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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> KPP/PPdb/ ALT/15	<b>Name:</b> Basics of Alternative Education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Students has to provide one semestral work for 25 points, 25 points could be earned by presentation of the work, another 50 points for written test so 100 points could be earned during a term in total. A mark 100-90%, B mark 89-80%, C mark 79-70%, D mark 69-60%, E mark 59-50%, FX mark in case that less then 50% of the points were earned during a term.	
<b>Results of education:</b> The student knows the main directions and schools of alternative education.	
<b>Brief syllabus:</b> The emergence of alternative schools first half of the 20th century (Waldorf, of Jena, Dalton, Freinet, Montessori). Alternative schools in second half of the 20th century (Rogers' concept, ITV, Zsolnay School Open School, project learning, global education, etc.). Modeling School Reform - forecast.	
<b>Literature:</b> Zelina, M.: Alternatívne školstvo. Bratislava: IRIS, 2000 Hidličková, D.: Alternatívni pedagogické koncepcie. Č. Budejovice, 1994 Kasíková, H.: Kooperativní učení, kooperativní škola. Praha: Portál, 1997 Kovaliková, S. – Olsenová, D.: Integrované tematické vyučovanie. Bratislava, 1996 Klein Sándor: Gyermekkôzpontú iskola, Tankonyvkiad' Budapest, 2003 Rýdl, K.: Alternatívni pedagogické hnutí v súčasné spoločnosti. Brno, 1994 Rogers, C.J.: Sloboda učiť sa Valenta, M.: Waldorfská pedagogika a jiné alternativy. Olomouc: PF VP, 1993 Bertrand, Y.: Soudobé teorie vzdělávání. Praha: Portál, 1998	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovakian	
<b>Notes:</b>	
<b>Evaluation of subjects</b> Total number of evaluated students: 424	

A	B	C	D	E	FX
14.15	37.74	31.13	12.74	4.25	0.0
<b>Teacher:</b> prof. Dr. András Németh, DSc.,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ BP/15	<b>Name:</b> Bachelor thesis and protection
<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> 5	
<b>Recommended semester/trimester of study:</b> 5., 6..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> KPP/PPdb/PPR/15 and KPP/PPdb/BS/15	
<b>Conditions for passing the subject:</b> The supervisor and opponent assess the final thesis. They execute assesment about the thesis, in what the formal ways are evaluated (according to AIS) the quality of processing the theoretical and practical parts of the work, the merits and applicability of it. It evaluates the selection of a sufficient number of relevant literary sources and organizing them into a coherent whole. The supervisor and opponent give recommandations and put questions to the author of the thesis.	
<b>Results of education:</b> Student in the concieved final thesis has to demonstrate the ability to work productively in the field of study in which (s)he studied. Processing the final thesis, the student has to show the ability to independently acquire theoretical and practical knowledge and creatively apply them and use in solving specific problems. Diploma thesis may have the character of theoretical, research and applicative. The result of thesis defense is evaluated with grades from the range of A to Fx. The defense of bachaler thesis proceeds colloquial exams. Classification of assessment: A (100-91%), B (90-81%), C (80-71%), D (70-61%) E (60-50%) Credit will not be granted to student who does not obtain more than 50%. Thesis has to meet the requirements. Student at the defension has to demonstrate the capability of problem solving on the basis of knowledge of field of study, pedagogical-psychological and social understanding in the context of study-field; evaluates the quality of procession of thesis in accordance with assessment criteria, the argumentative abilities of the student. The author of the thesis must be able to answer adequately the questions of the opponent and supervisor in order to defend it successfully.	
<b>Brief syllabus:</b> Final tesis writing in accordance with the requirements.	
<b>Literature:</b> KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004. Smernica rektora č. 7/2011 o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na <a href="http://www.selyeuni.sk">www.selyeuni.sk</a>	
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian or slovakian	
<b>Notes:</b>	

<b>Evaluation of subjects</b>					
Total number of evaluated students: 923					
A	B	C	D	E	FX
42.69	29.25	17.44	6.28	4.12	0.22
<b>Teacher:</b>					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ BS/15	<b>Name:</b> Bachelor seminar
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester students submit written work (structure of the final thesis, the first pages of the final thesis and the theoretical part of the final thesis), for which he could get 100 points. The condition for passing the course is to achieve at least 50 points, ie 50% of the total. To achieve evaluation A need to get 90-100%; at 80-89% of B; the evaluation of C 70-79%; the evaluation of 60-69% D and E ratings 50-59% of the total marks.	
<b>Results of education:</b> Bachelor thesis is the simplest type of final thesis, a student at the conception has demonstrated the ability to work creatively in the field of study in which he studied. The student has to demonstrate adequate understanding of knowledge of the issues and apply their skills in collecting, interpreting and processing the basic literature, or its application in practice, or to solve partial tasks related to the interested students.	
<b>Brief syllabus:</b> 1. General and Final Provisions 2. Types of final papers, chooses the final thesis 3. Entering the final theses, and the abstract structure of the final thesis 4. The structure of the final thesis 5. Citations and bibliographical references 6. Formal presentation of final thesis 7. The introductory part of the final work 8. The core of the work 9. Conclusion, summary and annexes 10. Submission of the final work, the license agreement 11. Evaluation and defense of final thesis 12. Keeping and publishing of final works 13. The empirical or practical part of the final work	
<b>Literature:</b> Albert, S.: Pedagogiai zárómunkák elkészítése, SJE Komárno, 2005 Ecco, U .: Hogyan írjunk szakdolgozatot?, Gondolat Budapest, 1991 KATUŠČÁK, D. Ako pisať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004.	

Smernica rektora č. 7/2011 o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na [www.selyeuni.sk](http://www.selyeuni.sk)

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

Hungarian or Slovak languages

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 669

A	B	C	D	E	FX
51.87	21.52	15.84	7.32	3.29	0.15

**Teacher:** Mgr. Anita Tóth-Bakos, PhD., PaedDr. Diana Borbélyová, PhD., PaedDr. Anita Halászová, Dr. habil. PaedDr. Kinga Horváth, PhD., Katalin Kanczné Nagy, PhD., Mgr. Tímea Mészáros, Csilla Nagyová, ArtD., PaedDr. Yvette Orsovcics, PhD., PaedDr. Edit Szabóová, PhD., Dr. habil. Attila Simon, PhD., Mgr. Vojtech Istók, PhD., PaedDr. Terézia Strédl, PhD., PaedDr. Patrik Baka, PhD., Dr. habil. PaedDr. Beáta Dobay, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., Mgr. Tünde Berta, PaedDr. Peter Židek, Mgr. Andrea Vargová, PhD., Dr. habil. PhDr. József Liszka, PhD., Gyöngyi Gál, PhD., doc. RNDr. Ferdinánd Filip, PhD., Mgr. Gábor Lőrincz, PhD., RNDr. Zuzana Árki, PhD., Mgr. Kinga Süll, PhD., doc. dr. univ. Agáta Csehiová, PhD., Mgr. Andrea Lánzos, Mgr. Ladislav Jaruska, PhD., prof. Attila Józsefné Katalin Ambrus, DSc., prof. Krisztián Józsa, DSc., PaedDr. Mária Pálinkáš, Dr. habil. PaedDr. Ing. István Szókö, PhD., prof. Péter Tóth, PhD., PaedDr. Mónika Takács, Mgr. Gabriel Buzgó, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., PaedDr. Alexandra Nagyová, PhD., Dr. László Pribék, PhD., doc. Mgr. Anikó Polgár, PhD., Dr. habil. PaedDr. György Juhász, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Attila Bognár, Dr. habil. Erika Kopp, PhD., Luca Tiszai, PhD., Mgr. Katalin Sýkora Hernády, PhD., RNDr. Eva Tóthová Tarová, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ CZA/15	<b>Name:</b> Foreign language - english language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, students have to hand in a seminar work, for which they can get 50 points. In addition, students have to teach 2 lessons of English aimed for the primary classroom, one teaching a certain grammar item, another one teaching a certain vocabulary area. For each presented lesson/micro-teaching students can gain 25 points, i.e. 50 points altogether. In order to gain evaluation A it is necessary to collect at least 90 points, for B 80 points, for C 70 points, for D 60 points, for E 50 points. Students who fail to reach at least 50 points will not be given any credits.	
<b>Results of education:</b> By the end of the course a successful student will be able to teach English at the first level of primary school education. A successful student will be able to use the techniques and methods of teaching English as a foreign language in the primary classroom.	
<b>Brief syllabus:</b> During the course students will be provided with the theory and practice of using the techniques and methods of teaching English in the primary classroom. Special attention will be paid to teaching language in a playful way – several games and activities will be presented for teaching vocabulary (basic topics include: Colours, Family, Animals, Vehicles) and teaching grammar.	
<b>Literature:</b> Drama Techniques : A resource book of communication activities for language teachers / Alan Maley, Alan Duff. - 3. vyd. - Cambridge : Cambridge university press, 2005. - 246 s. - ISBN 978 0 521 60119 1. Drama Techniques Language Learning / Alan Maley. - 1. vyd. - new york : Cambridge University Press. - 230s. Drama with children : R / Sarah Phillips : Oxford University Press, 2003. - 152. - ISBN 0194372200. Teaching English as a foreign language / David Riddel. - 1. vyd. - London : Teach yourself, 2007. - 280s. - ISBN 978 0 340 86856 0. Classroom Observation tasks : Resource book for language teachers and trainers / Ruth Wajnryb. - 1. vyd. - New Yerk : Cambridge University Press, 1992. - 145s. - ISBN 978 0 521 40722 9.	

<b>Language, knowledge of which is necessary to complete a course:</b> hungarian or slovakian and english					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 100					
A	B	C	D	E	FX
45.0	20.0	18.0	15.0	1.0	1.0
<b>Teacher:</b> Mgr. Cyntia Szegiová, Mgr. Nikolas Katona,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ CZN/15	<b>Name:</b> Foreign language - german language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, students have to hand in a seminar work, for which they can get 50 points. In addition, students have to teach 2 lessons of German aimed for the primary classroom, one teaching a certain grammar item, another one teaching a certain vocabulary area. For each presented lesson/micro-teaching students can gain 25 points, i.e. 50 points altogether. In order to gain evaluation A it is necessary to collect at least 90 points, for B 80 points, for C 70 points, for D 60 points, for E 50 points. Students who fail to reach at least 50 points will not be given any credits.	
<b>Results of education:</b> By the end of the course a successful student will be able to teach German at the first level of primary school education. A successful student will be able to use the techniques and methods of teaching German as a foreign language in the primary classroom.	
<b>Brief syllabus:</b> During the course students will be provided with the theory and practice of using the techniques and methods of teaching German in the primary classroom. Special attention will be paid to teaching language in a playful way – several games and activities will be presented for teaching vocabulary (basic topics include: Colours, Family, Animals, Vehicles) and teaching grammar.	
<b>Literature:</b> <ul style="list-style-type: none"> <li>• Kovács J.: A gyermek és az idegen nyelv. Nyelvpedagógia a tízen aluliak szolgálatában. Eötvös József Kiadó: Budapest, 2009.</li> <li>• Kschwendt-Michel, I - Legenstein, M.: Deutsch lustig lernen mit leichten Spielen (Broschiert). G &amp; G Verlagsgesellschaft: 2007</li> <li>• Aufderstraße, H – Müller, J - Storz, T.: Lehrbuch und Arbeitsbuch, m. Audio-CD. Tl.1. Lektionen 1-7. Niveaustufe A1. Hueber: Ismaning, 2009.</li> </ul>	
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian slovakian german	
<b>Notes:</b>	
<b>Evaluation of subjects</b>	

Total number of evaluated students: 11					
A	B	C	D	E	FX
45.45	27.27	9.09	9.09	9.09	0.0
<b>Teacher:</b> Mgr. Cyntia Szegiová,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ DFL/15	<b>Name:</b> Children´s folklore
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester there will be one mid-term test (50 %) and one end-term test (50%) Assesment: A (100–90), B (89–80), C (79–70), D (69–60), E (59–50), Fx (49–0). Who achives less than 50 points from the tests won´t get credits.	
<b>Results of education:</b> Students get theoretical and technical knowledge about the phenomena of folklore and how to apply them into their future educational practices.	
<b>Brief syllabus:</b> What is the difference between folklore and folkloristics? The description of folklorism and folkloristics. The history of the European folkloristics, mainly the Hungarian and the Slovak folkloristics. The genre of the Hungarian and Slovak folklore (habits, belief, religion, music, dance). The description of children´s folklore (children´s folklore and folklore for children). The genres of traditional children´s folklore (lullabies, countings, toasts, nursery rhymes etc). Tales as parts of the children´s folklore.	
<b>Literature:</b> Fülöpová, Eva: Hry v materskej škole na rozvoj osobnosti dieťaťa. Bratislava: SPN 2003. Gágyor József: Megy a gyűrű vándorútra. Gyermekjátékok és mondókák 1–2. Bratislava: Madách Könyvkiadó 1982. Kósa László: Rozmaringkoszorú. A szlovákiai magyar tájak népköltészete. Bratislava: Madách Könyvkiadó 1979. Lázár Katalin: Népi játékok. Budapest: Planétás Kiadó 2005. Liszka József szerk.: Nyitra vidéki népballadák Arany A. László hagyatékából. Somorja: Fórum Kisebbségkutató Intézet 2009 /Jelek a térben 2./ Liszka József: Bevezetés a folklorisztikába. Szöveges folklór. Dunaszerdahely: Lilium Aurum 2011. Liszka József: Átmenetek. Folklór és nem-folklór határán. Komárom: Selye János Egyetem Tanárképző Kara 2013 /Monographiae Comaromienses 12./ Magyar néprajzi lexikon 1–5. Budapest: Akadémiai Kiadó 1977–1982. Tradičná ľudová kultúra Slovenska slovom a obrazom. Elektronická encyklopédia ( <a href="http://www.ludovakultura.sk/index.php?id=11">http://www.ludovakultura.sk/index.php?id=11</a> )	

Voigt Vilmos szerk.: Magyar folklór szöveggyűjtemény I. Budapest: Osiris 2005.					
<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: 600					
A	B	C	D	E	FX
27.67	27.83	24.17	10.5	5.17	4.67
<b>Teacher:</b> Dr. habil. PhDr. József Liszka, PhD.,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ DID1/15	<b>Name:</b> General didactics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Final written exam at the exam period. The condition of successful evaluation of the subject is the result of the written exam. Evaluation: A - 90 -100%, B - 80% -89 C - -79% 70, D - 60-69%, E - 50 -59%.	
<b>Results of education:</b> Student acquires the theoretical principles and basic concept of didactics. Student has theoretical knowledge and practical skills of planning, management and assessment on teaching and learning.	
<b>Brief syllabus:</b> Evolution , historical and modern approaches of didactics. Pedagogical documents. Processual relations of teaching. Opportunities and tools of teaching and learning. Educational aims and taxonomies. Methods of didactics. Management forms. Teaching styles. Differentiation of pupils. Assessment of learning outcomes. Concepts of assessment.	
<b>Literature:</b> Albert Sándor. Általános didaktika. - Komárno : Selye János Egyetem, 2006. - 226. - ISBN 80-89234-07-0. Albert Sándor. Didaktika. Lilium Aurum, 2005. - 250 s. - ISBN 8080622523. Falus Iván. Didaktika. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 552 s. - ISBN 9631952967. Nagy Sándor. Didaktika. - Budapest : Tankönyvkiadó, 1969. - 239 s. - ISBN 0012790. Kalhous Zdeněk. Školní didaktika. - 2. vyd. - Praha : Portál, 2009. - 448 s. - ISBN 978-80-7367-571-4. Petlák, Erich. Všeobecná didaktika. - 1. vyd. : IRIS, 2004. - 316 s. - ISBN 80-89018-64-5. Komenský Ján Ámos. Výber myšlienok z diela Veľká didaktika. - Prešov : Metodické centrum Prešov, 1992. - 23 s. - ISBN 8085410273. Barabási Tünde. A tanítói tudás összetevői és fejlesztésük : Az elmélet és gyakorlat integrációja a magyarországi és romániai magyar tanítóképzési rendszerben. - 1. vyd. - Kolozsvár : Kolozsvári Egyetemi Kiadó, 2008. - 151 s. - ISBN 978-973-610-703-0. Nagy József. Kompetencia alapú kritériumorientált PEDAGÓGIA. - 1. vyd. - Szeged : Mozaik Kiadó, 2007. - 383 s. - ISBN 978 963 697 541 8. Falus Iván et al. A pedagógusok pedagógiája. - Budapest : Nemzeti Tankönyvkiadó, 2001. - 355 s. - ISBN 963191805x. Falus Iván. A tanárrá válás folyamata. - 1. vyd. - Budapest : Gondolat, 2007. - 245 s. - ISBN 978 963 9610 97 2. Kovátsné-Németh Mária. Fenntarthatóság, pedagógia, kutatás. - 1. vyd. - Győr : Nyugat-Magyarországi Egyetem Apáczai Csere János Kar, 2007. - 227 s. - ISBN 978-963-9364-85-1. Roeders Paul, Gefferth Éva. A hatékony tanulás titka :	

A hatékony tanítás és tanulás dinamikája. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2. Kosová Beata. Vysokoškolské vzdelávanie učiteľov : Vývoj, analýza, perspektívy. - 1. vyd. - Banská Bystrica : Pedagogická fakulta Univerzity Mateja Bela, 2012. - 143 s. - ISBN 978-80-557-0353-4. Cangelosi S. James. Strategie řízení třídy : Jak získat a udržet spolupráci žáků při výuce. - 2. vyd. - Praha : Portál, 1996. - 300 s. - ISBN 80-7178-083-9. Pasch Marvin, Gardner Trevor et all. Od vzdělávacího programu k vyučovací hodině : Jak pracovat s kurikulem. - 1. vyd. - Praha : Portál, s.r.o., 1998. - 416 s. - ISBN 80-7367-054-2.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 693

A	B	C	D	E	FX
39.11	22.51	12.12	9.09	15.58	1.59

**Teacher:** prof. Péter Tóth, PhD., prof. Dr. András Németh, DSc.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ DMŠ1/15	<b>Name:</b> Didactics of kindergarten literacy
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Presentation on educational projects at the end of the semester (content requirement of project: 40 points, quality of presentation: 10 points) and verbal exam on the topics of the subject (50 points), sum-total: 100 points. Evaluation: A - 90 -100points, B - 80 -89 points; C - -79-70 poins, D - 60-69 points, E - 50 -59 points, FX below 49 points.	
<b>Results of education:</b> Student knows the basic concepts of didactics of kindergarten literacy. Understands the principles of behaviourist, cognitive and social-cognitive theory of learning. Knows the principles of education in kindergarten. Informed about the Slovak system of education. Characterizes the system of programs in kindergarten. Knows , understand and apply the structure of the actual national kindergarten program referring to the pedagogical practice. Understand coherency of each educational stage and its didactic applied process. Knows the forms of cooperation between kindgarden and family. Characterizes the professional competences of kindergarten teacher. Able to plan educational process on the base of the structure of the actual national kindergarten program.	
<b>Brief syllabus:</b> <ul style="list-style-type: none"> <li>- basic concepts of didactics, principles of kindergarten literacy, innovative approach of educational process in kindergarten</li> <li>- the place of kindergarten in the Slovak education system</li> <li>- the participational, two-pole model of the literacy programs</li> <li>- the structure of the actual national educational program</li> <li>- traditional and innovative educational strategies</li> <li>- tools of the educational process</li> <li>- stages of the kindergarten educational process (planning, organization, implementation, evaluation, structure of the preparation)</li> <li>- educational documentation</li> <li>- professional competences of kindergarten teacher</li> <li>- forms of the cooperation between kindergarten and family</li> </ul>	

- educational projects/programs (creating on the base of the structure of the national educational program)
- presenting on the educational projects, professional discussion

**Literature:**

Általános didaktika / Sándor Albert. - Komárno : Selye János Egyetem, 2006. - 226. - ISBN 80-89234-07-0.

Didaktika / Sándor Albert : Lilium Aurum, 2005. - 250 s. - ISBN 8080622523.

Az iskolai és óvodai oktatási programok kialakításáról / Albert Sándor. - 1. vyd. - Komárno : Univerzita J.Selyeho, 2009. - 121 s. - ISBN 978-80-89234-79-0.

Školní didaktika / Kalhous Zdeněk. - 2. vyd. - Praha : Portál, 2009. - 448 s. - ISBN 978-80-7367-571-4.

Předškolní a primární pedagogika = Predškolská a elementárna pedagogika / Zuzana Kolláriková, Branislav Pupala. - 1. vyd. - Praha : Portál, s.r.o., 2001. - 456 s. - ISBN 80-7178-585-7.

Metodika predprimárneho vzdelávania / Katarína Guziová. - 1. vyd. - Partizánske : Expresprint s.r.o., 2011. - 352 s. - ISBN 978-80-968777-3-7.

Základné pojmy a vzťahy v edukácii / Beata Kosová, Bronislava Kasáčová. - 1. vyd. - Banská Bystrica : PF Univerzita Mateja Bela v Banskej Bystrici, 2007. - 160 s. - ISBN 978-80-8083-525-5.

Dizajn procesu výučby v MŠ / Dušan Kostrub. - 1. vyd. - Prešov : ROKUS, 2005. - 200s.

Óvodapedagógia / Kovács György, Bakosi Éva. - 1. vyd. - Debrecen, 2004. - 226 s. - ISBN 963 430 924 0.

Óvodapedagógia / Dr. Daróczy Erzsébet. - 1. vyd. : Nemzeti Tankönyvkiadó, 1993. - 215 s.

Predprimárne vzdelávanie v metamorfózach času = zborník z odbornopedagogickej konferencie s medzinárodnou účasťou / Monika Miňová. - 1. vyd. - Prešov : Slovenský výbor Svetovej organizácie pre predškolskú výchovu, 2011. - 277 s. - ISBN 978-80-555-0385-1.

Metody aktivního vyučování = Spolupráce žáků ve skupinách / Dagmar Sitná. - 1. vyd. - Praha : Portál, 2009. - 150 s. - ISBN 978-80-7367-246-1.

Učíme v projektech / Anna Tomková, Jitka Kašová, Markéta Dvořáková. - 1. vyd. - Praha : Portál, 2009. - 173 s. - ISBN 978-80-7367-527-1.

Štátny vzdelávací program ISCED 0 – predprimárne vzdelávanie. 2008. Bratislava : Ministerstvo školstva SR, 2008. 180 s. ISBN 978-80-969407-5-2 (respektíve aktuálny štátny vzdelávací program).

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

hungarian or slovakian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 546

A	B	C	D	E	FX
27.11	28.57	24.18	10.44	6.04	3.66

**Teacher:** PaedDr. Diana Borbélyová, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ DMŠ2/15	<b>Name:</b> Educational programs
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for passing the subject: Presentation on the frame of local kindergarten educational program developing by students or applied local educational program of school club (or possible other educational institution). Presentation is based on the discussed structure at the end of the semester (originality: 10 points, structure: 10 points, content 50 points, design: 20 points, presentation: 10 points). Evaluation: A - 90 -100 points, B - 80 -89 points; C - 79-70 points, D - 60-69 points, E - 50 -59 points, FX below 49 points.	
<b>Results of education:</b> Results of education: Student understands the structural differences between local kindergarten educational program and the outside institutions from schools (school club and other institutions). Knows the previous process of program development and characterizes it. Be able to make specific, brief program and present it. Student can reflect on the questions of professional analysis after the presentation.	
<b>Brief syllabus:</b> Brief syllabus: <ul style="list-style-type: none"> <li>- structure of local kindergarten programs,</li> <li>- structure of local educational programs,</li> <li>- methods of local diagnosis as the starting points of program development,</li> <li>- processes before developing local kindergarten and educational program,</li> <li>- phases of developing local kindergarten and educational program,</li> <li>- potential profile of visionary kindergarten, school club and other educational institutions,</li> <li>- defining themes and topics of the curriculum of visionary kindergarten, school club and other educational institution,</li> <li>- potential content of curriculum of kindergarten, school club and other educational institution,</li> <li>- creating educational program (it depends on the student's choice) on the base of discussed structure,</li> <li>- presentation of the created program to the group, professional discussion,</li> </ul>	
<b>Literature:</b>	

A hallgatók által kiválasztott óvodai helyi programok és iskolai létesítmények nevelési programjai – egyéb aktuális elektronikus források

Príručka na tvorbu školských vzdelávacích programov pre materské školy / Viera Hajdúková. - 1. vyd. - Bratislava : Metodicko pedagogické Centrum, 2008. - 254 s. - ISBN 978 80 8052 324 4.

Metodika predprimárneho vzdelávania / Katarína Guziová. - 1. vyd. - Partizánske : Expresprint s.r.o., 2011. - 352 s. - ISBN 978-80-968777-3-7.

A Szenci Molnár Albert Óvoda önértékelése mint az óvodai program kidolgozásának első szakasza / Edita Szabóová. In: Az iskolai és óvodai oktatási programok kialakításáról / Albert Sándor. - Komárno : Univerzita J.Selyeho. - ISBN 978-80-89234-79-0, (2009), s. 67-99.

Štátny vzdelávací program ISCED 0 – predprimárne vzdelávanie. 2008. Bratislava : Ministerstvo školstva SR, 2008. 180 s. ISBN 978-80-969407-5-2.

Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. 2015.

Elérhető: <https://www.minedu.sk/novy-svp-pre-materske-skoly/>

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 481

A	B	C	D	E	FX
35.14	27.44	20.37	11.23	4.37	1.46

**Teacher:** PaedDr. Alexandra Nagyová, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ DMŠ3/15	<b>Name:</b> Leadership
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Work on the chosen topic of the subject (structure of work: 20 points, formal requirement: 30 points, individual ideas: 30 point, impact of work: 20 points: sum-total: 100 points) Evaluation: A - 90 -100points, B - 80 -89 points; C - -79-70 points, D - 60-69 points, E - 50 -59 points, FX below 49 points.	
<b>Results of education:</b> Student knows the principles of leadership. Lists and characterizes the potential leadership styles. Knows the structure of Slovak education system. Informed in the actual acts, regulations. Defines the professional competences for leadership, the rights and duties of leader, employee, maintainer and controlling organization. Diagnoses the partners of kindergarten and schools, knows the opportunities of cooperation. Recognizes the values and potential applied methods of institutional assessment and self-evaluation. Knows the classification of educational employees. Informed in the system of continuous professional development of teachers.	
<b>Brief syllabus:</b> <ul style="list-style-type: none"> <li>- theory and practice of leadership</li> <li>- leadership styles</li> <li>- Slovak education system</li> <li>- methods of knowing act for leadership</li> <li>- quality of leadership</li> <li>- professional competences of leaders, rights and duties</li> <li>- rights and duties of maintainers and controlling organizations</li> <li>- partners of kindergarten and educational institutions, opportunities of cooperation</li> <li>- institutional assessment, self-evaluation, applied methods</li> <li>- categories, sub-categories of educational employees, stages and classifications of career of teachers</li> <li>- system of teacher initial training and in-service training, teacher's model of career ladder</li> </ul>	
<b>Literature:</b> Önértékelés az európai iskolákban - Egy változás története / Baráth Tibor. - 1. vyd. - Szeged : Közoktatási Vezetőképző Intézet és az Országos Közoktatási Intézet, 2006. - 279 s. - ISBN 963 682 571 8.	

Óvodavezetés másképpen / Benedek István. - 1. vyd. - Budapest : Okker. - 248s. - ISBN 963 7315 30 6.

Hatékony iskolavezetés / Bertie Everard, Geoffrey Morris. - 1. vyd. - Szeged : Fárosz, 1990. - 322 s. - ISBN 963 482 177 4.

Minőségbiztosítási technikák : Óvodában és iskolában / Horváth Attila. - 1. vyd. - Budapest : Műszaki Könyvkiadó, 1999. - 142 s. - ISBN 963 16 2537 0.

Tantárgyi Ismeretek Vezető Óvodapedagógusok Képzéséhez I. / Sándorné Kövér : DIDAKT kft., 2003. - 170 s. - ISBN 0013422.

A minőség kora : B / János Setényi. - Székesfehérvár : Raabe Tanácsadó és Kiadó Kft., 1999. - 228 s. - ISBN 9639194271.

Minőség az óvodában / Szivák Judit. - 1. vyd. - Budapest : Okker, 2001. - 272 s. - ISBN 963 9228 50 8.

A szlovákiai közoktatás-irányítás / Horváthová Kinga, 2014. In: Zborník z medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2014 : "Vzdelávanie a veda na začiatku XXI. storočia" - Sekcie pedagogických vied. - Komárno : Univerzita J. Selyeho. - ISBN 978-80-8122-103-3, CD-ROM, p. 104-115.

Autoevalvácia kvality (materskej) školy / Kinga Horváthová. In: Technológia vzdelávania (príloha Slovenský učiteľ). - Nitra : Slovdidac, 2010. - ISSN 1335-003X, roč. 18, č. 7 (2010), s. 7-13.

Az oktatásmenedzsment alapvető jellemzői / Kinga Horváthová. In: Eruditio - Educatio : A Selye János Egyetem Tanárképző Kara tudományos folyóirata. - ISSN 1336-8893, (2012), s. 92-109.

Hodnotenie a sebahodnotenie materskej školy / Kinga Horváthová. In: Materská škola a jej riadenie : Kontrola kvality výchovy a vzdelávania, (2012), s. 1-18.

Kontrola a hodnotenie v školskom manažmente / Kinga Horváthová. - 1. vyd. - Bratislava : Wolters Kluwer, 2010. - 106 s. - ISBN 978-80-8078-329-7.

Manažment zmeny v podmienkach súčasných škôl (1.) / Kinga Horváthová.

In: Manažment školy v praxi : odborný mesačník pre manažment škôl a školských zariadení. - ISSN 1336-9849, Č. 3 (2011), s. 2-7.

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

Zákon č. 317/2009 o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov, Bratislava : MŠ SR, 2008

Ostatné aktuálne zákony a vyhlášky

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

hungarian or slovakian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 455

A	B	C	D	E	FX
45.93	25.27	14.73	6.15	7.69	0.22

**Teacher:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Beáta Kiss, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ HVA1/15	<b>Name:</b> The base of music theory and musical education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> - Written Examination (music knowledge, rhythm, musical expressions) 50 points - Creating your own collection (calculated, nursery rhymes, dajkarímek) 50 points <b>Course rating:</b> 100-90 point - A 89-80 points - B 79-70 points - C 69-60 points - D 59-50 points - E 49 - 0 points - FX	
<b>Results of education:</b> Fulfilling this subject undergraduates will have a general knowledge of reading and writing music, can easily orient themselves within staves and G-clef, they know the use and correct application of musical jargon. They have an overall picture of the published and used collections of says, games and songs, which can be applied during the pedagogical practice. Undergraduates are capable to organize and choose the right material for children in nursery.	
<b>Brief syllabus:</b> 1. Music as aesthetic and art. The basics of musical education. The effect of music to the child's growth and development. Transfer. 2. The basics of reading and writing music. Basic musical knowledge and the characteristics of notes: pitch, sound value, tone, volume. The basics of notation – reading and writing in G-clef. Musical ABC, accidentals – modified notes, the value of notes. 3. Timely distribution of music – tempo and timing. Rhythmic values, rhythmic writing and stressing. 4. Temperless: major-minor, modal. 5. Intervals, chords, cadence. Working with worksheets. 6. Nursery – musical activities in nursery 7. Developing rhythm skills in nursery. Rhythm games, musical material for kindergarten to enhance rhythm skills: calculates, nursery rhymes.	

8. Developing singing and intonation skills in nursery. Development of good singing habits: right posture, breathing, developing singing voice, articulation, intonation.
9. Hearing skills, improvisation and movement in relation to the musical activities.
10. Children's songs, games and dances for children in nursery.
11. Mastering songs, their forms in nursery and lower grades. Work with in music, analysis of children's songs.
12. Folkways, illustrious days and custom tunes (January – June)
13. Folkways, illustrious days and custom tunes (July – December)

**Literature:**

Zenei kisokos / Smuta Attila. - 1. vyd. - Kecskemét : Kecskeméti Főiskola Tanítóképző Főiskolai Kar, 2000. - 204 s.

Óvodai énektanítás : módszer és dalok, óvónők számára / Barát Istvánné. - Budapest : Tankönyvkiadó, 1953. - 144 s. - ISBN 0002447.

Tüzet viszek, ne lássátok! : Gyermekversek, népi mondókák, verses talalós kérdések (Orosházi gyűjtés) / Beck Zoltán. - 1. vyd. - Békéscsaba, 1987. - 72 s. - ISBN 963 01 8043 x.

Ákom, bákó, berkenye / Dornbach Mária. - Bratislava : Madách Könyvkiadó, 1985. - 200. - ISBN 963 11 4161 6.

Dalgyűjtemény I. / Drucker Péter. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 1994. - 100 s. - ISBN 963 18 5683 6.

Dalgyűjtemény II. / Drucker Péter. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 1994. - 83 s. - ISBN 963 18 5692 5.

Ének a bölcsődében / Forrai Katalin. - 1. vyd. - Budapest : Editio Musica, 1994. - 134 s. - ISBN 978 963 330 748 9.

A zenei nevelés lélektani alapjai / Paul Michel. - Budapest : Zeneműkiadó, 1974. - 160 s. - ISBN 9633300525.

Ének az óvodában / Forrai Katalin. - 1. vyd. - Budapest : Editio Musica, 1991. - 288 s. - ISBN 963 330 705 8.

Jár a baba, jár / Forrai Katalin. - Budapest : Kozmosz Könyvek, 1976. - 82. - ISBN 9632111117.

Gyermekdalok / Gajdos András. - Budapest : Metódus-tan, 2000. - 70 s. - ISBN 963 0032 57 0.

A zene története / Szabolcsi Bence. - 6. vyd. - Budapest : Kossuth Kiadó, 1999. - 369 s. - ISBN 963 09 4079 5.

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

hungarian or slovakian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 900

A	B	C	D	E	FX
33.22	21.56	19.67	14.67	4.56	6.33

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ HVA2/15	<b>Name:</b> Playing musical instruments
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Practical exam (playing the soprano recorder, playing exercises from recommended literature, 20 children's song or folk song performance, two-part processing, presentation canon, sight-reading)	
<b>Results of education:</b> Fulfilling this subject undergraduates will learn the basics and techniques of the baroque soprano recorder, be able to play simple children song and folk songs based on the indicated performance style (tempo, agogic, correct technique). Able to identify agogic signs and musical commands on music sheets, therefore able to perform easier pieces of music. Able to perform an unknown piece in moderato from a music sheet without stopping.	
<b>Brief syllabus:</b> 1. Repeating knowledge of music theory: Reading and writing from music sheets, rhythm. Introduction to the baroque soprano recorder: holding of hands and instrument, note technique. Care of the instrument. Playing easy biton songs on notes: c1-a1. 2. Independent game – correction of occurring mistakes. New note: b1. Playing easier children’s songs on 2-3 notes. 3. Group and self-presentation. New note: g1. Playing trichord tunes from musical sheets and by heart. 4. Repetition of tones and their joining: g-a-b-c 5. Group and self-presentation. New tone: f1. Joining the new melody to the previously learned ones. Transportation of easy children’s songs. Ligature. 6. New tone: e1. Playing easier two voiced exercises. Joining the new melody to the previously learned ones: e1-c2. 7. New tone: d1. Playing pentachord children’s songs. 8. New tone: c1. Playing children’s tunes and folk songs within c1-a1 range. 9. Switching in-between the already known tones c1-d2. Playing major and minor children’s songs and folk songs. 10. New tone: d2. Duette and trio. Playing children’s songs and folk songs, reading and playing from music sheet. 11. New tone: e2. Playing from music sheet. 12. New tone: f-sharp 1 and b flet.	

13. Practice, repetition, and selection of the exam material.

**Literature:**

Ének az óvodában / Forrai Katalin. - 1. vyd. - Budapest : Editio Musica, 1991. - 288 s. - ISBN 963 330 705 8.

Jár a baba, jár / Forrai Katalin. - Budapest : Kozmosz Könyvek, 1976. - 82. - ISBN 9632111117.

Gyermekdalok / Gajdos András. - Budapest : Metódus-tan, 2000. - 70 s. - ISBN 963 0032 57 0.

Furulyaiskola I. / János Béres. - Budapest : Editio Musica, 1967. - 65 s. - ISBN 0011344.

Furulyaiskola II. / János Béres. - Budapest : Editio Musica, 1967. - 65 s. - ISBN 0011344.

Kör, kör, ki játszik? / Lajos Dancs. - Nyíregyháza : Városi és Megyei Művelődési Központ, 1982. - 119 s. - ISBN 0013480.

Gyermekdalok / Gajdos András. - Budapest : Metódus-tan, 2000. - 70 s. - ISBN 963 0032 57 0.

Bújj, bújj zöld ág... / Edit Haider. - Budapest : Móra Ferenc Könyvkiadó, 1976. - 223 s. - ISBN 963110401X.

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

hungarian or slovakian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 456

A	B	C	D	E	FX
51.75	28.95	11.62	5.92	0.88	0.88

**Teacher:** PaedDr. Yvette Orsovics, PhD., Mgr. Kinga Süll, PhD., Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ HVA3/15	<b>Name:</b> Education of intonation and rhythm
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Written semester work at 25 points (developing work sheets), Written test for 25 points (music notation, musical expressions, musical forms and genres of music) Oral exam for 50 points (sing and play children's songs, folk songs and children's folk games of your choice) with 100 points. Assessment of the subject 100 to 90 points: A, 89-80 points B 79-70 points C 69-60 points D 59-50 points E, 49 and the lower value of FX.	
<b>Results of education:</b> In accordance with the requirements undergraduates are capable to sing 60-70 children's songs and folk songs clearly and articulately. Also capable to sing these songs sol-fa, applying the hand signs as well as playing them on the flute. The undergraduate is capable to transport easy songs with small sound sets, have general knowledge about musical forms, styles and jargon.	
<b>Brief syllabus:</b> 1. Repetition of musical ABC and writing of musical sheets. Singing and playing two-note songs on soprano recorder. 2. Repetition of notes with sharps and flats. Singing and playing three-note songs. 3. Repetition of rhythm elements: syncope, pointed rhythm. Singing and playing four-note songs, notation from memory, practice. 4. Singing and playing four-note songs, musical forms – motive: Tetraton 5. Motives of rhythm and melodies – identity, difference, similarity. Singing and playing five-note songs in major: do-pentatonic 6. Natural and contrary fifth shift. Singing and playing five-note songs in minor: la-pentatonic 7. Nursery rhyme analysis of aspects of: Do-pentachord 8. Aspects of folk songs analysis – Aspects of new and old style folk songs analysis: La-pentachord 9. Singing six-note songs: do-hexachord 10. Singing six-note songs: la-hexachord 11. Singing and playing diatonic children's songs and folk songs (major tunes), musical forms: song forms, rondo forms, sequence: 12. Singing and playing diatonic children's songs and folk songs (minor and modal tunes)	

### 13. Repetition, summary.

#### Literature:

Forrai Katalin: Ének az óvodában. - 1. vyd. - Budapest : Editio Musica, 1991. - 288 s. - ISBN 963 330 705 8.

Gajdos András: Gyermekdalok. - Budapest : Metódus-tan, 2000. - 70 s. - ISBN 963 0032 57 0.

Gágyor József: Megy a gyűrű vándorútra, Gyermekjátékok és mondókák. - Bratislava : Madách Könyvkiadó, 1982. - 830 s. - ISBN 0010033.

Kodály Zolán: Kis emberek dalai, Zeneműkiadó Bp. 1962

Kodály Zoltán: 333 olvasógyakorlat : Kottás-Betűs kiadás : Bevezető a Magyar népzenebe. 1. vyd. - Budapest : Editio musica, 2007. - 62 s. - ISBN 0001998.

Kodály Zoltán: Ötfokú zene I. 1882-1982 : 100 Magyar népdal. - 1. vyd. - Budapest : Editio musica, 1970. - 36 s. - ISBN 0001998.

Kodály Zoltán: Ötfokú zene II. 100 kis induló. Budapest : Editio musica, 1960. -41 s.

Kodály Zoltán: Ötfokú zene III. 100 Mari dallam. Budapest : Editio musica, 1948. - 34 s.

Kodály Zoltán: Bicinia Hungarica. - Budapest : Zeneműkiadó, 1960. - 28.s - ISBN 0001990.

Kodály Zoltán: Válogatott bicíniumok : az általános és középiskolák tanulói számára. 11. vyd. Budapest : Tankönyvkiadó, 1988. – 82. s. - ISBN 963 18 0820 3.

Orsovics Yvette: Zenei nevelés 1. = Hudobná výchova pre 1.ročník základných škôl

s vyučovacím jazykom maďarským : Az alapiskola 1.osztálya számára. - 6. vyd. -

Bratislava : Slovenské pedagogické nakladateľstvo - Mladé letá s.r.o., 2009. - 72 s. - ISBN 978-80-10-01727-0.

Orsovics Yvette: Zenei nevelés 2. = Hudobná výchova pre 2.ročník základných škôl

s vyučovacím jazykom maďarským : az alapiskola 2.osztálya számára. - 3. vyd. -

Bratislava : Slovenské pedagogické nakladateľstvo - Mladé letá s.r.o., 2009. - 80 s. - ISBN 978-80-10-01728-7.

Orsovics Yvette: Zenei nevelés 3. = Hudobná výchova pre 3.ročník základných škôl

s vyučovacím jazykom maďarským : az alapiskola 3.osztálya számára. - 2. vyd. -

Bratislava : Slovenské pedagogické nakladateľstvo - Mladé letá s.r.o., 2009. - 80 s. - ISBN 978-80-10-01729-4.

Orsovics Yvette: Zenei nevelés 4. : Az alapiskola 4.osztálya számára. - 1. vyd. - Bratislava :

Slovenské pedagogické nakladateľstvo, 2007. - 80 s. - ISBN 978-80-10-01164-3.

Tegzes György: Hétfokú olvasógyakorlatok I-II. Budapest, Nemzeti Tankönyvkiadó. 14. vyd. 1996, ISBN 963 18 7323 4

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

Hungarian or Slovakian

#### Notes:

#### Evaluation of subjects

Total number of evaluated students: 480

A	B	C	D	E	FX
18.33	24.38	26.88	11.67	3.96	14.79

**Teacher:** PaedDr. Yvette Orsovics, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ HVA4/15	<b>Name:</b> Instrumental activities, musical instrument store
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in the classroom - Presentation Preparation: children's song or children's, dances (50 points) Written test - children's song analysis, theoretical knowledge (50 points)	
<b>Results of education:</b> The undergraduate capable to choose a valued and relevant musical material for a given age group, knows his/her own musical vernacular and its characteristics. Has general knowledge about folklore, habits, dances and songs. Capable of differentiate folksong styles based on their characteristics. Has a wide knowledge about folk instruments and children's instruments as well as how to use them.	
<b>Brief syllabus:</b> 1. Singing children's songs with adequate presentation. Choosing musical material according to requirements. 2. Typical children and folk songs, children's games in different regions. 3. Songs and dances of European nations – music from other nations. Developing creativity. 4. Children's songs and games in education and personality development, interdisciplinary connections. 5. Singing folk songs, thematic allocation of folk songs. Characteristics of old style folk songs. 6. Characteristics of new style folk songs. Fifth alternating structure. 7. Rhythm and forms in analysing folk songs. Listening to authentic recordings. 8. Folk instruments, getting to know child rhythm and melody tools. 9. Using children's instruments – orchestration of a chosen children's song. 10. Folkways, folklore during a calendar year. Major milestones of a human life and songs linked to these 11. Folk dances, presentation of habits from their environment. 12. Folk dances, presentation of habits from their environment. 13. Folk songs, instruments, games and dances, their appearance and use in the education process.	
<b>Literature:</b> Bartó Béla: A népzenéről. Budapest : Magvető, 1981. - 100. - ISBN 9632715586.	

Beck Zoltán: Tüzet viszek, ne lássátok! : Gyermekversek, népi mondókák, verses találós kérdések (Orosházi gyűjtés). - 1. vyd. - Békéscsaba, 1987. - 72 s. - ISBN 963 01 8043 x.

Csáky Károly: Hallottátok-e már hírét? Bratislava : Madách Könyvkiadó, 1987. - 247 s. - ISBN 0009919.

Dornbach Mária: Ákom, bákomp, berkenye. - Bratislava : Madách Könyvkiadó, 1985. - 200. - ISBN 963 11 4161 6.

Domokos Pál Péter: Bartók Béla kapcsolata a moldvai csángómagyarokkal : Népdalok, népmesék, népszokások, eredetmondák a magyar nyelvterület legkeletibb részéről. Budapest : Szent István Társulat, 1981. - 116 s. - ISBN 963-360-136-3.

Drukner Péter: Dalgyűjtemény I.. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 1994. - 100 s. - ISBN 963 18 5683 6.

Drukner Péter: Dalgyűjtemény II.. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 1994. - 83 s. - ISBN 963 18 5692 5.

Forrai Katalin: Ének az óvodában. - 1. vyd. - Budapest : Editio Musica, 1991. - 288 s. - ISBN 963 330 705 8.

Gadóba Béla: Közös értékeink - Tanulmánykötet. - Ungvár : PoliPrint, 2004. - 204 s. - ISBN 966-7966-19-4.

Gajdos András: Gyermekdalok. - Budapest : Metódus-tan, 2000. - 70 s. - ISBN 963 0032 57 0.

Gágyor József: Megy a gyűrű vándorútra, Gyermekjátékok és mondókák. - Bratislava : Madách Könyvkiadó, 1982. - 830 s. - ISBN 0010033.

Kodály Zoltán: A magyar népzene. Zeneműkiadó, 1952. - 290 s. - ISBN 0007924.

Kodály Zolán: Kis emberek dalai, Zeneműkiadó Bp. 1962

Lázár Katalin: Népi játékok - Hagyomány és vidék. - 3. vyd. - Budapest : Planétás Kiadó, 2005. - 236 s. - ISBN 963 286 231 7.

Pap Gábor: Csak tiszta forrásból. Mandátum Kiadó, 1990. - 304. - ISBN 9630402270.

Vargyas Lajos: Népdaltípusok 3. Budapest : Akadémiai Kiadó, 1992. - 1194 s. - ISBN 9630564505.

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

Hungarian or Slovakian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 407

A	B	C	D	E	FX
61.43	25.06	8.6	1.72	0.98	2.21

**Teacher:** Mgr. Anita Tóth-Bakos, PhD., Mgr. Kinga Süll, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ HVA5/15	<b>Name:</b> Methodology of pre-school musical education.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Oral exam - theoretical knowledge and their application in practice (80 points) Toys string music and design activities, presenting groups. (20 points)	
<b>Results of education:</b> Fulfilling this subject the undergraduate have general knowledge of preschool music education and music in the context of musical activities. Know the current State Preschool Educational Program, capable to identify cultural scopes, specific aims, standards and tasks as well as practical knowledge of ways of considering the musical activities and solution forms.	
<b>Brief syllabus:</b> 1. The aims and contents of musical education within preschool education.Current State Preschool Educational Program.Children’s musical skills before starting school. 2. Musical capabilities and skills of preschool children.The child's physical and mental development in music education. 3. The child's aesthetic-emotional expression, music arousing interest.Musical talent and gift. 4. Designing and conducting pre-school educational musical activities in progress. 5. Singing activities. Nursery rhymes, nursely games. 6. Rhythm games in nursery. Calculates, says. 7. Instrumental activities in nursery. 8. Music listening, ways and steps of perceptual activities.Features of choosing music listening material. 9. Motion-dramatic activities, nursery rhyme, or dramatization of plays. 10. Designing and conducting the music activities in nursery. 11. Musical activities in nursery – introduction of group projects. 12. Musical activities in nursery – introduction of group projects. 13. Musical activities in nursery – introduction of group projects.	
<b>Literature:</b> Balogh Mária – Czikó Gabriella: Az óvodai zenei nevelés módszertana. Losonc, 2000. <a href="http://www.nyeomszsz.org/orszavak/pdf/Ovodai+zenei+neveles.pdf">http://www.nyeomszsz.org/orszavak/pdf/Ovodai+zenei+neveles.pdf</a> Baráth Istvánné: Óvodai énektanítás : módszer és dalok, óvónők számára. Budapest : Tankönyvkiadó, 1953. - 144 s. - ISBN 0002447.	

Dr. Daróczy Erzsébet: Óvodapedagógia. 1. vyd. : Nemzeti Tankönyvkiadó, 1993. - 215 s.  
 Forrai Katalin: Ének az óvodában. EMB, 1974. - 290 s. - ISBN 963 330 740 6.  
 Kecskeméthy Viktor: A nevelőmunka programja a bölcsődékben és az óvodákban. Bratislava : Slovenské pedagogické nakladateľstvo, 1977. - 328 s. - ISBN 0013874.  
 Mészáros István: Esztétikai nevelés az óvodában. Budapest : Tankönyvkiadó, 1966. - 231 s. - ISBN 0013872.  
 Zilahi Józsefné: Az óvodai foglalkozások módszertana - II. Osztály. Budapest : Nemzeti Tankönyvkiadó, 0. - 320 s. - ISBN 963 18 5905 3.

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

Hungarian or Slovakian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 655

A	B	C	D	E	FX
22.6	31.76	30.53	11.6	2.75	0.76

**Teacher:** PaedDr. Yvette Orsovics, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ IPG/15	<b>Name:</b> Basic of inclusive pedagogy
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 100 points could be earned by passing the exam. A mark 100-90%, B mark 89-80%, C mark 79-70%, D mark 69-60%, E mark 59-50%, FX mark in case that less then 50% of the points were earned during a term	
<b>Results of education:</b> Students acquire competence differential approach to children and students with special educational needs as well as to the recognition of learning difficulties, learning disabilities and behavioral problems in school population. The student masters the basic concepts such as special education, inclusive education, segregation, integration, inclusion, supportive education, children with special needs. Get an overview about the contents of school special educator, school psychologist and the stimulation programs, therapy and complex with supportive care.	
<b>Brief syllabus:</b> Mission of special education - education of the disabled. Sensory impaired children and their education. Physically disabled children and their education. Disorders of communication skills. Emotionally disturbed children and their possibilities of education. Segregation, integration, inclusion of disabled children. Special education and special pedagogy. Therapy, correction, re-education as ways to optimize the educational process of students with specific learning defects. The role of school special educator.	
<b>Literature:</b> Gordosné Szabó Anna: Bevezetés a gyógypedagógiába. 7. vyd. Budapest : Nemzeti Tankönyvkiadó. 2000. 116 s. Gordosné Szabó Anna: Gyógyító pedagógia = Nevelés és terápia. 1. vyd. Budapest : Medicina Könyvkiadó, 2004. 587 s. ISBN 963 242 757 2 Illyés Gyuláné: Gyógypedagógiai pszichológia. Budapest : Akadémiai Kiadó, 1971. 465 s. ISBN 0007635 Illyés Gyuláné: Špeciálnopedagogická psychológia. 1. vyd. Bratislava : Slovenské Pedagogické Nakladateľstvo. 1978. 589 s. Mesterházi Zsuzsa: A nehezen tanuló gyermekek iskolai nevelése. 1. vyd. : Eötvös Lóránd Tudományegyetem Bárczi Gusztáv Gyógypedagógiai Kar. 1998. 348 s. ISBN 9637151126 Strédl Terézia: Inkluzív pedagógia avagy a gyógypedagógiáról másképp. 1. vyd. Komárno :	

Univerzita J. Selyeho. 2013. 148 s. ISBN 9788081220890  
Vašek Štefan: Pedagogika viacnásobne postihnutých. 1. vyd. Bratislava : Sapiaentia. 1999. 296 s. ISBN 8096718045  
Vašek Štefan: Špeciálno pedagogická diagnostika. 4. vyd. : Sapiaentia s.r.o, 2004.168 s. ISBN 8096911201

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

Hungarian or Slovak Language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 580

A	B	C	D	E	FX
27.41	22.59	21.72	12.24	10.52	5.52

**Teacher:** Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ MAT1/15	<b>Name:</b> Basics of Mathematics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester will be held two written clearance by 40 points and at the end of the semester an oral exam will be held, where the student can get 40 points. Of the total of 120 points it is needed to obtain at least 109 points on the valuation A, for grade B is necessary to obtain 97 points, for grade C at least 85 points, for grade D at least 73 points and for grade E at least 61 points. Credits will not be awarded to the student who obtained less than 20 points in any written clearance or who obtained less than 21 points in the oral exam.	
<b>Results of education:</b> The student acquires knowledge of the concepts which form the basis for the development of numerical concepts, these concepts will be able to identify in different learning activities and will be able to project activities developing these concepts. Acquiring a theoretical knowledge of the numeric field and structure of sets. He can also practically use theoretical knowledge in solving mathematical problems. The student obtain basic skills and the ability to apply mathematical knowledge in the development of teaching materials.	
<b>Brief syllabus:</b> Sets and set operations. Cartesian product of a binary relation. Arithmetic relations, their properties, ordering, relation of equivalence. Decomposition of the set. Functions, injective, surjective and bijective functions, composition. Equivalence sets, integer, cardinal and ordinal numbers. The variable, the domain of function, the range. Methods to determine functions, formula, table, graph in a coordinate system, "machine". The linear function, direct proportionality.	
<b>Literature:</b> Dringó, I. – Kátai, I.: Bevezetés a matematikába, Tankönyvkiadó, Budapest, 1982	
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian or slovakian	
<b>Notes:</b>	

<b>Evaluation of subjects</b>					
Total number of evaluated students: 493					
A	B	C	D	E	FX
4.26	8.72	19.88	28.6	36.11	2.43
<b>Teacher:</b> Mgr. Tünde Berta, Mgr. Tünde Berta, RNDr. Zuzana Árki, PhD., Mgr. Miklós Vontszemű,					
<b>Date of last update:</b> 18.07.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ MAT2/15	<b>Name:</b> Methods for development of the concept of numbers
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester will be held two written clearance by 40 points and at the end of the semester an oral exam will be held, where the student can get 40 points. Of the total of 120 points it is needed to obtain at least 109 points on the valuation A, for grade B is necessary to obtain 97 points, for grade C at least 85 points, for grade D at least 73 points and for grade E at least 61 points. Credits will not be awarded to the student who obtained less than 20 points in any written clearance or who obtained less than 21 points in the oral exam.	
<b>Results of education:</b> The student acquires knowledge of the number theory necessary for a deeper understanding of the concept of natural number. He recognizes the basic mathematical foundations of the numeral operations in general, knows the proof of the properties of operations and algorithms of operations. The student understands principle of algorithms and can practically demonstrate the algorithm on the examples in non-decimal numeral system. The student will learn different methods of teaching of the concept of number and numerical operations, and methods of representation and modeling operations. He knows the principles of the algorithms of mathematical operations and can practically use methods of solving math problems. The student will be able to plan and manage lessons in order to develop pupils' mathematical concepts and their ability to solve real problems	
<b>Brief syllabus:</b> Writing and expressing numbers in decimal and non-decimal numeral system, other historical numeral systems. Natural number as cardinal number, definition of the sum and the product. Natural number as ordinal number, definition of the sum and the product. Natural number defined by a successor, definition of the sum and the product. The subtraction as the inverse operation and as the separate operation. Properties of addition and subtraction. Additional algorithms and algorithms of subtraction in decimal numeral system. Mental calculation algorithm, writing and electronic algorithms, historical algorithms of addition and subtraction. Algorithms of addition and subtraction in non-decimal numeral system	

The division, properties of multiplication and division.  
 Algorithms of multiplication and division in the decimal system, including history.  
 Mental calculation algorithm, writing and electronic algorithms, multiplication and division algorithms in non-decimal numeral system  
 Fractions and rational numbers. Arrangement and numerical operations with fractions.  
 Introduction to the fractions, relationship of fractional part to the whole and modeling fractions.

**Literature:**

Szendrei J.: Algebra és számelmélet, Tankönyvkiadó, Budapest, 1985

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

hungarian or slovakian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 747

A	B	C	D	E	FX
5.76	10.44	19.81	26.91	28.92	8.17

**Teacher:** Mgr. Tünde Berta,

**Date of last update:** 18.07.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ MAT3/15	<b>Name:</b> Basics of Geometry
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester two written clearance by 40 points will be held and at the end of the semester an oral exam will be held, where the student can get 40 points. To obtain grade A it is necessary to get altogether at least 109 points, for grade B at least 97 points, for grade C to get at least 85 points, for grade D to get at least 73 points and for grade E at least 61 points. Credits will not be awarded to the student who obtained less than 20 points in any written clearance or who obtained less than 21 points in the oral exam.	
<b>Results of education:</b> The student is able to identify the mathematical basis for geometric concepts in pre-primary education, and vice versa he is able to transform necessary mathematical competence into a form suitable for preschool children. He knows to design and evaluate mathematical activity, individual, group and frontal. He can grade intensity activities depending on the abilities of children. The student differentiates and integrates the basic knowledge of geometry with respect to the development of geometric ideas. The student will deepen the knowledge of the geometry of the parts that are directly related to the content of pre-primary and primary education. He learns the different techniques of construction, display, folding and unfolding of plane and spatial figures. Acquires theoretical knowledge of basic geometric figures and their properties.	
<b>Brief syllabus:</b> Elementary figures in the plane. Point, line, ray, line, half-plane, plane, polygon, convex figure. Euclid's axioms. The concept of identity basic units. Isometry: translation, rotation, axial and central symmetry Symmetrical figures. Similarity. Isometries and similarities in the construction problems. The sets of points with specific characteristics, circle, circle, central and peripheral angles. Triangles, the landmarks and lines, basic properties of rectangles and regular polygons. Construction tasks. Rate and metric characteristics of the figures.	

<b>Literature:</b> Fejezetek az elemi geometriából : Speciális matematika tankönyvek / Reiman István. - 1. vyd. : TYPOTEX Nemzeti Tankönyvkiadó, 2002. - 206 s. - ISBN 963 9132 28 4. Geometria / Pelle Béla. - Budapest : Tankönyvkiadó, 1974. - 478 s. - ISBN 963 17 0746 6.					
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian or slovakian					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 692					
A	B	C	D	E	FX
15.46	14.16	19.8	21.68	27.89	1.01
<b>Teacher:</b> Mgr. Ladislav Jaruska, PhD., Mgr. Ladislav Jaruska, PhD.,					
<b>Date of last update:</b> 18.07.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ MAT4/15	<b>Name:</b> Word Problem Solving Methods
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester will be held two written clearance by 40 points and at the end of the semester an oral exam will be held, where the student can get 40 points. Of the total of 120 points it is needed to obtain at least 109 points on the valuation A, for grade B is necessary to obtain 97 points, for grade C at least 85 points, for grade D at least 73 points and for grade E at least 61 points. Credits will not be awarded to the student who obtained less than 20 points in any written clearance or who obtained less than 21 points in the oral exam.	
<b>Results of education:</b> The student get an overview of the types of word problems and their role in the creation of mathematical models as a means of mathematical language. He learns the proper mathematical modeling of real situations and get to know the role of standard manipulation and strategic problem solving. He acquires the knowledge of basic methods of introducing mathematical models and can apply them in problem solving	
<b>Brief syllabus:</b> Word problems and their role in terms of the creation of mathematical concepts and in usage of mathematical models in problem solving, and in terms of using appropriate the language of mathematics. Classification of verbal and mathematical problems. Problem solving strategies. Graphics and practical solutions of tasks. Standard and strategic manipulation. Mathematization of real situations. The methodology of problem solving, the development of functional and combinatorial thinking. The tasks for the development of logical thinking.	
<b>Literature:</b> Larson, L. C.: Metódy riešenia matematických úloh, Alfa, Bratislava, 1990 Hecht, T. – Sklenáriková, Z.: Metódy riešenia matematických úloh, SPN, Bratislava, 1992 Bonifert D.: Néhány tipikus problémászituáció matematikából, MOZAIK, Szeged, 1994 Pólya Gy.: A gondolkodás iskolája, Gondolat, Budapest, 1977 Pólya Gy.: A problémamegoldás iskolája,	
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian or slovakian	
<b>Notes:</b>	

<b>Evaluation of subjects</b>					
Total number of evaluated students: 685					
A	B	C	D	E	FX
15.47	16.79	21.61	22.34	20.73	3.07
<b>Teacher:</b> RNDr. Zuzana Árki, PhD., Mgr. Ladislav Jaruska, PhD.,					
<b>Date of last update:</b> 18.07.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ MED/15	<b>Name:</b> Media and Education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Making a presentation where the student presents his/her theoretical readiness and practical knowledge and skills acquired in the field of multimedia pedagogy. 100 points is achievable altogether. A / 90-100%; B / 80-89%; C / 70-79%; D / 60-69% , E / 50-59%. Fx / 49% or less	
<b>Results of education:</b> The student learns the methods and tools of the multimedia environment for the pedagogical practice. Hi/she practices the critical thinking and information literacy	
<b>Brief syllabus:</b> Types of communication. Context and stereotypes of mobile images. Text interpretation basic codes, writing and reading of the text. The role of mass and social media. Categorization of media. Habits and the modalities of media usage. Theoretical and practical knowledge of media pedagogy: international trends and experiences. The computer aided learning. Electronic media: video, computer and their usage. Critical thiking: mass and media communication, manipulation, information society. Analysis of multimedia connections.	
<b>Literature:</b> Komenczi B.: Nyitott tanulási környezet és forrásközpontú tanulás az informatizálódó társadalomban. In SuliNet - ablak a világra. Okker Kiadó Budapest. 1998 Tapscott D.: Growing Up Digital. The Rise of the Net Generation. New York: McGraw Hill (Net Nemzedék). 2001 / 1997 Z. Karvalics L.: Információs társadalom (a technikától az emberig). Műegyetemi Kiadó BME TTK Budapest. 1995 Zrinszky L.: Pedagógus szerepek és változásai. Új Pedagógiai Közlemények. ELTE BTK Neveléstudományi Tanszék Budapest. 1994	
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian or slovakian	
<b>Notes:</b>	

<b>Evaluation of subjects</b>					
Total number of evaluated students: 488					
A	B	C	D	E	FX
9.02	9.63	16.19	25.41	39.55	0.2
<b>Teacher:</b> Gyöngyi Gál, PhD.,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ MJL1/15	<b>Name:</b> Introduction of the Hungarian language science
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student has to give a presentation during the semester (25%) and hand in a seminar work (25%); oral exam during the exam period (50%). Evaluation: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%).	
<b>Results of education:</b> During the course, students are provided with an overview of the fundamental questions of general Hungarian linguistics, the characteristics of linguistics and terminology, which are all necessary for learning the given thematic unit effectively.	
<b>Brief syllabus:</b> <ul style="list-style-type: none"> <li>- The concept and creation of language</li> <li>- The relationship of language and thinking, the function of language in society</li> <li>- The characteristics of speech and language</li> <li>- The structure and system of language, the system of linguistic disciplines</li> <li>- The classification of languages</li> <li>- Hungarian linguistics and the history of the most well-known institutions</li> <li>- Professional literature, journals, dictionaries</li> </ul>	
<b>Literature:</b> A magyar nyelv könyve / Anna A. Jászó. - Budapest : Trezor Kiadó, 1991. - 600 s. - ISBN 9637685014. Mire jó a nyelvtudomány? / István Fodor. - Budapest : Balassi Kiadó, 2001. - 372 s. - ISBN 9635064098. A nyelv és a nyelvek / István Kenesei. - Budapest : Akadémiai Kiadó, 2004. - 286 s. - ISBN 9630579596. A 19. századi nyelvtudomány rövid története : Elméletek, irányzatok és módszerek I. / Máté Jakab. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 1997. - 215 s. - ISBN 963-18-7650-0. Elméletek, irányzatok és módszerek II. = A 20. századi nyelvtudomány történetének főbb elméletei és irányzatai / Máté Jakab. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 1998. - 360 s. - ISBN 963 18 8342 6.	
<b>Language, knowledge of which is necessary to complete a course:</b>	

hungarian					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 769					
A	B	C	D	E	FX
51.37	21.72	12.61	7.93	2.73	3.64
<b>Teacher:</b> PaedDr. Patrik Baka, PhD., Mgr. Gábor Lőrincz, PhD., Mgr. Vojtech Istók, PhD.,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ MJL2/15	<b>Name:</b> Introduction of the Hungarian language science
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Student during the semester transmit paper (40%) and completes a written clearance (60%). A grading scale (100% -90%), B (89% -80%), C (79% -70%), D (69% -60%), E (59% -50%).	
<b>Results of education:</b> A student completing the course acquires basic knowledge in the field of linguistics. Acquired knowledge enable it to acquire an overview of the various fields of linguistics, for example. characteristics of speech and language, system and structure of the language system of linguistic disciplines.	
<b>Brief syllabus:</b> <ul style="list-style-type: none"> <li>- Phonetics and phonology, correlation and structure</li> <li>- Description and function of speech organs</li> <li>- Sound system of the Hungarian language</li> <li>- Morphology and content division</li> <li>- Types and variants morpheme</li> <li>- Shape and linking morpheme, called the theory. connecting hlásky</li> <li>- Theory of word formation</li> <li>- The definition of parts of speech</li> <li>- The word types and their classification</li> <li>- Vocabulary of Hungarian</li> </ul>	
<b>Literature:</b> A magyar nyelv könyve / Anna A. Jászó. - Budapest : Trezor Kiadó, 1991. - 600 s. - ISBN 9637685014. Magyar leíró nyelvtani segédkönyv / Katalin Faluvégi, Borbála Keszler. - Budapest : Nemzeti Tankönyvkiadó, 1994. - 149 s. - ISBN 0012013. Fonetika, a beszéd tudománya / Mária Gósy. - Budapest : Osiris, 2004. - 354. - ISBN 9633896665. Magyar grammatika / Borbála Keszler. - Budapest : Nemzeti Tankönyvkiadó, 2000. - 582 s. - ISBN 9631958809.	
<b>Language, knowledge of which is necessary to complete a course:</b>	

Hungarian or Slovakian					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 750					
A	B	C	D	E	FX
9.6	13.33	17.73	21.87	30.93	6.53
<b>Teacher:</b> Mgr. Ilona Istók, PhD., Mgr. Vojtech Istók, PhD., Mgr. Gábor Lőrincz, PhD., Szabolcs Simon, PhD.,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ MJL3/15	<b>Name:</b> Language skills development
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Subject ends with an oral examination. During the semester, the student is required to prepare and to present a paper under which a maximum of 40 points. The oral exam student can achieve 60 points. The total number of points is 100. A rating scale (100% -90%), B (89% -80%), C (79% -70%), D (69% -60%), E (59% -50 %).	
<b>Results of education:</b> Students will acquire theoretical and practical knowledge appropriate communication in different social situations and the possibility of developing language skills in preschoolers.	
<b>Brief syllabus:</b> <ul style="list-style-type: none"> <li>- Description and function of speech organs</li> <li>- Sound system of the Hungarian language</li> <li>- Communication and a meta-function voice</li> <li>- Interpersonal relationships in the pedagogical and socio-psychological situation</li> <li>- Characteristics and reactions of personality in the communication process</li> <li>- Signs of tolerance, empathy, kongurencie etc. in the process of communication</li> <li>- Basic communication situations in kindergarten</li> <li>- Methods for development of active vocabulary in children</li> <li>- Language and speech exercises</li> </ul>	
<b>Literature:</b> Hernádi, S. 2003. Beszédművelés. Budapest : Osiris Kiadó. ISBN 9633894700. HORÁNYI, Ö. 1977. Kommunikáció I. Budapest: Közgazdasági és Jogi Könyvkiadó. ISBN 963 220 532 4 HORÁNYI, Ö. Kommunikáció II. Budapest : General Press. ISBN 963 9459 05 4 RÓKA, J. 2005. Kommunikációtan. Budapest: Századvég Kiadó. ISBN 963059211303 PLÉH, Cs. – SÍKLAKI, J. – TERESTYÉNI, T. 2002. Nyelv – kommunikáció – cselekvés. Budapest: Osiris Kiadó. ISBN 963 379 304 1 GRIFFIN, E. 2003. Bevezetés a kommunikációelméletbe. Budapest: Harmat Kiadó. ISBN 963 9148 52 0	
<b>Language, knowledge of which is necessary to complete a course:</b>	

Hungarian or Slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 698					
A	B	C	D	E	FX
24.36	27.36	26.5	13.9	5.87	2.01
<b>Teacher:</b> PaedDr. Tamás Török, PhD., Mgr. Gábor Lőrincz, PhD.,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ MJL4/15	<b>Name:</b> Literary communication in Hungarian
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester there will be one test of 50 points, the other 50 points can be gained by the assignments handed in on time. The condition to complete the course is to reach a minimum of 50 points, i.e. 50 per cent of the full amount. To get a grade A it is necessary to gain 90-100 per cent, a grade B 80-89 per cent, a grade C 70-79 per cent, a D 60-69 per cent and a grade E 50-59 per cent from the full amount.	
<b>Results of education:</b> The students will become familiar with the communication of children, the basic psychological and sociolinguistic questions, the basic communicational situations in kindergarten, the ethics of communications. The student will also familiarize himself with the methods of developing the active vocabulary in kindergarten through nursery rhymes, folk tales and drama. The student will apply the basic methodical principles of education in the mother tongue in pre-school education in a kindergarten with Hungarian as the language of education.	
<b>Brief syllabus:</b> Regularities of children's communication. Basic psychological and sociolinguistic questions. Basic communicational situations in kindergarten. Ethics of communication. Methods of developing the active vocabulary in kindergarten through nursery rhymes, folk tales and drama. Application of basic methodical principles of education in the mother tongue in pre-school education in a kindergarten with Hungarian as the language of education.	
<b>Literature:</b> Dankó Ervinné: Nyelvi – kommunikációs nevelés az óvodában, Budapest: OKKER Kiadó, 2005. 315 o. ISBN 963 9228 19 Dimény, J.: Hang-játék. Budapest: Zeneműkiadó, 1981. 187 o. ISBN 963 330 393 3 Montagh, I.: Mondd ki szépen! ISBN-13 978-963-3463-26-0 Montagh, I.: Mondjam, vagy mutassam? Szó – hang – gesztus. Budapest: Holnap Kiadó, 2001. 143 o. ISBN 963 346 419 6 Montagh, I.: Tiszta beszéd. I ISBN 963 346 30 84 ISBN: 9633463084 9633463084 Benedek, E.: Magyar mese – és mondókavilág I.-III. Budapest: Móra, 1987 Büki, B.: A beszédtanítás pszichológiája. Budapest: Gondolat, 1973 Jászó, A.: A magyar nyelv könyve. Budapest: Trezor, 1994	

Lengyel, Zs.: A gyermeknyelv. Budapest: Gondolat, 1981  
Mérei, F.-Binét, Á.: Gyermeklélektan. Budapest: Medicina, 2001  
Ódor, L.: Balázs beszélni tanul. Budapest: Minerva, 1980  
Vértes, O.: A gyermek nyelve, Budapest: GYPK, 1993  
Zilahi Józsefné: Mese – vers az óvodában. Budapest: Eötvös J. Könyvkiadó, 1998- vagy az újabb kiadás

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

hungarian or slovakian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 675

A	B	C	D	E	FX
34.22	25.63	24.89	12.3	1.19	1.78

**Teacher:** PaedDr. Diana Borbélyová, PhD., Mgr. Stela Tar, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ MJL5/15	<b>Name:</b> Hungarian children's literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the term students need to prepare an essay. The maximum score is 50 points. The condition of taking verbal part is to reach at least 25 points. It is 50%. The final evaluation is made up of written and oral part (50% - 50%). The scoring is the following: for mark A it is necessary to gain 90-100%, for mark B 80-89%, for mark C 70-79%, for mark D 60-69%, for mark E 50-59%.	
<b>Results of education:</b> Students acquire theoretical knowledge and skills from the fields of Children's Literature. The subject introduces students into the terminology Children's Literature. The acquired knowledge help students to use the term apparatus in their praxis.	
<b>Brief syllabus:</b> The subject focuses on the analysis of lyric, epic and dramatic genre. The methodological processing of analyzed opuses. Role-plays for different age groups.	
<b>Literature:</b> <ul style="list-style-type: none"> <li>- Komáromi, G. (1990) Elfelejtett irodalom, Budapest : Móra Ferenc Könyvkiadó.</li> <li>- Cs. Nagy, I. (1992) Gyermek- és ifjúsági irodalom. Budapest : Tankönyvkiadó.</li> <li>- Bodnár, T. (1990) Elemzések a magyar gyermekversek köréből. Budapest : Tankönyvkiadó.</li> <li>- Komáromi, G. (2001) Gyermekirodalom. Budapest : Helikon Kiadó.</li> <li>- Propp, V. J. (1990) A mese morfológiája. Budapest : Osiris Kiadó.</li> <li>- Propp, V. J. (2005) A varázsmese történeti gyökerei. Budapest : L'Harmattan Kiadó.</li> <li>- Bettelheim, B. (1985) A mese bűvölete és a bontakozó gyermeki lélek. Budapest : Gondolat Kiadó.</li> <li>- Bálint Péter (ed. 2006) Közelítések a meséhez. Debrecen : Didakt.</li> <li>- Tarbay Ede (1999) Gyermekirodalomra vezérlő kalauz. Budapest : Szent István Társulat.</li> <li>- Boldizsár Ildikó (2004) Mesepoétika. Budapest : Akadémia Kiadó.</li> <li>- Kádár Annamária (2012) Mesepszichológia. H.n. Kulcslyuk Kiadó.</li> <li>- Boldizsár Ildikó (2010) Meseterápia. Budapest : Magvető Kiadó.</li> <li>- Sedlák, J.: Epické žánre v literatúre pre deti a mládež. Bratislava : SPN, 1981. 356 s.</li> <li>- Miko, F.: Hra a poznanie v detskej próze. Bratislava : Mladé letá, 1980. - 277 s.</li> <li>- Šmatlák, S. Básnik a dieťa. Bratislava : Mladé letá, 1963. - 123 s.</li> </ul>	

<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian and Slovak language					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 678					
A	B	C	D	E	FX
22.42	34.81	19.76	15.34	6.34	1.33
<b>Teacher:</b> PaedDr. Patrik Baka, PhD.,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ MTV1/15	<b>Name:</b> Impact of education in schools
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Written (max. 50 points) and oral exam (max. 50 points) during the semester (totally 100 points). Condition for successful completion of this course is to obtain at least 50% of the maximum possible assessment of the subject. (50 points) Evaluation: A - 90 -100%, B - 80% -89 C - -79% 70, D - 60-69%, E - 50 -59%.	
<b>Results of education:</b> Student knows the mission of institutions. Be able to characterize each type of schools. Student has the educators' impact of methodology in each type of institution. Be able to orient in the latest education acts. Be able to plan the activities at each type of institution and presenting the project and be able to professional debate about it.	
<b>Brief syllabus:</b> -Missions of educational institutions -Types, content, methodology of educators' impact of educational institutions -Mission, content and methodology of Educators' impact of college -Content and mission of school financing -Content and mission of practical center -Educators' personality at each educational institutions -Latest regulations, education acts -Planning activities, project presentation on chosen educational institution, professional debate	
<b>Literature:</b> 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) Alternatívne školstvo / Miron Zelina. - 1. vyd. - Bratislava : Iris, 2000. - 255s. - ISBN 80 88778 98 0. Všeobecná didaktika / Erich Petlák. - 1. vyd. : IRIS, 2004. - 316 s. - ISBN 80-89018-64-5. 1012 Szabadidős játék és gyakorlat / Walter Bucher. - Budapest : Dialóg Campus Kiadó, 2002. - 242 s. - ISBN 963 9123 61 1. A kompetencia alapú fejlesztés elmélete és gyakorlata / Vass Vilmos. - 1. vyd. - Celldömölk : Apáczai Kiadó, 2008. - 95 s. - ISBN 978- 963-465-203-8.	

A reformpedagógia múltja és jelene / Németh András. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 167 s. - ISBN 963 19 2190 5.  
 Szabadidő - közösségek az iskolában / Sántha Pál. - Budapest : Tankönyvkiadó, 1980. - 140 s. - ISBN 963 17 4630 5.  
 Napközis foglalkozások tervezése : Tanítói kézikönyv általános iskola 1-2. osztály / Dobos Zoltánné. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2010. - 96 s. - ISBN 978-963-19-4164-7.

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

Hungarian or Slovakian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 411

A	B	C	D	E	FX
56.93	14.6	13.38	8.52	2.68	3.89

**Teacher:** Dr. László Pribék, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ MTV2/15	<b>Name:</b> The day-care educational system
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> At the end of the semester the student's written work gives off a value of 50 points. For the oral exam the student need to pass written exam 50% or more. The written exam the student can obtain 50 points. The final evaluation after the oral and written works in the following way: A rating (90-100%), B rating (80-90%), C rating (70-79%), D rating (60-69%), E rating (50-59%), FX ratings (50% -and less).	
<b>Results of education:</b> The student after the completion of the current theoretical and practical knowledge acquired in the operation nevelői- teaching activities at school clubs in the lower primary years. They can navigate the educational documentation and knowledge of the methods of training and education in IK.	
<b>Brief syllabus:</b> The daycare place among the educational sciences. The daycare educational methods of mapping and understanding, especially based on the teaching and learning of cognitive and social cognitive theories. The daycare educators work of planning, organizing, summarizing the various possibilities of activities. Knowledge of the daycare center pedagogical documentation, consistent and professional management. The primary school age proper preparation, extensive and all-round development of children, active leisure and creating the necessary conditions.	
<b>Literature:</b> Opata, R.: Teória a prax mimotriednej výchovy. Bratislava: SPN, 1980 Allport, G.W.: A személyiség alakulása, Budapest: Gondolat, 1981 Grác, J.: Rozbory a modely výchovy mimo vyučovania, Bratislava: 1992 Zelina, M.: Stratégia a metódy rozvoja osobnosti, Bratislava: Iris, 1994 Reuysová, E. – Viehofová, M.: Jak trávit volný čas? Praha: Portál, 2002 Kratochvílová, E.: Ciele a úlohy výchovy a vzdelávania v súčasnosti. Bratislava: MPC, 2003 Pávková, J. – Hájek, B. a kol.: Školní družina. Praha: Portál, 2003 Holeyšová, A.: _ Rok ve školní družině. Praha: Portál, 2003 Časopis: Vychovávateľ	
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian or slovakian	
<b>Notes:</b>	

<b>Evaluation of subjects</b>					
Total number of evaluated students: 686					
A	B	C	D	E	FX
39.8	21.57	17.78	13.41	5.69	1.75
<b>Teacher:</b> PaedDr. Zsuzsanna Szántó,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PED1/15	<b>Name:</b> General pedagogy and history of pedagogy
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Exam (kollokvium) and submission of essays. Requirements for the exam: familiarity with the relevant literature and pedagogical periodicals, lectures, independent analysis of sources based on selected topics. Writing test.	
<b>Results of education:</b> Creating a modern educational approach, helping training dedicated teachers through presenting the most important concepts and people in educational history. The students should be able to analyse the development of pedagogy in the 19th and 20th century, in order to be able to draw proper consequences for today's work. The students should familiarise themselves in analysing and assessing primary sources of educational history.	
<b>Brief syllabus:</b> 1. Fundamentals of education, aspects of analysing educational history. Start of institutional education. 2. Education in the middle ages: theories – concepts – methods. Creating the fundamental organisational framework for the European school system. „Ora et labora” Charles the Great and the European school system. 3. Schools in Hungary. School creation by king St Stephan. Studium generale. Chivalry and St Ladislaus. 4. Renaissance and education. Effects of humanism, reformation and counter-reformation on pedagogy. Content, organisation and methodology of schools. 5. Pedagogy in civil development Educational activity by János Apáczai Csere. Pedagogical concepts by Comenius, his works in Sárospatak. Creation of civil theories in England: John Locke. 6. Age of enlightenment in Europe. Rousseau: Emile, or on Education. Pestalozzi's pedagogical work. 7. Public view on education and schools. Ratio Educationis, Ratio Educationis Publicae. A great innovator from Szarvas: Tessedik Sámuel; Pestalozzi's pedagogical work. 8. Educational activity in the Hungarian reform era. Education in the dualist Monarchy. Educational activity of Eötvös. Law 38 from 1868 (Education in Csallóköz) 9. Cultural transmission and pedagogical fundamentals. Cultural pedagogy and its main representatives. Theories and school concepts by reform pedagogy.	

10. Science – laws – schools. School system in Slovakia and law 245/2008.

**Literature:**

Slávka Hlásna, Kinga Horváthová, Martin Mucha, Renáta Tóthová. Úvod do pedagogiky / - 1. vyd. - Nitra : ENIGMA, 2006. - 356 s. - ISBN 80-89132-29-4. Švecová Valéria. Základy pedagogiky. Technická univerzita v Košiciach, 1998. - 124 s. - ISBN 80-7099-323-5. Prucha Jan. Moderní pedagogika. - 4. vyd. - Praha : Portál, 2009. - 481 s. - ISBN 978-80-7367-503-5. Zelina, Miron. Teórie výchovy alebo Hľadanie dobra. - 2. vyd. - Bratislava : SPN, 2010. - 232 s. - ISBN 978-80-10-01884-0. Kasper Tomáš, Kasperová, Dana. Dějiny pedagogiky. - 1. vyd. - Praha : Grada Publishing, 2010. - 224 s. - ISBN 978-80-247-2429-4. Pukánszky Béla. A magyar iskolatörténet és pedagógusképzés paradigmái. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2014. - 119 s. - ISBN 978-80-8122-096-8. Kováts-Németh Mária: Kultúra – Érték – Iskola. Palatia Nyomda és Kiadó Kft. Győr, 2015. ISBN 978-963-7692-67-3  
Mészáros István - Pukánszky Béla - Németh András: Neveléstörténet, Osiris Kiadó, Bp. 2007. Kovátsné dr. Németh Mária - Liszka József - Novák Veronika: Fejezetek Csallóköz művelődéstörténetéből. NYME ATFK Győr, 2001.  
Horváthová, K. Hargaš, M., Brtková, M. 2006. Historicko-pedagogický vývoj novodobého školstva na Slovensku. 1. vyd. Bratislava: Sapientia, s.r.o., 2006. 117 s. ISBN 80-89229-03-4  
AMBRUS ATTILA JÓZSEFNÉ, Katalin. Hölgyek napernyővel: Nők a dualizmus kori Magyarországon 1867-1914. 1. vyd. Pécs: Pro Pannonia Kiadó, 2008. 222 s. ISBN 978-963-9893-09-2.  
AMBRUS ATTILA JÓZSEFNÉ, Katalin. Allah bölcsessége: Bevezetés az iszlám nevelés- és művelődéstörténetébe. 1. vyd. Pécs: Pro Pannonia, 2010. 304 s. ISBN 978-963-98-9327-6.  
AMBRUS ATTILA JÓZSEFNÉ, Katalin. Adatok és művek a nem nyugati kultúrák neveléstörténetének kutatásáról. 1. vyd. Pécs: Pécsi Tudományegyetem Bölcsészettudományi Kar, 2015. 200 s. ISBN 978-963-6428-99-0.

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

hungarian or slovakian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 759

A	B	C	D	E	FX
21.08	20.29	18.18	17.65	17.13	5.67

**Teacher:** Katalin Kanczné Nagy, PhD., prof. Attila Józsefné Katalin Ambrus, DSc., prof. Dr. András Németh, DSc.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PED2/15	<b>Name:</b> Theory of education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student shall submit the paperwork by 50 points. A student can get the another 50 points for passing the written test. The condition for passing the course is to achieve at least 50 points from total 100 points. Evaluation: 90-100% - A; 80-89% - B; 70-79% - C; 60-69% - D and 50-59% - E of the total marks.	
<b>Results of education:</b> By completing the course, the student should be able to analyse and value the concepts of educational concepts. The student should be able to assess the applicability of different pedagogical concepts, with a special emphasis on reform pedagogy. The student should be able to draw pedagogical conclusions, and has a broad overview of the relevant pedagogical literature.	
<b>Brief syllabus:</b> System of pedagogy, content of education. Relation of education and cultural transmission. Pedagogical concepts in the 20th century. Theories of cultural pedagogy. Cultural concept by Gyula Kornis. Value system of Ödön Weszely. Value theories and concepts in reform pedagogy, contemporary critics. Traditional foundations: objectives and tasks in education. Process and objectives of moral education. Objectives of patriotic education. Value transmission. Realisation of intellectual and cultural tasks. Challenges, tasks and methods of aesthetic education. Conditions of creating aesthetic needs. Art and education. Physical education and healthy lifestyle. Health consciousness and physical education. Conditions promoting the awareness of healthy lifestyle. Environmental consciousness and sustainability. Harmony between individual and community, constructive lifestyle.	
<b>Literature:</b> Kováts-Németh Mária: Kultúra és nevelés. Felnőttképzési Intézet Kht.- Komárom, 2013. Kovátsné dr. Németh Mária: Neveléstan, Comenius Bt., Pécs, 2001. Bábosik István: Nevelésemélet. (Nevelés az Európai Unióban) Osiris Kiadó, Bp. 2004. Új Pedagógiai Szemle, Köznevelés, Iskolakultúra, Neveléstörténet című folyóiratok számai (2009-2014.) AMBRUS ATTILA JÓZSEFNÉ, Katalin. Nevelés és művelődés Hispániában: Történelmi tanulmányok. 1. vyd. Szeged: PTE Interdiszciplináris Doktori Iskola, 2009. 218 s. ISBN 978-963-482-952-2.	

AAA AMBRUS ATTILA JÓZSEFNÉ, Katalin. Leánynevelés és női művelődés az újkori Magyarországon: nemzetközi kitekintéssel és nőtörténeti alappozással. 1. vyd. Pécs: Kronosz, 2018. 745 s. ISBN 978-963-46-703-77.  
 ADM AMBRUS ATTILA JÓZSEFNÉ, Katalin. Past into the future: a history of education in the digital age = Múlt a jövőben: neveléstörténet a digitális korban. Civil Szemle. Vol. 17, no. spec. issue 1 (2020), p. 23-35. ISSN 1786-3341. WoS. Q WoS=Q4

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 703

A	B	C	D	E	FX
26.74	23.33	21.76	16.36	10.81	1.0

**Teacher:** Katalin Kanczné Nagy, PhD., prof. Attila Józsefné Katalin Ambrus, DSc.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PEP/15	<b>Name:</b> Introduction to the study of preschool and elementary education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Participation in lessons.	
<b>Results of education:</b> The goal is to provide students with an introduction to the study of preschool and elementary education. The student controls the content of the study program, a description of the field of study, graduate profile, curriculum structure, core knowledge.	
<b>Brief syllabus:</b> Introduction to the study of preschool and elementary education. Description of study courses pre-school and elementary education. Graduate profile Bachelor study program pre-school and elementary education. Profile Master's degree study programs for teachers for primary education. Definition of core knowledge - theoretical knowledge, practical knowledge. Compulsory, elective and optional subjects of the study program.	
<b>Literature:</b> The study program of Preschool and Primary Education Internal Regulations of UJS <a href="http://www.ujs.sk">www.ujs.sk</a> <a href="http://www.akredkom.sk">www.akredkom.sk</a> <a href="http://www.statpedu.sk">www.statpedu.sk</a>	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak languages	
<b>Notes:</b>	
<b>Evaluation of subjects</b> Total number of evaluated students: 507	
a	n
100.0	0.0
<b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD.,	

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PGH/15	<b>Name:</b> Game pedagogy
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Presentation on educational projects and products at the end of the semester (making project and products: tool of game: 40 points, presentation: 10 points) and written exam on the theoretical topics of the subject (50 points). Evaluation: A - 90 -100points, B - 80 -89 points; C - -79-70 poins, D - 60-69 points, E - 50 -59 points, FX below 49 points.	
<b>Results of education:</b> Student characterizes game and its activities. Lists the fetures of game, the subjective and objective opportunities of planning, organizing, implementing and assessing of game. Knows the theoretical tipology of games and its features. Be able to plane game on the base of discussed structure for the application in the kindergarten and educational institutions.	
<b>Brief syllabus:</b> <ul style="list-style-type: none"> <li>- introduction of pedagogy game</li> <li>- historical review of theories of game</li> <li>- theoretical starting point of evolution and progression of game</li> <li>- characterization of game and its activities int he connection with the kindergarten and educational institutions</li> <li>- features of game</li> <li>- tipology of game, implementation into the educational process</li> <li>- subjective opportunities of evolution (peronality of kindergarten and school teacher, ethos and experience</li> <li>- objective opportunities of evolution of game (place of game, tools, time)</li> <li>- project/program plan of game int he kindergarten and school club (practical application, task solution)</li> <li>- presentation of project/program plan, professional discussion</li> </ul>	
<b>Literature:</b> Az óvónő és az óvodai játék / B. Méhes Vera. - 1. vyd. - Budapest : Calibra Kiadó, 1993. - 131s. ISBN 963 7740 61 9. Dieťa a hra / Soňa Kikušová, Mária Králiková. - 1. vyd. - Bratislava : Sofa, 2005. - 107s. - ISBN 80 98033 42 3.	

Metodika predprimárneho vzdelávania / Katarína Guziová. - 1. vyd. - Partizánske : Expresprint s.r.o., 2011. - 352 s. - ISBN 978-80-968777-3-7.

Játék az óvodában / Kovács György. - Debrecen : DIDAKT kft., 2003. - 244 s. - ISBN 963 212 778 1.

Játékpédagógia / Maszler Irén. - 1. vyd. - Pécs : Comenius Bt., 2002. - 124 s. - ISBN 963867119X.

Újszerű játékformák, játéktípusok az óvodai nevelésben / Kovácsné Dr. Bakosi Éva. - 1. vyd. Hajdúböszörmény, 1993. - 169 s. - ISBN 9637292144.

Játékpédagógia ismeretek / Kovács György, Bakosi Éva. - 1. vyd. - Debrecen : Center Print Kft., 2005. - 258s. - ISBN 963 460 912 0.

Óvodapedagógia / Kovács György, Bakosi Éva. - 1. vyd. - Debrecen, 2004. - 226 s. - ISBN 963 430 924 0.

Štátny vzdelávací program ISCED 0 – predprimárne vzdelávanie. 2008. Bratislava : Ministerstvo školstva SR, 2008. 180 s. ISBN 978-80-969407-5-2

Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. 2015.

Elérhető: <https://www.minedu.sk/novy-svp-pre-materske-skoly/>

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

hungarian or slovakian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 723

A	B	C	D	E	FX
57.54	23.37	10.79	3.87	3.6	0.83

**Teacher:** PaedDr. Alexandra Nagyová, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PGM/15	<b>Name:</b> Pedagogy of minorities
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester there will be one mid-term test (50 %) and one end-term test Assesment: A (100–90), B (89–80), C (79–70), D (69–60), E (59–50), Fx (49–0). Who achives less than 50 points won't get credits.	
<b>Results of education:</b> Students get theoretical and technical knowledge about the Slovak ethnic processes, minorities and how to apply them into their future educational practices.	
<b>Brief syllabus:</b>	
<b>Literature:</b> Ács Zoltán: Nemzetiségek a történelmi Magyarországon. Budapest: Kossuth Könyvkiadó 1986. Botík, Ján: Chorváti na Slovensku. Bratislava: Slovenské národné múzeum 1996. Forray R. Katalin szerk.: Ismeretek a romológia alapképzési szakhoz. Pécs: Pécsi Tudományegyetem 2006. <a href="http://mek.oszk.hu/04800/04867/04867.pdf">http://mek.oszk.hu/04800/04867/04867.pdf</a> Gabal, Ivan: Etnické menšiny ve střední Evrope. Praha 1999. Gallová Kriglerová, Eva–Kadlečíková, Jana–Lajčáková Jarmila: Migranti. Multikulturalizmus a kultúrna integrácia migrantov na Slovensku. Nový pohľad na staré problémy. Bratislava: CVEK 2009. Gecse Annabella: Az etnikai és társadalmi átrendeződés folyamata egy gömöri falu 20. századi életében. Komárom–Somorja: Fórum Kisebbségkutató Intézet 2007 /Interethnica 10./ Gyurgyík László: A szlovákiai magyarság népesedési folyamatai a 20. században (1918-tól 2001-ig). Komárom: Selye János Egyetem Tanárképző Kara 2013 /Monographiae Comaromienses 10./ Horváthová, Margaréta: Nemci na Slovensku. Etnokultúrne tradície z aspektu osídlenia, remesiel a odievania. Komárno–Dunajská Streda: Fórum inštitút–Spoločenskovedný ústav–Vydavateľstvo Lilium Aurum 2002 /Interethnica 4./ L. Juhász Ilona: „Fába róva, földbe ütve...” A kopjafák/emlékoszlopok mint a szimbolikus térfoglalás eszközei a szlovákiai magyaroknál. Komárom–Dunaszerdahely: Fórum Kisebbségkutató Intézet–Lilium Aurum Könyvkiadó 2005 /Interethnica 8./ Kiss Gabriella: Multikulturalizmus és oktatás. Debrecen: Kossuth Egyetemi Kiadó 2001.	

Liszka József: Bevezetés a néprajzba. A magyar néprajz/ európai etnológia alapjai. Dunaszerdahely: Lilium Aurum 2006.

Liszka József szerk.: Interetnikus és interkulturális kapcsolatok Dél-Szlovákiában. Komárom: Selye János Egyetem Tanárképző Kara 2009 /Monographiae Comaromienses 1./

Liszka József: Populáris kultúra. Somorja: Fórum Kisebbségkutató Intézet 2010 /Magyarok Szlovákiában 6./

Magyar néprajzi lexikon 1–5. Budapest: Akadémiai Kiadó 1977–1982.

Paládi-Kovács Attila szerk.: A nemzetiségek néprajzi felfedezői. Budapest: Akadémiai Kiadó 2006.

Sopoliga, Miroslav: Ukrajinci na Slovensku. Etnokultúrne tradície z aspektu osídlenia, ľudovej architektúry a bývania. Komárno–Dunajská Streda: Fórum inštitút – Spoločenskovedný ústav–Vydavateľstvo Lilium Aurum 2002 /Interethnica 2./

Tradičná ľudová kultúra Slovenska slovom a obrazom. Elektronická encyklopédia (<http://www.ludovakultura.sk/index.php?id=11>)

Vajda Barnabás szerk.: Államhatár és identitás–Komárom/Komárno. Komárom: Selye János Egyetem Tanárképző Kara 2011 /Monographiae Comaromienses 3./

Varjú Katalin: „Pénteken délig nyitva van az ég!” Somorja–Dunaszerdahely: Fórum Kisebbségkutató Intézet–Lilium Aurum Könyvkiadó 2003 /Interethnica 6./

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

Hungarian or Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 408

A	B	C	D	E	FX
25.0	27.94	22.55	10.29	13.97	0.25

**Teacher:** Dr. habil. PhD. József Liszka, PhD., István Jobbágy, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PKO1/15	<b>Name:</b> Competences in education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Written exam during the semester (max. 50 points), essay and presentation of chosen competency area and managing specific game or educational activity in groups (max. 50 points). Condition for successful completion of this course is to obtain at least 50% of the maximum possible assessment of the subject. Evaluation: A - 90 -100%, B - 80% -89 C - -79% 70, D - 60-69%, E - 50 -59%.	
<b>Results of education:</b> Student knows basic concepts: competence, eligibility, key competencies, knowledge, creativity, transfer. Student knows relationships: life – work – qualification, learning – thinking – creativity, literacy-based competences, learning to learn, validation of qualification in work, family and personal life, content-based cognitive skills, creative transfer.	
<b>Brief syllabus:</b> 1. Introduction, role of active methods in development key competences 2. Relationship between motivation and key competences 3. Motivation 4. Basic concepts, definitions: competence, key competence 5. Social and communicative competence 6. Competences, basic skills, mathematical competence, competence on science and mechanics 7. Digital competence 8. Social and civics competence 9. Learning to learn competence 10. Enterőreanurship competence 11. Cultural competence 12. The arts of learning 13. Summary, conclusion, evaluation, feedback	
<b>Literature:</b> Hvozďík, : Školská psychológia. Prešov, FF UPJŠ, 1999 Goleman, D.: Emoční inteligence, Portál Praha, 1995 Tepper Wein, K.: Umenie ľahko sa učiť. Šamorín: Fontana, 1992 Deese, J. – Deese, E, K.: Hogytanuljunk? Budapest: E.NY, 1996	

<p>Oroszlány Péter: Könyv a tanulásról. AKG Kiadó Budapest 1998  Fisher Robert : Hogyan tanítsuk gyermekeinket gondolkodni? , MT , Budapest , 2000  Fisher Robert : Hogyan tanítsuk gyermekeinket tanulni? Műszaki Könyvkiadó , Budapest  Demeter Kinga (szerk.) : A kompetencia. Kihívások és értelmezések. Országos Közoktatási Intézet, Budapest, 2006 - <a href="http://www.ofi.hu/tudastar/tanulas-tanitas/kompetencia">http://www.ofi.hu/tudastar/tanulas-tanitas/kompetencia</a>  Csíkszentmihályi Mihály: Kreativitás. Magyar Tudományos Akadémia, 2008. Budapest. <a href="https://docs.google.com/file/d/0B38ImL7-zP9_Y2NhMTE2MDItNmYyNC00NzdmLWE1YmUtNTQ1Y2ZkZjQzMmRl/edit?pli=1">https://docs.google.com/file/d/0B38ImL7-zP9_Y2NhMTE2MDItNmYyNC00NzdmLWE1YmUtNTQ1Y2ZkZjQzMmRl/edit?pli=1</a>  Horváthová, K., Szököl, I. 2013. Kontrola a hodnotenie žiackych výkonov: v národnostných školách na Slovensku. 1. vyd. Komárno: Univerzita J. Selyeho, 2013. 119 s. [7,6 AH]. ISBN 978-80-8122-083-8.  Horváthová, K. 2017. Redundancy in the verbal communication of teachers in primary education. DOI 10.1515/jolace-2017-0030 Journal of Language and Cultural Education. Vol. 5, no. 3 (2017), p. 93-107. ISSN 1339-4584. WoS.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b>  Hungarian or Slovakian</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 680</p>					
A	B	C	D	E	FX
78.38	11.47	5.15	2.65	2.06	0.29
<p><b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., Katalin Kanczné Nagy, PhD.,</p>					
<p><b>Date of last update:</b> 28.05.2024</p>					
<p><b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PKO2/15	<b>Name:</b> Pedagogical diagnostics in pre-school education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for passing the subject: Written exam during the semester (max. 50 points), other 50 points on the submitted tasks (making casuistry on the child before entering the school and presentation). Condition for successful completion of this course is to obtain at least 50% of the maximum possible assessment of the subject. Evaluation: A - 90 -100%, B - 80% -89 C - -79% 70, D - 60-69%, E - 50 -59%.	
<b>Results of education:</b> Results of education: Student: <ul style="list-style-type: none"> <li>• be able to apply the observing scales and screening of each developmental stage of of problem diagnosis,</li> <li>• be able to determine school ripeness, recognizes the opportunities of development kindergarten teacher's competences,</li> <li>• be able to define the concept of educational diagnostics, understand its aims and objectives, knows its types and general methods,</li> <li>• be able to characterize applied educational diagnostics in the kindergarten and its trends,</li> <li>• be able to set out the types, methods, content and the opportunities of practical use of educational diagnostics,</li> <li>• acquires the methods of documentation of the results of educational diagnostics and be able to select the relevant method and be able to record independently,</li> <li>• be aware of the opportunities of using the data,</li> <li>• be able to list and characterize the forms of cooperation with the experts, advisory organizations and the kindergarten pupil's parents</li> </ul>	
<b>Brief syllabus:</b> <ol style="list-style-type: none"> <li>1. Testing: medical, psychological, special needs, pedagogical – definions , Defining the notion testing, aims and tasks.</li> <li>2. Processing the history: family, personal, pedagogical.</li> <li>3. The optimal psycho-motor development of the child – observation</li> <li>4. The vocabulary of the child and its testing, development</li> </ol>	

5. Factors influencing school maturity: somatic maturity and its indicators, cognitive development, socio-emotional maturity.
6. Educational diagnostics in kindergarten education and its trends, types, methods and the methodological aspects and rules of use.
7. Recording the results of the pedagogical testing – lists page 56.
8. Physically challenged children.
9. The cooperation of pre-school teachers with the parents of children attending the kindergarten.
10. Ways if simulating and solving problems.
11. Cooperation with specialists from the pedagogic-psychological advisory board, as well as with the parents of children attendig the kindergarten.
- 12-13. Causisitics and presentation

#### **Literature:**

- Amit az óvónőnek észre kell venni : Tájékoztató vizsgálat a nagycsoportos óvodások képesség- és készségzintjéről / Aszalai Anett : Flaccus Kiadó, 2007. - 240 s. - ISBN 9789639412415.
- Óvodásból iskolás / Ádám Zita. - Dunaszerdahely : Nap Kiadó, 2000. - 119 s. - ISBN 80-89032-03-6.
- Az óvodai testnevelés alapjai / Beáta Dobay. - Komárno : Selye János Egyetem, 2007. - 290 s. - ISBN 978-80-89234-257.
- A beszédészlelés és a beszédmegértés fejlesztése óvodásoknak / Dr. Gósy Mária. - 1. vyd. - Budapest : NIKOL GMK, 1994. - 50s. - ISBN 963 8461 74 8.
- Beszéd és óvoda / Mária Gósy. - Budapest : NIKOL GMK, 1997. - 150 s. - ISBN 9638520531.
- Az elemi alapkészségek fejlődése a 4-8 éves életkorban : Az eredményes iskolakezdés hét kritikus alapkészségének országos helyzetképe és a pedagógiai tanulságok / Nagy József, Józsa Krisztián, Vidákovich Tibor, Fazekasné Fenyvesi Margit. - 1. vyd. - Szeged : Mozaik Kiadó, 2011. - 120 s. - ISBN 963 697 438 1.
- Iskolaelőkészítés és beiskolázás / Nagy József. - Budapest : Akadémiai Kiadó, 1974. - 83 s. - ISBN 9630503190.
- Inkluzív pedagógia avagy a gyógypedagógiáról másképp / Strédl Terézia. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2013. - 148 s. - ISBN 978-80-8122-089-0.
- Špeciálno pedagogická diagnostika / prof. PhDr. Štefan Vašek, CSc. - 4. vyd. : Sapientia s.r.o, 2004. - 168 s. - ISBN 80-969112-0-1.
- Poruchy učení : dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, ADHD / Olga Zelinková. - 1. vyd. - Praha : Portál, 2009. - 263 s. - ISBN 978-80-7367-514-1.
- KOLEKTÍV AUTOROV. 2011. Metodika predprimárneho vzdelávania. Bratislava : ŠPÚ, 2011. 349 s. ISBN 978-80-968777-3-7.
- KOSOVÁ, B. – KASÁČOVÁ, B. 2007. Základné pojmy a vzťahy v edukácii. Banská Bystrica : PdF Mateja Bela, 2007. ISBN 978-80-8083-525-5, s. 63-74.
- Štátny vzdelávací program ISCED 0 – predprimárne vzdelávanie. 2008. Bratislava : Ministerstvo školstva SR, 2008. 180 s. ISBN 978-80-969407-5-2 (respektíve aktuálny štátny vzdelávací program).

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

hungarian or slovakian

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 680

A	B	C	D	E	FX
34.71	30.59	24.26	7.65	1.32	1.47
<b>Teacher:</b> PaedDr. Diana Borbélyová, PhD., prof. Krisztián Józsa, DSc.,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PPR/15	<b>Name:</b> Pedagogical project
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Students has to provide a semestral work, 50 points could be earned by writting, another 50 points by presenting the semestral work, so 100 points could be earned during a term in total. A mark 100-90%, B mark 89-80%, C mark 79-70%, D mark 69-60%, E mark 59-50%, FX mark in case that less then 50% of the points were earned during a term.	
<b>Results of education:</b> The student understands the current trends in education, knows the educational and teaching strategies, methods, traditional and innovative teaching methods. Knows the term pedagogical project and is able to present it to develop and implement.	
<b>Brief syllabus:</b> <ul style="list-style-type: none"> <li>- Teaching methods and strategies - traditional and innovative methods, group and project teaching</li> <li>- Educational project: definition, goals, methods, defining the problem,</li> <li>- Preparation of a pedagogical project: the preparation phase of a pedagogical project, data collection and processing, sampling</li> <li>- Research methods: qualitative and quantitative methods of collecting and processing of data, evaluation of results</li> <li>- Preparation and implementation of a pedagogical project</li> <li>- Presentation of a pedagogical project</li> <li>- Analysis and evaluation of the teaching project</li> </ul>	
<b>Literature:</b> Közvetett ráhatás a csoportmunkában / Dr. Bábosik István. - 1. vyd. - Budapest : Tankönyvkiadó, 1975. - 126 s. - ISBN 963 17 0919 1. A pedagógia és a pedagógusok : Egy empirikus vizsgálat eredményei / Iván Falus at all. - Budapest : Akadémiai Kiadó, 1989. - 216 s. - ISBN 9630552701. Adaptivitás az oktatásban / Mária M.Nádasi : Comenius Bt., 2001. - 144 s. - ISBN 0011145. Az empirikus kutatások gyakorlata = Adatfeldolgozás és statisztikai elemzés / Falus Iván, Ollé János. - 2. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2010. - 344 s. - ISBN 978-963-19-6011-2. Bevezetés a pedagógiai kutatás módszereibe / Falus Iván. - 1. vyd. - Budapest : Keruban Könyvkiadó, 1993. - 540 s.	

Didaktika : E / Iván Falus. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 552 s. - ISBN 9631952967.

Általános didaktika / Sándor Albert. - Komárno : Selye János Egyetem, 2006. - 226. - ISBN 80-89234-07-0.

Školní didaktika / Kalhous Zdeněk. - 2. vyd. - Praha : Portál, 2009. - 448 s. - ISBN 978-80-7367-571-4.

Tóth, Péter – Horváthová, Kinga – Juhász, György. Examination of Teacher Students Inductive Thinking Ability. In: Ad Alta. Journal for interdisciplinary research. Vol. 10, Issue 02 (10/02), 2020, ISSN 1804-7890, ISSN 2464-6733 (Online) (DOI number for your academic records: doi.org/10.33543/1002) WoS.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 398

A	B	C	D	E	FX
61.56	23.37	11.06	2.01	1.01	1.01

**Teacher:** Katalin Kanczné Nagy, PhD., Gyöngyi Gál, PhD., Dr. habil. PaedDr. Kinga Horváth, PhD., doc. dr. univ. Agáta Csehiová, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PPX1/15	<b>Name:</b> Teaching practice 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 / 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The principles of teaching practice at the Faculty of Pedagogy of UJS. The student is obliged to follow the set parts of this document relating to teaching practice 1. He must hand in a protocol of completing teaching practice in two languages (Slovak and Hungarian) and create a portfolio based on a pre-created and consulted structure, which the student will present the supervisor of his teaching practice.	
<b>Results of education:</b> The student will be able to observe, analyze, professionally evaluate and record the observed activities in kindergarten based on his individual concept, as the current trends in methodology project them.	
<b>Brief syllabus:</b> observation and evaluation the the interior and exterior of the kindergarten housing teaching practise, - observation of creating suitable conditions, implementation and evaluation of daily activities, educational activities in pre-school education – professional analysis of the observed activities together with the supervisor of the teaching practice for pre-school education, - recording the process and results of the observed activities, - preparation of portfolio from observation with and emphasis on independence and simultaneously keeping in mind the current trends of pre-school methodology	
<b>Literature:</b> Základné pojmy a vzťahy v edukácii / Beata Kosová, Bronislava Kasáčová. - 1. vyd. Banská Bystrica : PF Univerzita Mateja Bela v Banskej Bystrici, 2007. - 160 s. - ISBN 978-80-8083-525-5. Metodika predprimárneho vzdelávania / Katarína Guziová. - 1. vyd. - Partizánske : Expresprint s.r.o., 2011. - 352 s. - ISBN 978-80-968777-3-7. Štátny vzdelávací program ISCED 0 – predprimárne vzdelávanie. 2008. Bratislava : Ministerstvo školstva SR, 2008. 180 s. ISBN 978-80-969407-5-2. Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. 2015. Elérhető: <a href="https://www.minedu.sk/novy-svp-pre-materske-skoly/">https://www.minedu.sk/novy-svp-pre-materske-skoly/</a> Školský vzdelávací program cvičnej materskej školy/a gyakorló óvoda helyi óvodai programja	

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. Aktuális belső rendelet a pedagógiai gyakorlattal kapcsolatban

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 413

a	n
99.27	0.73

**Teacher:** PaedDr. Diana Borbélyová, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PPX1/20	<b>Name:</b> Teaching practice 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 / 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The principles of teaching practice at the Faculty of Pedagogy of UJS. The student is obliged to follow the set parts of this document relating to teaching practice 1. He must hand in a protocol of completing teaching practice in two languages (Slovak and Hungarian) and create a portfolio based on a pre-created and consulted structure, which the student will present the supervisor of his teaching practice.	
<b>Results of education:</b> The student will be able to observe, analyze, professionally evaluate and record the observed activities in kindergarten based on his individual concept, as the current trends in methodology project them.	
<b>Brief syllabus:</b> observation and evaluation the the interior and exterior of the kindergarten housing teaching practise, - observation of creating suitable conditions, implementation and evaluation of daily activities, educational activities in pre-school education – professional analysis of the observed activities together with the supervisor of the teaching practice for pre-school education, - recording the process and results of the observed activities, - preparation of portfolio from observation with and emphasis on independence and simultaneously keeping in mind the current trends of pre-school methodology	
<b>Literature:</b> Základné pojmy a vzťahy v edukácii / Beata Kosová, Bronislava Kasáčová. - 1. vyd. Banská Bystrica : PF Univerzita Mateja Bela v Banskej Bystrici, 2007. - 160 s. - ISBN 978-80-8083-525-5. Metodika predprimárneho vzdelávania / Katarína Guziová. - 1. vyd. - Partizánske : Expresprint s.r.o., 2011. - 352 s. - ISBN 978-80-968777-3-7. Štátny vzdelávací program ISCED 0 – predprimárne vzdelávanie. 2008. Bratislava : Ministerstvo školstva SR, 2008. 180 s. ISBN 978-80-969407-5-2. Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. 2015. Elérhető: <a href="https://www.minedu.sk/novy-svp-pre-materske-skoly/">https://www.minedu.sk/novy-svp-pre-materske-skoly/</a> Školský vzdelávací program cvičnej materskej školy/a gyakorló óvoda helyi óvodai programja	

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. Aktuális belső rendelet a pedagógiai gyakorlattal kapcsolatban

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 413

a	n
99.27	0.73

**Teacher:**

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PPX2/15	<b>Name:</b> Pedagogical practice 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 / 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Requirements of the subject has defined by the actual dean's Guide of SJE TTK. This compulsory for the student on the subject of Pedagogical Practice 2. She/he legitimates their active participation in pedagogical practice via filled in bilingual report. Her/his dutie to make her/his portfolio on the based on the discussed and defined point of views, which the leading teacher of practice shows.	
<b>Results of education:</b> Student be able to make written preparation for leading defined form of activity following the guideline of creation, thisness and alternativity. Be able to discuss professionally her/his preparation with the leading of pedagogical practice in the kindergarten. Be able to plan the necessary opportunitities for the activities and assess the implementation. Be able to recodr professionally the results of assessment and self-evaluation. Infromed in the documentation in the kindergarten. Be able to recod the name of each documentation. be able to make her/his proffolio on the base of the discussed point of views and individual concept following the latest guideline of kindergarten.	
<b>Brief syllabus:</b> <ul style="list-style-type: none"> <li>- didactic process in writing preparation, consultation with the leader of pedagogical practice</li> <li>- planning opportunities with the activities</li> <li>- implementation of planned and organized activity with the application of innovative strategies</li> <li>- assessment of planned, organized and implemented activity with planned methods and tools (elements of self-evaluation)</li> <li>- professional analysis with the leader of pedagogical practice - documentation</li> <li>- assessment of implementation of preparation and the stages of impelemnted activity</li> <li>- making portfolio, which is based ont he discussed point of views starting int he individual aspect and the latest trend of kindergarten education</li> </ul>	
<b>Literature:</b> Základné pojmy a vzťahy v edukácii / Beata Kosová, Bronislava Kasáčová. - 1. vyd. Banská Bystrica : PF Univerzita Mateja Bela v Banskej Bystrici, 2007. - 160 s. - ISBN 978-80-8083-525-5.	

Metodika predprimárneho vzdelávania / Katarína Guziová. - 1. vyd. - Partizánske : Expresprint s.r.o., 2011. - 352 s. - ISBN 978-80-968777-3-7.  
 Štátny vzdelávací program ISCED 0 – predprimárne vzdelávanie. 2008. Bratislava : Ministerstvo školstva SR, 2008. 180 s. ISBN 978-80-969407-5-2.  
 Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. 2015.  
 Elérhető: <https://www.minedu.sk/novy-svp-pre-materske-skoly/>  
 Školský vzdelávací program cvičnej materskej školy/a gyakorló óvoda helyi óvodai programja  
 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. Aktuális belső rendelet a pedagógiai gyakorlattal kapcsolatban

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 597

A	B	C	D	E	FX
65.49	19.1	11.22	1.68	1.84	0.67

**Teacher:** PaedDr. Diana Borbélyová, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PPX3/20	<b>Name:</b> Pedagogical practice 3
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 / 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions Completion of the course provides and regulates Dean PF UJS: The principles for implementation of teaching experience at the Faculty of Education UJS. Students must follow the relevant section of this document relating to teaching practice 3rd Must submit a completed accurately and bilingual protocol on the completion of teaching experience 3 and create a portfolio based on pre-established and consulted structures that to the Head pedagogickej practice.	
<b>Results of education:</b> The student is capable to observe, analyze, evaluate and document professionally monitored activity in the school club at the individual concepts as her current trends in didactics of primary education.	
<b>Brief syllabus:</b> <ul style="list-style-type: none"> <li>- Observation and evaluation of the interior and exterior of the training of elementary school,</li> <li>- Observation of creating conditions for implementation and evaluation of activities / educational activities in primary education,</li> <li>- Expert analysis of observed actions, together with a training of teachers for primary education,</li> <li>- Documenting the progress and results of individual observations of activities</li> <li>- Preparation of the book will observation activities with all its components on the basis of predetermined criteria leading educational practice with the application of the autonomy and complementarity based on current trends didactics of primary education.</li> </ul>	
<b>Literature:</b> Štátny vzdelávací program pre 1. stupeň základnej školy v Slovenskej republike (2015) Základné pojmy a vzťahy v edukácii / Beata Kosová, Bronislava Kasáčová. - 1. vyd. - Banská Bystrica : PF Univerzita Mateja Bela v Banskej Bystrici, 2007. - 160 s. - ISBN 978-80-8083-525-5. 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.	

<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak languages	
<b>Notes:</b>	
<b>Evaluation of subjects</b> Total number of evaluated students: 370	
a	n
98.65	1.35
<b>Teacher:</b>	
<b>Date of last update:</b> 28.05.2024	
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PPX3/15	<b>Name:</b> Pedagogical practice 3
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 / 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions Completion of the course provides and regulates Dean PF UJS: The principles for implementation of teaching experience at the Faculty of Education UJS. Students must follow the relevant section of this document relating to teaching practice 3rd Must submit a completed accurately and bilingual protocol on the completion of teaching experience 3 and create a portfolio based on pre-established and consulted structures that to the Head pedagogickej practice.	
<b>Results of education:</b> The student is capable to observe, analyze, evaluate and document professionally monitored activity in the school club at the individual concepts as her current trends in didactics of primary education.	
<b>Brief syllabus:</b> <ul style="list-style-type: none"> <li>- Observation and evaluation of the interior and exterior of the training of elementary school,</li> <li>- Observation of creating conditions for implementation and evaluation of activities / educational activities in primary education,</li> <li>- Expert analysis of observed actions, together with a training of teachers for primary education,</li> <li>- Documenting the progress and results of individual observations of activities</li> <li>- Preparation of the book will observation activities with all its components on the basis of predetermined criteria leading educational practice with the application of the autonomy and complementarity based on current trends didactics of primary education.</li> </ul>	
<b>Literature:</b> Štátny vzdelávací program pre 1. stupeň základnej školy v Slovenskej republike (2015) Základné pojmy a vzťahy v edukácii / Beata Kosová, Bronislava Kasáčová. - 1. vyd. - Banská Bystrica : PF Univerzita Mateja Bela v Banskej Bystrici, 2007. - 160 s. - ISBN 978-80-8083-525-5. 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.	

<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak languages	
<b>Notes:</b>	
<b>Evaluation of subjects</b> Total number of evaluated students: 370	
a	n
98.65	1.35
<b>Teacher:</b> PaedDr. Yvette Orsovics, PhD., PaedDr. Peter Židek,	
<b>Date of last update:</b> 28.05.2024	
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PPX4/15	<b>Name:</b> Pedagogical practice 4
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 / 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions Completion of the course provides and regulates Dean PF UJS: The principles for implementation of teaching experience at the Faculty of Education UJS. Students must follow the relevant section of this document relating to teaching practice 3rd Must submit a completed accurately and bilingual protocol on the completion of teaching experience 4 and create a portfolio based on pre-established and consulted structures that to the Head pedagogockej practice.	
<b>Results of education:</b> The student is capable methodologically properly prepare a written preparation (with all its components) to conduct specified activities with elements of creativity, independence, individualization in the methodology used. He is able to consult their own professional writing training with a training of teachers for primary education. It is able to adequately prepare the conditions to implement, run and evaluate activities determined in the schhol club. It is able to document the results, expert commentary reflection and self-reflection in relation to the planned, prepared, implemented and evaluated activity in the school club. It is able to navigate the documentation elementary school, make a list of studied documents. It is capable of preparing a portfolio of activities ascent with all its components on the basis of predetermined criteria leading teaching experience with the application of autonomy and complementarity with professional mastering methodologies based on individual concepts as her current trends in didactics of education primary education project.	
<b>Brief syllabus:</b> <ul style="list-style-type: none"> <li>- Educational practices in a written preparation (with all its components), consulted the trainer of teachers for primary education,</li> <li>- Prepare the ground for the implementation of education in a school club.</li> <li>- Planning and realization of educational activities prepared with the application of innovative strategies, using learning resources in the school club.</li> <li>- Evaluation of educational activities planned and selected methods and means of assessment of its own perspective, from the perspective of the children (and the elements of self-assessment)</li> <li>- Expert analysis with a training of teachers for primary education - documenting,</li> <li>- Evaluating the preparation and utilization and other components of education in a school club.</li> </ul>	

- Preparation of this portfolio of activities ascent with all its components on the basis of predetermined criteria leading teaching experience with the application of autonomy and complementarity, with professional mastering methodologies					
<b>Literature:</b> Základné pojmy a vzťahy v edukácii / Beata Kosová, Bronislava Kasáčová. - 1. vyd. - Banská Bystrica : PF Univerzita Mateja Bela v Banskej Bystrici, 2007. - 160 s. - ISBN 978-80-8083-525-5. Štátny vzdelávací program ISCED 1 – primárne vzdelávanie. 2008. Bratislava : Ministerstvo školstva SR, 2008. 180 s. ISBN 978-80-969407-5-2 (respektíve aktuálny ŠVP) Školský vzdelávací program konkrétnej materskej školy a ostatná dostupná pedagogická dokumentácia cvičnej materskej školy 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.					
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak languages					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 356					
A	B	C	D	E	FX
82.87	12.92	2.81	0.28	0.28	0.84
<b>Teacher:</b> PaedDr. Yvette Orsovics, PhD., PaedDr. Peter Židek,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PRV1/15	<b>Name:</b> Biology of Childhood
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in lessons, ongoing evaluation and final test. Final evaluation: A - 100 - 90%, B - 79-80%, C - 79-70%, D - 69-60%, E - 59 - 50%. Credits are not awarded to students who do not achieve 50%.	
<b>Results of education:</b> Students acquire basic knowledge about the human body - about body structure and human ontogenesis and developmental specificities of organ systems.	
<b>Brief syllabus:</b> The content of the course is acquaint students with the morphological and functional characteristics of the human body and physical ontogeny of man, which is analyze from prenatal period to adulthood with an emphasis on preschool and younger school age. Also it pays attention to developmental specificity of the different organ systems.	
<b>Literature:</b> Dylevský, I.: Somatológia. Bratislava : OSVETA, 2000. - 439 s. - ISBN 80-8063-127-1 Feneis, H.: Anatomický obrazový slovník. Stuttgart : Georg Thieme Verlag, 1993. - 455s. - ISBN 80 7169 197 6 Mader, S. S.: Human biology. Wm. C. Brown Publishers, USA, Third edition 1992. 500 s. - ISBN 0-697-12333-2 McCracken, T.O.: Háromdimenziós anatómiai atlasz. Budapest : Scolar Kiadó, 2000. - 237 s. - ISBN 978-963-9193-99-4 Nagy, M.: Humánbiológia, Lilium Aurum, Dunaszerdahely, 2006, ISBN 80-8062-283-3. Netter, F. H.: Humán anatómiai atlasz. Budapest : Medicina Könyvkiadó, 2004. - 562 s. ISBN 963 242 848 X POSPÍŠIL, M.: Biológia člověka I. Přírodovědecká fakulta UK Praha, 1998, 340s. ISBN 80-223-1579-6 Szentágothai, J.: Funkcionális anatómia I.-III. Budapest : Medicina Könyvkiadó, 2006. - 710, 600, 800. - ISBN 963 242 565 0 Šmarda, J. a kol.: Biologie pro psychology a pedagogy. Portál, Praha, 2004.	
<b>Language, knowledge of which is necessary to complete a course:</b>	

Hungarian, Slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 717					
A	B	C	D	E	FX
12.83	29.71	22.45	18.55	14.37	2.09
<b>Teacher:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., RNDr. Eva Tóthová Tarová, PhD.,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University					
<b>Name of the faculty:</b> Faculty of Education					
<b>Code:</b> KPP/PPdb/ PRV2/15		<b>Name:</b> Basic knowledge of natural science			
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present					
<b>Number of credits:</b> 2					
<b>Recommended semester/trimester of study:</b> 3.					
<b>Level of study:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for passing the subject:</b> Final Exam: 100 points maximum. Grading: A – 100 - 90%, B – 89 - 80%, C – 79 - 70%, D – 69 - 60%, E – 59 - 50%. 0–49 Failed/Unsatisfactor.					
<b>Results of education:</b> General goal: to obtain basic knowledge in the field of Natural Sciences.					
<b>Brief syllabus:</b> The status of science knowledge in the curriculum of primary school. Characteristics of the most important families and species of plants. Useful plants. The International System of Units (SI). Physics Solids, liquids. Mechanics. Atoms and Elements Parts and Properties of an Atom. Organic compounds. Metabolic process. Fundamentals of Geology. Tectonics Basics. Most important animals and plants. Parasites. Environmental protection.					
<b>Literature:</b> Brehm, Alfred Eduard: Az állatok világa. Kossuth Kiadó, Budapest, 1997. Csapody I., Csapody V., Jávorka S.: Erdő-mező növényei. Natura, Budapest, 1980. Juhász Árpád: A kék bolygó. Népszava Lap- és Könyvkiadó, 1984. Kerényi Attila: Általános környezetvédelem. Mozaik Oktatási Stúdió Szeged, 1995. Lapp, Ralph E.: Az anyag, Budapest, 1973. Némedi Varga Zoltán: Általános és szerkezeti földtan. Budapest, 1991. Norwood, J.: Századunk Fizikája. Műszaki Kiadó, Budapest, 1981. Szederkényi Tibor: Ásvány – közetan. JATEPress jegyzet, Szeged, 1994					
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 696					
A	B	C	D	E	FX
5.89	23.13	31.03	27.59	11.06	1.29

<b>Teacher:</b> RNDr. Eva Tóthová Tarová, PhD., Mgr. Andrea Vargová, PhD.,
<b>Date of last update:</b> 28.05.2024
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PRV3/15	<b>Name:</b> Natural science excursion
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 40s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Final Exam: 100 points maximum. Grading: A – 100 - 90%, B – 89 - 80%, C – 79 - 70%, D – 69 - 60%, E – 59 - 50%. 0–49 Failed/Unsatisfactor.	
<b>Results of education:</b> Education of students during their visit in protected area. A natural science excursion is similar to field lessons with exercises (work sheets).	
<b>Brief syllabus:</b> Student Observations of Nature. Establishment seminal collection. The Plant Collections. Collection and systematic inclusion of cultural species of plants and weeds. Establishment of a collection of invertebrates, and photo documentation of animals, observing the life of animals in nature. Observing track the occurrence and movement of animals in the wild. Familiarity with the principles of osteoanthropologic research. Visits to museums, respectively, parks and arboreta, nature trail, caves, mines, industries. Waterworks, agricultural, and various other exhibitions in nature or under the roof related to science education.	
<b>Literature:</b> Csapody I., Csapody V., Jávorka S.: Erdő-mező növényei. Natura, Budapest, 1980. H.BATTHA, L. Növények és rovarok preparálása . NATURA, 1978. - 191. - ISBN 963 233 046 3. Nagy, M. (2010): Természetismereti exkurziók. Nyugati úticélok. [Prírodovedné exkurzie. Západné turistické destinácie] Komárno, 2010, ISBN 978-80-89234-98-1, 84 pp. Nagy, M. (2010): Természetismereti exkurziók. Keleti úticélok [Prírodovedné exkurzie. Východné turistické destinácie] (Natural sciences excursions. Eastern tourist destinations) Komárno, 2010, 90 pp. ISBN 978-80-8122-005-0 Prokešová R., Spišiak J., (2010) : Všeobecná geológia, mineralógia a petrológia. Vydavateľstvo Univerzity Mateja Bela, Banská Bystrica, ISBN : 9788055700786 STANĚK, V. J.: Velký obrazový atlas zvierat, - 5. vyd. - Bratislava : Vydavateľstvo Mladé Letá, 1983. - 592s	
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak	

<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 612					
A	B	C	D	E	FX
67.97	19.44	8.33	3.59	0.49	0.16
<b>Teacher:</b> Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Mgr. Zsófia Kocsis, PhD.,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PRV4/15	<b>Name:</b> First Aid Basics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in lessons, ongoing evaluation and test. Final evaluation: A - 100 - 90%, B - 79-80%, C - 79-70%, D - 69-60%, E - 59 - 50%. Credits are not awarded to students who do not achieve 50%.	
<b>Results of education:</b> Students learn how to handle situations where human health is endangered, they learn to prevent these situations, and learn the basic rules of providing pre-medical first aid.	
<b>Brief syllabus:</b> Safety in the school environment. Emergency calls. First aid kit at school and at school events. Checking the status of the victim. Life-threatening condition. Resuscitation. Stop the bleeding. First aid in case of unconsciousness and shock. The positions of first aid. Injuries, fractures and dislocations. Burns and frostbite. Poisoning. Other sudden changes in health condition characteristic for preschool and younger school age. Mass injuries. Practice of providing pre-medical first aid. Changes in the methodology of first aid in the last two decades.	
<b>Literature:</b> Bass, D., Kibel, M.: Elsősegélynyújtás csecsemőknek és gyermekeknek. - 1. vyd. - Békéscsaba : Booklands, 2000. - 160 s. - ISBN 97863 9613 62 1 Ďurechová, E.: Príručka prvej pomoci. - 1. vyd. - Bratislava : PERFEKT a.s., 2003. - 290s. - ISBN 80-8046-223-2. Gregora, M.: Prvá pomoc u detí. - 1. vyd. - Bratislava : Nakladateľstvo MF, 2004. - 70s. - ISBN 80-968979-2-6 Papp, B.: Elsősegély. 1. vyd. : Alexandra Kiadó, 2007. - 294 s. - ISBN 978 963 370 218 5 Papp, Z.: Elsősegélynyújtás, Medicina, Budapest, 2002, ISBN 963 242 806 4 Stoppardová, M.: Prvá pomoc malým deťom. Stručný sprievodca PP. Vyd. Slovart, 2005, ISBN 80-8085-022-4	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian, Slovak	
<b>Notes:</b>	

<b>Evaluation of subjects</b>					
Total number of evaluated students: 602					
A	B	C	D	E	FX
24.58	24.75	27.08	15.78	7.14	0.66
<b>Teacher:</b> RNDr. Eva Tóthová Tarová, PhD.,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PSC/15	<b>Name:</b> Game psychology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in lessons and seminar paper (to write and to present).	
<b>Results of education:</b> The student know elementary of knowledge in the field of pedagogy and psychology of game play, controls and can apply different types of games and playful activities in the practical educational work.	
<b>Brief syllabus:</b> 1. Definition of terms - the game 2. Education Games 3. Play therapy 4. Constructive games 5. Educational games 6. Handling Games 7. Movement games 8. Free play 9. Thematic games 10. Access and application of play therapy 11. Practical application possibilities games and playful activities in pre-primary and primary education 12. Personality of teacher, the role of teacher 13. The development of child creativity through games and playful activities	
<b>Literature:</b> Millar, S.: (1973) Játépszichológia. Budapest KJK Zseni, A.: (2000) Játékban felnőni. Budapest Animula. ISBN 963 408 036 7 Bagdy, E., Telkes, J.: (1986) Családi szocializáció az iskolában. Budapest Tankönyvkiadó Gabnai, K.: (2008) Drámajátékok. Budapest Helikon. ISBN 978 963 227 15 21 Goleman, D.: Érzelmi intelligencia. Budapest Osiris (1995) Kende, B.H.: (2003) Gyermekek pszichodráma. Budapest Osiris. ISBN 963 389 46 0 3 Majzlanová, K.: (2004) Dramatoterapia. Bratislava Humanitas. ISBN 80 968 05 30 4 Majzlanová, K., Strédl, T.: (2008) Základy pedagogickej terapie. Komárno UJS	

<p>Mérei, F.: (2004) <i>Közösségek rejtett hálózata</i>. Budapest Osiris. ISBN 963 389 45 8 1  Strédl, T. (2012) <i>Dramatorepia ako faktor socializácie</i>. Komárno UJS</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b>  Hungarian or Slovak languages</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 552</p>					
A	B	C	D	E	FX
87.14	9.42	1.99	0.18	0.36	0.91
<p><b>Teacher:</b></p>					
<p><b>Date of last update:</b> 28.05.2024</p>					
<p><b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PSY1/15	<b>Name:</b> Fundamentals of General psychology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 100 points could be earned by passing the exam. A mark 100-90%, B mark 89-80%, C mark 79-70%, D mark 69-60%, E mark 59-50%, FX mark in case that less then 50% of the points were earned during a term	
<b>Results of education:</b> The goal is to clarify the basic theoretical knowledge of general psychology and to bring psychology as a scientific discipline in terms of its historical development, research and theories. Mastering this knowledge is necessary not only for the management of other psychological disciplines, but also for understanding the functioning mechanisms of the human psyche. Student after completion of the course: can define individual psychological concepts such as memory, thinking, language, etc., knows the functioning mechanisms of cognitive, emotional and motivational processes, identifies various psychological approaches examining the psyche of the individual, their specifics and can applie his knowledge to solve practical problems in various areas of social life, but especially in educational practice.	
<b>Brief syllabus:</b> 1. Introduction 2. Main goals and methodology 3. Nature and nurture, neuropsychology 4. Sensation and perception 5. Thinking 6. Language and communication 7. Memory 8. Learning 9. Emotions 10. IQ and creativity 12. Motivation 12. Personality 13. Coping	
<b>Literature:</b> Atkinson: Pszichológia, Osiris Budapest, 2001	

Bordás, Forró, Németh, Stredl: Pszichológiai jegyzetek, SJE Komárom, 2005  
 Boroš, J. Úvod do psychológie. Bratislava: Iris, 2002  
 Bugán A., Pléh Cs.: Fejezetek a pszichológia alapterületeiből, ELTE Budapest, 2006  
 Goleman, D.: Ézelmi intelligencia, Osiris Budapest, 1995  
 Hunt, M.: Dejiny psychológie, Portál Praha, 2000  
 Chalupa, B.: Pozornosť a jej úloha psychickej regulácie činnosti, SPN Bratislava, 1981  
 Mérey, F.: Gyermeklélektan, Gondolat, Budapest, 1990  
 Pléh Cs.: A lélektan története - 2. vyd. - Budapest : Osiris Kiadó, 2010  
 SúčasnÉ smery v psychológii, Prešovská Univerzita Prešov, 2000

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

Hungarian or Slovak Language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 778

A	B	C	D	E	FX
10.67	14.01	20.05	20.95	27.25	7.07

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

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PSY2/15	<b>Name:</b> Basics of developmental psychology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 100 points could be earned by passing the exam. A mark 100-90%, B mark 89-80%, C mark 79-70%, D mark 69-60%, E mark 59-50%, FX mark in case that less then 50% of the points were earned during a term	
<b>Results of education:</b> Students will have acquired the current theoretical and empirical knowledge from developmental psychology. Students should use the knowledge gained in the study of other subjects of their study program, as well as in practice in working with children in kindergarten.	
<b>Brief syllabus:</b> 1. Introduction to ontogenetic psychology 2. Methods in ontogenetic psychology 3. Theories and models and laws of psychological development 4. The conditions and characteristics during the developmental changes in individual mental functions 5. The conditions and characteristics during the developmental changes in personality and social competence in the context of lifelong human ontogenesis 6. - 10. Fazes ontogenetic development of man: newborn, infant, toddler, preschool age, younger school age, older school age, adolescence, young adulthood, middle adulthood, late adulthood, old age, 11. Conditions for school readiness 12. Psychological methods and techniques for evaluation of developmental levels 13. Current research in developmental psychology	
<b>Literature:</b> Atkinson: Pszichológia, Osiris Budapest, 2001 Bordás, Forró, Németh, Stredl: Pszichológiai jegyzetek, SJE Komárom, 2005 Bugán A., Pléh Cs.: Fejezetek a pszichológia alapterületeiből, ELTE Budapest, 2006 Mérey, F.: Gyermeklélektan, Gondolat, Budapest, 1990 Cole-Cole: Fejlődéslélektan, Osiris, Budapest, 2002 Langmaier, J.- Krejčírová, D.: Vývojová psychologie, Grada, Praha, 1998 Mönks – Knoers: Fejlődéslélektan, Urbis Budapest, 2004	

Piaget, J.: Gyermeklélektan, Gondolat, Budapest, 2001					
<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: 688					
A	B	C	D	E	FX
26.16	24.85	25.44	16.13	6.54	0.87
<b>Teacher:</b> PaedDr. Terézia Strédl, PhD.,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ PSY3/15	<b>Name:</b> Child psychology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 100 points could be earned by passing the exam. A mark 100-90%, B mark 89-80%, C mark 79-70%, D mark 69-60%, E mark 59-50%, FX mark in case that less then 50% of the points were earned during a term	
<b>Results of education:</b> Graduates of the course will have acquired the current theoretical and empirical knowledge of the psychology of the child, students are able to use the acquired knowledge in the study of other subjects of their study program, as well as in practice when working with children preschool and younger school age.	
<b>Brief syllabus:</b> 1. Introduction to the psychology of the child, place the subject in the system of psychological sciences 2. Child psychology as applied psychological direction, its relationship with other disciplines, research methods in psychology Child 3. Theoretical and practical importance of the subject child psychology 4. General and biopsychické patterns of development 5. Methods of developmental-examination 6. Gender aspects of developmental psychology 7. Special speech development, the impact of bilingualism on child development 8. The child's characteristic activity (game, children's drawings) and their psychological importance 9. Signs of child psychology 10. Psychological peculiarities of each age period in all areas of personality that determine the percentage of teaching experience teaching kindergarten and first grade of primary school 11. Terms of school competence, adaptation to school 12. Psychological methods and techniques for evaluation of developmental levels 13. Current research in child psychology	
<b>Literature:</b> Atkinson: Pszichológia, Osiris Budapest, 2001 Bordás, Forró, Németh, Stredl: Pszichológiai jegyzetek, SJE Komárom, 2005 Bugán A., Pléh Cs.: Fejezetek a pszichológia alapterületeiből, ELTE Budapest, 2006	

<p>Mérey, F.: Gyermeklélektan, Gondolat, Budapest, 1990  Allport, G.W.: A személyiség alakulása, Gondolat, Budapest, 1980  Cole: Fejlődéslélektan, Osiris Budapest, 2002  Harvey, G.: Child Psychology, USA, 1975  Piaget, J.: Gyermeklélektan, Gondolat, Budapest, 2001</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b>  Hungarian or Slovak language</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 700</p>					
A	B	C	D	E	FX
38.57	29.0	21.57	6.0	4.29	0.57
<p><b>Teacher:</b> PaedDr. Terézia Strédl, PhD.,</p>					
<p><b>Date of last update:</b> 28.05.2024</p>					
<p><b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ RGK/15	<b>Name:</b> Reginal culture
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester tudents will make a presentation about the popular culture or local history or about a famous man born in their country. They will present it on the lesson (50%). The subject will end with a test (50%). Assesment: A (100–90), B (89–80), C (79–70), D (69–60), E (59–50), Fx (49–0). Who achives less than 50% from the tests won't get credits.	
<b>Results of education:</b> Students get theoretical knowledge about the regional culture, they realize the importance of the local history in the pedagogy of nursery schools and preschools.	
<b>Brief syllabus:</b> Regionale culture as a part of the national and European culture. Local, regionale and national identity. Brief description of the study fields, which deal with the regionale culture, such as: Archeology, History, Dialectology, Study of Literature, Art, Ethnography etc. Regionale division and description of locations where people speak Hungarian. Regionale division of Slovakia. Brief description of some regions.	
<b>Literature:</b> Gosztonyi-Dovala Márta: Útmutató a honismeret tanítók számára. Budapest: Országos Pedagógiai Intézet 1994 L. Juhász Ilona: Neveitek e márványlapon... A háború jelei. Adalékok a világháborús emlékjelek etnológiai szempontú értelmezéséhez. Somorja: Fórum Kisebbségkutató Intézet 2010. Kósa László–Filep Antal: A magyar nép táji-történeti tagolódása. Budapest: Akadémiai Kiadó 1978. Kósa László szerk.: A magyarságtudomány kézikönyve. Budapest: Akadémiai Kiadó 1993. Liszka József: Őrei a múltnak. Szlovákiai magyar tájházak és vidéki néprajzi gyűjtemények. Dunaszerdahely: Lilium Aurum 1994. Liszka József: Populáris kultúra. Somorja: Fórum Kisebbségkutató Intézet 2010 /Magyarok Szlovákiában 6./ Magyar néprajzi lexikon 1–5. Budapest: Akadémiai Kiadó 1977–1982. Novák, Ludovít: Slovenská vlastiveda II. Bratislava: Slovenská akadémia vied a umení 1943.	

Šutaj, Štefan–László Szarka: Regionálna a národná identita v maďarskej a slovenskej histórii 18.–20. storočia. Prešov: Universum 2007.  
Tradičná ľudová kultúra Slovenska slovom a obrazom. Elektronická encyklopédia (<http://www.ludovakultura.sk/index.php?id=11>)

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

Hungarian or Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 403

A	B	C	D	E	FX
36.97	21.09	16.63	14.14	10.17	0.99

**Teacher:** PaedDr. Alexandra Nagyová, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ SJL1/15	<b>Name:</b> Phonetics and phonology of the Slovak language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Test during the semester 60 points, closing test 40 points. Final evaluation: 100 - 90%: A, 89 - 80%: B, 79 - 70%: C, 69 - 60%: D, 59 - 50%: E, under 50%: FX (no credits).	
<b>Results of education:</b> Students will be informed about the phonetic and phonologic system of the Slovak language in contrast with Hungarian. Orthography and pronunciation in pedagogic practice.	
<b>Brief syllabus:</b> Language and speech Basics of the disciplines phonetics and phonology Speech production, articulation. Types of sounds. Distinctive characters. Vokals of the Slovak language Consonants of the Slovak language Standard slovak pronunciation Phonemes and graphemes Neutralisation and alternation History of the Slovak language.	
<b>Literature:</b> Krajčovič, R. – Žigo, P.: Dejiny spisovnej slovenčiny. Bratislava: Univerzita Komenského, 2002. Kráľ, Á.: Pravidlá slovenskej výslovnosti. Kodifikačná príručka slovenskej výslovnosti. Bratislava: SNP, 1996. Očenáš, I.: Fónická a grafická sústava spisovnej slovenčiny : Vývin korešpondencia ich prvkov. Banská Bystrica: UMB, 2006. Pauliny, E. : Slovenská fonológia. Bratislava: SPN, 1978. Pauliny, E.: Dejiny spisovnej slovenčiny. Bratislava: SPN 1983. 248 s. Pilecky, M.: Základy porovnávacej fonológie. Pilišska Čaba: PPKE, 2007. Pravidlá slovenského pravopisu. 3. vydanie. Bratislava: Veda, vydavateľstvo Slovenskej akadémie vied, 2000.	

Sabol, J. - Král', Á.: Fonetika a fonológia. Bratislava : Slovenské pedagogické nakladateľstvo, 1989.  
 Sičáková, I: Fonetika a fonológia pre elementaristov. Prešov: Náuka, 2002.  
 Žilka, T. a kol.: Slovenský jazyk pre štúdium učiteľstva 1. stupňa ZŠ s VJM. Nitra: VŠP, 1995.  
 Časopisy:  
 Slovenský jazyk a literatúra v škole  
 Jazyk a literatúra  
 Kultúra slova

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

Slovak or Hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 714

A	B	C	D	E	FX
4.2	18.35	27.87	24.79	22.69	2.1

**Teacher:** PaedDr. Mária Pálinkáš, PaedDr. Miroslav Kazík, PhD. MBA,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ SJL2/15	<b>Name:</b> Morphology and lexicology of the Slovak language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Test during the semester 60 points, closing test 40 points. Final evaluation: 100 - 90%: A, 89 - 80%: B, 79 - 70%: C, 69 - 60%: D, 59 - 50%: E, under 50%: FX (no credits).	
<b>Results of education:</b> Systematic knowledge about the morphology and lexicology of the Slovak language. Application of morphematic analysis, grammatical categories and flexion in praxis. Word classes and typology. Derivation and lexical semantics in today's Slovak.	
<b>Brief syllabus:</b> Morphologic system of the Slovak language. Basic terminology and morphologic categories. Morphematic structure of the word, types of morphemes. System of word classes. Particles, interjections, conjunctions. Verbs Nouns - substantive declination, cases, prepositions Adjectives and adverbs Pronouns and numerals Word and lexical system Lexicography Lexical semantics Lexical paradigmatics Lexical motivation Derivation Phraseology	
<b>Literature:</b> Auxová, D. - Vaňko, J.: Morfológia slovenského jazyka. Nitra : Univerzita Konštantína Filozofa, 2015. Dolník, J.: Lexikológia. Bratislava : Univerzita Komenského, 2007. Dudová, K.: Prehľad slovenskej morfosyntaxe s cvičeniami. Nitra : Univerzita Konštantína Filozofa, 2015. Findra, J., Gotthardová, G., Jacko, J., Tvrdoň, E.: Slovenský jazyk a sloh. Bratislava: SPN, 1983. Furdík, J.: Slovenská slovotvorba (teória, opis, cvičenia). Prešov: Náuka, 2004.	

Jacko, J.: Slovenská morfológia v škole, Bratislava: SPN, 1974.  
 Krátky slovník slovenského jazyka. 4. doplnené a upravené vydanie, Bratislava: Veda 2003.  
 Mistrík, J.: Gramatika slovenčiny, 2. doplnené vyd., Bratislava: SPN 2003.  
 Navrátil, L.: Neohybné slovné druhy a citoslovčia. Nitra: Enigma, 2003.  
 Navrátil, L.: Nominálne slovné druhy. Nitra: Enigma, 2005.  
 Navrátil, L. – Šimurka, J.: Pravopis – praktická príručka slovenského pravopisu s cvičeniami a diktátmi. 2. upravené a doplnené vydanie. Nitra: Enigma, 2009.  
 Navrátil, L.: Slovesá – kráľovský slovný druh. Nitra: Enigma, 2009.  
 Orgoňová, O. - Bohunická, A.: Lexikológia slovenčiny. Učebné texty a cvičenia. Bratislava : Stimul, 2011.  
 Oravec, J. – Bajzíkova, E. – Furdík, J.: Súčasný slovenský spisovný jazyk, Morfológia, Bratislava: SPN, 1984.  
 Synonymický slovník slovenčiny, 3. vydanie. Bratislava: Veda, 2004.

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

Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 721

A	B	C	D	E	FX
20.11	27.05	13.59	12.9	20.94	5.41

**Teacher:** PaedDr. Jaroslav Vlnka, PhD., PaedDr. Miroslav Kazík, PhD. MBA,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ SJL3/15	<b>Name:</b> Syntax of the Slovak language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Test during the semester 60 points, closing test 40 points. Final evaluation: 100 - 90%: A, 89 - 80%: B, 79 - 70%: C, 69 - 60%: D, 59 - 50%: E, under 50%: FX (no credits).	
<b>Results of education:</b> Students master the syntactic system of the language, syntagmatics, building of sentences. Character and groups of phrases. Semipredication and complex sentences.	
<b>Brief syllabus:</b> Syntactic system of the language. Verbal valence Syntagmatics Grammatical and modal types of sentences Typology of verbal phrases Subject and verb Other parts of the sentence Semipredication structures Complex sentences Syntax of texts	
<b>Literature:</b> Findra, J. – Gotthardová, G. – Jacko, J. – Tvrdoň, E.: Syntax. In: Slovenský jazyk a sloh. Bratislava: SPN, 1986. Moško, G.: Príručka vetného rozboru. Prešov : Náuka, 2006. - 222 s. - ISBN 80-89038-39-5. Oravec, J. – Bajzíkova, E.: Súčasný slovenský spisovný jazyk. Syntax. Bratislava: SPN, 1982. Patáková, M.: Ako rozoberať vety. Bratislava: SPN, 1987. Pavlovič, J.: Syntax slovenského jazyka I-II. Trnava: UCM, 2012. Vaňko, J. Syntax slovenského jazyka. Nitra : Univerzita Konštantína Filozofa, 2015.	
<b>Language, knowledge of which is necessary to complete a course:</b> Slovak	
<b>Notes:</b>	
<b>Evaluation of subjects</b>	

Total number of evaluated students: 681					
A	B	C	D	E	FX
23.49	23.2	19.24	15.42	16.3	2.35
<b>Teacher:</b> PaedDr. Jaroslav Vlnka, PhD., PaedDr. Miroslav Kazík, PhD. MBA, Mgr. Katalin Sýkora Hernády, PhD., Mgr. Eva Prokopcová,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ SJL4/15	<b>Name:</b> Communication in Slovak
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Test during the semester 60 points, closing test 40 points. Final evaluation: 100 - 90%: A, 89 - 80%: B, 79 - 70%: C, 69 - 60%: D, 59 - 50%: E, under 50%: FX (no credits).	
<b>Results of education:</b> The student is well versed in the issues of the Slovak language as L2, become familiar with orthoepic, orthographical and grammatical rules necessary for oral and written communication, realizes phonetic, morphological and syntactic differences between Slovak and Hungarian, can apply the acquired theoretical knowledge in selected communication topics sentence applicable models and automated syntactic rules of language.	
<b>Brief syllabus:</b> Contrastivities of the Hungarian and the Slovak alphabet. Orthoepics and grammar. Communication competence. Thematic competence. Sentence models.	
<b>Literature:</b> Alabánová, M.: Slovenský jazyk a literatúra v menšinových školách. Nitra: UKF, 2005. Gabríková, A. a kol.: Krížom-krážom. Slovenčina B2. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2014. Halászová, A.: Ypsilon 1. Metodická príručka. Bratislava: TERRA, 2013. Halászová, A.: Ypsilon 4. Metodická príručka. Bratislava: TERRA, 2014. Kamenárová, R. a kol.: Krížom-krážom. Slovenčina A1. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2007. Kamenárová, R. a kol.: Krížom-krážom. Slovenčina A2. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2009. Kamenárová, R. a kol.: Krížom-krážom. Slovenčina B1. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2011. Kováčová, Z.: Reč a jazyk v škole. Nitra: Enigma, 2011. Ivoríková, H. a kol.: Krížom-krážom. Cvičebnica A1+A2. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2009. Müglová D. a kol.: Cudzie jazyky s deťmi – kreatívne a hravo. Nitra: UKF, 2010. Obert, V.: Komunikatívnosť v čitateľskej recepcii a interpretácii. Nitra: UKF, 1998.	

Palenčárová, J. – Kesselová, J. – Kupcová, J.: Učíme slovenčinu komunikačne a zážitkovo. Bratislava: SPN, 2003.  
Spoločný európsky rámec pre jazyky (SERR). Bratislava: SPÚ, 2006.  
Weidlerová, A. – Weidler, E.: Sloh na dlani. Bratislava: Príroda, 2003.  
Časopisy:  
Naša škola  
Slovenský jazyk a literatúra v škole  
Jazyk a literatúra  
Kultúra slova

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

slovakian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 465

A	B	C	D	E	FX
14.62	19.35	24.09	16.99	23.23	1.72

**Teacher:** PaedDr. Mária Pálinkáš, PaedDr. Miroslav Kazík, PhD. MBA,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ SJL5/15	<b>Name:</b> Methodology of Slovak language teaching in kindergarden
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Test during the semester 60 points, closing test 40 points. Final evaluation: 100 - 90%: A, 89 - 80%: B, 79 - 70%: C, 69 - 60%: D, 59 - 50%: E, under 50%: FX (no credits).	
<b>Results of education:</b> The student will become familiar with the principles, rules, teaching methods, organizational forms, which are used in the process of acquisition of the Slovak language in pre-primary education. Learn to work with pedagogical documents and the material and didactic means. Issues associated with the teaching of the Slovak language as L2.	
<b>Brief syllabus:</b> The nature and importance of positive motivation. The objectives, content, forms, methods and means in the implementation of educational activities in the Slovak language in kindergartens with Hungarian language. Psycholinguistic and sociolinguistic issues. The application of fundamental methodological principles of linguistic preparation of the Slovak language. Getting to know foreign language teaching methods and instructional techniques that are used in primary education and are applicable even in pre-primary education in kindergartens with Hungarian language. Development of active vocabulary in the Slovak language in kindergartens with Hungarian language of instruction through Slovak folk games, songs, rhymes, vyčítaniek, poems, fairy tales and short stories.	
<b>Literature:</b> Alabánová, M.: Slovenský jazyk a literatúra v menšinových školách. Nitra: UKF, 2005. Alabánová, M. – Marcinková, H.: Základné kontrastívne javy v maďarskom a slovenskom jazyku, In: Učebné texty. Nitra: VŠP, 1995. Bárdos, J.: Az idegen nyelvek tanításának elméleti alapjai és gyakorlata. Budapest: Nemzeti Tankönyvkiadó, 2000. Guziová, K. – Földesová, J.: Metodika jazykovej prípravy zo slovenského jazyka v materských školách s výchovným jazykom maďarským. Bratislava: ŠPÚ, 1996. Halászová, A.: Ypsilon 1. Metodická príručka. Bratislava: TERRA, 2013. Lysáková, H. – Kopinová, Ľ. – Podhorná, A.: Piesne, hry a riekanky detí predškolského veku. Bratislava: SPN, 1989. Réger, Z.: Utak a nyelvhez, Budapest: Akadémiai Kiadó, 1990. Štátny vzdelávací program ISCED 0 – predprimárne vzdelávanie. Bratislava: ŠPÚ, 2008	

Štátny vzdelávací program ISCED 1. Bratislava: ŠPÚ, 2008

Časopisy:

Naša škola

Komenský

Slovenský jazyk a literatúra v škole

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

Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 407

A	B	C	D	E	FX
9.83	23.34	28.01	17.2	20.39	1.23

**Teacher:** PaedDr. Mária Pálinkáš, Mgr. Eva Prokopcová, Mgr. Katalin Sýkora Hernády, PhD.,

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University					
<b>Name of the faculty:</b> Faculty of Education					
<b>Code:</b> KPP/PPdb/ SOC/15		<b>Name:</b> Sociology of education			
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present					
<b>Number of credits:</b> 3					
<b>Recommended semester/trimester of study:</b> 4.					
<b>Level of study:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for passing the subject:</b> Active participation. Successful written test max. 100 points. Evaluation: A 50-59, B 60-69, C 70-79, D 80-89, E 90-100					
<b>Results of education:</b> Students become familiar with the objectives of the sociology of education and basic concepts such as society, sociology, socialization, group, country, education, family.					
<b>Brief syllabus:</b> What is the sociology of education. Personality. Socialization. Group. Organization. Company. Family. Neighborhood. Workplace. Religion. The media. School. School and local community. School and state. Education statistics. Case study on schools.					
<b>Literature:</b> Kozma, T: Bevezetés a nevelésszociológiába. Budapest: 2001. Ondrejkoovič, P.: Socializácia mládeže ako východisková kategória sociológie výchovy a sociológie mládeže. Bratislava: Veda 1997 Radomír Havlík, Jaroslav Kořa: Sociologie výchovy a školy. Portál, 2011. - 174 s. - ISBN 978-80-262-0042-0. Pataki, F.: Nevelés és társadalom. Budapest: 1982 Durkheim, E: Nevelés és szociológia. Budapest: 1980					
<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: 729					
A	B	C	D	E	FX
11.8	14.27	23.18	23.05	24.83	2.88
<b>Teacher:</b> Gyöngyi Gál, PhD.,					

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ TVA1/15	<b>Name:</b> Moving culture and physical exercise basics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Making a lesson plan: constitutional exercise. Participation in the lessons, achieved a minimum of 50% in the classroom test. Marking: A – 100 - 90%, B – 89 - 80%, C – 79 - 70%, D – 69 - 60%, E – 59 - 50%. Students don't get credit points if cannot reach 50% or more. Making tools that help to learn movement curriculum of PE. Use readouts and says, leading motion games	
<b>Results of education:</b> Course completion condition that the student understands the basics of body culture, correct use of Physical Education terminology, knowledge and conduct of movement games.	
<b>Brief syllabus:</b> 1. Technical terms of PE. 2. Preparatory exercise. 3. Basic knowledge of body culture. 4. Movement games. 5. Knowing and analyzing of moving skills developing exercises, games. 6. Knowledge of major muscle groups. 7. Warmup exercises. 8. Knowledge of coordination skill exercises. 9. ISCED 0 – educational activities for PE. 10. Acquire sanitary exercises and Physical Education lesson plans structure. 11. Moving relaxation exercise usage in the nursery- autogenic training. 12. Developing facilities of natural basic movements. 13. Free base form of exercises with or without tools.	
<b>Literature:</b> Dobay Beáta: Az óvodai testnevelés alapjai. 2005 Dobay Beáta: Az óvodai testnevelés alapjai-második bővített kiadás, 2007 Rétsági Erzsébet: A testnevelés tantárgypedagógiája, Dialóg Campus, 2004 Torsten Kunz: Pszichomotoros fejlesztés az óvodában, Dialóg Campus, 1999 Farmosi István: Mozgásfejlődés, Dialóg Campus, 2005 Győri Pál: Óvodások biológiai fejlődése és fizikai aktivitása, Veszprém, 2002 Richard C. Woolfson: Elmélet és gyakorlat a gyermek két és fél évestől ötéves korig, Pécs Direkt kiadó, 2001 Kerezsi Endre: Torna I., 1979 Štátny vzdelávaci program ISCED 0 – predprimárne vzdelávanie. 2008. Bratislava Ministerstvo školstva SR, 2008. 180 s. ISBN 978-80-969407-5-2. (www.statpedu.sk, www.minedu.sk) Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava: MŠ SR, 2008. (www.minedu.sk )	

<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovakian language					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 744					
A	B	C	D	E	FX
17.34	23.12	31.59	15.59	4.97	7.39
<b>Teacher:</b> Dr. habil. PaedDr. Beáta Dobay, PhD., Mgr. Gabriel Buzgó, PhD.,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ TVA2/15	<b>Name:</b> Physical Education Sports Courses 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 40s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3., 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Control moving games in nursery school. Classroom test of nature topic - the use of project method , the performance of hiking ( hiking trails ).	
<b>Results of education:</b> To get basic knowledge about body culture. To get basic knowledge about cycling and hiking, known the relevant law. Known the law and that usage in the nature school. Control moving games that can be use in the nature.	
<b>Brief syllabus:</b> Learn about basics of touristic and cycling. Use natural basic movements in the nature. Orientation in the nature (forest, cycling road), knowledge and translate of the blaze, read maps. Motions in the nature (night too) Known moving games that can use in nature. Known exercises for learning good technic of the cycling. Learn about the historical and cultural monuments, -protected areas - nature protection. Learning about the geographic regions' flora and zoology. ISCED0 – education activities – teaching PE. To get some knowledge about law of organization a “nature school	
<b>Literature:</b> Dobay Beáta: Az óvodai testnevelés alapjai. 2005 Dobay Beáta: Az óvodai testnevelés alapjai- második bővített kiadás, 2007 Torsten Kunz: Pszichomotoros fejlesztés az óvodában, Dialóg Campus Pécs,1999, Famosi István: Mozgásfejlődés, Dialóg Campus Pécs, 2005 Győri Pál: Óvodások biológiai fejlődése és fizikai aktivitása, Veszprém, 2002 Richard C. Woolfson: Elmélet és gyakorlat a gyermek két és fél évestől öt éves korig, Pécs Direckt kiadó, 2001 Štátny vzdelávaci program ISCED 0 – predprimárne vzdelávanie. 2008. Bratislava Ministerstvo školstva SR, 2008. 180 s. ISBN 978-80-969407-5-2. (www.statpedu.sk, www.minedu.sk) Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a a o zmene a doplnení niektorých zákonov. Bratislava: MŠ SR, 2008. (www.minedu.sk ) Bilek, F. o kol.: Turistika mládeže. Olympia. Praha 1971 Zajac, A. o kol.: Pobyť v prírode a tirstika, SPN, Bratislava 1973 Žiškay, J.: Turistika pre každého. Šport, Bratislava 1981	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak language	
<b>Notes:</b>	

Everyone must fulfill all the requirements of this minimum Grade.					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 198					
A	B	C	D	E	FX
39.9	26.77	20.71	10.61	2.02	0.0
<b>Teacher:</b> Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ TVA3/15	<b>Name:</b> Physical Education Sports Courses 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 40s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4., 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Control moving games in the nature that can be use for preschool age children. Classroom test . Project preparation: filled with movement activities in winter nature, participation in education, learning and controlling the teaching methodology of skiing and swimming for preschool age children.	
<b>Results of education:</b> The student learn the usage and methodology of the part of the swimming (to make children familiar with watery environment). Get to known the teaching methodology of skiing and that usage. Known the relevant law. Control moving games that can be use in the nature.	
<b>Brief syllabus:</b> Moving skills development in swimming and skiing (increase endurance), development of motor skills, healthcare. Learning special skills of swimming (to make children familiar with watery environment) and skiing. Use natural basic exercises in the nature. Orientation in the winter nature by blaze and maps. Orientation in the nature at night. Moving games in water and snow. Learn about the historical and cultural monuments, -protected areas - nature protection. First aid basics in summer and winter nature. ISCED0 – education activities	
<b>Literature:</b> Dobay Beáta: Az óvodai testnevelés alapjai. 2005 Dobay Beáta: Az óvodai testnevelés alapjai-második bővített kiadás, 2007 Torsten Kunz: Pszichomotoros fejlesztés az óvodában, Dialóg Campus Pécs,1999, Famosi István: Mozgásfejlődés, Dialóg Campus Pécs, 2005 Győri Pál: Óvodások biológiai fejlődése és fizikai aktivitása, Veszprém, 2002 Richard C. Woolfson: Elmélet és gyakorlat a gyermek két és fél évestől ötéves korig, Pécs Direkt kiadó, 2001 Štátny vzdelávacie program ISCED 0 – predprimárne vzdelávanie. 2008. Bratislava Ministerstvo školstva SR, 2008. 180 s. ISBN 978-80-969407-5-2. (www.statpedu.sk, www.minedu.sk) Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava: MŠ SR, 2008. (www.minedu.sk ) Zajac, A. o kol.: Pobyť v prírode a turistika, SPN, Bratislava 1973	

Žiškay, J.: Turistika pre každého. Šport, Bratislava 1981 Walter Bucher: 1017 sísport játék és gyakorlat, Dialóg Campus Pécs, 2001					
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak language					
<b>Notes:</b> Everyone must fulfill all the requirements of this minimum Grade.					
<b>Evaluation of subjects</b> Total number of evaluated students: 351					
A	B	C	D	E	FX
31.05	39.32	20.51	6.55	1.99	0.57
<b>Teacher:</b> Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ TVA4/15	<b>Name:</b> Physical education and didactics of physical education in pre-primary education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in lessons, oral exam. Interpretation: A - 100-90%, B - 89-80%, C - 79-70%, D - 69-60%, E - 59-50%. It does not get credit, a minimum of 50% of non-performing: Preparing lesson plans trainings for physical education profession, introduction of 64-paced practice, preparation movement games, movement games derivation, movement combined with rhymes and calculates knowledge of Hungarian and Slovak languages, knowledge of technical language Slovak.	
<b>Results of education:</b> After the course the student is able to learn the correct terminology to apply for pre-school education of physical education.	
<b>Brief syllabus:</b> 1. Knowledge about the basic concepts of physical education. 2. The development of motor skills using a variety of exercises 3. Development of motor coordination skills 4. Content and performance standards of the „I am” theme. 5. Different types of exercise to develop: muscle tension - relaxation, breathing exercises, laterality, laterality, gross motor development and balance possible applications in education 6. Natural learning exercises (walking, running, jumping, climbing, throwing and catching). proper implementation of different starting positions (standing, sitting, reclining, térdelések etc) use of hand tools. 7. Content and performance standards of the 'People' theme 8. The music, rhythm and movement exercises carried out in harmony 9. Content and Performance Standards of the "Nature" theme 10. The movement possibilities of the natural environment. For example, it can be carried out in the open practices. Hiking, sliding, sleigh rides, etc. 11. Content and Performance Standards of the "Culture" topic. 12. Games rhythmic exercise within the body schema. Responding to the rate of change in the music. Dance and movement improvisation variety of music. 13. Using new PE tools to make moveing habits higer level.	
<b>Literature:</b>	

Dobay Beáta: Az óvodai testnevelés alapjai. 2005  
 Dobay Beáta: Az óvodai testnevelés alapjai-második bővített kiadás, 2007  
 Rétsági Erzsébet: A testnevelés tantárgypedagógiája, Dialóg Campus Pécs, 2004  
 Torsten Kunz: Pszichomotoros fejlesztés az óvodában, Dialóg Campus Pécs, 1999  
 Farmosi István: Mozgásfejlődés, Dialóg Campus Pécs, 2005  
 Győri Pál: Óvodások biológiai fejlődése és fizikai aktivitása, Veszprém, 2002  
 Richard C. Woolfson: Elmélet és gyakorlat a gyermek két és fél évestől ötéves korig, Pécs Direkt kiadó, 2001  
 Kerezsi Endre: Torna I., 1979  
 Štátny vzdelávací program ISCED 0 – predprimárne vzdelávanie. 2008. Bratislava Ministerstvo školstva SR, 2008. 180 s. ISBN 978-80-969407-5-2.  
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 Dalmáth L., Frank Cs.: Nagy játékkönyv – 1996  
 Gaál Sándorné-Bencze Sándorné: A testnevelés mozgásanyagának feldolgozása a 3-10 éves korosztály számára, Szarvas, 2004  
 Bendíková Elenka: Oporný a pohybový systém, jeho funkcia, diagnostika a prevencia porúch, Banská Bystrica, 2011

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

Hungarian or Slovakian language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 419

A	B	C	D	E	FX
23.15	26.25	27.68	11.93	4.3	6.68

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

**Date of last update:** 28.05.2024

**Approved by:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ VVA1/15	<b>Name:</b> Visual education in practice
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition of fulfilling the subject is to hand in a project work, which worth a maximum of 100 points. To pass the subject you must have at least 50 points, i.e. 50% of the maximum points. Assessment ratings for the different grades (counting from the maximum points of 100): A: 90-100%, B- 80-89% C - 70-79% D - 60-69% E - 50-59% According to requirements to pass the subject you must have at least 50 points from the 100 maximum given.	
<b>Results of education:</b> Reaching applicable visual educational competencies and attitudes suitable for age characteristics of preschool children. Knowing the areas of image-creating, object-making. Acquiring the potential of the material means of expressions. The material, technical and design relationships and opportunities in object-making.	
<b>Brief syllabus:</b> The basics of visual language, fundamental visual terms. The areas of visual education, its aims and its role in personality-shaping. Development and pedagogical implications of the child's visual representation. Means of expressions within fine art and expressions of a child. Planning, analysing and implementing of exercises. Group monitoring and supervising of visual activities. Basic composition practices, the fundamental elements of visual language: dot, line, blob. Depiction of simple geometric and natural forms. Colour, colour-theory and expression practices. Tone-expression and visualization practices.	
<b>Literature:</b> Bálványos H.-Sánta L.: Vizuális megismerés, kommunikáció, Balassi Kiadó Bp., 1997. Bakos-Bálványos-Preizinger-Sándor: Vizuális nevelés pedagógiája, Balassi Kiadó, Bp.,2000. Gerő Zsuzsa: Érzelem, fantázia, gondolkodás óvodáskorban,2005. Aszalai-Horváth : Amit az óvónőnek észre kell venni, Flaccus Kiadó, Bp., 2007 Kárpáti Andrea (szerk.): Vizuális képességek fejlődése, Nemzeti Tankönyvkiadó,1995. Rudolf Armheim: A vizuális élmény, Gondolat Kiadó Bp., 1979.	

Balázsné Szűcs Judit: Miből leTT a cserebogár?,2001.					
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian or slovakian					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 625					
A	B	C	D	E	FX
30.56	28.8	24.48	8.16	5.12	2.88
<b>Teacher:</b> Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ VVA2/15	<b>Name:</b> Visual education in kindergarten
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition of fulfilling the subject is to hand in a project work, which worth a maximum of 100 points. To pass the subject you must have at least 50 points, i.e. 50% of the maximum points. Assessment ratings for the different grades (counting from the maximum points of 100): A: 90-100%, B- 80-89% C - 70-79% D - 60-69% E - 50-59% According to requirements to pass the subject you must have at least 50 points from the 100 maximum given.	
<b>Results of education:</b> Acquire the basics of visual pedagogy, the applicable potential of visual education for pre-schoolers. Know the technical characteristics of activities, skilled in solving the practical processes. Able to develop individualized skills, can rightly be judged on the age peculiarities, differences and problems.	
<b>Brief syllabus:</b> Development and pedagogical implications of the child's visual representation. Means of expressions within fine art and expressions of a child. Planning, analysing and implementing of exercises. Group monitoring and supervising of visual activities. Basic composition practices, the fundamental elements of visual language: dot, line, blob. Depiction of simple geometric and natural forms. Spatial practices and opportunities of clay-shaping. Design and construction practices of object and form. Components of pre-school demonstration and their practice. Possibilities of shaping paper, textile, natural and traditional materials. Technical experiments.	
<b>Literature:</b> Bálványos H.-Sánta L.: Vizuális megismerés, kommunikáció, Balassi Kiadó Bp., 1997. Bakos-Bálványos-Preizinger-Sándor: Vizuális nevelés pedagógiája, Balassi Kiadó,Bp., 2000. Kárpáti Andrea (szerk.): Vizuális képességek fejlődése, Nemzeti Tankönyvkiadó,1995. Rudolf Armheim: A vizuális élmény, Gondolat Kiadó Bp., 1979.	
<b>Language, knowledge of which is necessary to complete a course:</b>	

hungarian or slovakian					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 683					
A	B	C	D	E	FX
25.62	28.7	28.11	10.69	5.86	1.02
<b>Teacher:</b> Csilla Nagyová, ArtD.,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ VVA3/15	<b>Name:</b> Didactics of art education in kindergarten
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition of fulfilling the subject is to hand in a project work, which worth a maximum of 100 points. To pass the subject you must have at least 50 points, i.e. 50% of the maximum points. Assessment ratings for the different grades (counting from the maximum points of 100): A: 90-100%, B- 80-89% C - 70-79% D - 60-69% E - 50-59% According to requirements to pass the subject you must have at least 50 points from the 100 maximum given.	
<b>Results of education:</b> Able to perform visual tasks in kindergarten. Experienced in the practice of solving creative processes. Identifies with the aspect of differentiated pedagogy and forms its active pedagogic program based on the needs of the children's various visual abilities and orientation. Open-minded to accommodate, enrich and culminate the modern professional knowledge.	
<b>Brief syllabus:</b> The characteristics of pictorialness of children and its unfolding possibilities, conditions. The basics of visual literacy's pedagogy and its methodological-technical possibilities. Visual methodologies in preschool education. Genre and technical characteristics of visual activities. Planning, analysing and implementing of exercises. Group monitoring and supervising of visual activities. Spatial practices and opportunities of clay-shaping. Design and construction practices of object and form. Components of pre-school demonstration and their practice. Possibilities of shaping paper, textile, natural and traditional materials. Technical experiments.	
<b>Literature:</b> Bálványos H.-Sánta L.: Vizuális megismerés, kommunikáció, Balassi Kiadó Bp., 1997. Bakos-Bálványos-Preizinger-Sándor: Vizuális nevelés pedagógiája, Balassi Kiadó,Bp., 2000. Gerő Zsuzsa: Érzelem, fantázia, gondolkodás óvodáskorban,2005. Aszalai-Horváth : Amit az óvónőnek észre kell venni, Flaccus Kiadó, Bp., 2007 Kárpáti Andrea (szerk.): Vizuális képességek fejlődése, Nemzeti Tankönyvkiadó,1995. Rudolf Armheim: A vizuális élmény, Gondolat Kiadó Bp., 1979.	

Balázsne Szűcs Judit: Miből leTT a cserebogár?,2001.					
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian or slovakian					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 632					
A	B	C	D	E	FX
26.74	30.54	21.36	12.18	8.54	0.63
<b>Teacher:</b> Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.,					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/PPdb/ ŠS/15	<b>Name:</b> Theory and didactics of pre-primary education
<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> 5	
<b>Recommended semester/trimester of study:</b> 5., 6..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> KPP/PPdb/DID1/15 and KPP/PPdb/HVA1/15 and KPP/PPdb/MAT1/15 and KPP/PPdb/MJL1/15 and KPP/PPdb/PED1/15 and KPP/PPdb/PEP/15 and KPP/PPdb/PSY1/15 and KPP/PPdb/TVA1/15 and KPP/PPdb/HVA2/15 and KPP/PPdb/MAT2/15 and KPP/PPdb/MJL2/15 and KPP/PPdb/PED2/15 and KPP/PPdb/PGH/15 and KPP/PPdb/PRV1/15 and KPP/PPdb/PSY2/15 and KPP/PPdb/SJL1/15 and KPP/PPdb/DMŠ1/15 and KPP/PPdb/MAT3/15 and KPP/PPdb/MJL3/15 and KPP/PPdb/PPX1/15 and KPP/PPdb/PRV2/15 and KPP/PPdb/PSY3/15 and KPP/PPdb/SJL2/15 and KPP/PPdb/SOC/15 and KPP/PPdb/VVA2/15 and KPP/PPdb/IPG/15 and KPP/PPdb/MAT4/15 and KPP/PPdb/MJL4/15 and KPP/PPdb/MTV1/15 and KPP/PPdb/PPR/15 and KPP/PPdb/PPX2/15 and KPP/PPdb/RGK/15 and KPP/PPdb/SJL3/15 and KPP/PPdb/TVA4/15 and KPP/PPdb/DMŠ2/15 and KPP/PPdb/HVA5/15 and KPP/PPdb/MJL5/15 and KPP/PPdb/MTV2/15 and KPP/PPdb/PPX3/15 and KPP/PPdb/SJL5/15 and KPP/PPdb/ALT/15 and KPP/PPdb/DMŠ3/15 and KPP/PPdb/PKO2/15 and KPP/PPdb/PPX4/15 and KPP/PPdb/VVA3/15 and (KPP/PPdb/TVA2/15 or KPP/PPdb/TVA3/15)	
<b>Conditions for passing the subject:</b> Oral answer of student evaluated by the Commission for state exams. Final evaluation: A - 100 - 90% B - 89 - 80%, C - 79-70%, D - 69-60%, E - 59 - 50%. Credits are not awarded to student, who do not achieve 50%.	
<b>Results of education:</b> The graduate is able to accomplish educational-pedagogical work in kindergarten, leisure centers, school clubs. The graduate has comprehensive knowledge of the cultural and social context of education, general and psychological requirements in order to carry out their pedagogical duties; they also acquire organisational skills. The students gain comprehensive theoretical and practical knowledge and experiences to carry out the teaching profession.	
<b>Brief syllabus:</b> KPP/PPdb/DID1/15, KPP/PPdb/PSY1/15, KPP/PPdb/PSY2/15, KPP/PPdb/PSY3/15, KPP/PPdb/PED2/15, KPP/PPdb/DMS1/15, KPP/PPdb/DMS2/15, KPP/PPdb/PGH/15, KPP/PPdb/MTV2/15, KPP/PPdb/PKO2/15, KPP/PPdb/TVA1/15, KPP/PPdb/TVA4/15, KPP/PPdb/HVA1/15, KPP/PPdb/HVA2/15, KPP/PPdb/HVA5/15, KPP/PPdb/VVA2/15, KPP/PPdb/VVA3/15	
<b>Literature:</b> Study literature listed in information sheet of compulsory courses.	

<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovakian					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 346					
A	B	C	D	E	FX
26.88	23.12	23.41	13.58	11.27	1.73
<b>Teacher:</b>					
<b>Date of last update:</b> 06.03.2025					
<b>Approved by:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD.					