése és a kollégiumok szerepe a tehetségfejlesztésben. Magyar Tehetségsegítő Szervezetek Szövetsége, 2014. ISSN 2062-5936
https://tehetseg.hu/sites/default/files/konyvek/geniusz_31_net.pdf
Cs. F. Nemes Márta: Családpedagógiai módszertan. Családi Nevelésért Alapítvány, Bp., 2001-2002.
Forward, S. (2000): Mérgező szülők. Budapest, Háttér Kiadó, 346 p.
Hegedűs Judit (szerk.): Család, gyermek, társadalom – A gyakorlati pedagógia néhány alapkérdése sorozat (5. kötet) ELTE, Budapest, 2006.
<http://gepeskonyv.btk.elte.hu/adatok/Pedagogia/84N%E1dasi/Nyomtat%E1sra/pdf/Csal%E1d,%20gyermek,%20t%E1rsadalom.pdf>
Kováts-Németh Mária – Muhi Béla – Szijártó István (szerk.) A család és szerepe a tehetséggondozásban. Ziegler-nyomda, Keszthely, 2013.
Németh András (2004): Az európai család változásai. in: Pukánszky Béla-Németh András: A pedagógia problémátörténete. Gondolat Budapest, 241-259.o ISBN: 963 956 7183
Podráczky J. szerk. 2012. Szövetségben. Tanulmányok a család és az intézményes nevelés kapcsolatáról. Budapest, ELTE Eötvös Kiadó.
Pukánszky Béla: A gyermekkor története. Műszaki Kiadó, Budapest, 2001.
Ranschburg Jenő (2004): Gepárd–kölykök. Urbis Kiadó, Budapest, 5–137. ISBN: 963 929 1595
Szabó Éva (2008). Szeretettel és szigorral. Az iskolai nevelés problémái a szülők és a tanárok szemszögéből. Akadémiai Kiadó. ISBN:9779630583771
UTASI Ágnes: A bizalom hálójá. Mikro-társadalmi kapcsolatok, szolidaritás. Budapest, 2002. Új Mandátum Kiadó 155 p.
Vajda Zsuzsa (2005): A család funkciói. in: Vajda Zsuzsanna–Kósa Éva: Neveléslélektan. Osiris Kiadó, Budapest, 171–179. ISBN: 963389 7289

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 151

A	B	C	D	E	FX
56.95	17.88	14.57	7.28	0.66	2.65
Teacher: prof. Dr. Béla István Pukánszky, DSc., prof. Dr. András Németh, DSc., Katalin Kanczné Nagy, PhD.,					
Date of last update: 30.05.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ RMK/22	Name: Regional and minority culture
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: General conditions for taking the course: <ul style="list-style-type: none"> - Active participation of the student in lectures, - Participation of the student in the assignments and participation in the analysis and discussions during the lectures, - an essay in which the student analyses relevant professional, scientific literature or an article (100 points), or a project proposal for an educational activity aimed at developing the student's intercultural and minority competences (100 points) Essay evaluation criteria: <ul style="list-style-type: none"> - Presentation of a literature review (20 points), - analysis and evaluation (40 points), - drawing conclusions and formulating suggestions (20 points), - elaboration (20 points). Criteria for evaluation of the educational activity project proposal: <ul style="list-style-type: none"> - Content (40 points), - originality (20 points), - formality (20 points), - presentation of the literature review (20 points). Total student workload: 2 credit = 60 hours <ul style="list-style-type: none"> - 13 hours of lecture attendance; 20 hours of self-study; 27 hours of term paper preparation. The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade. Overall course pass mark: <ul style="list-style-type: none"> - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70 - 79% (70 - 79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points) 	
Results of education: Knowledge:	

- The student can explain and justify the transformations of the terms intercultural, multicultural, and transcultural education.
- The student will be familiar with the concepts of identity, majority and minority identity, educator identity, and minority educator identity.
- The student will understand the cultural legacy of generations, and societal value systems.
- The student will be able to analyze current concepts of minority educational policy in Slovakia.

Skills:

- The student will be able to independently search, compare and work with relevant literary sources.

Competencies:

- The student will be able to design a project of an educational activity in order to develop intercultural and minority competences of the pupil.
- The student has internalized social values.
- The student has respect for ancestral traditions.
- The student is able to create various didactic games aimed at developing the student's intercultural and minority competences.

Brief syllabus:

Theoretical approaches to identity from a minority identity perspective.

General theoretical foundations of the concept of identity.

Theories of identity research.

State and nation - national, ethnic, majority and minority identity.

Cultural and social values with regard to minorities.

Forms of education of ethnic and national minorities; current analysis of the situation in Slovakia.

Curricular aspects of minority identity.

Literature:

HORVÁTHOVÁ, Kinga, Péter TÓTH, András NÉMETH. 2019. Kisebbségi helyzet, identitás és műveltség [elektronický zdroj]: A szlovákiai magyar pedagógusok társadalmi önmegvalósítása. 1. vyd. Komárno: Univerzita J. Selyeho, 2019. 117 s. [CD-ROM]. ISBN 978-80-8122-309-9.

HUSZÁR, Zsuzsanna, Melinda NAGY, Péter TÓTH, Béla István PUKÁNSZKY a András NÉMETH. 2021. Szlovákiai magyar pedagógusok szakmaképe, kisebbségi és pedagógusi identitásának vizsgálata. In: Engler Ágnes, Bocsi Veronika, Andl Helga (eds.). Új kutatások a neveléstudományokban 2020: Család a nevelés és az oktatás fókuszában. Debrecen: Magyar Tudományos Akadémia Pedagógiai Bizottság, 2021, P. 178-197.

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

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects					
Total number of evaluated students: 188					
A	B	C	D	E	FX
38.3	24.47	23.4	11.7	1.06	1.06
Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Patrik Baka, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Tímea Mészáros,					
Date of last update: 30.05.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ RPK/22	Name: Gross motor development
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a summary assessment of theoretical knowledge and practical skills. 80% active participation at the lectures. The evaluation involves developing a seminar and presenting health practices for good physical well-being, as well as relaxation and relaxation practices to protect health. The student will present at a seminar the learning of good terminology for physical exercise, basic rules for describing mobility. Evidence of theoretical knowledge is given in writing during the examination period (open and closed questions). Credit terms and assessment criteria: Seminars in a range of 5 pages (A4, v.p.: 12, r.: 1,5), the preparatory part of educational activities and the presentation of health practices for good physical well-being, and relaxation and relaxation practices to protect health. The student will present at a seminar the learning of good terminology for physical exercise, basic rules for describing mobility. Compliance with this requirement is a condition for participation in the final written knowledge check. Assessment criteria (max. Score 15): The formal side of the seminar work, the feasibility of content and application options in terms of pedagogical practice, the appropriate selection of physical practices and kinesthetic games, the use of good terminology and a description of practices, the incorporation of sentences in content, the indication of educational activity in practical implementation. A practical introduction to the extended preparation section, a variety of warm-up options (n=3), which are adapted in content and format to the selected age groups (younger school age, adults). Compliance with this requirement is a condition for participation in the final written knowledge check. Assessment criteria: In order to meet this requirement, practical demonstration of the warm-up models produced is desirable depending on the age of the pedagogical performance, organization of practices and terminology. Completed/not completed Knowledge validation (open and closed questions) is the basic terminology of physical exercise, principles of graphical representation and drawing practices, laws on the mold development of human engine skills, including the development of basic movement patterns and mobility skills, growth attributes and human development at individual mold genetic stages, theory of theoretical	

and didactic movement, health education, relaxation and relaxation practices, specificity of the development of the mobility of children of kindergarten age.

Participation in the written knowledge check is conditional on the fulfillment of the on-going conditions for the taking of credits (participation, preparation of medical practice aids, practical demonstration of sample satisfaction, seminar work).

Assessment criteria (maximum score 30): The minimum requirement for written completion of the subject is 16 points (minimum 50 %). Final assessment: V: 100-91% B: 90-81% C: 80-71% D: 70-61% E: 60-50% FX: 49% or less.

Total student workload : 2 credits = 60 hours, 13 hour participation at the lectures; 47 hours of self-study.

Results of education:

Knowledge:

- It is familiar with current public education programs, it will be able to implement and evaluate education and training.
- The trainee has basic knowledge of the area.
- It can work effectively as a team Member and individually control, using sports games.
- The student will be able to organize leisure activities.
- The student can acquire expertise in leisure activities and individual sports games.
- The student will be able to learn and use the basics of movement and pre-training in the wild.

Capabilities:

- The graduate knows and understands the concept of the institutional socialization process in a broader social science context It is ready to provide independent care, further education and professional development.
- The student will be able to properly create kinesthetic games that are appropriate for the age.
- The student will be able to apply his/her knowledge correctly in developing kinesthetic gaming projects.

Competences:

- The student will be able to apply his knowledge to his/her work, which may influence his/her professional choice.
- It is able to create a problem channel and to navigate the situation of individuals at the target groups.
- The student will be able to develop a targeted self-knowledge related to vocational guidance.
- The student will be able to design his/her activities independently.
- He knows the legislation and institutional context in which to exercise his profession. It has developed socially accepted civic attitudes and a positive attitude toward its profession and target group.
- The student will be able to develop a reliable, helpful, encouraging, attentive and accepted attitude, an open atmosphere to learn about and manage the way others work.

Brief syllabus:

The importance of kinesthetic toys for the somatic, physiological and psychological antisocial development of students. Kinesthetic toys and basic knowledge of their distribution. Use of kinesthetic games in practice and in leisure time. Collective sporting activities, didactic games. All-in-one games and their use: Play games, play games with a ball (FIT-BALL), and play games for children in the open. Learn the basic rules for handling kinesthetic games. Motion-manipulation toys. Terminology for physical practices. Basic rules for the movement description. Preparatory part of the educational activities - exercises, warm-up methods. The regularity and mold development of the growth and development of human motorized skills. The development of motorized skills and opportunities to develop motor skills at different stages of learners' development. Kinesthetic

toys and physical practices for good body-keeping. Kinesthetic games and physical exercises to improve basic movements. Kinesthetic games and physical exercises to develop basic mobility skills. Kinesthetic toys are designed to develop motorized skills fitness. Kinesthetic games aim at improving the capacity for the coordination of motor skills. Preparation, conduct, methodological and educational procedures (evaluations) for kinesthetic games. Relaxation, health and relaxation practices.

Literature:

Dobay Beáta: Mozgásos játékgyűjtemény, 2016 ISBN 978-80-81-22-192-7
 Pektor Gabriella: Mozgásfejlesztő játékok gyűjteménye, 2011 ISBN 978-963-697-652-1
 Farmosi István: Mozgásfejlődés, Dialog Campus, Pécs, 2007 ISBN 963-9310-06-9
 Laczo Eugen a kol.: Rozvoj a diagnostika pohybových schopností detí a mládeže, Bratislava 2014, ISBN 978-80-97-14-66-0-3, http://www.telesnavychova.sk/userfiles/downloads/Rozvoj_diagnostika_PS_Laczo_2014.pdf
 Nádas Lajos: Motoros cselekvéses játékok az iskolai testnevelésben, 2001 ISBN 963-19-2112-3
 Židek, J. et al.: Turistika a ochrana života a zdravia, Univerzita Komenského, Bratislava, 2013,
 Židek, J. et al.: Turistika história turistiky obsah, druhy a formy turistiky ochrana prírody, PEEM, Bratislava, 2004

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

hungarian ,slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 56

A	B	C	D	E	FX
39.29	32.14	23.21	5.36	0.0	0.0

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

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ SOV/22	Name: Sociology of education
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Prerequisites for passing the course are: active participation of the student in the exercises and submission of a written thesis during the semester. The evaluation of the course will be made on the basis of the points obtained in the following distribution: a maximum of 10 points for participation, a maximum of 30 points for solving the semester assignments during the class and a maximum of 60 points for the submitted work. A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. FX 50% or less. Total student load: 1 credit = 30 hours (13 hours active participation in exercises; 17 hours study and preparation of written work).	
Results of education: The goal of this course is to introduce the student to various sociological conceptions of education and social expectations. The goal is to provide a foundation of sociological knowledge about the work of educators and the empathy needed to understand people in different social situations. Knowledge: <ul style="list-style-type: none"> - Acquire the basic concepts of the sociology of education, - The student will become familiar with the details of family and school socialization, - the student will become familiar with current methods for conflict and problem solving, - the student will become familiar with current social problems - the student will become familiar with current difficulties of social inequalities Skills: <ul style="list-style-type: none"> - The student will be able to independently search, compare, and use relevant sources of scholarly literature, - the student is able to recognize the difficulties of education and upbringing of children coming from different social backgrounds, - The student is able to manage a small social group, - the student is able to independently analyze a variety of educational situations, - the student is able to appreciate different social values. Competencies: <ul style="list-style-type: none"> - The student forms his/her own opinion, thinks of himself/herself as a future teacher, - the student is able to create his/her own procedures to achieve his/her own goals, 	

- the student is empathetic towards different social groups,
- the student identifies with the mission of his/her institution,
- the student feels responsibility for effective problem solving.

Brief syllabus:

Problems addressed by the sociology of education. Opinions on the sociology of education.

The development of topics in the sociology of education: socio-historical context.

Scenarios of education, forms of socialization: family, pre-school, school and out-of-school education.

Family research from a sociological perspective: family functions and socialization.

Sociology of the educational system: the continental system. The Atlantic system. Who owns the school?

Theories of capital in educational research: human capital theory.

Cultural capital and the theory of reproduction. Social capital as a compensating factor of disadvantage.

Multi-culturalism, intercultural education: society and historical background. The concept and meaning of multicultural and intercultural education.

Approach to multicultural and intercultural education. Using multicultural and intercultural education to develop skills. Analysis of school performance and student achievement.

Social mobility and school: social structure, inequalities in school. Social mobility and equal opportunities in school.

Equal opportunities and inclusion in school: strategies for social and school coexistence.

Linguistic socialisation and school: School as a test of language ability and higher level language contact. Bernstein's language codes.

Effectiveness, good outcomes and adequacy in public education. Circumstances affecting effectiveness.

Minority education. Demographic trends in the Carpathian Basin.

Literature:

Csepeli Gy. et al. 1987 Modern polgári társadalomelméletek. Budapest: Gondolat Kiadó
 ĎURDÍK, Ladislav. Asszimilációs folyamatok a szlovákiai magyarság körében. 1. vyd. Pozsony: Kalligram, 2004. 152 s. ISBN 978-80-7149-668-5.

Gál Gyöngyi: Erdélyből áttelepedett pedagógusok otthon- és családképe. Katolikus Pedagógia, VII. ÉVFOLYAM, 2018/1–2. SZÁM. pp.5-16 (2018).

Kováts-Németh Mária: Kultúráközvetítés és pedagógiai értékrendszerek. Komárno: Selye János Egyetem Tanárképző Kara, 2013.

Kozma Tamás: Bevezetés a nevelésszociológiába. Nemzeti Tankönyvkiadó 1994

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

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

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

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

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

hungarian, slovak

Notes:					
Evaluation of subjects					
Total number of evaluated students: 92					
A	B	C	D	E	FX
40.22	23.91	15.22	10.87	5.43	4.35
Teacher: Dr. habil. Erika Kopp, PhD., PaedDr. Beáta Kiss, PhD., Katalin Kanczné Nagy, PhD.,					
Date of last update: 30.05.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ STŽ/22	Name: Professional training
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 20s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions of professional training are set and regulated by the current Directive of the Dean of the Faculty of Education of the University of J Selye: Principles of pedagogical practice at the Faculty of Education of the University of J Selye. The student is obliged to follow the relevant part of this document related to the professional training (STZ). The requirements for taking the course are as follows: - active participation of the student in the professional training in the scope of 20 hours in accordance with the directive, - submission of a completed and certified professional training Protocol (STZ), - submission of a portfolio from the professional training, consisting of completed observation sheets, analyses and evaluation of the student (max. 50 points). Total student workload: 1 credit = 30 hours - 20 hours participation in the professional training (contact hours); 10 hours analysis and preparation of the portfolio. Prerequisite for successful completion of the course: 1.) submission of a completed and certified professional training protocol, 2.) obtaining at least 50% of the maximum course grade (50 points). Overall course pass mark: - Pass = 50 - 100% (25 - 50 points) - Fail = 49 - 0% (0 - 24 points)	
Results of education: Professional training is a stay of students in a school and in a school educational institution such as a school children's club, leisure centre, school boarding school, in order to participate not only in the educational process, but also in the day-to-day work of teachers and educators. Knowledge: - The student possesses basic theoretical knowledge in the field of education and training in schools and school educational institutions, - the student is familiar with the educational activities of teachers in schools and educators in school educational establishments,	

- the student is familiar with other work activities of teachers in schools and educators in school educational establishments,
- the student knows the course and sequence of the work activities of school teachers and school educators which do not relate to direct educational activities,
- the student knows the duties of teachers and educators depending on the educational environment - trip, excursion, children's camp, staying outdoors, etc,
- the student knows the possibilities and strategies of cooperation with other educators, teachers, supervisors, non-teaching staff, parents and other institutions.

Skills:

- The student is able to implement educational activities related to the work of teachers in schools and educators in educational settings,
- the student is able to carry out other work activities of teachers and educators in school educational establishments which are not related to direct educational activities,
- the student is able to cooperate with other educators, teachers, supervisors, non-teaching staff, parents and other institutions,
- the student can plan, implement, analyse and evaluate the course of educational activities.

Competences:

- The student is able to imply his/her own knowledge and experience into the independent implementation of educational activities in schools and educational institutions,
- the student is able to independently carry out other work activities related to the work of a teacher and educator, which are not related to direct educational activities,
- the student is able to conceive his/her own working procedures for effective observation, recording, analysis and evaluation of the course of educational and interest activities and other activities.

Brief syllabus:

Within the professional training of 20 hours, in addition to the educational process, the student will also be involved in activities such as administrative tasks, working with parents, participating in meetings, planning and implementation of interest activities, extracurricular activities, interest groups, preparing students for competitions, organizing competitions, organizing exhibitions, preparing projects, preparing teaching materials for work with an interactive whiteboard or smartphone, working with children in nature, participating in excursions. During the professional training, the student has the opportunity to teach more consecutive lessons, or to carry out interest activities and other activities, which will improve the quality of practical preparation for the teaching profession.

Ethical principles of professional training.

Organisational requirements of the professional training.

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

Planning and designing the work, preparation for the activity.

Pedagogical reflection. Evaluation. Self-evaluation.

Pedagogical documentation

Literature:

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

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

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

<p>FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.</p> <p>ORSOVICS, Y. a kol. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : UJS, 2018. 161 s. ISBN 978-80-8122-282-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. [online]. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/>.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácii a ďalšej dokumentácii. [online]. Dostupné na internete: https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/</p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Ostatné dokumenty: Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho. Az iskola, intézmény pedagógiai és egyéb dokumentációja.</p>					
<p>Language, knowledge of which is necessary to complete a course: hungarian, slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects Total number of evaluated students: 35</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>100.0</td> <td>0.0</td> </tr> </tbody> </table>		a	n	100.0	0.0
a	n				
100.0	0.0				
<p>Teacher: Mgr. Attila Bognár, PaedDr. Peter Židek, Dr. habil. PaedDr. Beáta Dobay, PhD., Mgr. Katalin Sýkora Hernády, PhD.,</p>					
<p>Date of last update: 30.05.2024</p>					
<p>Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ TFV/22	Name: Educational theory and educational philosophy
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: General requirements: <ul style="list-style-type: none"> • active participation, • written exam (50 point), • seminar assignments, groupwork • written essay a written essay on one of the specified topics of the course (min requirements: essay based on min. 5 literature, 15.000 character) (50 points) Criteria for assessing the written essay: <ul style="list-style-type: none"> - Content 20 points, - Formal structure 10 points, - Literature used 20 points. Total workload of the student: 3 credits = 90 hours (26 hours lecture and seminar; 32 hours of independent study, preparation for the exam and 32 hours for the essay). To successfully complete the course, at least 50% of the maximum number of points (100 points) must be obtained. Total assesment of the course: <ul style="list-style-type: none"> • A = 90 – 100% (150 – 135 point) • B = 80 – 89% (134 – 120 point) • C = 70 – 79% (119 – 105 point) • D = 60 – 69% (104 – 90 point) • E = 50 – 59% (89 – 75 point) • FX = 0 – 49% (0 – 74 point) 	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student knows and can interpret the results of recent research. - The student is able to understand and apply the results of new research in the field of education and pedagogy. - The student knows and be able to interpret the different conceptions of the human person, the related educational approaches, be aware of the socio-cultural factors influencing these approaches and recognise their implications for personal development. 	

- The student is familiar with and able to apply different theoretical approaches and interpretations of education and its role.
- The student is able to develop his/her understanding of the person, the child and education in dialogue with other theories in an open-minded way; he/she will seek to develop a coherent approach of his/her own.
- The student is familiar with pedagogical methods that promote community building and development.

Skills:

- The student is able to develop an awareness of his/her own conception of man and child, of education, to communicate with others and to understand others' ideas about man;
- The student is able to search, compare and use relevant literature independently,
- The student is able to identify strategies appropriate to educational and pedagogical objectives,
- The student is able to select forms of organisation and to organise an environment conducive to effective learning,
- The student is able to analyse different educational situations independently and professionally,
- The student is able to reflect, analyse and evaluate his/her pedagogical experiences and views.

Competences:

- The student is sufficiently prepared and committed to carry out professional and pedagogical work in a responsible manner,
- the student takes responsibility for the mission of his/her institution,
- the student has a sense of responsibility for the effective solution of specific problems,
- the student has a democratic commitment to values and a sense of responsibility, is ready to accept values different from his/her own, and is open to learning about and respecting the opinions of others.

Brief syllabus:

Anthropological foundations of education. Culture- education-learning: the social mimesis; the mimetic foundations of cultural learning, traditions, celebration, play, rites and informal education. Basic concepts of education: upbringing, culture - enculturation, socialisation, individualisation, education, learning.

Discipline and education, the purpose of education, the role of ideals and norms in education; the main European value systems (conservative-Christian, liberal, socialist, alternative) and their educational implications, diversity in schools, value pluralism.

Institutional education; school as a social institution: functions of school, mobility, school selection and equal opportunities. The hidden curriculum and school rites.

The relationship between family and school.

The relationship between school, local society and the state. Legislation on the functioning of education. Slovak education laws and ISCED.

Vulnerability of modern mass democracies and the totalitarianism.

The postmodern. Main directions and dilemmas of contemporary philosophy.

Literature:

Bárány Tibor (szerk.): Kiskaté. Kortárs filozófiai kiskönyvtár. Műút Könyvek, Miskolc, 2017. ISBN 978-615-5355-22-6

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

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

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

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

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

Notes:

Evaluation of subjects

Total number of evaluated students: 470

A	B	C	D	E	FX
54.04	24.26	14.04	3.83	1.06	2.77

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

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ TKZ/22	Name: Movement culture and healthy lifestyle education
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Active participation in hours, seminars and oral exams. The content of the seminar work will be to plan part of the curriculum under the subject-matter of the curriculum for a selected type of school facility. The definition of the competences of the child/student of the selected school facility type (50 points), the definition of the educational thematic area of the selected school facility type (50 points). Final assessment: A-100-91% B-90-81%, C-80-71%, D-70-61%, E-60-50%. Students who do not reach 49% will not receive credit. Total student workload: 2 credits = 60 hours, participation in 13 hour lectures (contact); 47 hours self-studying and preparation - half-year work.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student is able to work with theoretical knowledge. • The student is able to develop preparedness for child and youth health practices. • The student can develop various tools to improve the mobility of children, young people and the adult population. • The student can set up specific warm-up exercises per age group. Capabilities: <ul style="list-style-type: none"> • The student will be able to navigate through the AOP Education area of health and physical activity. • The student has the ability to expand his or her knowledge and self-training. • The student is able to develop their own preparedness and health practices for different age groups. • The student is able to apply sentence-related knowledge in practice. Competences: <ul style="list-style-type: none"> • The student will be able to apply his/her knowledge in the course of his/her future work. • It can make contact not only with children, but also with parents and adults. • The student has the ability to provide professional reasons for his activity. • The student is able to implement a targeted self-training development. 	

- The student is able to independently design activities that enhance his or her knowledge and contribute to his or her choice of profession.
- The student is able to demonstrate a reliable, helpful, encouraging, attentive and accepted attitude, to create an atmosphere open to knowledge.

Brief syllabus:

The theory and basic knowledge of physical culture, physical education and sport education. (physical culture, kinesthetic games, conditional, coordination, compensatory practices). The physical development of pupils' school age. Healthy lifestyle - elements of a healthy lifestyle for students. The main principles of a healthy lifestyle. Physical activity for a healthy lifestyle. Theoretical and basic knowledge, practical and recreational use of kinesthetic toys. Various sports activities in school clubs. Knowledge of basic tourism skills and information in nature in summer and winter. Organization of various sporting events under the legislation in force at the Ministry of Education of the Slovak Republic. Knowledge of basic health standards for sports activities in schools.

Literature:

Dobay, Beáta. Mozgásos játékgyűjtemény: (óvó- és alsó tagozatos pedagógusok részére). 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 135 s. ISBN 978-80-8122-192-7.

Dobay, Beáta a Elena Bendíková. Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia. 1. vyd. Komárom: Kompress, 2016. 104 s. ISBN 978-963-12-7613-8

Domonkos Mihály: Testkultúra, Juhász Gyula Pedagógiai Kar – Szeged, ISBN 978-963-306-366-8, <http://www.ofi.hu/tudastar/kultura-testkultura>, <http://www.jgypk.u-szeged.hu/dok/tamopsport/Nadori-Dancs-Retsagi-Ekler-Gaspar%20-%20Sportelmeleti%20ismeretek>

Gaál Sándorné, Kunos Andrásné : Testnevelési játékok anyaga és tervezése az óvodában, Szolnok, 0. - 246 s. - ISBN 963 650 519 5.

Gaál Sándorné: Mozgásfejlődés és fejlesztés az óvodában : Kézikönyv óvodapedagógusok számára / - 1. vyd. - Szarvas : Szarvaspress, 2010. - 332s. - ISBN 978-963-08-0198-0.

Gaál Sándorné, Bencze Sándorné: A testnevelés mozgásanyagának feldolgozása a 3-10 éves korosztály számára, Szarvas, 2004. - 224 s. - ISBN 0010409.

Rétsági Erzsébet: A testnevelés tantárgypedagógiája, Dialóg Campus, 2004 Farkosi István: Mozgásfejlődés, Dialóg Campus, 2005

Šelingerová - Šelinger: Športová antropológia, SVSpTVaŠ, 2017

ZANZA TV – Testkultúra, <https://zanza.tv/fogalom/testkultura>

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

hungarian ,slovak language

Notes:

Evaluation of subjects

Total number of evaluated students: 11

A	B	C	D	E	FX
45.45	36.36	9.09	9.09	0.0	0.0

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

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ TPR/22	Name: Theory and practice of the management of educational institutions
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: General conditions for taking the course: - Active participation of the student in lectures, - Successful completion of a continuous knowledge test, - successful completion of the final examination. The course ends with an examination. The intermediate written knowledge test has a maximum score of 60 points. The final written knowledge test has a maximum score of 40 points. The successful completion of the course is subject to obtaining at least 50 % of the maximum possible grade for the course (100 points). The grade is awarded on the following scale: A - 90-100%, B - 80-89%, C - 70-79%, D - 60-69%, E- 50-59%. Total student load: 1 credit = 30 hours - 26 hours lecture attendance (contact hours); 4 hours self-study.	
Results of education: Knowledge: - The student has knowledge of the specifics of school management in the areas of comprehensive management, quality management, management styles, school marketing, school climate and culture - the student is familiar with management styles and can characterise them, - the student knows the structure of the school system of the Slovak Republic, - the student is familiar with school legislative documents, - the student is able to characterise the competences of the head teacher, his/her rights and duties, as well as the rights and duties of the founder and control bodies, - the student knows the forms of cooperation with partners of educational institutions, - the student knows the meaning and methods of evaluation and self-evaluation, - the student is familiar with pedagogical documentation related to the management of educational institutions (school educational and educational programmes), - the student knows the target and structural difference between the school educational programme of kindergarten and the educational programme of school educational institutions, - the student knows the background to the development of each programme, - the student knows the procedures for the development of individual programmes.	
Skills:	

- The student can independently search, compare and work with relevant literary sources,
- the student is able to navigate school legislative documents and search for relevant information,
- the student is able to establish cooperation with school partners and educational institutions,

Competences:

- The student is able to imply theoretical knowledge into his/her own pedagogical practice in the field of management and cooperation,
- the student is able to conceive his/her own practices in achieving the set objectives in the field of management and cooperation,
- the student is able to apply knowledge about school management in the context of school management in the Slovak Republic in relation to legislation,
- the student will be able to critically evaluate existing legal documents especially in relation to national schools,
- the student will be able to evaluate the ongoing changes in the field of public administration, to express his/her own opinion on the justification of self-governing structures in the process of school management,
- the student will feel responsible for the quality of individual programs for the benefit of an effective educational process.

Brief syllabus:

Functions of the school. The nature of school governance in a democratic society. Adaptability of the school management system.

The position and roles of the state administration in school management. The responsibilities of local government, school authorities and other bodies in the management of schools and schools.

The nature and content of management. Concepts and theories of management. Functions of management - basic and general management functions.

School management. Models of school management, their peculiarities. Organisational structure of the school. Comprehensive school management in the implementation of the school educational programme. Educational programmes from the point of view of school management. Management of the development and implementation of the school educational programme. Internal standards of the school as regulators of optimal functioning.

Management styles. Personality and communication skills of the school manager. School marketing from the point of view of contemporary school needs.

School climate and culture in terms of the development and implementation of the school educational programme.

Kindergarten and school education partners and their cooperation.

Evaluation and self-evaluation methods in management.

Legislative basis for the development of the school educational programme of kindergarten and educational programme of school educational establishments.

Principles of development and structure of the school educational program of kindergarten and educational program of school educational facilities.

Analysis of local conditions and possibilities of kindergarten and school educational facilities prior to the development of the educational and school educational program - SWOT analysis.

Stages of creation of school educational and educational programs.

Literature:

HORVÁTHOVÁ, K. Opatávamenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.

HORVÁTHOVÁ, K., OBDRŽÁLEK, Z. Organizácia a manažment školstva: Terminologický a výkladový slovník. Bratislava : SPN, 2004. 419 s. ISBN 80-10-00022-1.

HORVÁTHOVÁ, K. a kol. Otázky koncepcie prípravy riadiacich zamestnancov škôl. Nitra : UKF, 2011. 344 s. ISBN 978-80-558-0001-1.

HORVÁTHOVÁ, K. Školský manažment v nových spoločenských podmienkach (pre riadiacich pedagogických zamestnancov). Bratislava : UK, 2008. 181 s. ISBN 978-80-969178-8-4.

HORVÁTHOVÁ, K, MANNIOVÁ, J. Úvod do školského manažmentu. Ivanka pri Dunaji : AXIMA, 2008. 179 s. ISBN 978-80-969178-6-0.

KETS DE VRIES, M. The leadership mystique: Leading behavior in human enterprises. Great Britain : Pearson Education, 2006. 279 s. ISBN 978-1-4058-4019-4.

PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.

SIVÁK, J. Minőség az óvodában. Budapest : Okker, 2001, 272 o. ISBN 963-9228-50-8.

SLAVÍK, J. Hodnocení v současné škole: Východiská a nové metody pro praxi. Praha : Portál, 1999. 190 s. ISBN 80-7178-262-9.

ŠTÁTNY PEDAGOGICKÝ ÚSTAV, 2016. Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách [online]. Bratislava : ŠPÚ, 2016. 112 s. Dostupné na internete <https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf>.

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

Zákon č. 138/2019 o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.

Zásady tvorby školských vzdelávacích programov a výchovných programov – www.statpedu.sk, www.minedu.sk.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 409

A	B	C	D	E	FX
18.09	19.56	18.83	19.8	22.49	1.22

Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., Dr. habil. Erika Kopp, PhD., PaedDr. Alexandra Nagyová, PhD., PaedDr. Beáta Kiss, PhD.,

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ TVD/22	Name: Creative workshop
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: - active participation of the student in the exercises - participation of the student in the assignments and participation in the discussions during the exercises - submission of term papers in physical and digital form and its presentation - Evaluation of the success of the semester work - max. 50 points: - quality - 20 points, - originality - 10 points, - formal aspect - 10 points, - a short oral explanation of the concept and content of the works the contents and the content of the submitted works - 10 points. - The successful completion of the course includes the submission of term papers in digitised form as a pdf document, with the quality and content of this document being assessed separately according to the following criteria - max. 30 points: - formal aspect - 10 points - quality of reproductions of the theses - 10 points - skills in the use of digital media (working with hardware and software) -10 points Evaluation - max. 80 points: A : 72 - 80 points (90 - 100%) B: 64 - 71 points (80 - 89%) C: 56-63 points (70-79%) D: 48 - 55 points (60 - 69%) E: 40 - 47 points (50 - 59%) Fx: 0-39 points (0-49%) Total student load: 1 credit = 30 hours - 13 hours of participation in exercises (contact hours); 8 hours of self-study; 9 hours of term paper preparation.	
Results of education: Knowledge Student/Student:	

- Knows the tools of the visual arts and their proper use
- knows the art techniques and their areas of application
- knows the application of some graphic, plastic and digital technologies
- knows the forms of visual education activities
- recognises the specificities of the visual representation of children and young people
- knows the methods of education aimed at developing creativity
- plans and organises forms of visual education and craft activities

Skills

The student is able to:

- use the tools of visual arts correctly and to apply them appropriately
- select and apply appropriate art techniques on the surface and in space
- use the elements of visual language in different ways on the surface and in space
- express themselves using art techniques on a given subject
- carry out certain graphic, plastic and digital processes
- to reflect on current social and cultural issues and critical thinking

Competencies:

The student is able to:

- Apply practical knowledge of the curriculum as applied to creative production practices
- apply the theoretical knowledge of the curriculum that he/she uses in a creative way
- establish own procedures for achieving goals in planning and implementing art activities
- to work independently in creative making practices or in learning the curriculum
- identify with their own profession in which they are fluent in developing their own abilities and skills
- feel responsible for methodologically correct planning, organisation and implementation of art activities
- to support the thinking and creative processes of children and young people and their visual expression

Brief syllabus:

Visual expression - perception, qualities, experience.

Ecology and environmental awareness in art education - land art, environmental art, arte povera.

The development of pictorial representation of children and young people - schematism, symbols, colour and form, space.

Phenomena of visual art - creation, styles.

Characteristics of media - typical expressive means of media.

Bookmaking - Japanese binding, paperback, picture book.

Theory and practice of digital competence - digital image and text, basics of typography and graphic design - poster, advertising, visual identity.

Synesthesia, smells, sounds and touch on canvas, free association of images based on our senses through art therapy.

The possibilities of spatial representation on the canvas - historical overview, peculiarities of spatial representation of children's drawings, basics of perspective representation.

Possibilities of integrating visual education into other areas of education.

Visual education by project method.

Environment: technology and tradition - objects, spaces, function.

Environment: technology and tradition - tradition, design, fashion.

Literature:

ARHNEIM, R. A vizuális élmény: Az alkotó látás pszichológiája. Budapest: Gondolat, 1979, 560 s. ISBN 9632801415

BÁLVÁNYOS, H. Esztétikai - művészeti ismeretek nevelés: Vizuális kultúra II. : Képzőművészet, tárgy - és környezetkultúra. Budapest: Balassi Kiadó, 1998, 168 s. ISBN 963 506 240 0.

BÁLVÁNYOS, H. Látás és szemléltetés. Budapest: Balassi Kiadó, 2003, 155 s. ISBN 963 506 521 3.

BÁLVÁNYOS, H., SÁNTA, L. Vizuális megismerés, kommunikáció. Budapest: Balassi Kiadó, 2000, 125s. ISBN 963 506 354 7.

BAKOS, T., BÁLVÁNYOS, H., PREISINGER ZS. A vizuális nevelés pedagógiája: 6-12 éves korosztályban. Budapest: Balassi Kiadó, 2001, 263 s. ISBN 963 506 398 9.

BEKE, M. 77 magyar népi játékok. Budapest: Corvina, 2017, 304 s. ISBN 978 963 13 6431 6. 161 s. ISBN 978-80-8122-335-8.

DVORSZKY, H. Design: A forma művészete. Budapest: Képzőművészeti Alap Kiadóvállalata, 1979, 295 s. ISBN 963 336 119 2

FEUER M. A gyermekrajzok fejlődéslélektana. Budapest: Akadémiai Kiadó, 2000, 405 s. ISBN 9630577321.

FIEDLER, J., VANCURÁNÉ, S. A., HAJDÚ, A. Kép-játék-hang: Foglalkozási tervek képzőművészeti alkotásokhoz. Budapest: Pedellus Tankönyvkiadó, 2015, 80 s. ISBN 978-615-5154-63-8.

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

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

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

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

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

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

hungarian , slovakian

Notes:

Evaluation of subjects

Total number of evaluated students: 92

A	B	C	D	E	FX
51.09	26.09	10.87	0.0	6.52	5.43

Teacher: Mgr. Tímea Mészáros,

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ UDP/22	Name: Introduction to pedagogical studies
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Prerequisites for successful completion of the course: - active participation of students in lectures, - written exam (50 points), - Creation and presentation of a term paper on one of the topics or subtopics of the course using at least 3 primary sources and at least 5 literary sources, min. 20 000 characters. Assessment of the term paper (50 points): - content 20 points, - formal structure 10 points, - list of references 20 points. Total student workload: 3 credits = 90 hours (26 hours of participation in contact teaching, 32 hours of self-study, 32 hours of term paper preparation) Final evaluation: maximum 100 points. 100 points are required to pass the course, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must obtain 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (59-50 points) of the total number of points.	
Results of education: Knowledge: - The student knows and can interpret the most important scientific results about human beings, the different ideas about human beings, the educational perceptions associated with them, is aware of the sociocultural factors influencing attitudes, and is aware of the implications of all this for personal development. - The student is able to understand and interpret the results of recent theoretical, anthropological and historical research adequate to teacher education. - The student is familiar with various theoretical approaches and interpretations of education and their roles and is able to apply them in his/her work. Skills: - Using the results of the discipline, the student approaches contemporary phenomena of education and pedagogy on the basis of new aspects, with a historical context.	

- The student should develop his/her image of people and children, his/her perception of education and upbringing, be able to be aware of it and communicate it to others.
- With democratic commitment and a sense of responsibility, the student is prepared to accept values other than his/her own, to recognize and respect the views of others.
- The student is able to reflectively interpret, analyze and evaluate his/her teaching experiences and opinions.

Competences:

- The student is able to form an independent opinion, to reflect on himself/herself as a future teacher.
- The student is able to develop his/her own procedures to achieve set goals,
- The student behaves empathetic towards different social groups.
- The student takes responsibility for the mission of his/her institution.
- Student feels responsible for the effective solution of each problem.

Brief syllabus:

Historical and cultural anthropological approach to education, basic concepts of education - human body, ritual, holiday, space, time, narrative knowledge, informal education, generational relations, education as a social primary function, evolution of culture (mimetic, mythic, paradigmatic) ; Basic models of ancient Greek education, educational ideas of Greek philosophers (Socrates, Plato, Aristotle).

Augustinian principle of education, transformation of medieval man and his worlds - origins of medieval approach to children, education and education, institutionalized education of women.

The world of the Renaissance man, his important pedagogical thinkers (Vittorino da Feltre, Guarino da Verona, Neri St. Philipines, Juan Vives).

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

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

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

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

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

Literature:

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

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

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

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

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

Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184
 Németh András et al: Alternatív- és reformpedagógia a gyakorlatban
http://nti.btk.pte.hu/dogitamas/BHF_FILES/html/99Nemeth/topic.php-topic=14.htm
 (2022.02.07.)
 Pukánszki Béla István: Pedagógiai eszmetörténet. Budapest: Gondolat, 2013. ISBN 978-963-693-228-2.

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

Notes:

Evaluation of subjects

Total number of evaluated students: 250

A	B	C	D	E	FX
44.4	24.8	16.0	2.0	1.2	11.6

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

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/UZ/ UFIK/23		Name: Introduction to Finnish language and culture			
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present					
Number of credits: 1					
Recommended semester/trimester of study: 1., 3., 5.					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature:					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 16					
A	B	C	D	E	FX
37.5	18.75	12.5	6.25	0.0	25.0
Teacher: doc. Mgr. Anikó Polgár, PhD.,					
Date of last update: 30.05.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/UZ/ UGK/24		Name: Úvod do gréckého jazyka a kultúry			
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present					
Number of credits: 1					
Recommended semester/trimester of study: 1., 3., 5.					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature: Varga Zsigmond: Bibliai görög olvasó- és gyakorlókönyv. Sárospatak, Hernád Kiadó, 2015, ISBN 978-615-80132-6-0 Györkösy Alajos – Kapitánffy István – Tegye Imre: Ógörög – magyar nagyszótár. Budapest, Akadémiai, 1993 ISBN 963 05 6522 6 Tóth Eszter – Csalog Eszter: Újszövetségi görög nyelvkönyv. Budapest, Szent Pál Akadémia, 1998. ISBN 963 04 9816 2 Bolonyai Gábor – Forró Orsolya – Kulin Veronika: Bevezetés az ógörög nyelvbe. ΘΕΩΝ ΔΙΑΛΟΓΟΙ. Budapest, Bölcsész Konzorcium 2006. ISBN 963 9704 67 9 Belfiore, Jean-Claude – Karsai György: A görög és római mitológia lexikona. Budapest, Saxum, 2008. ISBN 978 963 248 046 6. Maywald József – Vayer Lajos – Mészáros Ede: Görög nyelvtan. Budapest, Tankönyvkiadó, 1980. ISBN 963 17 32 282 Szepessy Tibor: Görög költők antológiája. Egyetemi tankönyv. Budapest, Typotex, 2000 ISBN 963 9132 888 Polgár Anikó: Poszeidón gyöngyszakállá. Görög–latin intertextusok nyomában, Janus Pannoniustól Weöres Sándorig. Pozsony, Kalligram, 2020. ISBN 978-80-8101-992-0					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 5					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
Teacher: doc. Mgr. Anikó Polgár, PhD.,					

Date of last update: 23.09.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/UZ/ ULK/23		Name: Introduction to Latin language and culture			
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present					
Number of credits: 1					
Recommended semester/trimester of study: 1., 3., 5.					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature:					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 17					
A	B	C	D	E	FX
23.53	35.29	17.65	0.0	5.88	17.65
Teacher: doc. Mgr. Anikó Polgár, PhD.,					
Date of last update: 30.05.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/UZ/ ULK2/24		Name: Introduction to Latin language and culture 2			
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present					
Number of credits: 1					
Recommended semester/trimester of study: 2., 4., 6.					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature:					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 5					
A	B	C	D	E	FX
80.0	0.0	0.0	0.0	0.0	20.0
Teacher: doc. Mgr. Anikó Polgár, PhD.,					
Date of last update: 23.09.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ URJ/24	Name: Introduction to Russian language and culture
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 1., 3., 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The assessment of the course consists of the following activities: - work during seminars (50 %) - test (50 %) - Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
Results of education: Knowledge: - The student will be familiar with basic communication topics and knowledge in the Russian language. - By completing this course, the student will gain an overview of the grammatical structure of the Russian language and acquire basic Russian vocabulary. Skills: - The student will be able to use basic Russian conversational expressions in practice. - The student will be able to form sentences independently within the framework of particular communicative topics. - The student will be able to apply basic Russian vocabulary used in everyday life. Competencies: - The student will develop a positive attitude towards the Russian language and national minorities and will teach his/her students in this spirit, with an emphasis on tolerance. - The student will be able to formulate his/her own opinions and attitudes towards the Russian language and Hungarian-Russian relations and will be able to critically review and constructively defend them.	
Brief syllabus: 1. a) Grammar: Russian alphabet, accent, pronunciation, writing Russian letters b) Conversational topics: introduction 2. a) Grammar: articles: nouns, plurals b) Conversational topics: who is it? What is it? 3. a) Grammar: personal pronouns	

- b) Conversational topics: family. Introduction of family members.
- 4. a) Grammar: possessive pronouns (1st and 2nd person)
- b) Conversation topics: family. Welcome, farewell.
- 5. a) Grammar: personal pronouns
- b) Conversation topics: family. How are you?
- 6. a) Grammar: negative : Expressing age.
- b) Conversational topics: family. Swearing. Ticking.
- 7. a) Grammar: possessive cues (3rd person)
- b) Conversation topics: Home. Pronouns.
- 8. a) Grammar: The interrogative pronoun "whose?". Expression of time. Expression of place.
- b) Conversational topics. Where is it? What time is it? Whose is it?
- 9. a) Grammar.
- b) Conversation topics. Getting to know each other.
- 10. a) Grammar: Dropping nouns after numerals.
- b) Conversation topics. (b) Homemaking.
- 11. a) Grammar: Adjectives. What? What? What?
- b) Conversation topics. Months.
- 12. a) Grammar. What - interrogative and imperative (intonation)
- b) Conversation topics. Reception.
- 13. Summary

Literature:

Осипова Ирина. Ключ 1. Учебник русского языка для начинающих. - 4-е изд. - Budapest: Corvina, 2005.

Осипова Ирина. Ключ 1. Рабочая тетрадь. Budapest: Corvina, 2006.

Székely András, Székely Nyina. Шаг за шагом 1. Nemzeti Tankönyvkiadó, 2010

Székely András, Székely Nyina. Шаг за шагом 1. Orosz munkafüzet. Nemzeti Tankönyvkiadó, 2011.

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

hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

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

Date of last update: 26.11.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ VVP/22	Name: General and developmental psychology
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Successful completion of the course requires active participation in lectures and successful completion of a written examination. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 30 points for participation and max. 70 points for the exam. A student may obtain a maximum of 100 points in total. The final grade for the course is: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points. Total student load: 2 credit = 60 hours (26 hours: attendance at lectures, 34 hours: self-study and exam preparation).	
Results of education: After completing the course the student Knowledge: <ul style="list-style-type: none"> - Knows the basic terminology of the subject, knows different theoretical directions. - Knows the basic concepts of general psychology, such as perception, sensation, learning, memory, attention and concentration, communication, thinking, intelligence, emotion, motivation - Knows the mechanisms of cognitive, emotional and motivational processes. - Knows and can characterize the biological, psychological and sociological aspects of ontogenetic development of all developmental. - Knows the professional knowledge, developmental criteria, and psychological guidelines for public education participants (preschool, junior and senior school age periods, high school age, and lifelong learning). - Can translate theory into practice, familiar with progressive trends in special and applied psychology. - Familiar with methodological approaches, structure and aspects of job descriptions . Skills: <ul style="list-style-type: none"> - Is able to independently construct psychological criteria according to physical and mental age. - Is able to orient himself in the methods of the given problem, to apply observation schemes, scearing. - He is able to differentiate children and pupils with SEN, to follow the individual educational plan. 	

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

Competences:

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

Brief syllabus:

Introduction to psychology, general psychology as a scientific discipline.
 Biological factors of psyche, psychophysiology, perception and sensation
 Learning, memory, attention and concentration
 Speech and communication, verbal, non-verbal communication and metacommunication.
 Feelings and emotions, motivation, thinking and thought processes,
 Intelligence and models of intelligence, emotional intelligence, creativity.
 Developmental psychology as a special scientific discipline - definition.
 Physical and mental age - observation schemes.
 Developmental scales and developmental periods.
 Theories of development of Piaget, Freud, Erikson.
 Generational changes and characteristics of generational differences x, y, z and alpha generations
 - change in intelligence structure
 Gardner's theory of ability and its relevance to education, Rogers' theory of person-centred approach.
 Recent research in developmental psychology.

Literature:

GOLEMAN, Daniel, N. KISS Zsuzsanna. Érzelmi intelligencia - 4. kiad. - Budapest : Háttér, 2008. - 456 s. - ISBN 9638128666.
 BUGÁN Antal, OLHÁH Attila. Fejezetek a pszichológia alapterületeiből - 1. vyd. - Budapest : ELTE EÖTVÖS Kiadó, 2006. - 592 s. - ISBN 963 463 478 8.
 PLÉH Csaba, BOROSS Otilia. Pszichológia A-Z : A pszichológia legfontosabb fogalmai magyar és angol nyelven - 1. vyd. - Budapest : Akadémiai Kiadó, 2010. - 403 s. - ISBN 978 963 8658 0.
 PLÉH Csaba. Bevezetés a pszichológiába : Olvasmányok és feladatok a lélektan alapkérdéseinek tanulmányozásához - 1. vyd. - Budapest : Osiris Kiadó, 2004. - 920 s. - ISBN 963 389 478 6.
 PLÉH Csaba. A lélektan története - 2. vyd. - Budapest : Osiris Kiadó, 2010. - 652 s. - ISBN 978 963 276 052 0.
 ATKINSON, R. 2000. Pszichológia. (Pszichológia). Budapest : Osiris Kiadó. 2000.
 Bordás, S., FORRÓ, Zs., NÉMETH, M. STRÉDL, T. Pszichológiai jegyzetek. 1. vydanie 2005. Komárno: UJS. ISBN 8096925156

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

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

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 78

A	B	C	D	E	FX
23.08	23.08	24.36	17.95	11.54	0.0

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

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ ZAP/22	Name: Introduction to academic writing
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Total student workload: - Developing and updating a research plan of at least 2 pages (20 points) - development and adaptation of a research method and tool (20 points) - presentation of the research tool and method in a minimum of 2 pages (20 points) - testing of the research method and tool, summary of the experience in a minimum of 3 pages (40 points) Final course grade: - A = 90 - 100% (100 - 90 points) - B = 80 - 89 % (89 - 80 points) - C = 70-79 % (79-70 points) - D = 60 - 69 % (69 - 60 points) - E = 50 - 59 % (59 - 50 points) - FX = 0 - 49 % (49 - 0 points) Total student workload: 2 credit = 60 hours (13 hours: seminar attendance, 47 hours: self-study and research plan preparation).	
Results of education: Knowledge: Upon completion of the course, the student will know * the main features of scientific knowledge * quantitative and qualitative methods of scientific knowledge * methods of data collection * the basics of case studies and internet research * basic principles of writing bachelor theses * methods and main features of literary research * methods of reference to literature * the link between learning style, learning environment and learning motivation * measurement tools used in data collection and their main features * scientific criteria of validity and reliability * the requirement to ensure argumentative interpretation Skills:	

The student is able to

- formulate a research aim
- construct a research plan on a selected topic, for example, exploring learning styles
- develop principles of literary research
- evaluate the appropriateness of the research tools and methods used

Competencies:

The student can

- draw up their own research plan
- formulate hypotheses and/or questions
- choose own methods and tools to implement the research plan
- analyse the literature and formulate references to their results
- formulate summary ideas on the basis of the developed literature.

Brief syllabus:

Main features of scientific knowledge

Quantitative and qualitative directions of pedagogical science

Formulation of research questions and hypotheses

Selection and processing of literature

Methods of data collection (questionnaires, interview, observation, tests)

Case studies, internet research

Bachelor's thesis as a publication genre

System of references to literature

Learning style and learning environment

Didactics of learning

The connection between learning style and teaching style

Literature:

Andragógiai interdiszciplináris kutatómódszertan / Kálmán Anikó. - 2. vyd. - Budapest : OKKER Oktatási és Kiadói Rt., 2005. - 148 s. - ISBN 963 9228 97 4.

Kutatómódszertan = Elmélet, gyakorlat, tanulmányok : Oktatási segédlet / Menyhárt József. - 1. vyd. - Nitra-Nyitra : Nyitrai Konstantin Filozófus Egyetem -Univerzita Konštantína Filozofa v Nitre, 2015. - 167 s. - ISBN 978-80-558-0962-5.

A társadalomtudományi kutatás gyakorlata / Earl Babbie ; Gábor Kende. - 6. vyd. - Budapest : Balassi Kiadó, 2008. - 600 s. - ISBN 978-963-506-764-0.

Doing a Successful Research Project : Using Qualitative or Quantitative Methods / Martin Davies, Nathan Hughes. - 2. vyd. - Hampshire : Palgrave Macmillan, 2014. - 278 s. - ISBN 978-1-137-30642-5.

Doing Your Research Project : A Guide for First-time Researchers / Judith Bell, Stephen Waters. - 7. vyd. - London : McGraw-Hill Education, 2018. - 344 s. - ISBN 978-0-335-24338-9.

Metody pedagogického výzkumu : Základy kvantitativního výzkumu / Miroslav Chráska. - 2., akt. vyd. - Praha : Grada, 2016. - 254 s. - ISBN 978-80-247-5326-3.

Egyéni különbségek szerepe a tanulásban : Tanulási stratégiák / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2012. - 143 s. - ISBN 978-963-88946-7-0.

Egyéni különbségek szerepe a tanulásban : A tanulási stílus / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2011. - 222 s. - ISBN 978-963-88946-5-6.-

A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája / Paul Roeders, Gefferth Éva. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2.

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

hungarian, slovak

Notes:					
Evaluation of subjects Total number of evaluated students: 113					
A	B	C	D	E	FX
43.36	19.47	22.12	8.85	0.0	6.19
Teacher: prof. Péter Tóth, PhD., PaedDr. Alexandra Nagyová, PhD., Katalin Kanczné Nagy, PhD., doc. dr. univ. Agáta Csehiová, PhD.,					
Date of last update: 30.05.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ ZPP/22	Name: Basics of first aid and biology for teachers
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The condition for passing the subject is active participation in the seminars, which consist of a theoretical and practical part. During the practical part, the student will try out, practice, and at the end, demonstrate basic practical skills in providing emergency first aid in various simulated situations and various types of injuries and accidents. The partial evaluation of the subject is the evaluation of the seminar work (extent of at least five pages, TNR font, font size 12) on an arbitrarily selected topic from the list of topics covered according to the subject outline. Evaluation criteria (30%): - Summary of the issue according to the currently available professional literature, drawn from at least three professional sources - Description of a specific case based on own experience, or design of a specific practical method for implementing the given topic in practice - Requirements for content, form, and graphic, image documentation. In the final part, the student proves his theoretical knowledge by completing the test (70%). Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%. Achieving 50% of the total points is necessary to award credits. Total student load: 2 credits = 60 hours (13 hours: participation in lectures, 47 hours: self-study and preparation for the exam, preparation of a seminar paper).	
Results of education: Knowledge: - The student can name the causes, consequences, and solutions of the most frequent sudden actions of traumatic and non-traumatic origin threatening the life and health of newborns, children, and adults. - The student can summarize theoretical knowledge about basic life-saving actions, disorders of consciousness, breathing disorders, seizures, bleeding from wounds, shock, fractures, joint injuries, and burns. - The student can design adjustments to create a safe environment for children and organize various school activities. - The student can characterize individual organ systems and combine them with knowledge of first aid in case of failure of these systems.	

Abilities:

- The student can evaluate situations with a focus on minimizing the risk of further endangering himself and can call emergency medical services and other components of the integrated rescue system in the event of an accident.
- The student can practically perform essential emergency support of life functions - opening the airways, rescue breathing, chest compressions (heart massage), stopping bleeding, stabilizing position, cardiopulmonary resuscitation (revival), including the use of automatic external defibrillation,
- The student can provide psychological support to the disabled.
- The student can provide health care for various types of children's diseases, such as allergies, metabolic disorders, parasites, and respiratory and gastrointestinal tract diseases.

Competencies:

- The student acquires a positive attitude toward providing first aid and preventing sudden threats to the life and health of school-age children and adults.
- The student can justify the importance of providing first aid in the emergency health care system in sudden life and health-threatening events.
- The student can practically use knowledge and skills in dealing with sudden life and serious health-threatening events of traumatic and/or non-traumatic origin.

Brief syllabus:

The importance of first aid, the implementation of first aid in the educational process, and the procedure for reporting an accident to the emergency services.

Safety in the school environment (in the building, in the yard, during free time activities), building a first aid kit at school and school activities.

Essential characteristics of the respiratory system. Determining the affected person's condition, examination of the airways and essential vital functions, stabilization position, removal of a foreign body from the airways, and artificial respiration.

The structure and function of the heart, diseases of the circulatory system, and the heart providing first aid in case of cardiac arrest.

The function of blood and blood elements, stopping bleeding in different types of wounds, types of bandages and wound dressing techniques, and internal bleeding.

Essential characteristics of the musculoskeletal system, muscles, and bones. Injury of tendons, joints, treatment of fractures.

Types of shock states, anaphylactic shock, and essential characteristics of the immune system.

Essential characteristics of the nervous system. Damage to the nervous system, epileptic seizure, convulsions, and first aid.

Essential characteristics of the skin. Types of burns, first aid for burns, eye injuries.

Essential characteristics of the gastrointestinal system. First aid for poisoning.

Wounds caused by stings, bites, planning, organization, and implementation of walks, trips, camps, and safe transportation of children.

Allergies, frequent diseases of the respiratory tract and gastrointestinal tract, parasites in childhood, autoimmune diseases, and metabolic disorders in children.

Literature:

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

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

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

MADER, S. S.: Human biology. - 11. vyd. - Boston: Wm. C. Brown Publishers, USA, – 2008. - 600 s. - ISBN 0-978-0-07-016778-0.
 McCracken, T. O.: Háromdimenziós anatómiai atlasz. Budapest : Scolar Kiadó, 2000. - 237 s. - ISBN 978-963-9193-99-4.
 NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.
 PORÁČOVÁ, J., NAGY, M., BERNÁTOVÁ, R., a kol. Fyziológia živočíchov a človeka - 1. vyd. - Prešov : Fakulta humanitných a prírodných vied PU v Prešove, 2014. - 591 s., [36,65 AH]. - ISBN 978-80-555-1150-4.
 STOPPARDOVÁ, M.: Prvá pomoc malým deťom: Stručný sprievodca prvou pomocou. – 1. vyd. – Bratislava: Slovart s.r.o., 2005. – 63 s. – ISBN 80-8085-022-4.
 SZENTÁGOTHAJ, J.: Funkcionális anatómia I.-III. Budapest : Medicina Könyvkiadó, 2006. - 710, 600, 800. - ISBN 963 242 565 0.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

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

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ ŠSB/22	Name: Socio-Scientific and Pedagogical-Psychological Basis of Teaching
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study:	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Conditions for qualifying for the State examination: a) completion of all compulsory courses (16 credits), b) obtaining at least 11 credits from the compulsory elective courses of the program, c) obtaining 5 credits from elective courses, d) obtaining 32 credits in the prescribed composition (to complete the subject of the state examination, the student has get 2 credit). In the oral state examination, the student gives an account of his own pedagogical, psychological and biological knowledge as components of education and training. The state examination takes the form of a colloquium, in which the student's pedagogical knowledge is evaluated by the state final examination committee. The oral exam is evaluated on the basis of the following grading scale: A – 100–90%, B – 90–80%, C – 80–70%, D – 70–60%, E – 60–50%. A student who does not reach 50% does not receive credit.	
Results of education: Knowledge: - the student can explain the biological and social psychological aspects of the development of school-aged students, - based on the basic principles of pedagogical diagnostics, the student is able to distinguish the students' current level of personal development and developmental characteristics, - the student is able to reflect on the psychological laws of the student's learning process, - the student can identify the students' individual learning styles, - the student can assess the impact of socio-cultural determinants on the student's personal development, - the student can evaluate the compensation function of the school in relation to the effects of the socio-cultural environment on the development and improvement of the student's personality, - the student has interdisciplinary knowledge about the developmental differences of students, which result from health or social disadvantages, - the student will be able to assess the possibilities of developing his own career in the career development system, - the student will be able to justify the choice of self-education methods.	

Skills:

- the student has basic practical experience in assessing the students' current level of development,
- the student will be able to accept the developmental differences and psychological characteristics of individual students,
- the student will be able to recognize the specific educational needs of students,
- the student will be able to respect students' individual learning methods,
- the student has basic practical experience in identifying the multicultural environment of students,
- the student is able to take into account the students' different levels of development.

Competencies:

- the student is able to select and use appropriate pedagogical and diagnostic methods (e.g. observation, interview) to assess students' personality characteristics,
- the student is able to interpret the results of the diagnostics, draw conclusions for choosing the strategy of the educational activity,
- the student is able to cooperate with experts in the preparation of individual educational programs,
- the student is able to cooperate in the creation/innovation of the school education program,
- the student is able to cooperate with various experts for the sake of his own professional development,
- the student is able to set the goals of his own professional development,
- the student is able to identify with the need for lifelong learning,
- the student is empathetic and socially committed.

Brief syllabus:

- Not relevant

Literature:

Literature indicated in the information sheets of the study program.

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

hungarian, slovak

Notes:**Evaluation of subjects**

Total number of evaluated students: 47

A	B	C	D	E	FX
40.43	23.4	23.4	6.38	6.38	0.0

Teacher:

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/Uz/ UFIK2/24		Name: Introduction to Finnish language and culture 2			
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present					
Number of credits: 1					
Recommended semester/trimester of study: 2., 4., 6.					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature: Olli NUUTINEN, Suomea suomeksi I, Helsinki, Suomalaisen Kirjallisuuden Seura, 2008. ISBN 978-951-717-737-5 DOMOKOS Péter. Finnugor regék és mondák, Budapest, Móra Ferenc Könyvkiadó, 2012. ISBN 978 963 11 9257 5. BERECZKI Gábor, A magyar nyelv finnugor alapjai, Budapest, Universitas Könyvkiadó, 2003. ISBN 963 9104 79 5. CSEPREGI Márta, Finnugor kalauz, Budapest, Panoráma, 2001. ISBN 9632438620. Pasi SAHLBERG, A finn példa. Mit tanulhat a világ a finnországi oktatási rendszer reformjából? Preklad Fazekas Dóra. Budapest, Nemzeti Tankönyvkiadó, 2013. ISBN 978-963-19-7522-2 POLGÁR Anikó, A másik tekintet. Kisebbség, mítosz, idegenség a finn, magyar és szlovákiai magyar irodalomban, Dunajská Streda: MEDIA NOVA M-Nap Kiadó, 2021. ISBN 978 80 8104 096 2. POLGÁR Anikó, Stereotypes in the Hungarian translations of contemporary Finnish poetry, Yearbook of Finno-Ugric Studies, Vol. 17, Issue 2, 2023, p. 245–254. (Web of Science) ISSN 2224-9443					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: doc. Mgr. Anikó Polgár, PhD.,					
Date of last update: 23.09.2024					

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/Uzb/ PPC1a/23	Name: Supporting pedagogical practice 1
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 20 For the study period: 260 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 1., 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions for completing the course: <ul style="list-style-type: none"> - active participation of the student in a teaching practice in a primary school (primary school) or a secondary school (secondary school), - participation of the student in assigned tasks and involvement in analysis and discussion during the teaching practice, - submission of a completed and validated PPC1 completion report, - Completion of observation sheets from the teaching practice in primary or secondary school: lesson observation records, - Student reflection on PPC1a. Evaluation of the submitted documents (max. 50 points): <ul style="list-style-type: none"> o Content page 35 points, o formal aspect 15 points. Total student workload: 1 credit = 30 hours <ul style="list-style-type: none"> - 20 hours of participation in the teaching practice (contact hours): of which 10 hours of hospitalization and 10 hours of analysis; 2 hours of introductory meeting; 8 hours of preparation of observation sheets and reflection. Final assessment: <ul style="list-style-type: none"> - passed = 50 - 100% (25 - 50 points) - not passed = 49 - 0% (0 - 24 points) 	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student is competent to observe lessons in elementary and middle school. - The student is able to document observed lessons in grade 2 elementary and middle school. - The student is able to navigate some school documents. Skills: <ul style="list-style-type: none"> - The student is able to identify diverse manifestations of structural elements of personality, psychological processes of the student in the teaching process and in social interactions. - The student will describe the didactic aids, communication technologies and means used in the teaching process and the possibilities of applying computers, interactive whiteboards, the 	

Internet, specific teaching programmes and software, dynamic systems and interactive teaching materials and portals in teaching subjects at the 2nd level of primary and secondary school.
- It identifies teachers' teaching and communication styles and professional skills.

Competencies:

- The student is able to conceive his/her own work practices for effective observation.
- Takes a position on observed phenomena based on prior theoretical knowledge.
- Understands the relationship between the principles of teaching and the consequences - the effectiveness of learning.

Brief syllabus:

Basic attributes of observation.

Observation and evaluation of the interior and exterior of a training primary and secondary school.

Recognition and work with pedagogical documentation of the classroom.

Observation of lessons in a 2nd grade elementary school and an SHS.

Analysis of observed lessons together with the trainee teacher.

Documenting the progress of each lesson observed.

Structure of observation sheets.

Completion of observation sheets.

Literature:

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 104

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

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

Date of last update: 30.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ ZM/22	Name: Basics of mathematics
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 2 For the study period: 13 / 26 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (50 points) and an oral part (20 points). The minimum scores required to achieve for the individual grades are the following: 91 points for A, 81 points for B, 71 points for C, 61 points for D and 51 points for E. Student Load Sharing: 39% of the workload - direct teaching 21% of the workload - homework 15% of the workload - preparation for lectures and exercises 25% of the workload - exam preparation	
Results of education: Students are introduced to the basic concepts of different mathematical areas while deepening the acquired knowledge so it assists them in their further studies. After completing the course, the student will gain: Knowledge: <ul style="list-style-type: none"> • He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems. • He/she knows principles and basic methods of mathematical proofs. • He/she manages to illustrate concepts by means of appropriate examples. Skills: <ul style="list-style-type: none"> • He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving.. Competence: <ul style="list-style-type: none"> • He/she is able self-containedly earn new mathematical knowledge and extend it. • He/she demonstrates a high level of self-activity in solving mathematical problems. • He/she works effectively as an individual as well as a member or a leader of a small team. 	
Brief syllabus:	

- Propositions – basic concepts, operations with propositions. Judgment calculator – truth value.
- Sets – basic concepts, set operations, Cartesian product.
- Number sets.
- The basics of number theory – number systems, divisibility, divisibility rules.
- The axiomatic composition of mathematics.
- Proofs.
- Relations, attributes, sorting and equivalence relations.
- Explicit, implicit and parametric setting of functions.
- Cartesian and polar coordinate system.
- Real variable function.
- Elementary functions, their properties and display of their graph.

Literature:

- Reiman, I.: Matematika, Typotex, Budapest, 2011. 609 s. ISBN 978 963 279 300 9.
- Pólya, Gy.: A problémamegoldás iskolája. I. kötet, Budapest: Tankönyvkiadó, 1979. 228 s. ISBN 963 17 3844 2
- Pólya, Gy.: A gondolkodás iskolája, Budapest: Typotex, 1994. 230 s. ISBN 963 754 48 0.
- Lakatos I.: Bizonyítások és cáfolatok, Typotex Elektronikus Kiadó Kft., 1998. 254s. ISBN 9639132128

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
19.05	4.76	19.05	33.33	19.05	4.76

Teacher: Dr. habil. RNDr. Peter Csiba, PhD., doc. RNDr. Ferdinánd Filip, PhD.,

Date of last update: 23.05.2024

Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

<ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Algebra - Number theory - Geometry - Mathematical analysis - Discrete Mathematics 					
Literature: Literature indicated in the information sheets of the study programme					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 4					
A	B	C	D	E	FX
50.0	0.0	25.0	25.0	0.0	0.0
Teacher:					
Date of last update: 23.05.2024					
Approved by: prof. ThDr. István Karasszon, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. RNDr. János Tóth, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. RNDr. Peter Csiba, PhD., prof. Krisztián Józsa, DSc.					