

# CONTENS

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## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University					
<b>Name of the faculty:</b> Faculty of Education					
<b>Code:</b> KMJ/MJdb/ BPO/15		<b>Name:</b> Bachelor's Thesis and Defense			
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present					
<b>Number of credits:</b> 4					
<b>Recommended semester/trimester of study:</b>					
<b>Level of study:</b> I.					
<b>Prerequisites:</b> KMJ/MJdb/BCS/15					
<b>Conditions for passing the subject:</b>					
<b>Results of education:</b>					
<b>Brief syllabus:</b>					
<b>Literature:</b>					
<b>Language, knowledge of which is necessary to complete a course:</b>					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 95					
A	B	C	D	E	FX
43.16	23.16	14.74	11.58	4.21	3.16
<b>Teacher:</b>					
<b>Date of last update:</b> 12.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ ŠZS/15	<b>Name:</b> Hungarian Language and Literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> KMJ/MJdb/DML1/15 and KMJ/MJdb/FOF/15 and KMJ/MJdb/ÚŠJ/15 and KMJ/MJdb/DML2/15 and KMJ/MJdb/MOR/15 and KMJ/MJdb/TEL1/15 and KMJ/MJdb/DML3/15 and KMJ/MJdb/LEA/15 and KMJ/MJdb/TEL2/15 and KMJ/MJdb/DML4/15 and KMJ/MJdb/SYX1/15 and KMJ/MJdb/TEL3/15 and KMJ/MJdb/DML5/15 and KMJ/MJdb/SYX2/15 and KMJ/MJdb/DEM/15 and KMJ/MJdb/DML6/15 and KMJ/MJdb/ŠTA/15	
<b>Conditions for passing the subject:</b> <p>All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule. In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. He/she demonstrates the ability to select the content of education in accordance with the required and expected educational objectives and to enrich it with school and regional characteristics. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience.</p> <p>The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit.</p> <p>The results of the state examination and the thesis defence are publicly announced by the chair of the board.</p>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has acquired knowledge in the compulsory and profile subjects of the study programme,</li> <li>- the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan,</li> <li>- the student is able to analyse and evaluate the knowledge acquired in the subject.</li> <li>- be able to characterise the concept of teaching, to list the different types of teaching and to describe the framework for teaching and learning for 11-19 year olds.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- the student is able to present his/her expertise,</li> </ul>	

- the student is able to hand over his/her knowledge
- the student is able to organise and apply the theoretical knowledge acquired in practical teaching activities,
- the student can select and apply teaching procedures appropriately,
- the student is able to guide the learner in the acquisition of knowledge, taking into account the individual needs of the learner,
- the student has the ability to organise and apply the knowledge acquired in the course of his (her) studies.

**Competences:**

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

**Brief syllabus:**

**Literature:**

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 162

A	B	C	D	E	FX
14.81	18.52	16.67	27.16	20.99	1.85

**Teacher:**

**Date of last update:** 12.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMF/SSAdb/AJ/15	<b>Name:</b> State Exam
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> KMF/JAS1db/AJ/15 and KMF/PISdb/AJ/15 and KMF/ULINdb/AJ/15 and KMF/JAS2db/AJ/15 and KMF/JASZdb/AJ/15 and KMF/KON1db/AJ/15 and KMF/ULITdb/AJ/15 and KMF/DAL1db/AJ/15 and KMF/FONEdb/AJ/15 and KMF/JAS3db/AJ/15 and KMF/DAM1db/AJ/15 and KMF/JAS4db/AJ/15 and KMF/MORFdb/AJ/15 and KMF/DRA1db/AJ/15 and KMF/MET1db/AJ/15 and KMF/SYNTdb/AJ/15 and KMF/LEXIdb/AJ/15 and KMF/MET2db/AJ/15 and KMF/SBAdb/AJ/15	
<b>Conditions for passing the subject:</b> Students have to obtain the necessary number of credits from compulsory and elective subjects required by the study plan of the programme.	
<b>Results of education:</b>	
<b>Brief syllabus:</b> LINGUISTICS 1. The definition and scope of linguistics. The main characteristics of communication; language universals. Diachrony/synchrony; descriptivism/prescriptivism. 2. Phonetics and phonology. Phoneme, allophone, minimal pairs. The International Phonetic Alphabet (IPA), different types of transcriptions. 3. Speech organs and sounds. Classification of speech sounds: consonants. 4. Speech organs and sounds. Classification of speech sounds: vowels. 5. Linking. Prosody, isochrony. Stress, pitch and tone. 6. Morphology. The notions of morphemes, allomorphs; the segmentability of words. Inflectional and derivational morphology. 7. Word. Lexeme. Lemma. Characteristics of words. Word classes. 8. Word-formation processes (compounding, clipping, blending, coinage, acronym, conversion, affixation, borrowing, noncewords, eponym). 9. Noun and the noun phrase. Classification of nouns, noun categories, structure of the noun phrase. 10. Verb and the verb phrase. Classification of verbs, verb categories, structure of the verb phrase. 11. The structure of the phrase; major types of phrase and their functions. 12. Simple sentence; sentence and clause; basic clause patterns; types of sentence (form and function)	

13. Complex sentence, compound sentence; complex-compound sentence; coordination and subordination; reported speech.
14. Tense, aspect and mood in English. Modal verbs in English
15. Adjectives (definition, characteristics, classification). Adverbs (types, characteristics, adverbs as clause elements, positions)
16. Semantics. The relationships between lexical items: synonymy, antonymy, meronymy, hyponymy, polysemy; homophones, homographs. Idioms, Collocations, Proverbs, Sayings.
17. Grammatical functions: subjects, predicates, direct and indirect objects, predicatives/compliments, adjuncts.
18. Phrases (AP, PP, AdvP, CP). Tree diagrams as representations of structure
19. Types of dictionaries. Dictionary structure. Lexical entries. Grammar in the dictionary. Using dictionaries in the classroom.

#### LITERATURE

1. The first English literature. The Anglo-Saxons. Beowulf. Arthurian legends. Middle-English literature Geoffrey Chaucer: The Canterbury Tales
2. Medieval English drama. Humanism and the Renaissance. Renaissance drama and Elizabethan theatre. Thomas Kyd, Christopher Marlowe
3. Renaissance poetry. Sir Thomas Wyatt, Henry Howard Earl of Surrey, Sir Philip Sidney, Edmund Spenser. The poetry of William Shakespeare. Tudor prose: Sir Thomas More.
4. Shakespeare's works, classification. Shakespearean tragedy
5. Shakespearean comedy
6. Stuart literature. Historical background. John Milton. Drama in the Restoration period. Classicism. Prose in the Age of Reason. Daniel Defoe, Samuel Richardson, Henry Fielding, Jonathan Swift. Laurence Sterne: The Life and Opinions of Tristram Shandy Gentleman
7. Jane Austen and social criticism. Pride and Prejudice. Gothic novels. The Brontë sisters. Wuthering Heights.
8. Romanticism. William Blake. Robert Burns. The Lake poets: S. T. Coleridge, William Wordsworth. Coleridge: The Rime of the Ancient Mariner. Byron, Shelley, Keats
9. The Victorian period. Realism. Charles Dickens: A Christmas Carol. Late Victorian period: Imperialism, Pessimism, Liberalism. Rudyard Kipling, Thomas Hardy
10. English drama in the late 19th and early 20th century. The influence of Henrik Ibsen. G. B. Shaw: Pygmalion.
11. Aestheticism and the Fin De Siècle. Oscar Wilde: The Picture of Dorian Gray. The Happy Prince and Other Stories
12. The Beginnings of American Literature (The writings of the explorers; Native American literature, Colonization and Puritanism; The 18th century: Christopher Columbus, John Smith, J. Hector St. John de Crèvecoeur, Benjamin Franklin)
13. Romanticism in American Literature I. (Washington Irving, James Fenimore Cooper)
14. Romanticism in American Literature II. (Edgar Allan Poe, prose and poetry)
15. The American Renaissance I. (Transcendentalism, Ralph Waldo Emerson, Henry David Thoreau)

<p>16. The American Renaissance I. (Herman Melville, Nathaniel Hawthorne)</p> <p>17. American Poetry in the 19th Century (Walt Whitman, Emily Dickinson)</p> <p>18. American Prose in the Second Half of the 19th Century I. (Kate Chopin, Harriet Beecher Stowe, Mark Twain)</p> <p>19. American Prose in the Second Half of the 19th Century II. (Henry James, Stephen Crane, Charlotte Perkins Gilman)</p> <p>20. Early 20th Century American Poetry (Robert Frost, Ezra Pound, William Carlos Williams)</p> <p>21. Contemporary British and American Literature I. (Margaret Atwood – The Handmaids Tale, David Mitchell – Cloud Atlas, Andy Weir – Martian, Jeff Vandermeer – Annihilation)</p> <p>22. Contemporary British and American Literature II. (Kazuo Ishiguro – Never Let Me Go, Chris Beckett – Dark Eden, Neil Gaiman – American Gods)</p> <p>23. Contemporary British and American Literature III. (Ian McEwan – Atonement, Kate Atkinson – Life after Life, Gillian Flynn – Gone Girl)</p> <p><b>METHODOLOGY</b></p> <p>1. The roles of the teacher in the foreign language classroom</p> <p>2. Learner factors affecting second language learning (age, learning styles, motivation, anxiety)</p> <p>3. Theories of language acquisition and their influence on language teaching</p> <p>4. The Grammar Translation Method</p> <p>5. The Direct Method</p> <p>6. The Audio-Lingual Method</p> <p>7. Alternative methodologies: Suggestopedia and Silent Way.</p> <p>8. Total Physical Response</p> <p>9. Community Language Learning</p> <p>10. The Communicative Approach</p> <p>11. Task-Based Language Teaching</p> <p>12. Classroom management</p> <p>13. Introducing new language structures: teaching models</p> <p>14. Giving feedback: feedback, assessment, correction</p> <p>15. Correction: dealing with spoken and written errors</p> <p>16. Classroom discipline</p> <p>17. Coursebooks, and the use of teaching equipment</p> <p>18. Lesson planning, syllabus, curriculum</p>					
<p><b>Literature:</b> Indicated in the information sheets of the compulsory courses of the study programme.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> English</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 111</p>					
A	B	C	D	E	FX
26.13	13.51	22.52	14.41	14.41	9.01
<p><b>Teacher:</b></p>					
<p><b>Date of last update:</b> 12.03.2025</p>					

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University					
<b>Name of the faculty:</b> Faculty of Education					
<b>Code:</b> KPD/SZdb/ SVZ/15		<b>Name:</b> Socio-Scientific and pedagogical-psychological basis of teaching			
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present					
<b>Number of credits:</b> 2					
<b>Recommended semester/trimester of study:</b>					
<b>Level of study:</b> I.					
<b>Prerequisites:</b> KPD/SZdb/VDP/15 and KPD/SZdb/ZVP/15 and KPD/SZdb/TEV/15 and KPD/SZdb/VPS/15 and KPD/SZdb/DID/15 and KPD/SZdb/SCP/15 and KPD/SZdb/FVV/15 and KPD/SZdb/LAD/15 and KPD/SZdb/ANA/15 and KPD/SZdb/PX1/15 and KPD/SZdb/SMP/15 and KPD/SZdb/APK/15					
<b>Conditions for passing the subject:</b> The student's answer verbal subjects which are of pedagogical and psychological foundations that evaluated examination committee. Evolution: A – 90 -100%, B – 80 -89%, C – 70 -79%, D – 60 - 69%, E – 50 -59%.					
<b>Results of education:</b> Graduated from the Department Teaching academic subjects through common sociálnovedného, pedagogical and psychological basis for teachers to acquire knowledge of the problems of educational sciences and social and legislative context of education and training and the basics of digital, psychological and special pedagogical literacy teacher.					
<b>Brief syllabus:</b> x					
<b>Literature:</b> The compulsory and elective subjects is given subject data sheets.					
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak Language					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 295					
A	B	C	D	E	FX
26.1	23.39	23.39	15.59	10.17	1.36
<b>Teacher:</b>					
<b>Date of last update:</b> 30.05.2024					

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. Mgr. Anikó Polgár, PhD., prof. Dr. Béla István Pukánszky, DSc.