

CONTENS

1. Art-pedagogy-psychology, personal development course.....	172
2. Bachelor seminar.....	5
3. Bachelor's thesis seminar.....	51
4. Bahelor's thesis and defense.....	89
5. Basics of air transport.....	250
6. Basics of first aid and biology for teachers.....	241
7. Chapters of world literature.....	69
8. Classicism and pre-romantic period of Slovak literature.....	47
9. Computer Hardware.....	19
10. Computer architecture.....	3
11. Computer networks.....	42
12. Computer peripherals.....	26
13. Conversation in the English language.....	160
14. Conversation in the English language 2.....	161
15. Conversation in the French language.....	164
16. Conversation in the French language 2.....	165
17. Conversation in the German language.....	166
18. Conversation in the German language 2.....	167
19. Creative workshop.....	222
20. Database Application Development.....	8
21. Database systems.....	15
22. Digital technologies in the educational process.....	151
23. Discrete Mathematics for Computer Science.....	13
24. Educational software development.....	124
25. Educational theory and educational philosophy.....	214
26. Family and school.....	199
27. Final thesis and its defence.....	21
28. Formal languages and automata.....	127
29. General and developmental psychology.....	235
30. General didactics and preparation for school observation.....	143
31. Graphics editors.....	17
32. Gross motor development.....	205
33. History of Informatics and ICT.....	10
34. Human biology and basics of first aid.....	140
35. Inclusive pedagogy.....	154
36. Informatics.....	252
37. Integrated student at school.....	157
38. Introduction to Finnish language and culture.....	228
39. Introduction to Finnish language and culture 2.....	246
40. Introduction to IT.....	137
41. Introduction to Latin language and culture.....	231
42. Introduction to Latin language and culture 2.....	232
43. Introduction to Russian language and culture.....	233
44. Introduction to academic writing.....	238
45. Introduction to linguistics, phonetics and phonology of Slovak language.....	114
46. Introduction to pedagogical studies.....	225
47. Introductory pedagogical practice.....	187
48. Konverzácia v slovenskom jazyku.....	168

49. Language and communication.....	66
50. Lexicology of Slovak language.....	75
51. Literature of Slovaks abroad.....	78
52. Methods of learning and research.....	176
53. Minority competencies.....	169
54. Morphology of Slovak language.....	86
55. Movement culture and healthy lifestyle education.....	217
56. Multimedia application development.....	129
57. Old Slovak literature.....	100
58. Operating systems.....	24
59. Pedagogical diagnostics.....	179
60. Pedagogical evaluation.....	183
61. Pedagogical practice 2.....	189
62. Pedagogical practice 3.....	192
63. Pedagogical software creation.....	131
64. Practice of Slovak orthography and pronunciation.....	62
65. Profession of teaching.....	195
66. Professional training.....	211
67. Programming 1.....	31
68. Programming 2.....	34
69. Programming 3.....	37
70. Programming 4.....	40
71. Programming propaedeutics.....	28
72. Realism in Slovak literature.....	90
73. Regional and minority culture.....	202
74. Rhetorics.....	93
75. Robotics.....	44
76. Romantism in Slovak literature.....	96
77. Slovak Language and Literature.....	119
78. Slovak children's and youth literature practice.....	55
79. Slovak literature for children and youth.....	72
80. Slovak literature of the interwar period.....	82
81. Slovak morphology practice.....	59
82. Social, moral and legal context of computer systems development.....	121
83. Socio-Scientific and Pedagogical-Psychological Basis of Teaching.....	244
84. Sociology of education.....	208
85. Study abroad.....	123
86. Stylistics of Slovak language.....	104
87. Supporting pedagogical practice 1.....	248
88. Syntax of Slovak language.....	107
89. Text editors.....	135
90. Theory and practice of the management of educational institutions.....	219
91. Theory of literature.....	110
92. Volunteering, helping activities.....	148
93. Úvod do gréckého jazyka a kultúry.....	229

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/AP/22	Name: Computer architecture
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 2 / 0 / 1 For the study period: 26 / 0 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The course is completed by a written examination, for which students can obtain 50% of the total number of points. During the semester, students will take two written examinations for which they can earn 30% of the total points and 20% of the points can be earned by completing a semester project. In addition to contact teaching, students prepare for practicals, prepare for written examinations, work on the semester project and prepare for the examination. A grade of A requires a minimum of 90 points, a grade of B requires a minimum of 80 points, a grade of C requires a minimum of 70 points, a grade of D requires a minimum of 60 points, and a grade of E requires a minimum of 50 points. Credit will not be awarded to a student who scores less than 50 points.	
Results of education: Knowledge: Upon completion of the course, the student will: <ul style="list-style-type: none"> - has theoretical knowledge of computer architecture, - knows the principle of operation of individual computer elements, - has a deeper knowledge of Von-Neumann architecture. Skills: Upon completion of the course, the student will: <ul style="list-style-type: none"> - is able to apply the acquired knowledge in solving practical problems, - can analyze and solve simple and more complex problems, - is able to design various logic circuits and implement them. Competences: Upon completion of the course the student: <ul style="list-style-type: none"> - can work efficiently and implement the acquired theoretical knowledge, - shows independence in solving more complex problems. 	
Brief syllabus: 1. The meaning of the term computer architecture and the significance of its different parts. 2. Boolean algebra, logical elements. 3. Logic circuits - their design and implementation. 4. Building blocks of digital systems.	

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

Literature:

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

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

Hungarian or Slovak

Notes:

Student workload distribution:

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

Evaluation of subjects

Total number of evaluated students: 22

A	B	C	D	E	FX
4.55	13.64	27.27	13.64	36.36	4.55

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

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmet', CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/BS/22	Name: Bachelor seminar
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 1 / 0 For the study period: 0 / 13 / 0 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Submission of a selected bibliography related to the topic of the final thesis and drafting of a part of the final thesis (10-12 pages). Attendance at the seminar is compulsory. The student will prepare part of the final thesis and submit the bibliography. The student must hand in the final paper to the tutor by the deadline. If the student does not hand in the final part of the thesis within 7 days after the deadline, he/she will not receive the credits for the course. The length of the part of the thesis to be handed in is determined by the instructor, the formal requirements are specified in the Rector's Directive 2/2021. The essay must comply with the technical rules and ethics of citation. The student's analytical-synthetic train of thought, the expression of personal opinion supported by theoretical knowledge, the definition of the problem and purpose of the essay, the way it is developed, the structure of the essay - logical structure and proportionate length of the individual sections, the work with literature and information sources (how they are selected and used), compliance with the basic formal requirements of the essay, compliance with the requirements for citation, the aesthetic and linguistic quality of the essay.	
Results of education: Knowledge: The student can: <ul style="list-style-type: none"> - list and explain the general requirements for the preparation of a final thesis, describe and characterise the content structure of the final thesis and its parts (introduction, main body, annexes), - explain the concepts of phenomenon and fact, list and describe ways of investigating educational phenomena, - to describe in more detail the basic methods of collecting and processing the data presented in the final report, - identify the basic requirements for the author of a thesis, describe and describe the model, characteristics and structure of a thesis, - list and explain the formal requirements for the final thesis, 	

- define the concept of an abstract, describe its structure, describe the characteristics of a quality abstract, list the most common mistakes in abstract preparation, distinguish an abstract from an annotation, an abstract, an abstract summary and an overview,
- explain the concepts of citation, quotation, paraphrase, compilation, plagiarism, distinguish between quotation and paraphrase, illustrate with examples the different citation and referencing techniques,
- define and interpret in their own words the basic concepts and motifs of the chosen subject area,
- know the basic terms used in the thesis,
- explain the terms used in an essay,
- construct (elaborate) the theoretical plane of the thesis, including all its important aspects,
- analyse and justify the conclusions of the thesis,
- critically analyse, re-evaluate and theorise the knowledge gained.

Skills:

The student can:

- write a draft of their own final thesis,
- explain the methodological rules for writing a final paper,
- define the main question and aim of the final thesis, formulating hypotheses where appropriate,
- plan a timetable for the preparation of the final thesis, including the content,
- work with literature (primary and secondary sources), search for information in library information databases,
- prepare the text of the final thesis, based on the knowledge acquired, by formulating ideas logically and accurately, creating a quality abstract, writing an introduction and conclusion, taking into account the criteria given,
- presenting the knowledge acquired in the field, recognising its complexity and drawing conclusions,
- apply knowledge of the ethics and techniques of citation and drafting,
- use correctly the various methods of citation and referencing and compile a bibliography correctly,
- create (develop) the practical aspects of the thesis, including all relevant aspects,
- analyse, synthesise and compare knowledge and propose solutions on this basis,
- draw conclusions through critical analysis and formulate their practical implications,
- critically analyse, reassess and apply the knowledge acquired in practice,
- present, discuss and argue their own knowledge in relation to the intended purpose of the thesis,
- be able to write a thesis on a chosen topic
- apply a critical approach,
- apply the principles of copyright, scientific ethics and relevant ISO and STN standards in the conduct of research

Competences:

The student:

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

Brief syllabus:

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

Literature:

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

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

Hungarian or Slovak

Notes:

Percentages for each task:

Work done in seminars: 20 %.

Seminar paper: 80 %.

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

Evaluation of subjects

Total number of evaluated students: 3

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

Teacher: prof. RNDr. Tibor Kmet', CSc.,

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmet', CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ DBAU/22	Name: Database Application Development
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, students solve practical problems for which they can get 50 points. At the end of the semester, students will complete a term project for which they may receive 50 points. A grade is at least 90 points, B grade is at least 80 points, C grade is at least 70 points, D grade is at least 60 points and E grade is at least 50 points. A student who scores less than 50 points cannot receive credit.	
Results of education: Educational results - knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • After completing the subject, the student knows the basic principles of creating dynamic websites and applications, • They will gain knowledge about the potential uses, advantages and disadvantages, as well as the use of professional terminology. Learning outcomes - skills: After completing the subject, the student: <ul style="list-style-type: none"> • capable of creating a web application with a database connection • to establish a connection between the client and the server. • for application creation, login, user management, • can design web application architecture independently, • implements the server and client part, as well as the communication protocols between the components. Educational results - competences: After completing the subject, the student: <ul style="list-style-type: none"> • After completing the course, the student is able to create interactive web applications. • They can use their knowledge as a web developer, as a developer of a complete web solution (full-stack developer), • Able to create web database solutions and develop administration pages or company websites, for the development of an information visualization system, for the display of aggregated information. 	
Brief syllabus:	

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

Literature:

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

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

Hungarian or Slovak

Notes:

Distribution of student workload:

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

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

Evaluation of subjects

Total number of evaluated students: 0

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

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

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhD. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Literature:

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

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

Hungarian or Slovak

Notes:

Distribution of students' workload:

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

Evaluation of subjects

Total number of evaluated students: 25

A	B	C	D	E	FX
0.0	4.0	24.0	40.0	28.0	4.0

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

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

<p>2. JABLONSKIJ, S. V. a kol.: Diszkrét matematika a számítástudományban. Budapest : Műszaki 3. Könyvkiadó, 1980. 354 s. ISBN 978-963-1025-99-3 4. SZENDREI, Á.: Diszkrét matematika. Szeged : Polygon, 1998. 380 s. ISSN 1417-0590. 5. LOVÁSZ, L. – VESZTERGOMBI, K. – PELIKÁN, J.: Diszkrét matematika. Budapest : 6. Typotex, 2006. 292 s. ISBN 978-963-9664-02-9. 7. Csabina, Zoltánné: Matematika példatár 1.: Halmazelmélet, sorozatok 8. (https://dtk.tankonyvtar.hu/xmlui/bitstream/handle/123456789/8037/0027_MAT1.pdf?sequence=1) 9. Combinatorics: An Intuitive Introduction (https://www.probablilisticworld.com/intuitive-introduction-combinatorics/)</p>					
<p>Language, knowledge of which is necessary to complete a course: Hungarian or Slovak</p>					
<p>Notes: Students' load distribution: 40% - direct teaching, preparation for the exam 60% -study of teaching materials, work on homework</p>					
<p>Evaluation of subjects Total number of evaluated students: 19</p>					
A	B	C	D	E	FX
0.0	10.53	15.79	15.79	47.37	10.53
<p>Teacher: doc. RNDr. József Bukor, PhD., RNDr. Štefan Gubo, PhD.,</p>					
<p>Date of last update: 28.05.2024</p>					
<p>Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ DS1/22	Name: Database systems
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 0 / 2 For the study period: 13 / 0 / 26 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, students write two written papers, which are evaluated as a percentage. Students must achieve a score of at least 50% for both written papers in order to take the exam. During the semester, students work independently on a semester assignment or project (database management assignment). The combined exam consists of a written and oral part. To pass the exam, students must achieve at least 50% in the oral exam. The students are classified based on the obtained average, which includes the continuous performance of the semester, the work of the semester project and the result of the exam. A grade is at least 90 points, B grade is at least 80 points, C grade is at least 70 points, D grade is at least 60 points and E grade is at least 50 points. A student who scores less than 50 points cannot receive credit.	
Results of education: Educational results - knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • knows terms related to databases and their management. • knows the characteristics of different database systems, the design of relational databases, the SQL language, the principles of creating forms and reports. Learning outcomes - skills: After completing the subject, the student: <ul style="list-style-type: none"> • knows how to manage, use, query and create database systems. Educational results - competences: After completing the subject, the student: <ul style="list-style-type: none"> • able to solve data management tasks using a database management system, formulate queries, prepare reports and forms. 	
Brief syllabus: <ol style="list-style-type: none"> 1. Basic concepts of database management, SQL language. 2. Relational data model, one-table SQL query. 3. Diagram of Entity-relationships, one-table complex queries in SQL. 4. Conversion of the diagram of relations into a relational database scheme, SQL query aggregation. 5. Normal forms, functional dependencies, multi-table SQL queries. 	

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

Literature:

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

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

Hungarian or Slovak

Notes:

Distribution of student workload:

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

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

Evaluation of subjects

Total number of evaluated students: 71

A	B	C	D	E	FX
30.99	22.54	18.31	14.08	14.08	0.0

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

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ GED/22	Name: Graphics editors
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, students' activity on the laboratory exercises is evaluated (with maximum score of 25 points). During the semester, students independently work on 3 semester projects (Paint.NET, Gimp and Inkscape), for which a total of 75 points can be obtained. The output of each project should be a tutorial. At the end of the semester, the students submit the finished tutorials in the form of a video together with documentations in text files, and these are evaluated. To receive grade A in the course, student must obtain at least 90 points, for grade B at least 80 points, for grade C at least 70 points, for grade D at least 60 points and for grade E at least 50 points. Credits will not be given to a student who obtain less than 50 points.	
Results of education: Knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • has practical knowledge of raster graphics and vector graphics. Skills: <ul style="list-style-type: none"> • is able to use raster and vector graphics editors at an advanced level, • is able to edit digital photography, work with tools, layers, filters, adjustments and effects, • knows the rules of creation of documentations for semester projects. Competencies: <ul style="list-style-type: none"> • is able to work independently and efficiently with graphics editors. 	
Brief syllabus: <ol style="list-style-type: none"> 1. Basic terms of Computer graphics – vector and raster graphics, graphics file formats. 2. Raster graphics, overview of raster graphics editors (Paint.NET, Gimp). 3. Environment of the graphics editor: design area, grid, tool palette, status line, color palette, selection tools. 4. Work with drawing tools: paintbrush, pencil, eraser, magic wand, paint bucket, clone stamp, recolor, text tool. Drawing filled and unfilled rectangles (squares) and ellipses (circles). 5. Selection tools: rectangle select, ellipse select, operations on selections. Object selection and deselection, resize, translation, rotation, crop. 6. Work with text: inserting and editing text. 	

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

Literature:

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

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

Hungarian or Slovak

Notes:

Distribution of the student's workload:

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

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

Evaluation of subjects

Total number of evaluated students: 9

A	B	C	D	E	FX
55.56	33.33	11.11	0.0	0.0	0.0

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

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/HW/22	Name: Computer Hardware
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 26 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: There will be one written examination for 40 points during the semester. In seminars, students' active approach will also be assessed for 20 points. A grade of A requires at least 90% points, a grade of B requires at least 80% points, a grade of C requires at least 70% points, a grade of D requires at least 60% points, and a grade of E requires at least 50% points. Credit will not be awarded to a student who scores less than 50% on the written examination.	
Results of education: Knowledge: After completing the course, the student knows the basic principles of logic circuits. The student knows the basic logic operators and logic modules. The student knows the internal components of computers and the operation of basic components such as the arithmetic and logic unit, control unit and memory. The student knows the basic differences between different architectures. Skills: After completing the course, the student is able to design simple logic circuits using simulation programs. The student is able to implement simple logic modules, memory modules, comparators and registers. Competencies: After completing the course, the student is proficient in the theory of logic circuits, is familiar with the internal components of computers, and is proficient in understanding the basic functions of the components. The student can recognize the differences between different architectures and is aware of the advantages and disadvantages of each architecture.	
Brief syllabus: 1. Current, voltage, charged particles, electrical resistance, semiconductors and semiconductor components. 2. Fundamentals of logic circuits, diodes and transistors 3. Logic circuits. Binary logic operators. 4. Electrical implementation of logic circuits 5. Computer memory, D-Latch, Enabler, Register, Shift Register, Memory addressing 6. Computer bus, bus communication 7. Combination of logic gates, logic modules, addition module (ADD), comparison module (CMP) 8. Arithmetic and logic unit	

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

Literature:

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

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

Hungarian or Slovak

Notes:

Student workload distribution:

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

Evaluation of subjects

Total number of evaluated students: 38

A	B	C	D	E	FX
28.95	21.05	26.32	5.26	15.79	2.63

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

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/OB/22	Name: Final thesis and its defence
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 8	
Recommended semester/trimester of study: 5., 6..	
Level of study: I.	
Prerequisites:	
<p>Conditions for passing the subject:</p> <p>In preparing the final thesis, the student follows the instructions of his/her supervisor and the Rector's Directive regarding editing, registration, access and archiving of theses at J. Selye University. The recommended length of the bachelor thesis is 30 to 40 pages (54 000 to 72 000 characters including spaces). The deadline for the academic year is set in the academic calendar of the academic year. The originality of the thesis is evaluated in the central thesis register. The result of the originality check, a report on the originality of the thesis assessed. The originality check is a prerequisite for the defence. The submission of the thesis includes the conclusion of a licence agreement for the use of the digital reproduction of the thesis between the author and the Slovak Republic represented by the university. The final thesis shall be assessed by the thesis supervisor and an opponent, who shall draw up opinions according to the established criteria. The thesis supervisor assesses in particular the fulfilment of the aim of the thesis, the degree of independence and initiative of the student in the elaboration of the topic, cooperation with the thesis supervisor, logical structure of the thesis, the adequacy of the methods used, the methodology, the professional level of the thesis, the depth and quality of processing of the topic, the contribution of the work, the possibility of using the results, the work with literature, the relevance of the sources used in relation to the topic and the aim of the thesis, the formal aspect of the thesis, spelling, stylistics and originality. The opponent assesses in particular the topicality and appropriateness of the topic of the thesis, the statement of the thesis and the content, the logical structure of the thesis, the continuity of the chapters, their proportionality, the appropriateness and suitability of the methods used, the methodology, the professional level of the thesis, the depth and quality of the treatment of the topic, the contribution of the thesis, the work with professional literature, the formal aspect, the spelling, the stylistics and originality. The State Examination Board will assess the originality of the thesis, the contribution of the student's work to the solution of the research problem, the student's independence, his/her ability to solve the research problem - from the search of literature sources, the determination of objectives, the choice of research methodology, the choice of the source of materials, through the implementation of the research, his ability to evaluate the results, discuss the results, summarize the results, present their significance for the educational process, etc. The ability to present the results is also evaluated, including answering questions related to the research process and the topic of the thesis, compliance with time limits, etc. The State Examination Board in a closed session will evaluate the course of the defence and decide on the award of the classification.</p>	

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

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

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

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

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

Results of education:

Knowledge:

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

Skills:

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

Competences:

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

Brief syllabus:

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

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

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

<p>During the presentation, the student has at his/her disposal his/her own copy of the thesis or an electronic presentation. The speech is to be delivered independently, within 10 minutes timeframe. The student may use computer technology. The thesis is available to the committee before and during the defence.</p>																	
<p>Literature: KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004. Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf</p>																	
<p>Language, knowledge of which is necessary to complete a course: Hungarian or Slovak</p>																	
<p>Notes: Undergraduate theses are supervised by the staff of the Department of Informatics. The defence of the bachelor's thesis takes place in front of an examination committee, whose members are appointed by the dean.</p>																	
<p>Evaluation of subjects Total number of evaluated students: 2</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>50.0</td> <td>0.0</td> <td>0.0</td> <td>50.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>						A	B	C	D	E	FX	50.0	0.0	0.0	50.0	0.0	0.0
A	B	C	D	E	FX												
50.0	0.0	0.0	50.0	0.0	0.0												
<p>Teacher:</p>																	
<p>Date of last update: 28.05.2024</p>																	
<p>Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.</p>																	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/OS/22	Name: Operating systems
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 0 / 2 For the study period: 13 / 0 / 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Interim assessment during the semester: 50% of the total assessment. During the semester a written test with maximum score of 30 points will be held. During the semester, students independently work on a semester project, for its submission and presentation a total of 20 points can be obtained. Students must obtain at least 50% of the interim assessment to be allowed to take the exam. Exam: 50% of the total assessment. The course is finished by written exam, on which 50 points can be obtained. To successfully pass the exam, it is necessary to obtain at least 50% of the exam evaluation. The overall assessment consists of the sum of points from the interim assessment and the final exam. To receive grade A in the course, student must obtain at least 90 points, for grade B at least 80 points, for grade C at least 70 points, for grade D at least 60 points and for grade E at least 50 points. Credits will not be given to a student who obtain less than 50 points.	
Results of education: Knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • has theoretical knowledge of the operating systems, • knows scheduling algorithms, • knows methods for detecting and handling deadlocks. • knows algorithms for memory management, • knows how file systems work, • knows the operation and management of I/O devices. Skills: After completing the subject, the student: <ul style="list-style-type: none"> • is able to apply the acquired knowledge to solve practical tasks, • is able to apply scheduling algorithms to solve tasks, • is able to apply methods for handling deadlocks to solve tasks, • is able to apply memory allocation algorithms to solve tasks, • knows the rules of creation of documentations for practical tasks. Competencies: After completing the subject, the student: <ul style="list-style-type: none"> • is able to work independently and efficiently, 	

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

Brief syllabus:

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

Literature:

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

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

Hungarian or Slovak

Notes:

Distribution of the student's workload:
 50% of the workload - direct teaching, preparation for the test and the exam.
 50% of the workload - studying the literature, work on the semester project.

Evaluation of subjects

Total number of evaluated students: 72

A	B	C	D	E	FX
1.39	8.33	13.89	30.56	38.89	6.94

Teacher: prof. Annamária Várkonyiné Kóczy, DSc., RNDr. Štefan Gubo, PhD.,

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Literature:

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

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

Hungarian or Slovak

Notes:

Student load distribution:

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

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

Evaluation of subjects

Total number of evaluated students: 15

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

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

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhD. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/PP/22	Name: Programming propaedeutics
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Students gain programming experience in the Imagine Logo microworld during the semester and create their own animations in the Logo Motion graphic environment. From the middle of the semester they independently solve the chosen programming task - semester project, the output of which is their own didactic project in Imagine. During the semester are evaluated the tasks (small projects) submitted by the student (max. 4 points). The student can receive additional points if he continuously works on his own project (max. 2 points). The subject ends with exam, where the final evaluation is based on the percentage of tasks completed by the student and the defense of his own project. The condition for admission to the oral exam is to achieve more than 50% of the points obtained from the programming tasks and the creation of own project. The final evaluation of the subject is done as follows: 40% of the points from the programming task + 20% of the score for own project + 40% of the points for the oral part of own project defense. 90-100% required to achieve grade A; 80-89% for grade B; for grade C, 70-79%; 60-69% for D rating, 50-59% for E rating of the total score.	
Results of education: Knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • knows the development strategies, methods and forms of students' programming knowledge within the discipline of their subject specialization; • knows the basic principles of programming in the microworld of child-oriented programming languages; • knows and can effectively apply the acquired programming knowledge; • knows the basic principles of creating algorithms and knows the corresponding program structures. Skills: After completing the subject, the student: <ul style="list-style-type: none"> • is able to analyze and solve problems using a programming language; • is able to independently apply an algorithm to solve a specific problem; • uses the language of the given microworld actively; 	

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

Competencies:

After completing the subject, the student:

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

Brief syllabus:

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

Literature:

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

10. http://logo.sulinet.hu/ [online]					
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak					
Notes: Student workload: 40% - participation in classes, preparation for exams, 60% - studying literature, practicing acquired knowledge, working on programming tasks, preparing semester work (project).					
Evaluation of subjects Total number of evaluated students: 25					
A	B	C	D	E	FX
24.0	16.0	16.0	4.0	12.0	28.0
Teacher: PaedDr. Krisztina Czakóová, PhD., Dr. habil. Attila Elemér Kiss, CSc.,					
Date of last update: 28.05.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/PR1/22	Name: Programming 1
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 2 / 0 / 2 For the study period: 26 / 0 / 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, students must pass at least two practical examinations, which are evaluated by percentage. Each student solves assigned programming tasks independently as part of homework and continuously submits a specified number of debugged programs that are evaluated. Students' activity during the practical classes is also monitored. Active students receive a certain bonus that is added to the student's score during the semester. Students from written practical examinations as well as submitted programs must obtain a minimum of 50% evaluation to be allowed to take the exam. The teacher who leads the practical classes will prepare the assessment of the students from the individual components of the ongoing training during the semester. The exam is combined and consists of practical programming (solving assigned tasks) and verification of theoretical knowledge from algorithmization and programming. To be classified, students must be at least 50% successful in the exam. Students are classified according to the obtained average from the overall evaluation of the continuous training during the semester and the exam. To obtain an A classification, it is necessary to obtain an average of at least 90%, to obtain a B grade at least 80%, for a C grade at least 70%, for a D grade at least 60%, for an E grade at least 50%. Credits for the subject will not be awarded to a student who does not pass at least 50% of the individual parts.	
Results of education: Knowledges: After completing the course, the students have the necessary knowledge to create simple C programs, they know what an algorithm is, what a sequence, selection and iteration are, what a structured flowchart is made of. They know the algorithms for calculating the sum and average of array elements, the algorithm for finding the elements of an array, the algorithm for finding the maximum and minimum elements of an array and their indices, the algorithm for mirroring an array, etc. They know the necessary data types, control structures, standard libraries and their frequently used functions, the syntax and semantics of the C programming language. They can transcribe the flowchart into program code. Skills: After completing the subject, students can analyze and solve simpler problems, they are able to develop algorithm as a series of logical steps, express it with a structured flowchart and rewrite it into a program code. They are proficient in the chosen programming environment and have basic	

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

Competencies:

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

Brief syllabus:

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

Literature:

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

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

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

Hungarian or Slovak

Notes:

Students' load distribution:

40% - participation in classes, preparation for exams,

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

Evaluation of subjects

Total number of evaluated students: 37

A	B	C	D	E	FX
8.11	16.22	32.43	16.22	27.03	0.0

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

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/PR2/22	Name: Programming 2
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 2 / 0 / 2 For the study period: 26 / 0 / 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, students must pass at least two practical examinations, which are evaluated by percentage. Each student solves assigned programming tasks independently as part of homework and continuously submits a specified number of debugged programs that are evaluated. Students' activity during the practical classes is also monitored. Active students receive a certain bonus that is added to the student's score during the semester. Students from written practical examinations as well as submitted programs must obtain a minimum of 50% evaluation to be allowed to take the exam. The teacher who leads the practical classes will prepare the assessment of the students from the individual components of the ongoing training during the semester. The exam is combined and consists of practical programming (solving assigned tasks) and verification of theoretical knowledge from algorithmization and programming. To be classified, students must be at least 50% successful in the exam. Students are classified according to the obtained average from the overall evaluation of the continuous training during the semester and the exam. To obtain an A classification, it is necessary to obtain an average of at least 90%, to obtain a B grade at least 80%, for a C grade at least 70%, for a D grade at least 60%, for an E grade at least 50%. Credits for the subject will not be awarded to a student who does not pass at least 50% of the individual parts.	
Results of education: Knowledges: After completing the course, students have the knowledge needed to create more complex programs in C programming language. They know various sorting algorithms and the differences between them, basic algorithms for working with matrices and multidimensional arrays. They know various programming techniques: recursion and backtracking. They know the method of working with files and know the necessary functions for this. They have knowledge of dynamic data structures: linear lists, cyclic lists, tree structures. They know different methods of creating software products. Skills: After completing the course, students can analyze and solve more complex problems, they know how to compile a solution algorithm even for a more complex problem and rewrite the algorithm into program code in the C language. They skillfully use the chosen programming environment	

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

Competencies:

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

Brief syllabus:

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

Literature:

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

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

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

Hungarian or Slovak

Notes:

Students' load distribution:

40% - participation in classes, preparation for exams,

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

Evaluation of subjects

Total number of evaluated students: 37

A	B	C	D	E	FX
21.62	18.92	27.03	24.32	5.41	2.7

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

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhD. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/PR3/22	Name: Programming 3
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 0 / 2 For the study period: 13 / 0 / 26 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, each student must create one project (a complex application in the C# language under the Windows operating system) as part of their homework, which they must submit at the end of the semester. Each student must receive a minimum of 50% assessment in order to be allowed to take the exam. Students' activity during exercises is also monitored. Active students receive a certain bonus, which is added to the student's evaluation during the semester. The exam is combined and consists of practical programming (solving the assigned task) and verification of theoretical knowledge from object-oriented programming. In order to be classified, students must be at least 50% successful in the exam. Students are classified according to the obtained average from the overall evaluation of the continuous training during the semester (submitted project + activity during the exercises) and the exam. To obtain an A classification, it is necessary to obtain an average of at least 90%, to obtain a B grade at least 80%, for a C grade at least 70%, for a D grade at least 60%, for an E grade at least 50% . Credits for the subject will not be awarded to a student who does not pass at least 50% of the individual parts.	
Results of education: Knowledge: After completing the course, students have the necessary knowledge to create an application with a graphical interface in the C# language. They know the object-oriented programming paradigm, different concepts of object-oriented programming, some standard classes of the C# language. They know the method of creating a complex application with a graphical interface under the Windows operating system. Skills: After completing the course, students can analyze and solve more complex problems, they can create a complex application with a graphical interface in the C# language. They skillfully use the chosen programming environment and have more advanced skills in programming applications with a graphical interface under the Windows operating system. Competencies: After completing the course, students demonstrate independence in solving more complex programming tasks, creating complex applications with a graphical interface under the Windows operating system in the C# programming language.	

Brief syllabus:

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

Literature:

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

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

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

Hungarian or Slovak

Notes:

Students' load distribution:

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

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

Evaluation of subjects

Total number of evaluated students: 24

A	B	C	D	E	FX
12.5	12.5	25.0	20.83	16.67	12.5

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

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhD. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/PR4/22	Name: Programming 4
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, students have to pass three written tests on the main topics, which are evaluated by percentage. Students should prepare for the examinations at home by solving practical assignments. Students must obtain a minimum of 50% in each written examination to be allowed to take the exam. The overall evaluation of the continuous training of each student is calculated from the averages of three written examinations. The exam consists of practical programming (solving the given task). In order to be classified, students must be at least 50% successful in the exam. Students are classified according to the obtained average from the overall evaluation of the continuous training during the semester and the exam. To obtain an A classification, it is necessary to obtain an average of at least 90%, to obtain a B grade at least 80%, for a C grade at least 70%, for a D grade at least 60%, for an E grade at least 50% . Credits for the subject will not be awarded to a student who does not pass at least 50% of the individual parts.	
Results of education: Knowledge: After completing the course, students have knowledge of object-oriented programming, they have knowledge of creating programs in the Java language. They know what generic types are and know the generic collections of the Java language. Skills: After completing the course, students can create and use classes and objects, use interfaces, events, generic types in Java. They skillfully use the chosen programming environment and have skills in programming in the Java language, effective use of generic collections of the Java language. Competences: After completing the subject, students demonstrate independence in solving complex programming tasks, creating object-oriented programming code in Java.	
Brief syllabus: 1. Basics of the Java programming language: data types, control structures, syntax and semantics of the language. Getting to know the development environment. 2. Using strings, using single and multidimensional arrays in Java, using the Random class to generate random numbers.	

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

Literature:

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

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

Hungarian or Slovak

Notes:

Students' load distribution:

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

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

Evaluation of subjects

Total number of evaluated students: 4

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

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

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Literature:

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

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

Hungarian or Slovak

Notes:

Student workload distribution:

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

Evaluation of subjects

Total number of evaluated students: 60

A	B	C	D	E	FX
16.67	16.67	21.67	23.33	20.0	1.67

Teacher: Ing. Ondrej Takáč, PhD., Mgr. Gergely Kocsis,

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ ROB1/22	Name: Robotics
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, students pass two written examinations, for which they can receive 100% of the total number of points. In addition to contact teaching, students prepare for exercises, prepare for written examinations and the exam. It is necessary to get at least 90% of points for A rating, at least 80% of points for B rating, at least 70% of points for C rating, at least 60% of points for D rating and at least 50% of points for E rating. Credits will not be granted to a student who has not collected 50% of points at the end of the semester.	
Results of education: Knowledge: Upon completion of the course, the student will: <ul style="list-style-type: none"> - knows the professional terminology, - knows the basic principles of mobile and stationary robots, - knows the principles of navigation of mobile robots, - knows the principles of positioning systems, - knows the individual functional and structural parts of robots, - has a deeper knowledge of autonomous systems and their use in a wide range of applications. Skills: Upon completion of the course, the student will: <ul style="list-style-type: none"> - Can design mobile or stationary robotic systems, - can design and implement multisensor systems, - can mathematically evaluate navigation signals, - can analyze and solve basic problems of stationary or mobile robots, - Can navigate robotic systems and use them in specific applications. Competencies: Upon completion of the course, the student will: <ul style="list-style-type: none"> - Can work efficiently and implement the acquired theoretical knowledge, - has an active and responsible approach to completing tasks, - shows independence in solving more complex problems. 	

Brief syllabus:

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

Literature:

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

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

Hungarian or Slovak

Notes:

Student workload distribution:

60% - participation in tutorials, preparation for examinations,

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

Evaluation of subjects

Total number of evaluated students: 13

A	B	C	D	E	FX
38.46	15.38	23.08	0.0	23.08	0.0

Teacher: prof. András Molnár, PhD., Ing. Ondrej Takáč, PhD., Mgr. Dávid Paksi, PhD.,**Date of last update:** 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJbd/ KLAS/22	Name: Classicism and pre-romantic period of Slovak literature
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Assessment and completion of the course: Exam The course is completed by an oral exam, which takes place during the exam period. During the semester the student will complete the following assignments and prepare the individual works: <ul style="list-style-type: none"> • Elaboration of a seminar work on the literary work of a selected representative of classicism, resp. Pre-Romanticism (Range: min. 4 pages; Score: 20 points). Evaluation criteria: <ul style="list-style-type: none"> - Clear Logical continuity of parts of work structure processing, balance of biographical and bibliographic data and own interpretation (5 points). - Professional level of interpretation and evaluation of the contribution of the literary work of the selected author (10 points). - Adequate Placement in the context of the development period, overall linguistic-stylistic level (5 points). <ul style="list-style-type: none"> • Written test of pre-assigned theses, which are connected with the study material of lectures (Score: 40 points). Evaluation criteria: <ul style="list-style-type: none"> - Demonstration of excellent knowledge from the following thematic areas: period of Enlightenment Classicism in Slovakia, characters, poetics (10 points), the culmination of classicism in Slovak literature (10 points) and typological characteristics of pre-Romanticism, literary works (20 points). <ul style="list-style-type: none"> • Oral examination of literary works from the period of classicism and from the period of pre-romanticism according to the fiction minimum (Score: 40 points). The final evaluation is calculated as a summary of the evaluation of the seminar paper, written test and oral exam. The evaluation of the subject (A - FX) is in accordance with the classification scale determined by the UJS Study Regulations (Article 19, point 3). Student time load: The total student workload is 120 hours, of which: combined study (P, S, consultation): 39 hours, elaboration of seminar work: 26 hours, self-study,	

reading of original and professional literature: 55 hours.

Results of education:

Knowledge

- The student will gain knowledge of important and characteristic authors and literary works of the Enlightenment classicism and pre-Romanticism, they will learn the typological characteristics of these periods in the development of Slovak literature.
- The student will master the classification. will be able to choose and recommend a suitable classicist, respectively. pre-romantic author for the presentation of the work of the given period and will be able to justify his choice professionally.
- The student will gain knowledge about working with original and professional literature, will learn to be able to independently collect information about the life and literary work of the personalities of Slovak Enlightenment classicism and pre-Romanticism in various publications and on the Internet, respectively. will be able to orientate in methods of selection of important information for practice, will be able to interpret, assess and publicly present the obtained information.
- The student will gain knowledge about the origin and development of classicism and poetics in this development period, will gain knowledge about the national revival, emancipation process and language issues, knowledge about specific manifestations of the Enlightenment in Slovakia, will gain knowledge about the signs and significant works of poetry, prose and drama of Enlightenment classicism .
- The student will acquire knowledge about the period of the culmination of classicism in Slovakia, about changes in thematic focus and genre structure, will gain knowledge about the promotion of ancient poetic models, especially timekeeping, will gain knowledge about important representatives and their work in the period.
- The student will gain knowledge about the origin, development and features of pre-romanticism, especially in contradiction to classicism, will gain knowledge about genre and species syncretism and folklore inspirations of pre-romanticism, will gain knowledge about pre-romantic stimuli in poetry, prose and drama prominent representatives of that period.

Skills

- The student will be able to motivate their students to learn the typological and poetological characteristics of Enlightenment classicism and pre-Romanticism, life destinies, attitudes and literary creation of personalities of classicism and pre-Romanticism and will be able to arouse students' interest in education for culture, aesthetics and literary taste.
- The student will be able to independently acquire and deepen their own knowledge in the field of Slovak classicism and pre-Romanticism.
- The student will be able to understand the social function and importance of Slovak literature in general as well as specifically regarding classicism and pre-Romanticism for understanding Slovak social and cultural development, resp. present, and will be able to identify the content of the specific creative tasks set in the implementation of the presented knowledge,
- The student will be able to adequately use the acquired knowledge in specific outputs in lessons, lectures, presentations, etc.
- The student will be able to apply the acquired knowledge in a theoretical and practical level against the background of a specific type of assignment and activity.
- The student will be able to identify common professional problems in the field of Enlightenment classicism and pre-Romanticism, to examine and formulate the theoretical and practical starting points needed to solve them at an appropriate professional level.
- The student will be able to get acquainted with new trends in research and reception of classicism and pre-Romanticism, as well as with modern pedagogical approaches and aspects of work activities necessary to master the topic and independently develop the required outputs.

Competences

- The student will be competent able to apply the system of knowledge and skills necessary for the needs of teaching Enlightenment classicism and pre-Romanticism in the subject of Slovak literature at primary and secondary schools.
- Students will be competent able to apply the acquired knowledge and skills and effectively apply them in their own creative professional practice at school.
- The student will be able to implement a targeted development of knowledge related to the synchronous and diachronic development of Slovak literature.
- The student will be able to independently plan creative activities that expand knowledge about classicism and pre-Romanticism.
- The student will be competent to plan the individual phases of preparation and concretization of a given lesson, lectures, in the context of complexity for both individuals and (study) groups,
- The student will be competent able to manage the style of work and education of others in the school environment, aimed at getting to know selected personalities and works of Slovak literature of the period.

Brief syllabus:

1. Social and political conditions at the end of the 18th century. Enlightenment and enlightened absolutism in Europe and Hungary. Slovak literature in the period of Enlightenment classicism.
2. Josephine school reforms and raising the issue of language of instruction. Anton Bernolák, Bernolák movement and literary language. Slovak learned society.
3. Jozef Ignác Bajza and the first Slovak novel. His views and specific attitudes.
4. Juraj Fándly - life and literary work. Relation to Josephineism and the Church. Organizational activity
5. The poetry of Augustín Doležal in the context of Enlightenment classicism
6. New ideological-aesthetic impulses in literature at the beginning of the 19th century. Juraj Palkovič and his poetic and dramatic work.
7. Poetry by Bohuslav Tablica. Patriotic themes and baroque influences in his work
8. Ján Hollý - a representative of high classicism in Bernolákov.
9. Typological and poetological characteristics of pre-Romanticism, specific features and representatives of pre-Romanticism in Slovak literature.
10. Pavol Jozef Šafárik and his professional and artistic literary work.
11. Ján Kollár and Slavic thought. The author's artistic literary work.
12. Personality of Karol Kuzmány. His publishing and literary work.
13. Ján Chalupka and Slovak drama. G. Fejérpataky-Belopotocký and amateur theater

Literature:

ČÚZY, L., – KÁKOŠOVÁ, Z. – MICHÁLEK, M. – MIKULOVÁ, M. – VOJTECH, M.: Panoráma slovenskej literatúry I. Literárne dejiny od stredoveku po koniec romantizmu. Bratislava : Slovenské pedagogické nakladateľstvo, 2004. 169 s. ISBN 80-10-00316-6

MAZÁK, P. – GAŠPARÍK, M. – PETRUS, P. – PIŠÚT, M.: Dejiny slovenskej literatúry II. Novšia slovenská literatúra (1780 – 1918). Bratislava : Slovenské pedagogické nakladateľstvo, 1988. 481 s.

SEDLÁK, I. a kol.: Dejiny slovenskej literatúry I. Martin : Matica slovenská; Bratislava: Literárne informačné centrum, 2009. 606 s. ISBN 978-80-7090-935-5

VOJTECH, Miloslav. Od baroka k romantizmu. Literárne smery a tendencie v slovenskej literatúre v rokoch 1780 – 1840. Bratislava : Univerzita Komenského, 2003. 148 s. ISBN 80-223-1902-3

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

Slovak

Notes:					
Evaluation of subjects Total number of evaluated students: 13					
A	B	C	D	E	FX
23.08	30.77	15.38	7.69	23.08	0.0
Teacher: PaedDr. Jaroslav Vlnka, PhD., PaedDr. Jaroslav Vlnka, PhD., PaedDr. Jaroslav Vlnka, PhD.,					
Date of last update: 30.05.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ BS/22	Name: Bachelor's thesis seminar
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Maintaining a selected bibliography related to the final thesis and processing its individual parts (pages 10-12) Attendance at the seminar is mandatory. Students will elaborate on a portion of their final dissertation and submit a selected bibliography. Students submit the printed parts of the dissertation and the bibliography to the instructor by the pre-determined deadline. If the student does not submit the dissertation within 7 days after the deadline, he / she will not receive the credit. The scope of the dissertation is set by the instructor. The dissertation must be submitted in A4 format, with 1.5 line spacing and Times New Roman size 12 letters. The reference ethics and technique should be kept in the dissertation. The following must be assessed in the basic dissertation: - the student's analytical and synthesizing train of thought - expressing one's own opinion supported by theoretical knowledge - the definition of the aims and problems of the dissertation and the way of its elaboration - the structure of the dissertation, its logical construction and the balance of its individual parts - access to literature and information sources (how to use the work) - basic observance of the formal requirements of the dissertation, following the reference rules - the aesthetic and linguistic side of the dissertation Percentage of each complex in student assessment: seminar work: 20% Seminar dissertation: 80% Summary evaluation according to the evaluation scale according to the SJE Study and Examination Regulations: A (100% -90%), B (89% -80%), C (79% -70%), D (69% -60%), E (59% -50%), below 50%: Fx (student does not receive credit). Student workload: 1 credit = 25 working hours (active participation in the class, study of literature, preparation at home, completion of the above tasks, preparation for a test / exam)	
Results of education: Knowledge	

The student will be able to communicate and explain the general requirements of dissertation writing, be able to describe and characterize the content structure of the dissertation, as well as the same for the individual parts (introduction, main text, appendices).

The student is able to explain the concept of phenomenon and fact and to describe the types of research on each pedagogical phenomenon.

You will be able to characterize in more detail the basic methods of data collection and their use in the thesis.

The student is able to name the basic requirements for the author of the technical text, to describe and characterize the model, properties and formal structure of the technical text.

You will be able to list and explain the formal requirements for your dissertation.

The student will be able to define an abstract concept, describe its structure, be able to characterize the qualitative abstract, communicate the main errors of abstract writing, be able to distinguish the abstract from annotation, summary, abstract and review.

The student will be able to explain the concept of citation, paraphrase, compilation, plagiarism, be able to distinguish between citation and paraphrase, and will be able to illustrate some of the techniques for referring to sources on specific examples.

You will be able to define and explain in your own words the basic concepts and motives belonging to the problem of the topic of your choice.

The student learns the basic terms of the work.

Can explain the terms used in the dissertation.

At the theoretical level, you can create the final dissertation / dissertation with all the necessary supplies.

You can analyze and justify the conclusions of your dissertation.

You will be able to critically analyze the acquired knowledge, who can evaluate it and use it theoretically.

Skills

After completing the course, the student will be able to:

- write a draft of your own thesis,
- be able to explain the methodological rules of writing an undergraduate dissertation,
- can define the problem and purpose of the dissertation, can formulate possible hypotheses,
- to plan the schedule of the dissertation, together with its content,
- work with literature (with primary and secondary sources, will be able to search for information in library databases),
- on the basis of the acquired knowledge he will be able to prepare a logically structured and precisely worded text, create a quality abstract, write the introduction and completion of the dissertation, so that he respects certain requirements,
- will be able to present the knowledge of the given field, will cope with its complexity, will be able to form opinions,
- be able to apply the citation rules correctly, including bibliographic references,
- will be able to write the dissertation on a practical level, together with all the necessary supplies,
- will be able to analyze, synthesize and compare the acquired knowledge, and then will be able to suggest solutions,
- draw conclusions and make practical recommendations based on the critical analysis,
- is able to critically analyze the acquired knowledge, evaluate it and apply it in practice,
- present, argue and justify the acquired knowledge in terms of the intended objectives of the work
- to present the results in the framework of the whole study group and to the lecturers, to justify their significance and practical application.
- complete the dissertation and prepare for public defense,

- identify the strengths and weaknesses of the dissertation topic and the dissertation itself,
- critically evaluate the need and possibilities of the methods and attitudes used in the chosen dissertation and creatively suggest the possibilities of their application,
- independently acquire new knowledge in a given field, making use of acquired skills,
- apply theoretical knowledge in educational practice.

Competencies

The student

- be aware of the need and importance of adhering to academic ethics and etiquette in the lives of current students and future teachers,
- will act in accordance with the rules of corporate conduct,
- learn the basics of company protocol, be able to dress properly and wear appropriate shoes,
- adheres to the reference ethics,
- express its own convictions and views openly and honestly, but at the same time be able to acknowledge that the other party has the right to its own views,
- bears the consequences of his conduct and assumes responsibility.

Brief syllabus:

1. Formal requirements for theses in the UJS guidelines.
2. Brief description of the undergraduate thesis.
3. Significance of the dissertation.
4. Choice of thesis topic.
5. Preparation of a selected bibliography.
6. Tasks and goals of the dissertation.
7. Select the appropriate reference mode.
8. Content of the dissertation.
9. Strategy for outlining and articulating each part.
10. Working with book and journal literature.
11. Conducting research
12. Writing the thesis
13. Preparing for Defense

Literature:

KATUŠČÁK, D.: Ako písať záverečné a kvalifikačné práce. Nitra : Enigma, 2004.
 MADARÁSOVÁ, J. (red.) 2000. Pravidlá slovenského pravopisu. Bratislava: VEDA. ISBN 8022406554
 MARKO, J.: Ako písať záverečnú prácu. Zvolen : TU, 2010.
 Smernica rektora č. 2/2021 o úprave, registrácii, sprístupnení a archivácii záverečných, rigorózných a habilitačných prác na Univerzite J. Selyeho. 2021. Komárno: UJS

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 2

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

Teacher: doc. PaedDr. Patrik Šenkár, PhD., doc. PhDr. Eva Tibenská, PhD., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Jaroslav Vlnka, PhD., doc. PaedDr. Patrik Šenkár, PhD., doc. PhDr. Eva Tibenská, PhD., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Jaroslav Vlnka, PhD.,

Date of last update: 31.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ CLDM/22	Name: Slovak children's and youth literature practice
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final evaluation has the character of a creative portfolio, i. based on individual works created during the course. The individual components are agreed with the students individually (also) on the basis of their personal involvement within the basic discipline Literature for children and youth. Students will prepare the following outputs as separate components of the portfolio: (they can choose one form of presentation) <ol style="list-style-type: none"> a) notice board about life and literary work for children and youth of a selected Slovak author for children and youth b) advertising spot as the basis of "marketing" of the given Slovak author for children and youth at present (presentation in written or visual form) c) elaboration of a semester work about the given author of intentional Slovak literature, including biographical, bibliographic and other given facts as well as "peculiarities" from his life. Part of this elaboration is also an interpretive analysis of the selected text of the author based on the objective-subjective reading experience of the student. Evaluation criteria: <ul style="list-style-type: none"> - Adequacy and imaginativeness of the notice board (4 points) - Use of creative and innovative forms of work in making a notice board (2 points) - Description and precise diagnostics of one's own approach to work (2 points) - Accurate capture, concretization and application of the selected methodology of work in the preparation of the notice board (2 points) - Originality of the commercial from the aspect of creativity and perception (5 points) - Knowledge of professional materials in the elaboration of a semester work (5 points) - Sophistication of content and form within the selected topic of the semester work (Extent: 10 pages, 10 points) - Application of innovative practices in complex activities (3 points) - Concretization of selected tasks and activities and its pointing to everyday school practice (2 points) The classification scale used in the assessment of the course (A - FX) is in accordance with the UJS Study Regulations (Article 19, point 3).	
Results of education: Knowledge:	

The graduate of the course has general knowledge at the level of synthesis. Properly masters the language studied (and its literary component) at a high practical level. Has relational and argumentation knowledge about the development of Slovak literature for children and youth and its laws, respectively diachronic and synchronous development. It specifies and concludes knowledge from the theory and history of literature, respectively. in practical use from the interpretation of a literary text. Masters the main data, concepts, principles and theoretical and methodological principles based on the course. He knows the basic development currents and tendencies of Slovak literature for children and youth. The graduate is acquainted with the most important cultural and social realities and history of the field of Slovak literature.

- The student will be able to select and recommend for himself and for others a suitable personality of Slovak literature for children and youth and to justify it accordingly,
- The student will be able to independently collect information about the life and literary work of this person in various publications and on the Internet,
- The student will be able to orientate in methods of distinguishing important and less important information for practice,
- The student will be able to correctly compile, independently search and evaluate various information related to the personality of Slovak literature for children and youth,
- The student will be able to correctly apply the acquired knowledge in specific outputs, especially communication exercises within individual exercises,
- The student will be able to apply the acquired knowledge on a theoretical and practical basis in the background of a specific type of task and activity,
- The student will be able to plan the individual phases of preparation and concretization of a given task in the background of difficulty, for an individual or a (study) group,
- The student will be able to recognize the level of their own competencies, courts and judgments in selecting the amount of information obtained,
- The student will be able to identify common professional problems, research and formulate the theoretical and practical background needed to solve them and solve them (using practical procedures in practice). He can practically use this knowledge in mediating common communication about this segment of literature.

Skills:

- The student is able to point out the possibilities of literature for children and youth in education for culture, aesthetics and literary taste in this specific type of literature. He applies the acquired studied knowledge, skills and competences at the application and communication level in oral and written form,
- The student will be able to gain professional knowledge in creative research methods of Slovak literature for children and youth,
- The student will be able to understand the social function and importance of Slovak literature for children and youth, identify the content of the activities of specific creative tasks in the implementation of the presented knowledge,
- The student will be able to get acquainted with progressive trends in the established field of literature,
- The student will be able to get acquainted with modern methodological approaches and aspects of job descriptions that are necessary for the development of the required outputs.
- The graduate has mastered the basic differentiation procedures, skills and strategies in researching Slovak literature for children and youth. Masters the work with biobibliographic data, knows the ways of using data in theory and practice. He knows the basic procedures, analyzes and interpretations of prose, dramatic and poetic text for children and youth. He is able to apply selected literary knowledge in cultural-artistic and pragmatic-communication activities. It is characterized by creative thinking and an individual approach to individual prototypes of Slovak

literature for children and youth. He will not miss a critical analysis in formulating his own views and attitudes to the text.

Competences:

- The student will be able to apply the system of skills needed for multidimensional contact (for example) with a given personality of Slovak literature for children and youth, which he can then use in his own creative practice at school.
- The student will be able to implement a targeted development of knowledge related to the synchronous and diachronic development of Slovak literature for children and youth,
- The student will be able to independently plan selected creative activities that expand knowledge of Slovak literature as such
- The student will be able to manage the style of work of others in the school environment, focused on getting to know selected personalities and works of Slovak literature for children and youth.
- Can maintain contact with the current development of Slovak literature for children and youth and effectively continue their own professional development.

Brief syllabus:

1. Confrontation of concepts and poetics (1945-1948). Topics, personalities, specifics.
2. Post-February ideologisation of children's literature (1948-1956). Topics, personalities, specifics.
3. Regeneration of artistic understanding of children's literature (1956-1959). Topics, personalities, specifics.
4. Constitution of modern children's literature (1960-1970). Topics, personalities, specifics.
5. Decade of consolidation (1970-1980). Topics, personalities, specifics.
6. Between stagnation and recovery (1980-1990). Topics, personalities, specifics.
7. Children's literature in the time of the new ideological and aesthetic plurality (1990-2002). Topics, personalities, specifics.
8. Portraits of (selected) poets of Slovak literature for children and youth.
9. Portraits of (selected) prose writers of Slovak literature for children and youth.
10. Sample themes for the notice board (example: Jozef Cíger-Hronský - his life and literary work for children and youth).
11. Sample themes for an advertising spot (sample: Jozef Cíger-Hronský - his cultural and social activities and books for children's readers).
12. Sample topics for semester work (sample: Jozef Cíger-Hronský - Zakopany meč pod Zoborom, interpretive-analytical analysis of the work, / textbook / excerpt).
13. Enhancing the acquired knowledge and skills in creative work on the portfolio

Literature:

SEDLÁK, J.: Epické žánre v literatúre pre deti a mládež. Bratislava : Slovenské pedagogické nakladateľstvo, 1981.

SEDLÁK, I. a kol.: Dejiny slovenskej literatúry I. Bratislava – Martin : Literárne informačné centrum – Matica slovenská, 2009.

STANISLAVOVÁ, Z.: Kontúry slovenskej literatúry pre deti a mládež v rokoch 1945-2002. Prešov : Náuka, 2003.

SLIACKY, O.: Slovník autorov literatúry pre deti a mládež. Bratislava : Slovenské pedagogické nakladateľstvo, 1992.

LESŇÁK, R.: Literatúra pre deti a mládež.. Bratislava : Slovenské pedagogické nakladateľstvo 1997.

vybrané konkrétne intencionálne diela poézie a prózy od slovenských autorov pre deti a mládež

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

Slovak

Notes:					
Evaluation of subjects					
Total number of evaluated students: 1					
A	B	C	D	E	FX
0.0	0.0	0.0	100.0	0.0	0.0
Teacher: PaedDr. Jaroslav Vlnka, PhD., PaedDr. Jaroslav Vlnka, PhD.,					
Date of last update: 17.06.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ CMOR/22	Name: Slovak morphology practice
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Ongoing evaluation: Active participation in classes (1 Cr). Another 1 credit can be obtained from the alternatives: a) analysis of written text from the media from the aspect of normative grammar and observance of morphological rules of the Slovak language; b) preparation and analysis of a sound recording from the listener's private sphere from the aspect of normative grammar and observance of morphological rules of the Slovak language with regard to the possible influence of Hungarian; c) solving the current project task. Final test: with individual preparation: 1 Cr. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). Student time load: 90 hours, of which: <ul style="list-style-type: none"> • combined study: 26 hours, • elaboration of seminar work: 26 hours, • self-study of professional and original literature: 38 hours. 	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student will master the issue of the morphological level of language as a dialectical unity of form (expression) and content (meaning) elements. On this methodological basis, he will analyze and interpret the units and relationships between units of formal (paradigmatic) and semantic morphology. An important part of the set of knowledge in morphology will be knowledge of the nature of morphological categories and several established morphological concepts and terms, which will properly operate in the analysis of morphological phenomena in practice classes in Slovak morphology. Another important methodological starting point will be the orientation to the function of the elements of the morphological level of the language, especially in relation to the grammatical and semantic construction of syntactic level constructions. A part of such an oriented study will also be a comparative-contrastive aspect with a focus mainly on differences in the morphology of Slovak and Hungarian. 	

Skills: Thanks to a thorough knowledge of the nature of morphological categories and their relationships to syntactic categories, the student will be able to make professionally based analyzes of the morphological structure of words as units of syntactic constructions. In this context, he will be able to explain to his students that word forms are not self-serving, but that they serve to express syntactic and semantic relationships in a sentence. Due to the variability of some morphological forms, he will be able to explain their occurrence and use in some varieties of the national language. In this context, he will be able to characterize the dynamic tendencies in the morphology of the Slovak language.

Competences:

* The student will apply the acquired theoretical knowledge and practical experience in morphology in their school practice. In particular, thanks to a thorough knowledge of the meaning and expression of the elements of nominal and verbal morphology, he / she can explain to his / her pupils the nature and meaning of several morphological categories, especially in relation to non-linguistic reality (eg verbal, time category; Come.)

• The student will be able to understand, explain and functionally use the acquired knowledge in the scope of the subject syllabus and create a favorable atmosphere for the acquisition of this knowledge by students in their teaching work, in creating, writing and correcting written expressions.

* Also with regard to ethnic, resp. students will be able to adequately explain many morphological phenomena in relation to the standards of literary language.

Brief syllabus:

1. Language standard and codification from the aspect of teaching the Slovak language. Use of codification manuals and grammar aids in the teaching process.
2. Systematic, descriptive vs. functional, natural morphology in teaching practice
3. Problem areas of morphematic structure and grammatical categories. Typology of grammatical errors.
4. Problems of verbs: reflexivity exercise
5. Problems of verbs: practice of time and aspect
6. "New" declension system of Slovak. Double shapes, variant suffixes, transition between patterns
7. Declension of nouns in Slovak with corpus examples. Frequency of declension patterns
8. Functional morphology and cross-section of categories: practice of grammatical means of expressing certainty
9. Functional morphology and cross-section of categories: practice of grammatical means of expressing spatial relations
10. Functional morphology and cross-section of categories: practice of grammatical means of expressing the possessive relationship
11. Functional morphology and cross-section of categories: practice of grammatical means of expressing numbers and numbers
12. Functional morphology and cross-section of categories: practice of grammatical means of expressing intensification
13. Morphology in school practice

Literature:

DOLNÍK, J. (Ed.): Morfológické aspekty súčasnej slovenčiny. Bratislava: Veda, 2010. 464 s. ISBN 978-80-224-1169-2

DUDOVÁ, K.: Prehľad slovenskej morfosyntaxe s cvičeniami. Nitra : Univerzita Konštantína Filozofa, 2015. ISBN 978-80-558-0775-1.

JACKO, J.: Slovenská morfológia v škole. Bratislava : Slovenské pedagogické nakladateľstvo, 1974. ISBN 0013207

KAČALA, J: Vyjadrovanie posesívnych vzťahov v slovenčine. Martin : Matica slovenská, 2018. ISBN 978-80-8128-214-0.
 KRÁLIK, A. Slovenské sloveso a jeho používanie. Budapest: Etnikum Kiadó, 1997
 MISLOVIČOVÁ, S. – VANČOVÁ, I.: Spýtovali ste sa. Bratislava: VEDA, 2017. ISBN: 978-80-224-1615-3
 SOKOLOVÁ, M.: Nový deklinačný systém slovenských substantív. Prešov : Filozofická fakulta Prešovskej univerzity, 2007. ISBN 80-8068-550-9.
 ŠIMKOVÁ, M. a kol. Skloňovanie podstatných mien v slovenčine s korpusovými príkladmi. Bratislava: Jazykovedný ústav Ľudovíta Štúra, 2016
 TÓTH, S. J. Aspekty slovensko-maďarskej porovnávacej morfosyntaxe. Komárno: UJS, 2017.
 ZÁVODNÝ, A.: Prednášky a praktiká z morfológie slovenského jazyka I - II. Trnava : Trnavská univerzita v Trnave, 2016. ISBN 978-80-568-0002-7, ISBN 978-80-568-0003-4.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 22

A	B	C	D	E	FX
18.18	22.73	13.64	9.09	18.18	18.18

Teacher: doc. PhDr. Eva Tibenská, PhD., doc. PhDr. Eva Tibenská, PhD.,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ CO/22	Name: Practice of Slovak orthography and pronunciation
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Assessment and completion of the course: continuous assessment. The overall evaluation consists of a mid-term and final evaluation in a ratio of 100/0. Ongoing evaluation: Each task is evaluated by a specified number of points. Students will complete the following tasks and prepare the following outputs: <ul style="list-style-type: none"> • Active participation in seminars during the semester (Score: 10 points). Evaluation criteria: <ul style="list-style-type: none"> - Active participation in the discussion (5 points) - Solving knowledge quizzes and elaboration of exercises in the field of literary pronunciation and spelling (5 points) • Elaboration of a seminar work containing an approach and reflection of any problem in the field of orthography and orthoepy (Range: min. 4 pages; Score 40 points). Evaluation criteria: <ul style="list-style-type: none"> - Adequacy of the method of work processing (5 points). - Logical division of work, continuity of the text (10 points). - Complexity of processing and understanding of the issue (20 points). - Correct work with professional resources, their selection and presentation in accordance with standards (5 points). • Reading the text taking into account the correct written pronunciation (Score: 10). Evaluation criteria: <ul style="list-style-type: none"> - Reading the text, presentation of literary pronunciation (7 points). - Ability to correct mistakes and self-reflection (3 points). • Continuous test in the scope of the course syllabus (Score: 40 points). Evaluation criteria: <ul style="list-style-type: none"> - Demonstration of knowledge in the following areas: Basic terminology, articulation, the concept of phonemes, phoneme (10 points), Ortoepia, orthoepic phenomena, principles of correct pronunciation and pronunciation errors (15 points), Problems of orthography, spelling principles, rules of Slovak orthography (15 points). 	

The final evaluation is calculated by the sum of the points of the continuous evaluation, namely: seminar work, reading of the text taking into account the written pronunciation, student activities and the continuous test.

Summary the evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3).

Student time load: 90 hours, of which:

- combined study (S, consultation): 26 hours,
- elaboration of seminar work: 26 hours,
- self-study of professional and original literature: 38 hours.

Results of education:

Knowledge:

- The student will be able to name the basic terminology, nature and objectives of orthography,
- The student will be able to gain general knowledge about the rules of Slovak orthography,
- The student will be able to acquire the terminological equipment of orthoepy, gain knowledge of the principles of normative pronunciation of the Slovak language,
- The student will be able to explain the connections and relationships between spelling and pronunciation,
- The student will be able to get acquainted with articulatory organs and articulation, to know the ways of creating sounds by speech systems, to define phonemes and their relations,
- The student will be able to write orthographically correct any Slovak text of factual or artistic literature,
- The student will be able to correctly read any Slovak text of factual or artistic literature in accordance with the principles of literary pronunciation,
- The student applies the Slovak language at the application-communication level in oral communication and written communication.

Skills:

- The student will be able to use the acquired theoretical knowledge of orthography and orthoepy in writing and reading their own texts as well as in correcting spelling and pronunciation in the educational process,
- The student will be able to independently define the concept of phonemes, describe and divide the inventory of Slovak phonemes,
- The student will be able to characterize the distinctive symptoms of Slovak phonemes and the basics of phonetic transcription,
- The student will be able to orientate in the phonological system of standard Slovak,
- The student will be able to master standard Slovak pronunciation, explain its basic principles,
- The student will be able to correctly use theoretical knowledge of orthoepy for personal development of orthoepic skills and to learn the pronunciation of students,
- The student will be able to characterize the correct pronunciation of vocals and consonants, to detect and correct pronunciation errors,
- The student will be able to determine the evil assimilation, respectively. imitating and identifying places where evil assimilation occurs,
- The student will be able to characterize the rules of pronunciation of prepositions and know the principles of vocalization of prepositions,
- The student will be able to spell words correctly and skillfully and to divide words,
- The student will be able to practically master the rules of writing capital letters in the Slovak language,
- The student will be able to correctly classify, bend, write foreign words and transcribe words from other graphic systems into Slovak.

Competences:

- The student will be able to correctly explain the connections between phonology, spelling and pronunciation, apply phonological inventory of contemporary standard Slovak in written and oral expression, direct and correct students' written and oral expressions.
- The student will be able to implement spelling principles based on theoretical knowledge in practice, t. j. when creating, writing and correcting written speeches.
- The student will be able to competently apply the rules of literary pronunciation in oral expressions, to lead students to correct pronunciation in pedagogical work.
- The student will be able to explain to others able to master orthographic and orthoepic standards, will be able to take a stand on the application of these standards in various media and school practice.

Brief syllabus:

1. Input measurement of knowledge. Orthography and orthoepy. Spelling principles. Pronunciation styles.
2. Articulation, description and function of articulatory organs, physiological side of speech production.
3. Definition of the term phonemes, inventory of phonemes in the standard Slovak language and their division into groups.
4. Phoneme-grapheme relation, differences in phoneme-grapheme relations in some languages.
5. Slovak phonetic system. Basic phonological characteristics of literary language.
6. Slovak literary pronunciation. Prerequisites and co-requisites
7. Errors in the pronunciation of vowels. Diphthongs and their characteristics. Rhythmic shortening.
8. Errors in the pronunciation of sounds. Dangerous assimilation - imitation. Specifics of the imitation process in Slovak.
9. Ways of finding out, determining and teaching correct pronunciation in primary school students. Development of orthoepic skills.
10. Writing words separately and skillfully. Hyphenation rules. Punctuation.
11. Capitalization. Principles of capitalization in proper names, at the beginning of sentences, in abbreviations, fixed marks.
12. Writing words of foreign origin. Classification of foreign words, reasons for their download, transcription from other graphic systems, spelling and pronunciation.
13. Repetition and test.

Literature:

- BÁNIK, T.: Základy slovenského pravopisu. Nitra: FF UKF, 2015. ISBN 978 80 558 0755 2
- KRÁL, Á.: Pravidlá slovenskej výslovnosti. SPN, Bratislava 1996. ISBN 8008003057
- OČENÁŠ, I.: Fonetika so základmi fonológie a morfológie slovenského jazyka. Banská Bystrica: PF UMB, 2003. 123 s.
- OLŠIAK, M. Základy fonetiky a ortoepie slovenského jazyka. Nitra: FF UKF, 2015. ISBN 978 80 55808802
- PEKAROVIČOVÁ, J. a kol.: Slovenčina pre cudzincov. Praktická fonetická príručka. Bratislava: Stimul, 2005. ISBN 80-89236-04-9
- Pravidlá slovenského pravopisu, vždy najnovšie vydanie

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 20

A	B	C	D	E	FX
25.0	40.0	10.0	20.0	0.0	5.0
Teacher: doc. PhDr. Eva Tibenská, PhD., doc. PhDr. Eva Tibenská, PhD., doc. PhDr. Eva Tibenská, PhD.,					
Date of last update: 30.05.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ JK/22	Name: Language and communication
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Active participation in classes (1 cr) 1 credit can be obtained from two alternatives: A) outline / elaboration of a scientific study on the issue of language communication and its presentation at a seminar (relevant studies will be published). B) communication / linguistically targeted analysis and interpretation of text / communication in the field of media, electronic / online communication and its presentation at the seminar. Final test with independent homework based on professional literature: 1 Cr. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3).	
Results of education: Knowledge The student will gain knowledge about general issues of communication in general and about specific issues of language communication in particular. The student will understand the relationship between language and communication as a potential and realized relationship, ie on the one hand communication as a socially and mentally determined activity is primarily realized through language and on the other hand language is connected with communication as the primary sphere of its realization. In connection with this, the student will learn in particular the issues of the relationship between the functions of natural language in the process of communication, i. thanks to which properties natural language is the basic means of communication, which distinguishes it from other communication systems and how it works in the communication process. In this context, students will be acquainted in particular with the means of communication known from the animal kingdom. The student will gain knowledge about the types of communication situations and communication events with emphasis on the differences and specifics of oral and written communication events. In direct or face-to-face communication, special attention will be paid to non-verbal means of communication. In connection with the classification of communication activities to other types of activities, the student's sphere of knowledge will be extended to the theory of intention and conversational implications, including rules or postulates (so-called maxims) of communication (H. P. Grice), as well as the theory of speech acts (J. Austin). The knowledge and skills gained from the study of interpersonal communication will be extended to the study of the peculiarities of	

mass communication with emphasis on the specifics of Internet communications. A necessary requirement for mastering extensive and comprehensive issues of language communication will be knowledge of basic and (already) established terms of information theory and communication theory, including the ability to work with them in the analysis and interpretation of texts / discourses from various communication spheres.

Skills: The whole process of (language) communication will be able to schematically represent and within the communication model explain and interpret individual communication phases (message coding, message transmission and message reception) including their components (sender, receiver; message source; coding, decoding; communication channel; noise ; feedback). Students - future teachers - will be able to didactically adequately transfer the knowledge gained from the study of the relationship between the audio-oral side of the language and its written (graphic) fixation into school practice; in this context, students will be able to properly explain the standards of written communication with emphasis on some spelling problems. Based on the acquired knowledge, the student is able to explain the peculiarities of mass and Internet communication; special emphasis will be placed on the acquisition of the ability to identify, reveal obvious or hidden, misleading information published on social networks (so-called hoaxes or conspiracy theories).

Competences: The student is able to apply the knowledge gained from the study of the theory of language communication and the experience gained from the analysis of communications of various communication spheres in individual communication activities, including respecting special communication standards in typical communication situations, as well as in educational activities. The student will continue to monitor the development of this discipline and will try to expand and deepen their knowledge gained during university studies in this discipline. As a future teacher, the student will be able to explain to his students the norms and peculiarities of interpersonal and group communication and teach them to use them effectively in communication practice. He will pay special attention to the proper interpretation of communications on social networks in his educational activities.

Brief syllabus:

1. Subject of communication theory. Relationship between communication theory and information theory. Communication phases (message genesis, message transmission, message reception).
2. The relationship between language and communication. The function of language in the process of communication.
3. Communication in the system of human activities. Theory of intention and conversational implications; rules, postulates (so-called maxims) of communication (H. P. Grice).
4. Theory of speech acts (J. Austin).
5. Types of communication situations. Properties of oral and written communication.
6. Communication standards in oral and written communication.
7. Graphic expressions (graphics, orthography). Graphic expressions in terms of their development.
8. Orthography. Spelling principles. Graphology - special writing systems; psychological aspect of writing.
9. Means of nonverbal communication - paralinguistics.
10. Communication of animals and communication of man with animals. Zoolinguistics.
11. Mass communication as a part of the communication process. Mass communication model.
12. Culture and language in the communication system.
13. Peculiarities of internet communication; communication on social networks.

Literature:

BARTMIŃSKI, J.: Jazyk v kontextu kultury. Dvanáct statí z lublinské kognitivní etnolingvistiky. Praha : Karolinum, 2016. ISBN 978-80-246-2883-7

DOLNÍK, J.: Jazyk v sociálnej kultúre. Bratislava, VEDA, 2018. ISBN: 978-80-224-1584-2
 DOLNÍK, J.: Jazyk v pragmatike. Bratislava : VEDA, 2018. ISBN 978-80-224-1686-3.
 MISLOVIČOVÁ, S. a kol.: Slovenčina na každý deň. Bratislava, VEDA, 2020. ISBN: 978-80-224-1861-4.
 ŠKVARENINOVÁ, O.: Komunikácia s médiami a v médiách. Trnava : Univerzita sv. Cyrila a Metoda v Trnave, 2019. ISBN 978-80-572-0032-1
 VAŇKO, J.: Komunikácia a jazyk. Nitra, Katedra slovenského jazyka Univerzity Konštantína Filozofa, 1999. 202 s. ISBN 80-8050-253-6.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 12

A	B	C	D	E	FX
50.0	25.0	0.0	8.33	16.67	0.0

Teacher: prof. PhDr. Juraj Vaňko, CSc., prof. PhDr. Juraj Vaňko, CSc., prof. PhDr. Juraj Vaňko, CSc.,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ KSL/22	Name: Chapters of world literature
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Assessment and completion of the course: continuous assessment The overall evaluation consists of a mid-term and final evaluation in a ratio of 100/0. Ongoing evaluation: <ul style="list-style-type: none"> • Elaboration of two interpretive essays: The student prepares and submits two shorter approximately two- to three-page works on the read works and authors of world literature, which they choose from the syllabus. The essays will include basic biographical data about the author and his inclusion in the context of relevant national literature, the essence of the essays and their focus will be the interpretation of one specific artistic literary work of the author of his choice. The essays will contain the sources from which the student drew biographical, bibliographic data and literary historical context. For both interpretive essays, the student will receive a maximum of 50 points. • Successful completion of a continuous test, which will include basic bibliographic, literary and genre issues will be composed in the scope of the subject curriculum. The student will receive a maximum of 40 points for the continuous test. • Activity during seminar classes: the student applies his / her literary historical knowledge and reading observations in a discussion about the work of the given authors of world literature. The student will receive a maximum of 10 points for the activity. The final grade will be designed based on the sum of the evaluation of interpretive essays, the midterm test and the student's activity. The summary evaluation of the subject (A - FX) is carried out in accordance with the classification scale of the UJS Study Regulations (Article 19, point 3). Student time load: 90 hours, of which: <ul style="list-style-type: none"> • combined study (S, consultation): 26 hours, • elaboration of interpretive essays: 26 hours, • self-study of professional and original literature: 38 hours. 	
Results of education: Knowledge <ul style="list-style-type: none"> • The student will gain knowledge about the development of world literature, as well as selected individual developmental stages of world literature, will gain knowledge about major works of world art. 	

- The student will gain knowledge about the basic development trends in world literature, as well as a possible case and about possible parallels with Slovak literature.
- The student will acquire knowledge about similar trends and features, but also about differences of developments in world literature and Slovak literature.
- The student will gain knowledge about most important and the most characteristic works of world literature that resonate in the educational process.
- The student will gain knowledge about working with professional sources and the original world literature, will be able to independently collect information about the life and literary work of this person in various publications and on the Internet, respectively. will be able to orientate in methods of distinguishing important and less important information for practice, will be able to analyze the information obtained, overall evaluation and publicly present.

Skills

- The student will be able to motivate their students to acquire fundamental development trends in various world literature, to learn about the work of important authors and their central literary works, as well as to awaken overall interest of students in the process of education for culture, aesthetics and literary taste in generality.
- The student will be able to independently acquire additional knowledge of world literature, about specific authors and their literary work. •
- The student will be able to understand the social function and importance of world literature in general as well as specifically regarding a given specific development period for understanding the overall social and cultural development, present, and will be able to identify the content of the specific creative tasks set in the implementation of the presented knowledge.
- • The student will be able to identify new trends in the established field of original world literature, as well as in the field of literary research in world literature.
- The student will be able to correctly apply the acquired knowledge in specific outputs (lessons, lectures, presentations, etc.).
- The student will be able to identify the basic professional problems of world literature, research and formulate the theoretical and practical starting points needed to solve them at the appropriate professional level.

Competences

- The student will be able to apply the system of knowledge about world literature, prominent representatives of individual national literatures and important literary works, as well as professional reflection on world literature for the teaching of literature in primary and secondary schools.
- The student will use them effectively the acquired knowledge of world literature in their own creative practice at school.
- • The student will realize the targeted development of knowledge related to the synchronous and diachronic development of world literature, will be able to independently plan selected creative activities that expand knowledge about literature as such.
- • The student will manage the style of work of others in the school environment, focused on getting to know selected personalities and works of world literature.

Brief syllabus:

1. Definition of the term world and national literature. History of research and teaching of world literature. Teaching world literature and its challenges.
2. Basic developmental stages of world literature and their brief characteristics. The importance of individual periods in the process of teaching literature with special emphasis on the literature of the 18th to 20th centuries.
3. The place of romanticism and realism in the process of shaping modern western civilization.
4. Important works of the older period: Shakespeare, Cervantes, Molière

5. Important works of the 18th century: Defoe, Swift, Goethe.
6. Themes and approaches of English and French romanticism. Poetry and historical novels. Byron, Scott, Hugo, Stendhal, etc.
7. Themes and approaches of German and Russian Romanticism. Schiller, Heine, Pushkin., Lermontov and others.
8. Romanticism in the Central European environment: Petöfi, Mickiewicz, Mácha.
9. Social conditions of realism and its characteristics. Balzac and Dickens.
10. Development of Russian realism. Turgenev, Dostoevsky, Tolstoy.
11. American literature. Cooper, Poe, Beecher Stowe.
12. Important works of adventure literature. Dumas, May.
13. Important works of literature of the 20th century. Hemingway, Zweig, Bulgakov.

Literature:

- ANDRIČÍK, M.: Vybrané kapitoly zo svetovej literatúry. Košice : Univerzita Pavla Jozefa Šafárika, 2015.
- BAŠTÍN, Š. – OLEXA, J. – STUDENÁ, Z.: Dejiny anglickej a americkej literatúry. Bratislava : Obzor, 1993.
- PIŠÚT, M. a kol.: Dejiny svetovej literatúry I., II. Bratislava : SPN 1963.
- JURÍK, J.: Encyklopédia spisovateľov sveta. Bratislava : Obzor 1987.
- KNĚZEK, L.: Encyklopédia literárnych diel. Bratislava : Obzor, 1989
- SZERB, A.: A világirodalom története. Budapest: Magvető Kiadó Kft., 2021.
- VANTUCH, A. – POVCHANIC, Š. – BEDNÁROVÁ, K. – ŠIMKOVÁ, S.: Dejiny francúzskej literatúry. Bratislava : Causa editio, 1995.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 11

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

Teacher: PaedDr. Jaroslav Vlínka, PhD., PaedDr. Jaroslav Vlínka, PhD.,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ LDM/22	Name: Slovak literature for children and youth
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The course is a basic discipline for the needs of teacher training for their theoretical and practical future. Ultimately, it is a theoretical discipline. Practical outputs are realized in the same semester within the conditioning discipline Exercises in literature for children and youth. The final evaluation can take two forms: - traditional, conservative, classical character in the form of a written exam from the theoretical curriculum of Slovak literature for children and youth. The evaluation criteria are also adapted to this, where the lower limit of acceptability is 50%. - elaboration of a complex seminar work on the life and literary work of a Slovak author for children and youth, taking into account his establishment in the domestic and international development context of literature for children and youth (comparative point of view - 5 points). The aspect of evaluation is thus focused on a comprehensive view (10 points), on the usability of the text in pedagogical practice (5 points), on a suitable methodology (5 points) on the effort for a clear complexity of the researched issues (10 points). The student's subjective approach to the given topic is also evaluated separately. The lower limit of acceptability is 50%. The classification scale used in the evaluation of the course (A - FX) is in accordance with the UJS Study Regulations (Article 19, point 3). Student time load: Student time load: 60 hours, of which: combined study (P, S): 30 hours, preparation and elaboration of seminar work. 15 hours, self-study: 15 hours	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student will be able to select and recommend for himself and for others a suitable personality of Slovak literature for children and youth and to justify it from the aspect of usability in practice, • The student will be able to independently collect information about the life and literary work of the selected personality, • The student will be able to correctly compile, independently search and evaluate various information related to the personality of Slovak literature for children and youth, • The student will be able to orientate in professional literature related to the topic, 	

- The student will be able to correctly apply the acquired knowledge in specific outputs, especially in literary critical reflection,
- The student will be able to apply the acquired knowledge on a theoretical and practical basis,
- The student will be able to recognize the level of their own competencies, courts and judgments in the selection of the amount of information obtained in the background of the reading experience of works of Slovak literature for children and youth,
- The student will be able to identify common professional problems,
- The student will be able to apply the diachronic and synchronous point of view in the complex development of Slovak literature for children and youth. The graduate of the course has general knowledge at the level of synthesis. Properly masters the language studied (and its literary component) at a high practical level. Has relational and argumentation knowledge about the development of Slovak literature for children and youth and its laws, respectively. diachronic and synchronous development. It specifies and concludes knowledge from the theory and history of literature, respectively. in practical use from the interpretation of a literary text. Masters the main data, concepts, principles and theoretical and methodological principles based on the course. He knows the basic development currents and tendencies of Slovak literature for children and youth. The graduate is acquainted with the most important cultural and social realities and history of the field of Slovak literature.

Skills:

- He can practically use this knowledge in mediating common communication about this segment of literature. The graduate has mastered the basic differentiation procedures, skills and strategies in the study of Slovak literature for children and youth. Masters the work with bibliographic data, knows the ways of using data in theory and practice. He knows the basic procedures, analyzes and interpretations of prose, dramatic and poetic text for children and youth.
- The student is able to point out the possibilities of literature for children and youth in education for culture, aesthetics and literary taste in this specific type of literature,
- The student will be able to understand the social function and importance of Slovak literature for children and youth,
- The student will be able to get acquainted with progressive trends in the established field of literature with emphasis on the most current literary research,
- The student will be able to get acquainted with modern methodological approaches and aspects of job descriptions,
- The student will be able to point out the specific genre specifics of a selected area of Slovak literature for children and youth.

Competences:

- The student will be able to apply the system of skills needed for multidimensional contact (for example) with a given personality of Slovak literature for children and youth, which he can then use in his own creative practice at school.
- The student will be able to point out and identify the basic artistic (genre, personality) pillars of Slovak literature for children and youth.
- The student will be able to implement a targeted development of knowledge related to the synchronous and diachronic development of Slovak literature for children and youth,
- The student will be able to independently plan selected creative activities that expand knowledge of Slovak literature as such,
- The student will be able to manage the style of work of others in the school environment, focused on getting to know selected personalities and works of Slovak literature for children and youth. He is able to apply selected literary knowledge in cultural-artistic and pragmatic-communication activities. It is characterized by creative thinking and an individual approach to individual prototypes of Slovak literature for children and youth. He will not miss a critical

analysis in formulating his own views and attitudes to the text. He is able to maintain contact with the current development of Slovak literature for children and youth and thus effectively continue his own professional development. He applies the acquired studied knowledge, skills and competencies at the application and communication level in oral and written form.

Brief syllabus:

1. Problems of genres in literature for children and youth.
2. Folk tale.
3. Artificial (author's) fairy tale.
4. Folk and artificial (author's) ballad.
5. Folk and artificial (author's) reputation.
6. Short story and novel.
7. Adventure, historical and science fiction novel.
8. A novel with a girl heroine
9. A novel with a boy hero.
10. Non-fiction.
11. Important personalities and works of Slovak literature for children and youth until 1960.
12. Important personalities and works of Slovak literature for children and youth since 1960.
13. Literary-critical reflections on Slovak literature for children and youth.

Literature:

KOPÁL, J.: Z teórie literatúry pre mládež Nitra : Pedagogická fakulta ,Vedecko výskumné pracovisko literárnej komunikácie a experimentálnej metodiky, 1985.
 RAKÚS, S.: Text a dielo. Levoča : Modrý Peter, 2019.
 SEDLÁK, I. a kol.: Dejiny slovenskej literatúry I. Bratislava – Martin : Literárne informačné centrum - Matica slovenská, 2009.
 SLIACKY, O.: Dejiny slovenskej literatúry pre deti a mládež = Do roku 1945. Bratislava : Mladé Letá, 1990.
 SLIACKY, O.: Dejiny slovenskej literatúry pre deti a mládež = Do roku 1960. Bratislava : Mladé Letá, 2007.
 SLIACKY, O.: Zlatá muzika : Antológia slovenskej poézie pre deti. Bratislava : Mladé letá, 1980.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 6

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

Teacher: PaedDr. Jaroslav Vlnka, PhD., PaedDr. Jaroslav Vlnka, PhD., PaedDr. Jaroslav Vlnka, PhD.,

Date of last update: 07.06.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ LEX/22	Name: Lexicology of Slovak language
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Active participation in classes and study of professional literature (2 kr) 2 credits can be obtained from the alternatives: A) seminar work B) continuous tests C) project work with dictionaries or corpus material Final test or colloquium exam: with homework: 1 Cr The evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Regulations (Article 19, point 3).	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student will master the basic concepts and terms of lexicology as a linguistic discipline reflecting the basic issues of the lexicon of the contemporary Slovak language. Using this system of expression, he will know more deeply the various aspects of the word than the central language unit, i. its semantic and morphematic structure, vocabulary differentiation, word-formation methods and procedures, word-formation motivation, enrichment of the lexical stock with special regard to the dynamics of the lexicon. Skills <ul style="list-style-type: none"> • The student is able to orientate correctly in the lexical system of language as an organized set of naming units, even in relation to other sub-systems - sound, morphological, syntactic and stylistic. • The student will be able to properly define and interpret dynamic tendencies in the lexical stock of the Slovak language in the context of external, non-linguistic factors. • The student will be able to correctly and efficiently use the most important works of contemporary Slovak lexicography, especially dictionaries and lexical corpora. Competences: <ul style="list-style-type: none"> * The student will be able to apply a set of acquired theoretical knowledge from the lexicology of Slovak in language practice and in teaching the Slovak language. • Based on the acquired knowledge from the study of lexicology, he will be able to independently create teaching 	

materials for learning and developing the vocabulary of Slovak with special regard to the relationship between the elements of the lexical level of the language of non-linguistic reality.

Brief syllabus:

1. Subject, disciplines and essence of lexicology from the point of view of pedagogical practice. Lexicology and other levels of language. Word and lexeme. Breakdown and characteristics of lexical stock.
2. Lexicography. Typology of dictionaries. Slovak national corpus, dictionaries on the Internet. Slovenian-Hungarian lexicographic context. Password construction, typology of interpretation, work with dictionaries.
3. Lexical semantics. Methods of analysis of lexical significance. Onomasiological and semasiological approach. Words connected by form (polysemia, homonymy). Ways of changing meaning.
4. Lexical paradigms: words associated with meaning (semantic field, synonymy, antonymy, hyponymy-hyperonymy, paronymy). System relations in lexicon.
5. Lexical motivation and word-formation meaning. Types of lexical and word-formation motivation.
6. Lexeme formation: word-formation methods and derivation procedures.
7. Word-forming word structure, same-root and multi-root word-forming formations. Onomasiological structure of composites.
8. Downloading from foreign languages. Slovak in contact with other languages. Causes of lexeme retrieval. Adaptation of downloaded words. Types of download products. Interlingual motivation.
9. Suprasemantics of lexical units. Styling lexeme. Terminiologization, internationalization.
10. Vocabulary dynamics. Lexics and time: historicisms, archaisms, neologisms, occasionalisms. Loss, acquisition and reassessment of the temporality symptom. Word formation and lexicon dynamics - the most productive word-formative formants
11. Lexical semantic syntagmatics. Collocation. Multiword names. Univerbization and multiverbization.
12. Phraseology. Properties, origin and division of idioms. Meaning, form, origin and variability of idioms.
13. Phraseology in an interlanguage context.

Literature:

- DOLNÍK, J.: Lexikológia. Bratislava: UK, 2003. ISBN 80-223-1733-0
- FURDÍK, J., Ed. OLOŠTIAK, M.: Slovenská slovotvorba. Prešov: Náuka, 2004 ISBN 80-89038-28-X
- GLOVŇA, J.: Frazeológia. Nitra : Univerzita Konštantína Filozofa, 2015. ISBN 978-80-558-0777-5.
- HORECKÝ, J. – BUZZÁSYOVÁ, K. – BOSÁK, J.: Dynamika slovnej zásoby súčasnej slovenčiny. Bratislava: Veda, 1989. ISBN 80-224-0047-5
- MLACEK, J.: Slovenská frazeológia. Bratislava : Slovenské pedagogické nakladateľstvo, 1984. 160 s.
- OLOŠTIAK, M.: Lexikálna paradigmatica, sémantika a kombinatorika. Prešov: Prešovská univerzita v Prešove, 2017. Dostupné online: <http://www.pulib.sk/web/kniznica/elpub/dokument/Olostiak10>
- OLOŠTIAK, M.: Slovotvorba, slovnodruhové prechody, preberanie a skracovanie lexém. Prešov: Prešovská univerzita v Prešove, 2017. Dostupné online: <http://www.pulib.sk/web/kniznica/elpub/dokument/Olostiak11>

<p>OLOŠTIAK, M. – IVANOVÁ, M.: Kapitoly z lexikológie. Lexikálna syntagmatika a viacslovné pomenovania. Prešov : Filozofická fakulta Prešovskej univerzity, 2013. ISBN 978-80-555-0938-9.</p> <p>ORGOŇOVÁ, O. – BOHUNICKÁ, A.: Lexikológia slovenčiny. Učebné texty a cvičenia. Bratislava : Stimul, 2011. ISBN 978-80-8127-030-7 http://slovniky.juls.savba.sk/</p>					
<p>Language, knowledge of which is necessary to complete a course: Slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects Total number of evaluated students: 15</p>					
A	B	C	D	E	FX
20.0	20.0	20.0	13.33	13.33	13.33
<p>Teacher: doc. PhDr. Eva Tibenská, PhD., doc. PhDr. Eva Tibenská, PhD., doc. PhDr. Eva Tibenská, PhD.,</p>					
<p>Date of last update: 30.05.2024</p>					
<p>Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ LZS/22	Name: Literature of Slovaks abroad
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final evaluation has the multidimensional character of the combination of theory and practice. The individual components are agreed with the students individually (also) on the basis of their personal interest and choice: a) Based on their own reading experience, students prepare a semester paper, which they defend before the whole group. The seminar work is a basic output, which contains biographical, bibliographic and other facts as well as "peculiarities" from the life of the author of Slovak compatriot literature. Part of this elaboration is also an interpretive analysis of the author's selected text based on the objective-subjective reading experience of the student with a special emphasis on the diverse identification of the very existence of foreign "being and living" of Slovaks. b) Oral exam, which does not take into account the aspect of complexity, but the fact that the student is able to provide a reasonable, adequate picture of the creative efforts of Slovaks abroad in terms of literary development. Evaluation criteria: a) - Use of creative and innovative forms of work in the preparation of semester work (2 points) - Description and precise diagnostics of one's own approach to work on the basis of justified individual work methodology (3 points) - Originality, creativity, imaginativeness, colorful, thought efforts of interest in the elaboration of a semester work with special regard to the issue of Slovak citizenship (5 points) - Knowledge of professional materials in the elaboration of a semester work, use of appropriate professional literature, even on one's own initiative (5 points) - Sophistication of content and form within the selected topic of the semester work (Extent: 10 pages, 10 points) - Application of innovative practices in interpretive activities, new approaches to text (3 points) - Concretization of selected tasks and activities and its pointing to everyday school practice (2 points) - Application of theoretical knowledge to selected works of Slovak expatriate literature (5 points) b)	

- Image of the development of Slovak expatriate literature of a given country and its integration into the worldwide corpus and into the innovated school educational program (8 points)
- Introducing the most important literary milestones of the Slovak minority on the basis of theory (12 points)

The evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Regulations (Article 19, point 3).

Credits will not be awarded to a student who does not reach at least 51%.

Student time load:

60 hours, of which:

Active participation in hours 26 hours,

elaboration of seminar work: 22 hours,

self-study: 12 hours

Results of education:

Knowledge:

The graduate of the course has general knowledge at the level of analysis and synthesis. He masters the basic issues of typology, existence and literary development of foreign Slovaks. He has knowledge-related knowledge of compatriot literature, its laws, the manner and conditions of its past and present "functioning". It specifies and concludes knowledge from the history of Slovak literature, theory of literature and interpretation of literary texts. He knows the specifics of individual minority minorities, their creative efforts. He is able to place a given minority in several contexts. He is thus acquainted with the most important cultural and social realities and history of any cultural area. The graduate has a basic scientific knowledge in the profile educational areas of the development of this literature - but also in the specializations of his work.

- The student will be able to select and recommend for himself and for others a suitable personality of compatriot Slovak literature and to justify it for the needs of their own reading research,
- The student will be able to understand the methods of distinguishing important and less important information in the amount of information,
- The student will be able to correctly compile, independently search for and evaluate various information concerning the given personality of Slovak expatriate literature,

Skills:

The student is also able to prepare a written report, ie. seminar work about the author or work. At the same time, he has appropriately mastered procedures, skills and strategies for working with texts by a foreign Slovak author, which he can practically use when working with texts. He also knows the authors' latest literary efforts. He is able to point out the diachronicity and synchrony of the given literary development. Knows the basic procedures, analyzes and interpretations of poetic, prosaic, and dramatic text. He is able to apply literary knowledge in his complex outputs. Gradually, it also develops its own language culture, resp. creative thinking. He also develops the skill of analysis and synthesis, criticality, is able to formulate his own opinions and attitudes, critically revise them and constructively defend them.

- The student is able to point out the possibilities of compatriot literature in education for culture, aesthetics and literary taste in this specific type of literature,
- The student will be able to acquire professional knowledge in creative research methods of Slovak literature outside the borders of Slovakia,
- The student will be able to independently collect information about the life and literary work of this personality in various publications and on the Internet, respectively. to create an interesting portfolio from this report as a part of one's own semester work,
- The student will be able to understand the social function and importance of Slovak literature en bloc, identify the content of creative efforts of individual Slovak national minorities,

- The student will be able to get acquainted with the most current progressive trends in the established field of literature,
- The student will be able to correctly apply the acquired knowledge in specific outputs, compare the reality at different levels and levels,
- The student will be able to apply the acquired knowledge on a theoretical and practical basis in the background of a specific type of task and creative activity,
- The student will be able to recognize the level of their own competencies, courts and judgments in selecting the amount of information obtained,
- The student will be able to identify common professional problems, research and formulate the theoretical and practical starting points needed to solve them and solve them (using practical procedures in practice),
- The student will be able to comment on the individual partial components of the development of compatriot Slovak literature and place these parts in the appropriate context of the development of culture and culture.
- The student will be able to select and unify their own ideas in the interpretation process of a specific literary text of a Slovak author from abroad.

Competences:

- The student will be able to apply the system of skills needed for multidimensional contact (for example) with the personality of Slovak expatriate literature, which can then be used in their own creative practice at school, as these authors are part of the readers themselves.
- The student will be able to take a stand on the validity and specificity of these compatriot authors.
- The student will be able to lead his students in their specific pedagogical practice to the justification and harmonization of individual outputs of Slovak culture as such.
- The student will be able to implement a targeted development of knowledge related to the synchronous and diachronic development of Slovak literature from abroad,
- The student will be able to independently and responsibly approach the compatriot literary heritage as a whole and place emphasis on this in their students in school practice,
- The student will be able to independently plan selected creative activities that expand knowledge about Slovak literature as such, whose "interesting, everyday" part is the literature of foreign Slovaks.
- Applies the studied or working languages at the application-communication level in oral communication and written communication. In the future, it will be able to provide effective educational activities for future school practice. He has diagnostic skills in working with literary texts. He is able to compile a problem history and gain orientation in the situation of individuals from target groups based on the specificity of compatriot literature. He is thus generally prepared for the independent performance of his future profession, the specificity of which is also work with literary texts of Slovaks living abroad.
- The student will be able to get acquainted with modern methodological approaches and aspects of job descriptions that are necessary for the development of the required outputs

Brief syllabus:

1. The phenomenon of so-called compatriot culture / literature. The beginnings of lowland Slovak literature and culture.
2. Lowland Slovak literature in the Slovak and mountain context.
3. Slovak literature in Hungary (folk authors, ethnologists, fictionists) - development, present, representatives, works.
4. Development of Slovak culture / literature in Romania.
5. Slovak poetry, prose, essays in Romania (representatives, works).
6. Slovak literature in Serbia (Vojvodina) - 19th and the first half of the 20th century.

7. Contemporary Vojvodina Slovak poetry and prose (representatives, works).
8. Expatriate culture / literature outside the Lower Land - in Europe.
9. Expatriate culture / literature outside the Lower Land - overseas.
10. Interpretation of selected texts by Slovak authors from abroad.
11. Color of compatriotism in selected texts of authors.
12. Contextuality and its realization in the development of Slovak expatriate literature.
13. Cooperation of compatriots and care of the Slovak Republic for Slovaks living abroad.

Literature:

- ANDRUŠKA, P.: Krajanská literatúra a kultúra. Nitra : Katedra kulturológie Filozofickej fakulty Univerzity Konštantína Filozofa v Nitre, 2003.
- ANDRUŠKA, P.: Literárna tvorba Slovákov z Dolnej zeme. Šaľa : A-klub, 2013.
- ANDRUŠKA, P.: Súčasní slovenskí spisovatelia z Rumunska. Nitra : Univerzita Konštantína Filozofa, 2009.
- ANDRUŠKA, P.: Súčasní slovenskí spisovatelia z Maďarska. Nitra : Univerzita Konštantína Filozofa, 2008.
- ANDRUŠKA, P.: Súčasní slovenskí spisovatelia z Vojvodiny. Nitra : Univerzita Konštantína Filozofa, 2010.
- ANOCA, D. M.: Slovenská literatúra v Rumunsku. Nadlak : Vydavateľstvo Ivan Krasko, 2010.
- HARPÁN, M.: Texty a kontexty. Slovenská literatúra a literatúra dolnozemsých Slovákov. Bratislava : Literárne informačné centrum, 2004.
- KMEŤ, M.: Krátke dejiny dolnozemsých Slovákov 1. Nadlak : Vydavateľstvo Ivan Krasko, 2012.
- ŠENKÁR, P.: Novodobá prozaická tvorba Slovákov v Rumunsku. Nadlak : Vydavateľstvo Ivan Krasko, 2019.
- ŠENKÁR, P.: Slovenská dolnozemsá literatúra (v teórii a praxi). Komárno : Univerzita J. Selyeho, 2015. ISBN 978-80-8122-133-0
- ŠTEFANKO, O.: Pohľadaj korene svoje. Nadlak : Vydavateľstvo Kultúrnej a vedeckej spoločnosti Ivana Krasku, 1998.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 3

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

Teacher: doc. PaedDr. Patrik Šenkár, PhD., doc. PaedDr. Patrik Šenkár, PhD., doc. PaedDr. Patrik Šenkár, PhD.,

Date of last update: 22.06.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ MEDZ/22	Name: Slovak literature of the interwar period
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Assessment and completion of the course: grade, exam. The course is completed by an oral exam, which will take place during the exam period. During the semester, students will prepare the above work and meet the following conditions: • Elaboration and submission of a seminar paper on the literary work of a selected author of the interwar period (Extent: min. 4 pages; Score: 20 points). Evaluation criteria: - Balance of the structure of the work: biography, and the development of the work of the selected author and his own interpretation (5 points). - Professional quality of interpretation and specific work of the selected author, adequate placement in the context (10 points). - Compliance with basic standards of formal word processing (5 points). • Final written test in the scope of the course syllabus (Score: 40 points). Evaluation criteria: - Presentation of excellent knowledge from the following areas: Literature of the interwar period, social and aesthetic characteristics (10 points), Poetry in the period 1918 - 1935 and poetry in the years 1936 - 1948, authors, literary trends (15 points), Prose in the period 1918 - 1935, and prose in the years 1936 - 1948, authors, literary trends (15 points) and the Slovak drama of the interwar period (10 points). • Oral examination of literary works of the interwar period according to the fiction minimum (Score: 40 points). The final evaluation is calculated as the sum of the evaluation points of the seminar work, written test and oral exam. The evaluation of the subject (A - FX) is in accordance with the classification scale determined by the UJS Study Regulations (Article 19, point 3). Student time load: Student time load: 90 hours, of which: combined study (P, S, consultation): 39 hours, preparation and elaboration of seminar work. 26 hours, self-study: 25 hours	
Results of education: Knowledge	

- The student acquires knowledge about the socio-cultural situation in the interwar period, knowledge about the emergence of new cultural institutions, acquires knowledge about contemporary literary periodicals, acquires knowledge about the periodization of interwar literature.
- The student will gain knowledge of poetic, prose and dramatic work about important representatives of the interwar period. He will be able to place these works in a broader period and cultural context, select and recommend a suitable personality for the presentation of the work of interwar literature, and he will be able to justify this choice.
- The student will acquire knowledge about the poetry of the emerging generation of poets in the interwar period, which tended to neosymbolism and gradually and enriched the elements of futurism and constructivism, will gain knowledge about development trends, poetic trends and groups that established in the interwar period. (ruralism, surrealism, Catholic modernism, the concept of so - called pure poetry).
- The student will gain knowledge about the developmental direction of interwar prose, the manifestations of naturism and expressionist tendencies in the work of prominent representatives of the period, the elements of socialist realism and the growth of lyrical tendencies in prose and gain an overview of prose work of authors called poets of the subject.
- The student will acquire knowledge about the dramatic creation of the interwar period, about various variations of drama: realistic drama, popular games from the folk environment, expressionist drama, drama of ideas and model situations, lyrical drama, etc.
- The student will gain knowledge about how to collect information about the life and work of the interwar period in various publications and on the Internet, respectively. will be able to orientate in methods of distinguishing information that is essential for practice, will be able to analyze, evaluate and publicly present the information obtained.

Skills

- The student will be able to motivate their students to acquire knowledge of Slovak interwar literature and at the same time will be able to awaken their overall interest in the process of education for culture, aesthetics and literary taste in the field of development.
- The student will be able to independently acquire additional knowledge in the field of interwar poetry, prose and drama.
- The student will be able to comprehensively understand the specific social significance and function of Slovak literature of the period for understanding Slovak social and cultural development and will be able to identify the content of specific tasks in the implementation of acquired knowledge.
- The student will be able to correctly use the acquired knowledge about interwar poetry, prose and drama in specific outputs in lessons, presentations, etc ..
- The student will be able to apply the acquired knowledge of interwar literature in the theoretical and practical level against the background of a specific type of task and activity.
- The student will be able to identify basic professional problems related to interwar literature, formulate the theoretical and practical starting points that are necessary to solve them in the conditions of everyday school practice.
- The student will be able to get acquainted with new trends in the field of interwar literature research and modern methodological approaches, which are necessary for the effective implementation of educational activities.

Competences

- The student will be competent able to adequately use the system of knowledge and skills necessary for teaching the subject of Slovak literature and its specific development period between the two wars in primary and secondary schools within their own job.

- The student will be competent to plan the various stages of implementation of the task (lessons, lectures), in the context of complexity for both individuals and (study) groups.
- The student will be able to realize the intentional development of knowledge related to the above synchronous and diachronic development of Slovak literature, will be able to independently select creative activities that deepen knowledge of Slovak interwar literature.
- The student will be competent able to manage the style of work of others in the school environment, focused on learning about poetic, prose and dramatic works of selected personalities of Slovak literature of the interwar period.

Brief syllabus:

1. Social and political situation, institutional emancipation of Slovak culture and literature, foreign models, relation to previous traditions. Typological characteristics, literary trends and periodization of interwar literature.
2. Expressionist tendencies in Slovak prose. Gejza Vámoš, J. Hrušovský.
3. The First World War and its response in literature. Milo Urban.
4. Socio-psychological realism in literature. Jozef Cíger Hronský and his work.
5. Left-wing and socialist work. DAV and davisti. Laco Novomeský.
6. Neosymbolism in Slovak poetry. Emil Boleslav Lukáč.
7. Vitalism in Slovak poetry. Poetry by Ján Smrek.
8. Suprealism in Slovak poetry. French and Czech stimuli. The poetics of a surrealist poetic group. R. Fábry, V. Reisel, P. Bunčák and others.
9. Poetry of Catholic modernity. Poetics, themes, authors: Rudolf Dilong, Janko Silan
10. Lyrical tendencies in the interwar period and naturism. Dobroslav Chrobak, Margita Figuli.
11. Prose of naturism. L. Ondrejov, František Švantner.
12. Interwar Slovak drama. Ivan Stodola, Július Barč-Ivan.
13. Poets of the subject. The work of poets of the subject. Dominik Tatarka, Peter Karvaš.

Literature:

ČÚZY, L., – GBÚR, J. – KRŠÁKOVÁ, D. – MIKULOVÁ, M. – ROBERTS, D. – ZAMBOR, J.: Panoráma slovenskej literatúry II. Literárne dejiny od realizmu po rok 1945. Bratislava : Slovenské pedagogické nakladateľstvo, 2005. 175 s. ISBN 80-10-00674-2

ČEPAN, O. A KOL.: Dejiny slovenskej literatúry V. Bratislava : Veda, 1984. 652 s.

CHMEL, R. a kol.: Slovník diel slovenskej literatúry 20. storočia. Bratislava : Kalligram – Ústav slovenskej literatúry SAV, 2006. 525 s. ISBN 80-7149-918-9

SEDLÁK, I. a kol.: Dejiny slovenskej literatúry II. Martin : Matica slovenská, Bratislava : Literárne informačné centrum, 2009. 785 s. ISBN 978-80-090-945-4

ŠMATLÁK, S.: Dejiny slovenskej literatúry II. Bratislava : Literárne informačné centrum, 2007. 534 s. ISBN 978-80-89222-29-2

ŠTEVČEK, J.: Dejiny slovenského románu. Bratislava : Tatran, 1989. 624 s.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 5

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

Teacher: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD., doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD.,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ MORF/22	Name: Morphology of Slovak language
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Active participation in classes is also demonstrated by asking questions at the beginning of the class as a repetition of the previous topic + study of professional literature (2 credit (s)) 2 credits can be obtained from the alternatives: A) comparative work on the basis of professional literature thematically in accordance with the syllabus B) continuous tests C) current project task, resp. seminar work Final test or colloquial exam with independent homework (1 cr.) Summary evaluation in accordance with the UJS Study Regulations (Article 19, point 3)	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student will master the basic terminology of the discipline of morphology of the Slovak language. They get acquainted especially with grammatical categories of noun and verb nouns, with the criteria of defining individual nouns, with the function of falls in Slovak with morphematic structure and word analysis, with the function of individual nouns in the construction of grammatical and semantic sentence structure, etc. He will also learn several morphological phenomena in standard Slovak in contrast to Hungarian. Skills: <ul style="list-style-type: none"> • The student will master the essence of grammatical categories of the morphological system of Slovak, even in relation to the categories of the syntactic system (prediction, determination, morphosyntactic connections and connections; issues of agreement, etc.) • The student will be able to analyze the morphematic structure of words in the field of noun and verb word types and explain the function of individual morphematic segments in the construction. • The student will be able to identify the function of the elements of the morphological level of language in the creation of sentence and sentence constructions. • The student will be able to correctly determine the dynamic tendencies in the morphology of the Slovak language, even in the historical cross-section. Competences: * The student will be able to apply a set of acquired theoretical knowledge of the morphology of Slovak in language practice, even with an emphasis on the confrontation of morphological phenomena of Slovak and Hungarian. A thorough knowledge of the content and formal aspects of the elements of the morphological level will allow him to understand their	

function in the construction of grammatical and semantic sentence structure, which he will be able to use both in the next syntax study and after graduation, i. in teaching morphology and syntax in schools with Hungarian as the language of instruction.

Brief syllabus:

1. Morphological subsystem of language in the system of language levels. Subject and scope of morphology. Morphophonology. Shaping processes, grammatical form. Morphological categories.
2. Morphematic word structure, methods of determining morphemes, morphematic segmentation, classification of morphemes. Morphematic dictionaries.
3. Morphological typology. A closer comparison of the inflecting and agglutination types. Grammatical homonymy, synonymy and polysemia. Morphological type of Slovak in comparison with Hungarian.
4. System of word types in Slovak and their functions, criteria for their division. World perception and word type categorization. Particles, interjections, couplings.
5. Nouns - classification, grammatical category of number and gender. Property, appellation, ethnonyms, concrete, abstract. Computability, types of plural and singular in Slovak and Hungarian. Gender as a classification category. Male life subcategory. Declension types and patterns. Double shapes, transition between patterns.
6. Noun declension, falls, prepositions. Morphematics of nouns. Function and system of falls and prepositions. Fall syncretism.
7. Verbs - lexical-semantic classification. Full-meaning / non-full-meaning, activity / state, transient / non-transient, personal / impersonal verbs. Auxiliary verbs and verboids. Types and functions of auxiliary verbs. Classification of indefinite verb forms.
8. Grammatical categories and verb tenses. Morphematics of verbs. Verb stems, timing patterns. Time, way, person verbs.
9. Intention, valence, verb bonding. Verbal form, vision. Both two-sided and one-nodal verbs, pairs of modes. Aspect and manner of verbal action. Verb gender and deagentization. Reflexivity, types of reflexive verbs.
10. Adjectives: classification, grammatical categories, syntactic function, declension, gradation and operability. Adverbs: creation, classification, gradation.
11. Pronomines, their functional and formal characteristics, classification and declension.
12. Functional and formal characteristics of numerals.
13. Dynamics of morphology. Origin and extinction of shapes and categories.

Literature:

- AUXOVÁ, D. – VAŇKO, J.: Morfológia slovenského jazyka. Nitra: FF UKF, 2015. ISBN 978-80-558-0858-1
- DOLNÍK, J. (Ed.): Morfológické aspekty súčasnej slovenčiny. Bratislava: Veda, 2010. 464 s. ISBN 978-80-224-1169-2
- NAVRÁTIL, L.: Neohybné slovné druhy a citoslovčia. Nitra: Enigma, 2003.
- NAVRÁTIL, L.: Nominálne slovné druhy. Nitra: Enigma, 2005.
- NAVRÁTIL, L.: Slovesá – kráľovský slovný druh. Nitra: Enigma, 2009.
- NIŽNÍKOVÁ, J.: Valenčný slovník slovenských sloviac. Prešov : Filozofická fakulta v Prešove, 1998. ISBN 80-88885-53-1
- ORAVEC, J. – BAJZÍKOVÁ, E. – FURDÍK, J. Súčasný slovenský spisovný jazyk. Morfológia. Bratislava : SPN 1988. 227 s. ISBN 0012959
- RUŽIČKA, J. (ed.): Morfológia slovenského jazyka. Bratislava : Vydavateľstvo Slovenskej Akadémie Vied, 1966. 895 s. ISBN 0012980
- ZÁVODNÝ, A.: Prednášky a praktiká z morfológie slovenského jazyka I - II. Trnava : Trnavská univerzita v Trnave, 2016. ISBN 978-80-568-0002-7, ISBN 978-80-568-0003-4.

Language, knowledge of which is necessary to complete a course: Slovak					
Notes:					
Evaluation of subjects Total number of evaluated students: 17					
A	B	C	D	E	FX
17.65	17.65	29.41	11.76	23.53	0.0
Teacher: prof. PhDr. Juraj Vaňko, CSc., prof. PhDr. Juraj Vaňko, CSc., prof. PhDr. Juraj Vaňko, CSc.,					
Date of last update: 30.05.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KSL/SJdb/ OB/22		Name: Bachelor's thesis and defense			
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present					
Number of credits: 8					
Recommended semester/trimester of study: 5., 6..					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature: KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004. Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 2					
A	B	C	D	E	FX
0.0	50.0	0.0	0.0	50.0	0.0
Teacher:					
Date of last update: 30.05.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ REAL/22	Name: Realism in Slovak literature
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Assessment and completion of the course: grade, exam The course is completed by an oral exam, which will take place during the exam period. During the semester, students will prepare the above work and meet the following conditions: • Elaboration and submission of a seminar paper on the literary work of a selected representative of Slovak literary realism, resp. literary modernity (Range: min. 5 pages; Score: 20 points). Evaluation criteria: - Clear Logical continuity of biographical data about the author's biography, his creative development, and the placement of the selected author in the context and interpretation of his work (5 points). - Detailed analysis of the literary work of the selected author (10 points). - Evaluation of the analyzed work, overall linguistic-stylistic level (5 points). • Written test in the range of study material of lectures (Score: 40 points). Evaluation criteria: - Demonstration of excellent knowledge from the following thematic areas: Social-cultural context, characters, poetics, developmental stages of realism (10 points), Characteristics of the work of the founding generation of realism (15 points) tendencies, Slovak literary modernism (10 points). • Oral examination of literary works of the period of realism and Slovak literary modernity according to the fiction minimum (Score: 40 points). The final evaluation is calculated as a summary of the points of the seminar work, written test and oral exam. The classification scale used in the evaluation of the course (A - FX) is in accordance with the UJS Study Regulations (Article 19, point 3). Student time load: Total time load 150 hours, of which: combined study (P, S, consultation): 39 hours, preparation and elaboration of seminar work: 26 hours, reading of original and professional literature: 26 hours, self-study: 59 hours.	
Results of education:	

Knowledge

- The student will gain knowledge about the work of important authors of Slovak literary realism and representatives of Slovak literary modernism, as well as about typical literary works of realism and modernity.
- The student will gain knowledge about the correct classification of literary works of realism and Slovak modernity in the broader socio-cultural context of the time, respectively. will be able to select and recommend a suitable author for the presentation of the work of the period and will be able to duly justify his choice.
- The student will acquire knowledge about the independent collection of biographical and bibliographic information in various publications and on the Internet and will be able to know the methods of selection of important and less important information for specific practices.
- The student will gain knowledge of how to analyze selected information, hierarchize values, assess it in summary and present it publicly.
- The student will gain knowledge about the representatives of the founding generation of realism, about the way in which realism was formed, about the change of generational views on ideological and aesthetic reflections of Slovak literature, about generational performances of young realists through the Napred almanac and a series of Critical Letters.
- The student will gain knowledge about Slovak poetry of the founding generation of realism, which was looking for a new artistic expression and new thematic areas, the student will learn the thematic and genre focus of prose, the specifics of women's fiction, gain an overview of the dramatic creation of the development phase.
- The student will acquire knowledge about the creation, thematic and genre preferences of important authors of the generation of late realism.
- The student will gain knowledge about the characteristic features of modernity in Slovak literature, about the poetic and prose work of modernist authors, about modernist poetics, mystification and self-statement.

Skills

- The student will be able to motivate students to acquire knowledge in the field of Slovak literary realism and literary modernity, will be able to awaken their overall interest in the stages of literary development and will stimulate their development in the process of education for culture, aesthetics and literary taste.
- The student will be able to effectively apply the acquired theoretical and literary historical knowledge in specific outputs in lessons, lectures, presentations and will be able to independently acquire and search for new knowledge in the field of Slovak literary realism and modernity.
- The student will be able to use the acquired knowledge in the theoretical and practical level against the background of a specific type of assignment and work activities.
- The student will be able to understand the social function of Slovak literature comprehensively and specifically in relation to realism and modernity for understanding Slovak social and cultural development, respectively. present.
- The student will be able to identify basic professional problems and will be able to name the theoretical and practical starting points needed to solve them at the appropriate professional level.

Competences

The student will be competent to apply the system of knowledge and skills necessary for the needs of teaching Slovak literary realism and literary modernity in the subject of Slovak language and Slovak literature in primary and secondary schools.

- The student will realize the intentional development of knowledge related to the development phase of Slovak realistic literature and literary modernity, will be able to independently plan selected creative activities that expand knowledge about literary realism and modern.

- The student will be competent to manage the style of work of others in the school environment, focused on getting to know selected personalities and works of Slovak literature of the developmental period of realism and modernity.

Brief syllabus:

1. Characteristics of realism
2. Lyrics of P.O. Hviezdoslav
3. Epics of P.O. Hviezdoslav
4. S. H. Vajanský
5. M. Kukučín
6. Elena Maróthy-Šoltéssová, Terézia Vansová
7. J. G. Tajovský
8. Božena Slančíková-Timrava
9. J. Jesenský
10. Ladislav Nádaši Jégé, Martin Rázus
11. P. O. Hviezdoslav, F. Urbánek, J. Gregor Tajovský
12. Ivan Krasko, Vladimír Roy, Ivan Gallo.
13. I. Krasko, L. Groeblová, S. Czambel

Literature:

ČÚZY, L., – GBÚR, J. – KRŠÁKOVÁ, D. – MIKULOVÁ, M. – ROBERTS, D. – ZAMBOR, J.: Panoráma slovenskej literatúry II. Literárne dejiny od realizmu po rok 1945. Bratislava : Slovenské pedagogické nakladateľstvo, 2005. 175 s. ISBN 80-10-00674-2

ČEPAN, O. A KOL.: Dejiny slovenskej literatúry V. Bratislava : Veda, 1984. 652 s.

MAZÁK, P. – GAŠPARÍK, M. – PETRUS, P. – PIŠŮT, M.: Dejiny slovenskej literatúry 2. Bratislava : SPN, 1988. 481 s.

SEDLÁK, I. a kol.: Dejiny slovenskej literatúry II. Martin : Matica slovenská, Bratislava : Literárne informačné centrum, 2009. 785 s. ISBN 978-80-090-945-4

ŠMATLÁK, S.: Dejiny slovenskej literatúry II. Bratislava : Literárne informačné centrum, 2007. 534 s. ISBN 978-80-89222-29-2

ŠTEVČEK, J.: Dejiny slovenského románu. Bratislava : Tatran, 1989. 620 s. ISBN 80-222-0036-0

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 5

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

Teacher: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD., doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD.,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ RET/22	Name: Rhetorics
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Assessment and completion of the course: mark, based on continuous assessment. The overall evaluation consists of a mid-term and final evaluation in a ratio of 100/0. Ongoing evaluation: During the semester, the student meets the following assignment conditions: <ul style="list-style-type: none"> • Preparation and presentation of a speech of your choice from pre-determined topics, for example: my teaching method is the best and the like (argumentation, coherence, literary marketing, persuasion, brainstorming ...).The evaluated speech will be characterized by the logical continuity of the individual parts, the balance of the composition, impressive stylization, adequate use of artistic language means, as well as appropriate use of non-language means. The originality of the rhetorical expression, "stand-up" from the aspect of creativity and perception, will also be evaluated. The student will receive a maximum of 50 points for the speech. • Activity during seminar hours. During the seminar hours, the student will follow several serious rhetorical manifestations via the Internet, which he then analyzes on the basis of theoretical knowledge from lectures and readings obtained on the basis of a study of professional literature on the issue. For this activity the student will receive a maximum of 50 points. Final evaluation: based on the continuous evaluation, the sum of points for the speech and the student's activity in the seminar classes. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). Student time load: 60 hours, of which: combined study (P, S, consultation): 26 hours, preparation and presentation of the speech. 8 hours, self-study and preparation for teaching: 26 hours.	
Results of education: Knowledge The student will gain an overview of the basics of rhetoric and its main stages of development, as well as practical skills in the field of various forms of expression, and will be able to place this information in a broader contemporary and cultural context. The student will also be systematically acquainted with the necessary theoretical knowledge and practical experience needed for effective and cultured management of public (official / semi-official)	

communication situations, realized through a live performance in front of a student or other audience (auditorium). The student will be able to independently collect the information needed for a public presentation and will be able to analyze, evaluate and publicly present this information.

With regard to the degree of difficulty, the student will be able to plan the various stages of preparation and concretization of the task (lessons, lectures) for both individuals and (study) groups.

The student will be able to recognize the level of their own competencies and judgments in selecting the amount of information obtained.

The student will be able to identify common professional problems, research and formulate the theoretical and practical starting points needed to solve them at the appropriate professional level.

The student will also have basic scientific knowledge in the profile areas of education or specializations; will know the current state educational programs and their legal framework.

The student will be characterized by independent, critical and analytical thinking, which can be flexibly applied in the teaching conditions. He should be culturally and linguistically literate, as well as be able to work effectively as a team member and manage individuals.

Skills

The student will be able to prepare their own speech, lecture or other performance. At the same time, he will be able to motivate his listeners / students to master the subject and awaken their overall interest in the process of education for culture, aesthetics and rhetorical taste.

The student will be able to independently acquire additional knowledge in the field.

The student will be able to understand the social function of rhetoric and will be able to identify the content of specific creative tasks in the implementation of the presented knowledge.

The student will be able to get acquainted with new trends in the field, as well as with modern methodological approaches and aspects of job descriptions, which are necessary for mastering the subject and independent development of required outputs.

The student will also have knowledge of biological, psychological and social aspects of individual development, will know and understand the concept of the institutional socialization process in a broader social science context. Thanks to a good overview of the social structure of society, its statics and dynamics, the student will understand the educational needs and specifics of diverse social groups and master the issues of pedagogical work in the context of the diversity of the educated population. Based on the acquired knowledge about the differences in the development of individuals resulting from their health or social disadvantages, respectively. from giftedness and talent can effectively cooperate with special pedagogues, psychologists and other experts in the implementation of the educational process in the conditions of inclusive education and upbringing and follow their professional recommendations and conclusions.

Competences:

- The student will apply the system of knowledge and skills needed to speak to a wider audience. He will be able to use them in his own creative practice at school.
- The student will implement a targeted development of knowledge related to the synchronous and diachronic development of rhetoric, will be able to independently plan selected creative activities that expand knowledge.
- The student will be competent to manage the style of work and education of others in the school environment.

Brief syllabus:

1. General introduction to rhetoric.
2. What the speaker must know before preparing a speech.
3. Origin of rhetoric.
4. What the speaker should know during the preparation of the speech.

5. Objective factors in the preparation of a speech.
6. Subjective factors in the preparation of speech.
7. Types of speech.
8. Choice of language means - in general speech.
9. Choice of language means - in special speeches.
10. What should a speaker know during a speech?
11. Use of non-linguistic speeches in speaking.
12. Culture of speech.
13. Delivering a specific speech.

Literature:

HOLIČ, Š.: Rétorika. Nitra : Enigma, 2004.

FINDRA, J.: Stavba a prednes rečníckeho prejavu. Martin : Osveta, 1989.

LESŇÁK, R.: Horizonty čitateľskej kultúry. Bratislava : Slovenský spisovateľ, 1991.

MISTRÍK, J.: Úvahy s recitátorom. Martin: Matica slovenská, 1974

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 2

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

Teacher: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD., doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD.,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ ROM/22	Name: Romantism in Slovak literature
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Assessment and completion of the course: grade, exam. The course is completed by an oral exam, which will take place during the exam period. During the semester students will implement the following outputs and assignments <ul style="list-style-type: none"> • Elaboration, presentation and submission of a seminar paper from the list of recommended topics about a certain author of romantic literature. The work in the specified scope will include biographical and bibliographic information, own interpretation of the literary text, correctly mentioned professional sources and a list of literature (Extent: min. 4 pages; Score: 20 points). Evaluation criteria: <ul style="list-style-type: none"> - Level of processing of biographical and bibliographic data (5 points). - Professional level Self-interpretation, degree of creativity, and imaginative observations (10 points). - Work with professional resources, compliance with citation and paraphrasing standards, overall language level (5 points). <ul style="list-style-type: none"> • Written test in the scope of the content syllabus (Score: 40 points). Evaluation criteria: <ul style="list-style-type: none"> - Demonstration of excellent knowledge in the following areas: typological characteristics of romanticism, literary relations, periodization (10 points), Slovak romantic poetry, representatives, themes, genres (20 points) and romantic prose and drama, themes, general characteristics, authors (20 points) . <ul style="list-style-type: none"> • Oral examination of poetry, prose and drama works according to the fiction minimum (Score: 30 points). The final evaluation is the sum of the evaluation points of the seminar work, written test and oral exam. The evaluation of the subject (A - FX) is in accordance with the classification scale determined by the UJS Study Regulations (Article 19, point 3). Student time load: 120 hours, of which: combined study (P, S, consultation): 39 hours, preparation and elaboration of seminar work: 26 hours, additional reading of original and professional literature 26 hours, self-study and regular preparation: 29 hours.	

Results of education:

Knowledge

- The student will acquire knowledge about the circumstances of the origin and character of Romanticism in European literature Europe and will gain more detailed knowledge about the conditions of origin and development of Romanticism in Slovakia, the typological characteristics of Slovak Romanticism, genre structure, species syncretism and preference of folklore and folklore. syllabism ..
- The student will gain knowledge of the individual developmental stages of Slovak Romanticism, as well as the basic variants of Romanticism and prominent romantic representatives and their important literary works.
- The student will acquire knowledge about Slovak romantic poetry, which was formed under the influence of Štúr's views, as well as under the influence of European romantic literature.
- The student will acquire knowledge about the prose of Slovak realism and the process of emancipation of prose in this period, will gain knowledge about variants of romantic prose (prose based on a romantically focused basis and prose of journalistic character).
- The student will gain knowledge about Slovak romantic drama and literature for children and youth in the Romantic period.
- The student will be able to select and recommend important and characteristic authors of Slovak Romanticism as well as developmentally progressive literary works and will be able to duly substantiate their choice.
- The student will be able to independently collect and sort information about the life and literary work of the personality of Slovak Romanticism from relevant professional materials of various provenances (printed articles, books, electronic documents, Internet resources).

Skills

- The student is able to identify an adequate way of using Slovak literary romanticism in an educational context and will be able to motivate their students to learn about typological and poetological specifics, authors and literary creation of romanticism in the process of forming literary taste, aesthetic feeling and in the context of cultural education.
- The student will be able to understand the social significance of romantic literature, characterize its function in the Slovak national movement, as well as the influence of romanticism on solving the issue of language.
- The student will be able to independently acquire and expand their knowledge in the field of Slovak literary romanticism.
- The student will be able to analyze the information obtained, comprehensively evaluate and correctly apply it in specific outputs in lessons, lectures and presentations.
- The student will be able to identify common professional problems in the field of Slovak Romanticism, formulate the theoretical and practical starting points needed to solve them and suggest an appropriate way to solve them.
- The student will be able to develop the acquired knowledge of professional methods of current research of literary romanticism and will be able to get acquainted with modern methodological approaches and aspects of work activities that are necessary to master the field and independently develop the required outputs.

Competences

- The student will be competent to apply the system of knowledge and skills to explain the circumstances of the origin and development of Slovak romantic literature, presentation of romanticism and their inclusion in the context of romantic literature for teaching Slovak literature in primary and secondary schools and will be able to effectively apply this knowledge and skills. adequately used in their own professional practice in the school environment.

- The student will be competent to implement a targeted development of knowledge related to the Romantic period of Slovak literature, to develop specific knowledge about the literary and developmental context of Slovak Romanticism, its formation, classification and its function in Slovak social and cultural development.
- The student will be a competent professional to explain and clearly convey the specific features and continuity of the development of Romanticism, its relationships with the previous period and its impact on the next development period.
- The student will competently manage the style of work and education of others in the school environment and will encourage their students for learning about the life and work of romanticists, as well as to read and interpret important literary works of the Romantic period in the teaching process.

Brief syllabus:

1. Slovak literary romanticism. Conditions of origin and formation of romanticism in Slovakia. The relation of Slovak romanticism to the European romantic tradition and the developmental phase of Slovak literary romanticism. Poetic characteristics and function of romanticism in the national movement.
2. The beginnings of Romanticism in the years 1836 to 1843. Sources of inspiration and solving the question of literary language. The main representatives of this period.
3. Maturation and maturation of romanticism in the years 1843 to 1860. Štúr's school, its starting points and dilemmas. Personality and work of Ľudovít Štúr.
4. Historical themes in Slovak romanticism, their characteristics and interpretation. Literary works of Jozef Miloslav Hurban.
5. Themes of Jan Král's poetry. Interpretation of selected prose texts
6. Personal and emotional issues in the poetry of Andrej Sládkovič.
7. Poetic work of Sam Chalupka in the context of Slovak romanticism.
8. Ballads and bandit motifs in the poetry of Ján Botto. Interpretation of selected poetic texts
9. Historical and earthly themes in the prose work of Ján Kalinčiak.
10. The afterlife of literary Slovak romanticism (1860 - 1880). Prose works by Ľudovít Kubáni, Gustav Kazimír Zechenter-Laskomerský.
11. Literary work and personality of Jonáš Záborský. Interpretation of selected texts
12. Drama in the Romantic period. Dramatic work by Ján Palárik.
13. Creation for children and youth in the Romantic period. Pavol Dobšinský and his literary activity

Literature:

ČÚZY, L., – KÁKOŠOVÁ, Z. – MICHÁLEK, M. – MIKULOVÁ, M. – VOJTECH, M.:
Panoráma slovenskej literatúry I. Literárne dejiny od stredoveku po koniec romantizmu.
Bratislava : Slovenské pedagogické nakladateľstvo, 2004. 169 s. ISBN 80-10-00316-6

SEDLÁK, I. a kol.: Dejiny slovenskej literatúry I. Martin : Matica slovenská; Bratislava :
Literárne informačné centrum, 2009. 606 s. ISBN 978-80-7090-935-5

ŠMATLÁK, S.: Dejiny slovenskej literatúry II. Bratislava : Literárne informačné centrum, 2007.
534 s. ISBN 978-80-89222-29-2

ŠMATLÁK, S.: Dve storočia slovenskej lyriky. Bratislava : Tatran, 1979. 536 s.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 13

A	B	C	D	E	FX
30.77	38.46	15.38	15.38	0.0	0.0
Teacher: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD., doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD.,					
Date of last update: 30.05.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ SSL/22	Name: Old Slovak literature
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Assessment and completion of the course: grade, exam The course is completed by an oral exam, which will take place during the exam period. The individual components of the assessment are consulted with the students individually. During the semester, students will prepare the above work and meet the following conditions: <ul style="list-style-type: none"> • Elaboration of a seminar work on a selected literary monument, resp. on the literary work of the representative of older literature (Extent: min. 4 pages; Score: 20 points). Evaluation criteria: <ul style="list-style-type: none"> - Clearly Logical continuity processed data on literary monuments, resp. about the selected author (5 points). - General Professionally relevant characteristics of a literary monument, placement in context (10 points.). - Work with similar literature, overall language-stylistic level of work (5 points). • Written test exam from the thematic areas that are related to the lectured lecture study material, resp. on the syllabus of the lectures (Score: 50 points). Evaluation criteria: <ul style="list-style-type: none"> - Demonstration of excellent knowledge on the subject: literary culture in the Middle Ages, Old Slavic literature, Latin education (10 points). - literature of Renaissance humanism, complex characteristics (15 points). - Demonstration of excellent knowledge of the subject: Slovak Baroque literature, poetry, prose and professional literature (25 points). • Oral examination of literary works according to the fiction minimum (Score: 30 points). Evaluation criteria: <ul style="list-style-type: none"> - Presentation of own knowledge about read Old Slavic literary monuments (5 points), - Discussion of read literary texts of Renaissance humanism (10 points) and - on the texts of the Slovak literary baroque (15 points). The final evaluation is calculated as the sum of the achieved evaluation of the seminar work, written test and oral exam. The evaluation of the subject (A - FX) is in accordance with the classification scale determined by the UJS Study Regulations (Article 19, point 3). Student time load: 120 hours, of which: combined study (P, S, consultation): 39 hours,	

elaboration of seminar papers: 26 hours,
self-study, reading of original literature and professional texts: 55 hours.

Results of education:

Knowledge

- The student will gain knowledge of important literary monuments and characteristic authors of older Slovak literature and their main literary works.
- The student will be able to include these works and will gain knowledge about the issue of the inclusion of literary texts of older Slovak literature in a broader period and cultural context.
- The student will gain knowledge about the internal periodization of older Slovak literature, the issue of authorship, the language of literary monuments, genres, content, function, composition and style of literary texts.
- The student will acquire knowledge about Old Slavic literary literature, about the most significant literary monuments and typical features of the Great Moravian period.
- The student will gain knowledge about medieval literature, the nature of texts, literary types and genres of medieval literature of the period, will gain knowledge about chronicles, urban literature and non-fiction in the Middle Ages.
- The student will master the basic characteristics of humanistic and renaissance literature, written mainly in Latin, gain knowledge about the influence of antiquity, ancient culture and literature on literary production in the Renaissance and humanism, gain knowledge about the image of the world and man in literature, motivation , on literary types and genres and on prominent representatives of humanism and the renaissance of a limited period.
- The student will gain knowledge about Baroque literature, especially the development of language, the formation of Slovak national literature, centers of culture and literature, the development of book printing, which is related to increasing the amount of literary production during the Baroque, the student will also gain knowledge about the principles of artistic creation in the Baroque , Baroque style and preferred genres. •
- The student will be able to select and recommend a suitable author of older Slovak literature for the presentation of the work of the period and will be able to justify the choice.
- The student will gain knowledge about will be able to understand the methods of distinguishing important and less important information from the field of older Slovak literature for practice, will be able to analyze the information obtained, overall evaluation and publicly present.

Skills

- The student will be able to motivate their students to learn older Slovak literature, as well as to awaken their overall interest in the process of education for culture, aesthetics and literary taste.
- The student will be able to independently acquire additional knowledge in the field of professional reflection on older Slovak literature.
- The student will be able to apply the acquired theoretical knowledge in specific outputs in lessons, lectures, presentations and will be able to identify the content of specific creative tasks in the implementation of the presented knowledge.
- The student will be able to understand the social function and importance of older Slovak literature in general as well as specifically regarding the period for understanding Slovak social and cultural development, respectively. present
- The student will be able to correctly apply the acquired knowledge in specific outputs in lessons, lectures, presentations, etc.
- The student will be able to identify common professional problems from the period of older Slovak literature, to examine and formulate the theoretical and practical starting points needed to solve them at an appropriate professional level.

Competences

- The student will be competent to apply the acquired system of literary historical knowledge of older Slovak literature for the teaching of Slovak language in primary and secondary schools.
- The student will be characterized by independent, critical and analytical thinking, which can be flexibly applied in the conditions of teaching.
- The student will implement a targeted development of knowledge related to the field of older Slovak literature and will be able to independently plan selected creative activities that expand theoretical and practical knowledge.
- The student will be competent to professionally explain the acquired knowledge of older world literature to students and will manage the style of their work and education in the school environment.

Brief syllabus:

1. Internal division of older Slovak literature. Literary culture in the Middle Ages (800 - 15th century). Great Moravian period and Old Slavic literature. Cyril, Methodius, their followers. Proglas and other writings.
2. Latin medieval education in Hungary. Legends, chronicles of specimens and ant prose in the Middle Ages.
3. Literature of Renaissance humanism (15th - 17th century). Latin humanistic poetry Benedikt Vavrinec Nedožerský, Jakub Jakobeus, Juraj Koppay.
4. Forms of Latin humanistic poetry Martin Rakovský, Ján Sambucus and others
5. Constitution of literature in the domestic language. Spiritual poetry. The main literary monuments. Ján Silván, Eliáš Láni and others.
6. Historical epics, travel, memoir prose and drama. Pavol Rubigal, Pavel Kyrmezer, Juraj Tesak Mosovsky.
7. Slovak literary baroque (mid-17th century - 1780). Social conditions. Counter-Reformation, the establishment of Trnava University and the center of Protestantism in Prešov. The question of literary language. Cultural West Slovak.
8. Forms of spiritual poetry in the Baroque period. Benedikt Szöllősi, Juraj Tranovský and others
9. Secular poetry in the Baroque period, historical songs, occasional, love, social and bandit poetry. Stefan Selecky, Stefan Pilarik.
10. Didactic-reflexive poetry: Main literary works. Hugolín Gavlovič, Peter Benický
11. Religious prose and sermons in the Baroque period Alexander Máčay, Benignus Smrtník
12. Memoirs, travel literature in the Baroque period. Daniel Krman Jr., Tobiáš Masník, Ján Simonides and others.
13. Scientific and popularization literature in the Baroque period. The first national disputes, apologies. Ján Baltazár Magin and later Slovak national ideology. Matej Bel and his place on the threshold of the Enlightenment, Adam František Kollár and his work

Literature:

- MIKULA, V.: Slovník slovenských spisovateľov. Bratislava : Kalligram, 2005. 651 s. ISBN 80 7149 801 7
- MINÁRIK, J.: Stredoveká literatúra. Bratislava : SPN, 1977. 334 s.
- MINÁRIK, J.: Renesančná a humanistická literatúra. Bratislava : SPN, 1985. 267 s.
- MINÁRIK, J.: Baroková literatúra. Bratislava : SPN, 1984. 392 s.
- MINÁRIK, J.: Dejiny slovenskej literatúry 1. Staršia slovenská literatúra, Bratislava : SPN, 1985. 375 s.
- MIŠIANIK, J. – MINÁRIK, J. – MICHALCOVÁ, M. – MELICHERČÍK, A.: Dejiny staršej slovenskej literatúry I. (800–1780). Bratislava : SAV, 1958. 318 s.
- MIŠIANIK, J.: Antológia staršej slovenskej literatúry. Bratislava: Veda, 1981. 840 s.

SEDLÁK, I. a kol.: Dejiny slovenskej literatúry I. Martin : Matica slovenská; Bratislava: Literárne informačné centrum, 2009. 606 s. ISBN 978-80-7090-935-5
ŠMATLÁK, S.: Dejiny slovenskej literatúry I. (9. – 18 storočie). Bratislava : Národné literárne centrum, 1997. 359 s. ISBN 80-88878-11-X

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 19

A	B	C	D	E	FX
21.05	21.05	15.79	26.32	15.79	0.0

Teacher: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD., doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD.,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhD. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ STYL/22	Name: Stylistics of Slovak language
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 1 / 1 For the study period: 13 / 13 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Active participation in classes is also demonstrated by asking questions at the beginning of the class as a repetition of the previous topic, study of professional literature (2 credit (s)) 1 credit can be obtained from two alternatives: A) comparison of two books from professional literature, thematically in accordance with the syllabus (for each lesson an elaboration on 1 A4 page) B) analysis of a selected journalistic or educational text from a stylistic point of view (report for each hour on 1 A4 page) Final test or colloquium exam: with independent homework: 1 Cr. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3).	
Results of education: Knowledge: <ul style="list-style-type: none"> • Previous knowledge from the study of individual levels of the language system will be expanded and deepened by the pragmalinguistic dimension in the study of the stylistics of the Slovak language. The student will gain knowledge about the production of functionally targeted language expressions, as well as the procedures of their analysis and interpretation. • The student will get acquainted with individual stylistic means, stylistic procedures, functional styles and genre model structures. • The student will gain knowledge about thematic-content, compositional and illocutionary (communication) properties of the text and with the help of a terminological system he will be able to analyze and interpret texts of various stylistic provenance. Skills <ul style="list-style-type: none"> * The student will be able to orientate in the system of stylistic factors and correctly distinguish them. * The student will be able to correctly identify the structural components of the text. * The student will be able to correctly determine the dynamic tendencies in the functional styles of the Slovak language. * The student will be able to correctly and stylistically create stylistically differentiated language expressions / texts and on this basis to analyze and correct texts created by students. Competences:	

- * The student will be able to apply a set of acquired theoretical knowledge of Slovak stylistics in language practice.
- * The student will be able to independently create, analyze and interpret texts created by students in order to develop and deepen their language-styling skills.
- * The student will be able to explain and functionally use the acquired knowledge in the scope of the subject syllabus and create a favorable atmosphere for the acquisition of this knowledge by students, including the creation, writing and correction of written expressions.
- * Can critically analyze written and spoken speech, formulate their own opinions and attitudes, critically review them and constructively defend them.

Brief syllabus:

1. The subject of linguistic stylistics. Is stylistics a special language level? Definition of the term language style. Methods of stylistic research and stylistic analyzes.
2. Outline of the history of stylistics. Current status. Definition of basic terms: speech, speech, statement, text, context; style.
3. Stylistic factors: subjective and objective stylistic factors.
4. Classification of styles. Basic functional styles and their genre model structures. Basic properties of colloquial and educational style - genres and units.
5. Basic features of administrative and journalistic style - genres and departments.
6. Basic features of rhetorical and artistic style - their genres and formations.
7. Means of expression (styles) of text and style. Phonetic stylistic means / styles Morphological stylistic devices / styles.
8. Lexical stylistic tools / styles. Stylistic classification of vocabulary.
9. Syntactic stylistic means / styles.
10. Text composition: macrocomposition and microcomposition of text. Stylistic procedures - content model structures - topic expansion.
11. Gradation of the text: author's speech, direct speech, improper direct speech, indirect speech.
12. Analysis and creation of communications with a focus on the academic communication sphere.
13. Peculiarities of the style of Internet communications.

Literature:

- BOHUNICKÁ, A. – ORGOŇOVÁ, O.: Interakčná štylistika. Bratislava: Univerzita Komenského, 2018 ISBN 978-80-223-4566-8
- FINDRA, J.: Štylistika slovenčiny v cvičeniach. Martin : Osveta, 2005. ISBN 80-08-00781-8
- FINDRA, J.: Štylistika slovenčiny. Martin : Osveta, 2004. ISBN 80 8063 142 5
- FINDRA, J. Štylistika súčasnej slovenčiny. Martin : Osveta, 2013. ISBN 978-80-8063-404-9.
- FINDRA, J.: Jazyková komunikácia a kultúra vyjadrovania Martin : Osveta, 2013. ISBN 978-80-8063-385-1.
- HORVÁTH, M.: Štylistika súčasného slovenského jazyka. Bratislava : Univerzita Komenského, 2016. ISBN 978-80-223-3997-1
- HLAVATÁ, Renáta a kol. 2019. Jazyk ako text (vysokoškolský učebný materiál z praktickej štylistiky) Nitra: FF UKF
- MISTRÍK, J.: Štylistika. SPN: Bratislava, 1985.
- PAVLOVIČ, J. Prednášky zo štylistiky slovenčiny. Trnava: PF TU, 2011.
- SLANČOVÁ, D.: Praktická štylistika. Prešov : Slovacontact, 1996. ISBN 80 901417 9 X
- SLANČOVÁ, D. - SPÁČILOVÁ, S. a kol.: Úvod do štúdia interaktívnej štylistiky I-II. Prešov: PU, 2023
- TÓTH, S. J.: Veta - text - štýl. Komárno: PF UJS, 2015. ISBN 978-80-8122-152-1

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

Slovak

Notes:					
Evaluation of subjects					
Total number of evaluated students: 5					
A	B	C	D	E	FX
40.0	0.0	20.0	20.0	20.0	0.0
Teacher: doc. PhDr. Eva Tibenská, PhD., doc. PhDr. Eva Tibenská, PhD., doc. PhDr. Eva Tibenská, PhD., doc. PhDr. Eva Tibenská, PhD.,					
Date of last update: 30.05.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ SYNT/22	Name: Syntax of Slovak language
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Active participation in classes and self-study of professional literature (2 credits) 1 credit can be obtained from the alternatives: A) seminar work based on professional literature, thematically in accordance with the syllabus, B) preparation of syntax tasks for their future students in schools with Hungarian teaching language with the schedule of the topic. C) current project task 1 credit can be obtained from alternatives: A) weekly homework: own collection of language examples; B) continuous tests; Final test or colloquium exam with preparation: 1 Cr. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Regulations (Article 19, point 3).	
Results of education: Knowledge: <ul style="list-style-type: none"> • Knowledge of the theory of functioning of the syntactic subsystem of language from the systemic and communication functional point of view. • The student will learn the principles of grammatical and semantic sentence construction in the Slovak language, including its communicative functional structure. • The student will get acquainted with individual types of sentences in terms of their grammatical and semantic construction, with cross-member issues, with the construction of syntheses (warehouses), with the issue of half-constructions and with the content and grammatical structure of sentences. Skills: <ul style="list-style-type: none"> • The student will be able to explain in a comprehensible way to his (future) students the grammatical, semantic and communicatively functional construction of a sentence. • The analysis of the sentence will be based on the following methodological procedure: "the sentence should be analyzed in the way in which it was / was created". • Can syntactically illustrate the syntactic / sentence structure of a sentence, which will help to better understand the relationships between its components. 	

- The student will be able to recognize and create grammatically and semantically correct sentence constructions, including word order.
- The student will be able to correctly identify modifications and deviations from the sentence structure.
- The student will be able to define the grammatical and semantic properties of individual types of sentences and identify ways of connecting sentences into a sentence structure.
- The student will be able to correctly explain the phenomena that go beyond the relationships in sentences and form part of the supranational, resp. text syntax
- The student will be able to identify and explain the differences in the grammatical structure of the Slovak sentence in comparison / confrontation with the grammatical structure of the sentence in Hungarian.

Competences:

- The student will be able to apply a set of acquired theoretical knowledge of the syntax of the Slovak language, both in language and in teaching Slovak at schools with VJM.
- The student will be able to apply the acquired theoretical knowledge and practical experience from the analysis of sentences in their school practice.
- The student will have a committed attitude towards his / her field of study, he / she will continue to follow the development of the given discipline with interest.
- The student will be able to didactically apply the knowledge gained from the analysis of sentences in everyday school practice.
- The student will be able to independently solve problems from different areas of the Slovak language syntax and deepen their knowledge in this specific level of the language. The student will be able to understand, explain and functionally use the acquired knowledge in the scope of the content of the subject and create a favorable atmosphere for the acquisition of this knowledge by students in their teaching work.

Brief syllabus:

1. The place of the syntactic level of language in the language system. Syntactic theories and division of the discipline.
2. The essence of the sentence, sentence and statement. Sentence boundaries. Grammatical and modal structure of sentences. Communication types of sentences.
3. Types of verb sentences. Two-part and one-part sentences. Active (agent) and passive (deagent) sentences in Slovak and Hungarian.
4. Syntagmatics - types of synthages and characteristics of their relations (also in comparison with Hungarian).
5. Syntagmatic relations: agreement, bonding, attachment. Morphosyntax. Casus syntax.
6. Sentence members and part of speech. Determination and typology of sentence members.
7. Main sentence members. Subject, predicate and sentence base.
8. Developing clauses. Subject, adjective, adverbial designations.
9. Semi-predictive constructions. Accessory, extension, adjective semi-predictive construction.
10. Simple sentence - grammatical and semantic relationship between its components: main and secondary sentence. True / false parataxa / hypotaxa.
11. Compound sentences - types, characteristics.
12. Suprasentential syntax. Current breakdown of the statement. Word order, grammatical and rhythmic factors of word order. Last but not least, the order of sentences in the sentence construction.
13. Irregular sentence structure. Characteristics of individual modifications of sentence structure.

Literature:

IVANOVÁ, M.: Syntax slovenského jazyka. Prešov: Vydavateľstvo PU, 2011. ISBN 978 80 555 0435 3

- KAČALA, J.: Syntagmatický slovosled v slovenčine. Martin : Vydavateľstvo Matice Slovenskej, 2013. ISBN 978-80-8115-130-9.
- MISTRÍK, J.: Slovosled a vetosled v slovenčine. Bratislava : Vydavateľstvo Slovenskej akadémie vied, 1966. ISBN 0013219
- MOŠKO, G.: Príručka vetného rozboru. Prešov: Náuka, 2006. ISBN 80 8903839 5
- NIŽNÍKOVÁ, J.: Valenčný slovník slovenských slovies. Prešov : Filozofická fakulta v Prešove, 1998. ISBN 80-88885-53-1
- ORAVEC, J. – BAJZÍKOVÁ, E.: Súčasný slovenský jazyk. Syntax. Bratislava: SPN, 1986. 261 s.
- PATÁKOVÁ, M.: Ako rozoberať vety? Bratislava : Slovenské pedagogické nakladateľstvo, 1987. 195 s. ISBN 0004970 Toto neodporúčam, je tam veľa vecných chýb.
- TÓTH, S. J.: Veta – text – štýl. Komárno: PF UJS, 2015. ISBN 978-80-8122-152-1
- VAŇKO, J.: Lingvistické a didaktické otázky slovenskej syntaxe. Banská Bystrica : Metodické centrum, 2000. 52 s. ISBN 80-8041-320-7
- VAŇKO, J.: Syntax slovenského jazyka. Nitra: FF UKF, 2015. ISBN 978 80 558086 5 9

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 12

A	B	C	D	E	FX
8.33	33.33	16.67	25.0	16.67	0.0

Teacher: prof. PhDr. Juraj Vaňko, CSc., prof. PhDr. Juraj Vaňko, CSc., prof. PhDr. Juraj Vaňko, CSc.,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ TL/22	Name: Theory of literature
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Assessment and completion of the course: written exam. The course is completed by a written exam, which will take place during the exam period. During the semester, students will implement the following outputs and assignments, which will be a relevant basis for the final evaluation: <ul style="list-style-type: none"> • Seminar work: during the semester the student prepares and submits a seminar paper, which he / she presents at the relevant seminar lesson dedicated to a specific issue in the theory of literature. The student chooses a topic from the syllabus (eg characteristics of a certain literary type, a specific lyrical, epic or dramatic genre, a selected verse system). Part of the work to the specified extent (minimum 4 standard pages) will be correctly listed professional literature that the student used in creating the work and a list of used literature. The student will receive a maximum of 30 points for the seminar work. • Activity during seminar classes and lectures: The student will apply individual theoretical knowledge from lectures with regard to poetic and prose texts and obtain a maximum of 20 points. The written exam is realized during the exam period, individual questions will consist of thematic areas that are related to the lectured study material, resp. on the subject syllabus. The student will receive a maximum of 50 points for the written exam The final evaluation is calculated as a summary of the evaluation of seminar work, student activities in seminar classes, respectively. lectures and written exam. The classification scale used in the evaluation is in accordance with the UJS Study Regulations (Article 19, point 3). Credits will not be awarded to a student who does not reach at least 51%. Student time load: 120 hours of which: <ul style="list-style-type: none"> • Contact hours (P, S, consultation): 39 hours, • Self-study, reading of professional literature: 44 hours, • Preparation and processing of seminar work: 26 hours, Elaboration of seminar assignments: 11 hours. 	
Results of education: Knowledge:	

- The student will master the basic literary-theoretical concepts and internal division of literary science, will be able to name the nature and focus of literary criticism, history of literature and especially the theory of literature.
- The student will gain special knowledge about the construction and formal form of a literary work, about artistic principles and means determining its style.
- The student will acquire knowledge about the basic goals, specifics and areas of research in generative, historical, immanent, normative and formulated poetics.
- The student will gain key knowledge about literary types and lyrical, lyrical-epic and dramatic genres.
- The student will gain specific knowledge about the structure of a literary work, will be able to explain the external division of the text, the internal division of the text, name the compositional procedures.
- The student will be able to characterize the narrator and the various basic types of narrators, explain the concept of a literary character and name the basic types of characters in a literary work.
- The student will learn to identify the basic characteristics of the artistic style, classify its means of expression.
- The student will be able to name the syntactic means of a literary work of art and explain repetition as a principle.
- The student will gain knowledge about the thematic construction of a literary work of art, will be able to name even the smallest thematic building units: motifs.
- The student will master the individual prosodic systems (timekeeper, syllabic prosodic system, tonic prosodic system, syllabotonic system, free verse), verse norms and principles applying the rhythmic properties of language in the same way.
- The student will be able to name and recognize individual frequent poetic tropics, poetic forms and stanzas.
- The student will also be able to independently collect information on the issues of theory of literature, be familiar with the available theoretical manuals, poetic dictionaries, professional publications and dictionaries of literary terms. They will be able to orientate in methods of distinguishing important and less important information for practice, they will be able to analyze the obtained information, evaluate it overall and present it publicly.
- The student will be able to identify common professional problems in the field of literature theory, research and formulate the theoretical and practical background needed to solve them at the appropriate professional level.

Skills:

- The student will be able to place individual literary-theoretical concepts in a broader context, resp. will be able to apply them throughout the next study of the literature of each period. The student will be able to independently acquire additional knowledge in the field of theory of literature.
- The student acquires skills in how to interpret poetic and epic literary works through an expressive system of means of artistic literary text.
- The student will be able to apply literary-theoretical knowledge and will be able to identify the content of specific creative tasks in the implementation of the stated knowledge.
- The student will be able to get acquainted with new trends in the established field of theory, as well as with modern methodological approaches and aspects of job descriptions that are necessary for mastering the subject.
- The student will be competent to didactically adequately and effectively apply the knowledge gained from the theory of literature in everyday school practice.

Competences:

- The student will be able to synthesize and apply a system of knowledge and skills from the theory of literature needed for teaching related subjects in primary and secondary schools.
- The student will be able to support the development of students' interpretive abilities and skills in working with poetic, prose and dramatic texts. They will be able to use them in their own creative practice at school.
- The student will be able to implement a targeted development of knowledge related to the topic and will be able to independently plan selected creative activities that expand theoretical and practical knowledge.
- The student acquires competencies to critically analyze, formulate and defend their own opinions. He is able to maintain contact with current developments in the discipline studied and effectively continue his own professional development. He is able to properly express his opinion on a given literary text from the aspect of the theory of literature, justify its importance for school practice. The team has built socially accepted civic attitudes and a positive attitude towards its profession and target group.

Brief syllabus:

1. Base and research of literature (classification, research, methodology).
2. System model of literature. The character of a literary work. Poetics, types of poetics.
3. Literary types and genres.
4. Composition of a literary work.
5. Syntactic means of expression.
6. Repetition as a principle of expression.
7. Thematic construction of a literary work.
8. Basic stylistic means.
9. Prosodic (verse) systems. Metrics, rhythm, rhyme.
10. Poetic forms and stanzas.
11. Theory of literary types - poetry. Lyric genres.
12. Theory of literary types - epics. Epic and lyrical-epic genres.
13. Theory of literary types - drama. Dramatic genres.

Literature:

- BAKOŠ, M.: Vývin slovenského verša od školy Štúrovej. Bratislava : Slovenská akadémia vied, 1966. 298 s. bez ISBN
- FINDRA, J. – GOMBALA, J. – PLINTOVIČ, I.: Slovník literárnovedných termínov. Bratislava : Slovenské pedagogické nakladateľstvo, 1987. 410 s.
- HARPÁŇ, M.: Teória literatúry. Bratislava : Tigra, 2004 ISBN 80-88869-37-4
- HRABÁK, J.: Poetika. Praha : Československý spisovateľ, 1973
- MIKULA, V.: Slovník slovenských spisovateľov. Bratislava : Kalligram, 2005. - 651 s. ISBN 80-7149- 801-7.
- SABOL, J.: Teória literatúry. Základy slovenskej verzológie. Košice : Univerzita Pavla Jozefa Šafárika, 1988. 191 s.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 19

A	B	C	D	E	FX
26.32	21.05	21.05	10.53	21.05	0.0

Teacher: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD., doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD.,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ ULF/22	Name: Introduction to linguistics, phonetics and phonology of Slovak language
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Active participation in classes is also demonstrated by asking questions at the beginning of the class as a repetition of the previous topic. Home study of professional literature (2 credits) Interim evaluation based on alternatives (1 cr.): A) preparation and analysis of a sound recording from the private sphere of the listener from the aspect of normative pronunciation and observance of phonological rules of the Slovak language with regard to the possible influence of Hungarian. B) Active solution of ongoing tasks and knowledge quizzes Interim evaluation based on alternatives (1 cr.): A) continuous test B) Elaboration of a semester work on a topic selected from the thematic areas of introduction to linguistics Evaluation criteria: - Adequate way of processing the semester work - Construction, continuity and logic of the text - Understanding of professional issues, ability to reflect and interpret facts - Formal editing, correct citation, paraphrasing and listing of sources Final knowledge test in the scope of the content syllabus of the course with independent home preparation (1 cr.) Evaluation criteria: - linguistic disciplines, writing development, language as a system, language levels - knowledge and context in the field of phonetics and phonology Summary evaluation in accordance with the UJS Study Regulations (Article 19, point 3)	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student will master a set of basic linguistic terms and concepts with which he will work during his studies and in pedagogical practice, • get acquainted with the integration of linguistics into the system of sciences, with the methods of linguistic research in the historical cross-section, • with the most important theories of language functions, 	

- the student learns the dichotomy of language and speech according to Ferdinand de Saussure,
- acquire basic knowledge of semiotics as a science of signs with special regard to the nature of the language sign (semantic triangle),
- due to the nature of the study of the Slovak language, the student will master the issues of the system and structure of the language, the division of the language system and its connection with basic linguistic disciplines;
- get acquainted with the issues of individual linguistic disciplines, including basic concepts and terms with emphasis on those linguistic disciplines that will be the subject of his studies at the Faculty of Education (phonetics and phonology, morphology, lexicology, syntax, stylistics; development and history of literary language, dialectology),
- due to the fact that the study of the Slovak language is carried out in a region with a predominance of Hungarian ethnicity, special attention will be paid to the issue of language classification (genealogical, typological and campus), thanks to which the student already acquires basic knowledge on typological differences between Slovak and Hungarian;
- the student has knowledge-arguments acquired about the language and its laws, about the way and conditions of its functioning in all language levels and relations to other languages,
- the student acquires the issue of partial disciplines within the sound level of the language,
- acquire general knowledge about the construction of the Slovak phonological system, even in comparison with Hungarian,
- acquire knowledge of the principles of normative pronunciation of the Slovak language, in confrontation with the Hungarian language, but also with other Slavic languages,
- will be able to explain the connections and relationships between spelling and pronunciation,
- get acquainted with articulatory organs and articulation, learn about ways of making sounds by speech systems; learn the definition of the term phoneme in confrontation with the term voice, gain knowledge about the inventory of Slovak phonemes and its division,

Skills:

- The student will be able to work with basic linguistic terms and knowledge both in the teaching process and in the creation of term papers and theses.
- The student will be able to correctly explain the theory of language sign, character definition, typology of individual characters (icons, indexes, symbols) and character structure (semantic triangle, arbitrariness, motivation);
- is able to correctly evaluate and explain the relationships of language and speech, language and thinking,
- is able to orientate in the internal organization of the language system and know the factors of its structuring,
- will be able to correctly characterize the sound, morphological, syntactic, lexical, stylistic level of language and specify the relationships between individual language levels,
- will be able to use the acquired theoretical knowledge of orthography and orthoepy in writing and reading their own texts as well as in correcting spelling and pronunciation in the educational process,
- will be able to orientate in the phonetic system of standard Slovak,
- will be able to correctly read any Slovak text of factual or artistic literature in accordance with the principles of literary pronunciation,
- masters standard Slovak pronunciation, will be able to explain its basic principles,
- will be able to correctly use theoretical knowledge of orthoepy for the personal development of orthoepic skills and to learn the pronunciation of students,
- will be able to characterize the correct pronunciation of vocals and consonants, detect and correct pronunciation errors,

- can characterize the distinctive symptoms of Slovak phonemes and the basics of phonetic transcription,
- will be able to characterize the rules of pronunciation of prepositions and know the principles of vocalization of prepositions.
- will be able to determine nonsense assimilation, resp. imitation and to identify places where evil assimilation occurs.

Competences:

- The student will be able to apply the basics of system-structural thinking about language and theory of linguistics as a prerequisite for the study of specific linguistic disciplines.
- The student will be able to identify with the need for professional development and set goals for their professional development.
- The student will be able to correctly explain the connections between phonology, spelling and pronunciation, apply the phonetic inventory of contemporary standard Slovak in written and oral expression, guide and correct students' written and oral speeches.
- The student will be able to deepen their knowledge in the field of linguistics, broaden their perspective in language theory, linguistic disciplines, language system and language levels.
- The student will be able to independently plan different ways of examining language units.
- The student will be able to apply the acquired theoretical knowledge from the basics of linguistics to a specific language material.
- The student will be able to implement spelling principles based on theoretical knowledge in practice, t. j. when creating, writing and correcting written speeches.
- The student will be able to apply the rules of literary pronunciation in oral expressions, to lead students to correct pronunciation in pedagogical work.
- The student will be able to explain the linguistic context of the orthographic and orthoepic norm, will be able to take a stand on the application of these standards in various media and in school practice

Brief syllabus:

1. Linguistics, concept, subject of research. The place of linguistics in the system of sciences. Division of the language system and basic linguistic disciplines. The relationship between language and speech. Origin and development of language. Theory of language origin.
2. Understanding language and speech according to F. de Saussure. Basic forms of language and language functions. Language as a sign. Sign system and principles of its functioning. Language character theory, character division, semantic triangle. Language and human communication, communication process; (language) communication model.
3. System and structure of language. Paradigmatic and syntagmatic relations. Subject of research of individual levels of the language system; basic terms.
4. Sound level of language, its place among language levels, the essence of the discipline. Why study phonetics and phonology at the Faculty of Education? The relationship between phonetics and phonology, the subject of research and their basic units. Overview of phonetic research. Division and partial disciplines of phonetics.
5. Speech production and perception. Physiological side of speech production. Articulatory organs, places and ways of creating sounds, phonation. Sound signal perception.
6. Distribution of sounds from the articulatory point of view. Segmental phonetics. Speech flow identification. The difference between consonants and vowels. Phonetic transcription.
7. Vocal subsystem of Slovak in comparison with Hungarian. General characteristics of vowels. Classification of vowels. Interaction of organ cavities in the articulation of individual vowels.
8. Diphthongs. Diftongy as a vocal microsystem. Properties and classification of diphthongs. Gliding. Common and different properties of diphthongs and monoftongs. Vowel groups and false diphthongs. Position of occurrence of diphthongs.

9. Consonantism of Slovak in comparison with Hungarian. Consonant articulation: types of obstacles. Classification of consonants. Contrastivity in the system of consonants in Slovak and Hungarian. Length and doubling of consonants.
10. Orthophonia and orthoepia. Orthophonic errors. Normative pronunciation of Slovak, its assumptions. Orthoepic errors in the pronunciation of vowels, diphthongs and consonants. Ways of finding out and determining and mastering the correct pronunciation of elementary school students.
11. Suprasegmental phenomena. Grouping of sounds: syllable, word, measure, column, sentence. Syllable structures. Functions and classification of suprasegmental phenomena, types of speech modulation.
12. Phonology, distinctive symptoms, allophones. Combinatorial and optional variants. The relationship vowel - phoneme - graphema. Spelling principles. Phonological typology. Phonological opposites and their neutralization. Assimilation and neutralisation.
13. Alternations in Slovak and Hungarian. Types of voice rotation: vocalic / consonantal, correlated / uncorrelated, quantitative / qualitative.

Literature:

ALABÁNOVÁ, M. Slovenský jazyk a literatúra v menšinových školách. Nitra: UKF, 2008. ISBN 978-80-969945-7-1

HORECKÝ, J.: Základy jazykovedy. Bratislava: SPN, 1978. 175 s.

KRÁL, Á. – SABOL, J. Fonetika a fonológia, Bratislava: SPN, 1989. ISBN 80 08 00036 8

MISTRÍK, J.: Jazyk a reč. Bratislava : Mladé letá, 1984. ISBN 0012983

MISTRÍK, J.: Lingvistický slovník. Bratislava, 2002. ISBN 80 08 02704 5

MISTRÍK, J.: Moderná slovenčina. Bratislava : SPN, 1996. ISBN 80-08-01042-8

NAVRÁTĽ, L. Fonetika a fonológia IN: Slovenský jazyk pre štúdium učiteľstva 1. stupňa zš s vyuč.jaz. maď. Nitra: Vysoká škola pedagogická, 1995. s.7-49. ISBN 80-8050-021-5

PAULINY, E. Slovenská fonológia. Bratislava: SPN, 1979. 212 s.

PILECKY M. Základy porovnávej fonológie. Pílišska Čaba: PPKE BTK, 2007. ISBN 978-963-9206-40-3

SABOL, J. – ONDRUŠ, Š.: Úvod do štúdia jazykov. Bratislava : SPN, 1987. 343 s.

SIČÁKOVÁ, Ľ. Fonetika a fonológia pre elementaristov. Prešov, 2002. ISBN 9788089038152

TÓTH, S. J.: Jazykovedné pojmoslovie slovensko-maďarské. Komárno: UJS, 2015. ISBN 978-80-8122-153-8

<https://slovník.juls.savba.sk/>

<https://www.juls.savba.sk/ediela/ks/>

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 20

A	B	C	D	E	FX
25.0	10.0	30.0	15.0	5.0	15.0

Teacher: prof. PhDr. Juraj Vaňko, CSc., doc. PhDr. Eva Tibenská, PhD., doc. PhDr. Eva Tibenská, PhD., prof. PhDr. Juraj Vaňko, CSc.,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdb/ ŠS/22	Name: Slovak Language and Literature
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study:	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: All students who have met the requirements of the study program during the examination in the last year of their studies may participate in the state examination at the usual time according to the study schedule. In the oral state examination, the student reports on the knowledge and skills acquired in his / her own field, as well as on the interdisciplinary connections with the relevant fields. Demonstrates the ability to convey information, ideas, problems, and solutions to professional and lay audiences. The state exam takes the form of a colloquium, during which the student's performance is assessed on a scale from A to FX. The ticket is included in the total state exam evaluation. The oral examination is evaluated on the basis of the following classification scale: A - 100–91%, B - 90–81%, C - 80–71%, D - 70–61%, E - 60–50%. A student who does not reach 50% will not receive credit. The chairman of the committee shall announce the results of the state examination and the defense in public	
Results of education: Knowledge: <ul style="list-style-type: none"> - the student has acquired knowledge from the compulsory and profile subjects of the study program, - the student is able to define and interpret the basic concepts in his / her own words, to explain and describe the basic processes, to characterize and apply the scientific methods of the research in the areas given in the thematic plan of the subject, - the student is able to analyze and evaluate the knowledge of his / her field so far. Abilities: <ul style="list-style-type: none"> - the student is able to present his / her expertise, - the student is able to transfer his / her knowledge, - the student is able to systematize and apply the acquired theoretical knowledge, - the student has the ability to study independently, which allows him / her to continue his / her studies. Competencies: <ul style="list-style-type: none"> - the student is able to express his / her language and professional culture in the oral examination, 	

- the student can use the acquired knowledge in a broader context,
- the student is able to put the acquired knowledge into practice and systematize it,
- the student is able to use his / her knowledge in a creative way in solving the tasks, as well as to analyze the problem and systematize new solutions,
- the student is able to answer the questions of the committee at the expected level.

Brief syllabus:

Theory of literature, history of Slovak literature from the beginnings to the interwar period. Children's and youth literature. Interpretation of literary text. Methodology of literature. Phonetics, phonology, morphology, lexicology, syntax of Slovak.

Literature:

Odporúčaná literatúra:

Literatúra uvedená v informačných listoch študijného programu

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 5

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

Teacher:

Date of last update: 07.06.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ SMP/22	Name: Social, moral and legal context of computer systems development
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, students will complete two written quizzes for which they may earn 100% of the total points. For assessment A should be obtained at least 90 points, for assessment B at least 80 points, for assessment C at least 70 points, for assessment D at least 60 points, for assessment E at least 50 points. Credits for the subject will not be awarded to a student who does not obtain at least 50 points.	
Results of education: Educational outcomes - knowledges: Upon successful completion of the course, the student: - will be aware of the social, moral, legal and economic contexts of his/her profession, - acquire a basic knowledge of the methods and means of ensuring safety on Internet security, and acquire basic knowledge in selected areas of law application, - gain knowledge of the understanding of ICT and the information revolution. Educational outcomes - skills: Upon successful completion of the course, the student: - can use selected legal norms, - can use the Internet and means of communication in accordance with the protection of personal data, with the protection of business privacy and general security, - can use electronic signature. Educational outcomes - competencies: Upon successful completion of the course, the student will be able to make independent and correct decisions and act in specific ethical and cybercrime situations.	
Brief syllabus: 1. Legal protection of computer software 2. Copyright protection of computer programs 3. Social context of informatics and information and communication technologies 4. Information and communications technology law 5. Software piracy 6. Cybercrime 7. Legal regulations for e-commerce in Slovakia 8. Electronic signature 9. Internet safety 10. Legal issues and the internet in Slovakia	

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

Literature:

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

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

Hungarian or Slovak

Notes:

Student workload distribution:

60% - participation in tutorials, preparation for examinations,

40% - studying literature, practicing the acquired knowledge.

Evaluation of subjects

Total number of evaluated students: 9

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

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

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ TAP/22	Name: Educational software development
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, students create their own applications (projects), under the guidance of the teacher. They are continuously checked and scored in their creative work as they progress with their project. The subject ends with an exam. Students must obtain at least 50% of the interim assessment (creation of own project) to be allowed to take the exam. Students are classified according to the obtained average from the overall evaluation of the interim assessment (work on the project) during the semester (50%) and the assessment of the final project (50%), which they must present in the exam. To receive grade A in the course, student must obtain at least 90%, for grade B at least 80%, for grade C at least 70%, for grade D at least 60% and for grade E at least 50%.	
Results of education: Knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • knows strategies, methods and forms of creating applications; • knows the principles of program creation in programming languages; • knows and knows how to effectively apply the acquired programming knowledge during the development of own pedagogical applications; • knows the basic principles of creating algorithms and program structures. Skills: After completing the subject, the student: <ul style="list-style-type: none"> • is able to analyze and solve problems using a programming language; • is able to independently apply an algorithm to solve a given problem; • is able to controls programming actively in a given programming environment, or can integrate more environments to achieve the set goal; • is able to design and implement own project; • is capable of independent creation of presentations of teaching material, creation of e-learning courses in various environments; • is able to create applications for interactive whiteboards useable in the pedagogical process. Competencies: After completing the subject, the student: <ul style="list-style-type: none"> • has a high degree of independence in creation of applications (projects); 	

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

Brief syllabus:

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

Literature:

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

Odborné články:

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

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

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

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

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

Hungarian or Slovak

Notes:

Distribution of the student's workload:

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

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

Evaluation of subjects

Total number of evaluated students: 16

A	B	C	D	E	FX
62.5	0.0	12.5	6.25	0.0	18.75

Teacher: PaedDr. Krisztina Czaková, PhD., RNDr. Štefan Gubo, PhD.,

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Literature:

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

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

Hungarian or Slovak

Notes:

Distribution of the student's workload:

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

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

Evaluation of subjects

Total number of evaluated students: 83

A	B	C	D	E	FX
2.41	0.0	7.23	21.69	51.81	16.87

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

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ TMA/22	Name: Multimedia application development
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, students solve practical problems for which they can get 60 points. At the end of the semester, students will complete a term project for which they may receive 40 points. A grade of A requires at least 90% points, a grade of B requires at least 80% points, a grade of C requires at least 70% points, a grade of D requires at least 60% points, and a grade of E requires at least 50% points. Credit will not be awarded to a student who has not earned 50% of the points at the end of the semester.	
Results of education: Knowledge: After completing the course, the student will be familiar with the SVG format. The student knows how to create and modify an SVG image using program code or a vector graphics editor. The student knows the possibilities of animating, interacting, and attaching sound to vector images. Skills: Upon completion of this course, students will have basic knowledge and skills in vector image (graphical object) creation and simple animations in an SVG/JavaScript or SVG/JQuery environment. Upon completion of the course, students are able to independently create illustrations and simple animations that can be easily integrated into web pages using HTML. Competencies: Upon completion of the course, students have the ability to create vector-based audiovisual interactive web applications. The student can use his/her skills as a web developer, as a full-stack developer, as a web game developer, or as a web animator. The student can also use his/her skills as a developer of a system for visualizing information, for creating graphs, charts, infographics, and for visually representing information.	
Brief syllabus: 1. Basics of vector representation. SVG format. Basic objects supported in SVG format, lines, segments, circles, ellipses, rectangles, spline-y. 2. Object attributes such as color, transparency, frame, position, orientation. 3. Grouping of objects. 4. Software for creating SVG images, integration and display of SVG images in web pages. 5. Creating simple SVG images.	

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

Literature:

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

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

Hungarian or Slovak

Notes:

Student workload distribution:

55% - participation in classes, preparation for exercises,

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

Evaluation of subjects

Total number of evaluated students: 1

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

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

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/TPS/22	Name: Pedagogical software creation
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester students independently solve a designated programming task - semester project, the output of which is their own pedagogical software. Students also have the opportunity to consult their project during the semester (its specific development phase) with the teacher. The students' work on the project is continuously monitored and scored. The completed pedagogical software will be handed over at the end of the semester (electronically and with instructions for use). The subject ends with exam. The condition for admission to the exam is that the score obtained from the continuous evaluation of the preparation of the student's own project (pedagogical software) reaches at least 50% of the possible points. Students are evaluated on the basis of the average obtained from the evaluation of the work (project work) during the semester (50%) and the level of the final work (project) (50%). They must defend the project during the exam. An average of at least 90% is required to achieve grade A, at least 80% for grade B, at least 70% for grade C, at least 60% for grade D, and at least 50% for grade E.	
Results of education: Knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • knows the strategies, methods and forms of pedagogical software development; • is aware of the possibilities of the computer in the individual teaching forms and phases; • knows the basic principles of program creation in programming languages; • knows the basic principles of creating algorithms and program structures for controlling; • knows and can effectively apply the acquired programming knowledge to create own pedagogical software; • knows the pedagogical and psychological aspects of pedagogical software creation. Skills: After completing the subject, the student: <ul style="list-style-type: none"> • can analyze problems and solve them using a programming language; • can choose the right algorithm to solve the problem; • can actively write program in a specific programming environment or can integrate several environments to achieve the set goal; • is able to select and skillfully use the appropriate programming environment (or even combine different environments) for the creation of pedagogical software on a given topic; 	

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

Competencies:

After completing the subject, the student:

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

Brief syllabus:

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

Literature:

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

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

Odborné články:

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

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

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

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

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

Hungarian or Slovak

Notes:

Student workload:

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

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

Evaluation of subjects

Total number of evaluated students: 4

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

Teacher: Dr. habil. Dr. Gábor Kiss, PhD., PaedDr. Krisztina Czakóová, PhD.,

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ TXE/22	Name: Text editors
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 0 / 2 For the study period: 0 / 0 / 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Students are required to actively participate in class, which is monitored and counts for 20% of the overall course grade. During the semester, students work on their two semestral works, which are required and must be turned in for grading. The course ends with an exam. Grading is determined by the average of the 2 graded semestral works, each of which students must complete at least 50%. The student is classified according to the average obtained in the tests and its defense (80% of the total grade) and active participation in the exercises (20% of the total grade). To obtain grade „A“ students have to obtain minimum 90% of the total score, to obtain grade „B“ students have to obtain 80% of the total score, to obtain grade „C“ students have to obtain 70% of the total score, to obtain grade „D“ students have to obtain 60% of the total score, to obtain grade „E“ students have to obtain 50% of the total score. There is no credit for the subject if a student obtains less than 50%.	
Results of education: Knowledge: The student has knowledge of word processors, proficiency in the LaTeX word processor. Skills: The student is able to use the LaTeX word processor, is proficient in word processing, and is able to program in LaTeX at a basic level. The student is proficient in the basic principles of creating structured text documents in the TeX typographic system (LaTeX). Competences: The student is characterized by independence in working in Latex at the user level.	
Brief syllabus: 1. The environment of text editors and their basic functions. 2. Text editors (types of text editors: interpreters). 3. The environment of text editors and their basic functions. 4. Document creation standards. Basic document structure. 5. Introduction to TeX. 6. Writing plain texts, choice of font size and type. 7. LaTeX environments for creating lists, bullets, tables, simple charts.	

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

Literature:

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

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

Hungarian or Slovak

Notes:

Student workload distribution:

45% - attendance at tutorials, exam preparation,

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

Evaluation of subjects

Total number of evaluated students: 31

A	B	C	D	E	FX
29.03	32.26	12.9	12.9	9.68	3.23

Teacher: PaedDr. Márk Csóka, PhD.,

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ UDI/22	Name: Introduction to IT
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 2 / 1 / 0 For the study period: 26 / 13 / 0 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, students write two written papers, which are evaluated as a percentage. Students must achieve a score of at least 50% for both written papers in order to take the exam. During the semester, students work independently on a semester assignment or project (processing of literature), and they can receive a total of 20 points out of a total of 100 points for their submission and presentation. The combined exam consists of a written and oral part. To pass the exam, students must achieve at least 50% in the oral exam. The students are classified based on the obtained average, which includes the continuous performance of the semester, the work of the semester project and the result of the exam. A grade is at least 90 points, B grade is at least 80 points, C grade is at least 70 points, D grade is at least 60 points and E grade is at least 50 points. A student who scores less than 50 points cannot receive credit.	
Results of education: Educational results - knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • knows the role, tools and solutions of IT; • knows the concept of data and the principles of information and processing; • knows the basic principles of coding and displaying information on a computer and simple methods for their processing; • knows the principles of basic mathematical operations and conversions performed in the binary system, as well as the floating-point representation of real numbers; • knows the connections between individual number systems (conversions, transformations); • can think algorithmically and apply knowledge to solve the problem; • knows the basic principles of creating and graphically representing formal algorithms; • knows the classification of programming languages, the structure of the given programming language (e.g. Python), knows the elements and programming structures of the given language (condition, cycle, functions). Learning outcomes - skills: After completing the subject, the student: <ul style="list-style-type: none"> • can analyze and solve problems using a programming language; • able to independently apply an algorithm to solve a specific problem; 	

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

Educational results - competences:

After completing the subject, the student:

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

Brief syllabus:

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

Literature:

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

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

Hungarian or Slovak

Notes:

Distribution of student workload:

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

Evaluation of subjects

Total number of evaluated students: 42

A	B	C	D	E	FX
26.19	33.33	23.81	7.14	9.52	0.0

Teacher: Dr. habil. Attila Elemér Kiss, CSc., Mgr. Balázs Vigh, PaedDr. Bence Pásztor,

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhD. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Competencies:

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

Brief syllabus:

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

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

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

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

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

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

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

First aid for burns caused by caustics and chemicals.

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

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

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

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

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

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

Literature:

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

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

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 233

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

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

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmet', CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

The student has specific knowledge of :

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

Skills:

The student is able to:

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

Competences:

Student:

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

Brief syllabus:

The concept and place of didactics in pedagogy.

Epistemological aspects of education.

Thought operations.

Education, teaching and learning: theories and models.

Planning the educational process.

The teacher and his strategies. Methods and teaching aids.

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

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

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

Literature:

Compulsory literature:

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

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

Recommended literature:

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

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

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

ČERNEK, P. 2014. Metodické poznámky k ŠVP pre materské školy pre vzdelávaciu oblasť Matematika a práca s informáciami. Bratislava: MPC, 34 s. ISBN 978 – 80 – 565 – 0032 – 3. [online] Dostupné na internete: https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/cernek_0.pdf

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

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

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

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

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

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

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

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

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

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

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

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

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

ZÁPOTOČNÁ, Z.- PETROVÁ, Z. 2016. Jazyk a komunikácia. Metodická príručka k

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

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

Notes:

Evaluation of subjects

Total number of evaluated students: 214

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

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

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Competences:

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

Brief syllabus:

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

Literature:

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

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

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

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

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

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 8

a	n
100.0	0.0

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

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

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

Competences:

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

can work effectively independently in the online world,

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

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

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

Brief syllabus:

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

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

Online tools to support cooperative learning. Augmented reality options.

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

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

Data protection and online safety.

Literature:

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

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

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

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

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

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

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 91

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

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

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhD. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Competences:

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

Brief syllabus:

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

School problems: difficulties, disorders, falling behind.

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

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

Options and principles of integration.

Individual educational plan and program - development and implementation.

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

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

Literature:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 67

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

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

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Competences:

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

Brief syllabus:

Subject and goals of therapeutic and special pedagogy.

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

Characteristics of children's school developmental period.

School problems: difficulties, disorders, lagging.

Indications for special educational needs of students.

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

Development and development - educational opportunities.

Indicators for inclusion (integration) of children and students.

Options and principles of integration.

Individual educational plan and program - development and implementation.

Cooperation with the inclusive team and counseling centers.

School psychologist and school special educator.

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

Literature:

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

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

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

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

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

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

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

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

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

INFORMATION SHEET

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

INFORMATION SHEET

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

Brief syllabus:

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

Literature:

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

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

hungarian

Notes:					
Evaluation of subjects					
Total number of evaluated students: 29					
A	B	C	D	E	FX
34.48	24.14	13.79	10.34	6.9	10.34
Teacher: Mgr. Szilvia Szabó,					
Date of last update: 26.11.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

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

INFORMATION SHEET

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

INFORMATION SHEET

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

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/UZ/ KONNJ2/24		Name: Conversation in the German language 2			
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present					
Number of credits: 1					
Recommended semester/trimester of study: 2., 4., 6.					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature:					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 7					
A	B	C	D	E	FX
42.86	28.57	14.29	0.0	0.0	14.29
Teacher: Mgr. Cyntia Szegiová,					
Date of last update: 23.09.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/UZ/ KONSJ/23		Name: Konverzácia v slovenskom jazyku			
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present					
Number of credits: 1					
Recommended semester/trimester of study: 1., 3., 5.					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature:					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 7					
A	B	C	D	E	FX
28.57	28.57	14.29	0.0	0.0	28.57
Teacher: Mgr. Katalin Sýkora Hernády, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. PhDr. Juraj Vaňko, CSc.,					
Date of last update: 30.05.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ MKO/22	Name: Minority competencies
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: General conditions for passing the course: active participation of the student in lectures, - participation of the student in the assignments and participation in the analysis and discussions during lectures, - an essay in which the student analyses relevant professional, scientific literature or an article (100 points), or a project proposal for an educational activity with the aim of developing the student's intercultural and minority competences (100 points). Criteria for essay evaluation: - Presentation of a literature review (20 points), - analysis and evaluation (40 points), - drawing conclusions and formulating suggestions (20 points), - elaboration (20 points). Criteria for evaluation of the educational activity project proposal: - Content (40 points), - originality (20 points), - formality (20 points), - presentation of the literature review (20 points). Total student load: 2 credits = 60 hours - 13 hours lecture attendance; 20 hours self-study; 27 hours preparation of term papers. The condition for successful completion of the course in both training modules is obtaining at least 50% of the maximum course grade. Overall course pass mark: - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70-79% (70-79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points)	
Results of education: Knowledge:	

- The student can explain and justify the transformations of the terms intercultural, multicultural, and transcultural education.
- The student will be familiar with the concepts of identity, majority and minority identity, educator identity, and minority educator identity.
- The student will be able to analyze current concepts of minority educational policy in Slovakia.

Skills:

- The student will be able to independently search, compare and work with relevant literature sources.

Competencies:

- The student will be able to design a project of an educational activity in order to develop intercultural and minority competences of the pupil.
- The student will be able to design various didactic games that aim at developing intercultural and minority competences of the pupil.

Brief syllabus:

Theoretical approaches to identity from a minority identity perspective.

General theoretical foundations of the concept of identity

Theories of identity research.

State and nation - national, ethnic, majority and minority identity.

Forms of ethnic and national minority education; contemporary analysis of the situation in Slovakia.

Curricular aspects of minority identity.

Literature:

HORVÁTHOVÁ, Kinga, Péter TÓTH, András NÉMETH. 2019. Kisebbségi helyzet, identitás és műveltség [elektronický zdroj]: A szlovákiai magyar pedagógusok társadalmi önmegvalósítása. 1. vyd. Komárno: Univerzita J. Selyeho, 2019. 117 s. [CD-ROM]. ISBN 978-80-8122-309-9.

HUSZÁR, Zsuzsanna, Melinda NAGY, Péter TÓTH, Béla István PUKÁNSZKY a András NÉMETH. 2021. Szlovákiai magyar pedagógusok szakmaképe, kisebbségi és pedagógusi identitásának vizsgálata. In: Engler Ágnes, Bócsi Veronika, Andl Helga (eds.). Új kutatások a neveléstudományokban 2020: Család a nevelés és az oktatás fókuszában. Debrecen: Magyar Tudományos Akadémia Pedagógiai Bizottság, 2021, P. 178-197.

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

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 1

A	B	C	D	E	FX
0.0	0.0	100.0	0.0	0.0	0.0
Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Patrik Baka, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Tímea Mészáros,					
Date of last update: 30.05.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ MPP/22	Name: Art-pedagogy-psychology, personal development course
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: General conditions for taking the course: - Active participation of the student in the seminars, - Participation of the student in the assigned tasks and involvement in discussions and creative individual and group activities and activities during the seminars. Total student workload: 1 credit = 30 hours - 13 hours for participation in seminars (contact hours), - 7 hours of study of recommended reading, - 10 hours of participation in assignments. Prerequisites for successful completion of the course are as follows: - Active participation of the student in the seminars, participation in debates, individual and group activities within the seminars (50%), - completion of the individual and group assignments (50%).	
Results of education: The aim of the course is to develop the personality of future teachers, their personality traits, communication skills and strengthening self-esteem as necessary attributes for the successful implementation of the educational process. The course introduces students to the methods, techniques and practices of experiential learning, positive psychology and positive education, through which the education of creative, empathetic, tolerant and professionally self-confident and motivated educators is carried out. Knowledge: - The student is proficient in the fundamentals of the art, education, and psychological disciplines system. - The student knows the fundamentals of experiential pedagogy theory and practice. - The student knows the foundations of the theory and practice of positive psychology and positive education. - The student knows the basic methods and techniques of art therapy, music therapy, art therapy, with their possible use in the educational process. Skills: - The student is able to apply selected methods, techniques, procedures of positive psychology and positive education in the educational process.	

- The student is able to use selected methods, techniques, procedures of applied psychology and pedagogical communication in the educational process.
- The student is able to apply selected innovative, progressive methods and techniques for the benefit of comprehensive personality development.

Competencies:

- The student purposefully and systematically pursues the development of his/her own personal and pedagogical core competencies, including through artistic and educational psychological disciplines.
- The student understands the educational process as an opportunity to develop and shape the personality of pupils and teachers, using new knowledge from the field of positive psychology and positive education.
- The student has developed competences for adapting elements, techniques and procedures from the field of artistic-educational and pedagogical-psychological disciplines to his/her own educational activity.

Brief syllabus:

- The place and importance of artistic, pedagogical and psychological disciplines in the development of personality aptitudes and harmonious personality development.
- Art education and its means in favor of developing emotional intelligence and comprehensive development of personality.
- Possibilities of application and application of creative methods and techniques of art education, passive and active art therapy and music therapy in the educational process (e.g. participation in an artistic event or participation in the creation of various projects of artistic orientation).
- Pedagogical-psychological disciplines, methods, techniques and means in favour of prevention and mental health of the pedagogical personality.
- Possibilities of application and application of methods and techniques of activation and motivation in the educational process:
 - Creation of a motivational calendar,
 - techniques of "rethinking and reframing" from the field of positive psychology,
 - altruism, volunteer activities and their influence on the mental and psychological health of the pedagogical personality,
 - the possibilities of drama education,
 - methods and techniques of "team-building" in favour of building interpersonal relationships.
- Possibilities of practicing and applying methods and techniques for the development of communication skills.
- Possibilities of practicing and applying methods and techniques with relaxation intention and to relieve tension, stress, stage fright.
- Positive pedagogy, positive psychology, experiential pedagogy as innovative and progressive directions of the 21st century and possibilities of their implementation in the educational process.

Literature:

- BAGDY, E. 2003. Pszichofitness. ANIMULA, 2003. ISBN 9634080502.
- BAGDY, E. 2002. Személyiségfejlesztő módszerek az iskolában. Budapest: Nemzeti Tankönyvkiadó, 2002. ISBN 9631922359.
- BAGDY, E. & BISHOP, B. & BÖJTE, CS. & RAMBALA, É. 2011. Hidak egymáshoz: Empátia, kommunikáció, konfliktuskezelés. Budapest: Kulcslyuk Kiadó. ISBN 978-963-89026-5-8.
- BAGDY, E., & KÁDÁR, A. KOZMA-VÍZKELETI, D. & PÁL, F. & SZONDY, M. 2014. Bízz magadban!: Önértékelés, önfogadás, önbecsülés. Budapest: Kulcslyuk Kiadó. ISBN 978-615-5281-18-1.

CINDLEROVÁ I. & A. CSEHIOVÁ & S. DUKIČIN VUČKOVIĆ & G. ENTLOVÁ & Z. GADUŠOVÁ & GY. GÁL & T. GUZIUROVÁ & A. HAŠKOVÁ & L. HOLEČKOVÁ & K. HORVÁTHOVÁ, K. & SZŐKÖL. I. 2016. A pedagógiai kommunikáció. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-175-0.

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

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

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

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

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

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

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

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

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

STRÉDL, T. 2017. Terápiák és nevelés: A terápia szocializációs hatása a nevelésben. Komárno: Univerzita J. Selyeho, 2017. 102 s. ISBN 978-80-8122-227-6.

TÓTH-BAKOS, A. Alternatív irányzatok a zenei nevelésben az inklúzió jegyében, avagy, hogyan lehet a zene tényleg mindenkié. In Parlando [online]. 2021, no. 6 [cit. 2021-12-07]. Dostupné na internete: <http://www.parlando.hu/2021/2021-6/Toth-Bakos_Anita.pdf>. ISSN 2063-1979.

TÓTHNÉ LITOVKINA, A. & ZOLCZER, P. 2018. Önfejlesztés és produktivitás: Rövid útmutató személyiségünk és teljesítőképességünk fejlesztéséhez. Komárno: Univerzita J. Selyeho ISBN 978-80-8122-288-7.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 36

a	n
100.0	0.0

Teacher: doc. dr. univ. Agáta Csehiová, PhD., Katalin Kanczné Nagy, PhD., Mgr. Anita Tóth-Bakos, PhD.,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ MUV/22	Name: Methods of learning and research
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The student's total workload: developing and updating a research plan min. 2 pages (20 points), development and adaptation of research methods and instruments (20 points), presentation of research method and instrument min. 2 pages (20 points), testing research methods and tools, summarizing experiences min. 3 pages (40 points). OR to reveal the learning style of the students with a selected questionnaire (min. 15 students), evaluate, identify learning styles and summarize the results in a written paper (min. 3 pages, 40 points). Complete evaluation of the success of the subject: <ul style="list-style-type: none"> • A = 90 – 100% (100 – 90 points) - excellent, • B = 80 – 89% (89 – 80 points) - very good, • C = 70 – 79% (79 – 70 points) - good, • D = 60 – 69% (69 – 60 points) - satisfactory, • E = 50 – 59% (59 – 50 points) - pass, • FX = 0 – 49% (49 – 0 points) - fail. The student's total workload - Work Schedule: 2 credit = 60 hours: 13 hours (contact hours); 47 hours (preparation of a semester paper).	
Results of education: Educational outcomes: The fulfilment of subject requirements entails the acquisition of the following characteristics; Knowledge: Familiarity with the most important characteristics of scientific research; Familiarity with the qualitative and quantitative methodologies; Familiarity with the methods of collecting research data; Familiarity with the basics of case-studies and online researches; Familiarity with the basics of Academic Writing; Familiarity with the working with scientific literature; Familiarity with the methods and characteristics of scientific literature; Familiarity with methods of reference to scientific literature;	

Familiarity with relationship between learning style, learning environment and learning motivation;
Familiarity with the basic concepts of learning methodology;
Familiarity with the main characteristics of measuring instruments (used during data collection),
Familiarity with the criteria of validity and reliability;
Familiarity with the requirement of an argumentative interpretation;

Abilities:

The student is able to:

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

Competencies:

The student is capable of:

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

Brief syllabus:

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

Literature:

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

Egyéni különbségek szerepe a tanulásban : A tanulási stílus / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2011. - 222 s. - ISBN 978-963-88946-5-6.-

A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája / Paul Roeders, Gefferth Éva. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 3

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

Teacher: prof. Péter Tóth, PhD., PaedDr. Alexandra Nagyová, PhD., Katalin Kanczné Nagy, PhD., doc. dr. univ. Agáta Csehiová, PhD.,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhD. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PDI/22	Name: Pedagogical diagnostics
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Conditions for passing the subject: The student's final assessment (max. 100 points = 100%) consists of the various results of the work done during the semester and the final test. Conditions for completing the subject: - active participation in lectures, - the student's participation in assigned tasks, analyses and discussions during lectures, - preparation of the student's seminar presentation / preparation of the thesis to be submitted, - successful final exam During the semester, students must complete the following tasks: - During the semester: a) written work in the form of a case study (group work; min 6 pages; max 50 points) or b) making a diagnostic record/observation sheet (group work; min 5 pages; max 50 points) or c) individual educational plan for a student with special educational needs within a given subject (group work; 5 pages; max 50 points). Aspects of evaluation a/ o description of the case from a diagnostic point of view, application of technical terminology (20 points), o content and form (10 points), o the suitability of the strategies proposed for the development of the problematic area(s) (20 points). Optional: written work or lecture/presentation. b/ o content (20 points), o form (10 points), o categorization of fields, technical terminology (20 points). Optional: written work or lecture/presentation. c/ o content (20 points), o form / structure (10 points),	

o suitability of strategies and procedures (20 points).

Optional: written work or lecture/presentation.

- At the end of the semester:

Completed final test (max 50 points)

Aspects of evaluation: based on the scores achieved A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; E = 50-59% of the total score.

The student's total workload in terms of the distribution of working hours: 2 credits = 60 working hours:

- Participation in lectures (13 working hours).

- The student's research work in connection with the seminar presentation/thesis to be submitted and its preparation (22 working hours).

- Preparation for the final test (25 working hours).

Final evaluation: The maximum score is 100. The condition for passing the subject is a minimum of 50 points (50%) with the condition that all tasks must be completed with at least 50%. Rating scale: A (90-100%), B (80-89%), C (70-79%), D (60-69%), E (50- 59%).

Results of education:

Results of education:

Knowledge

The student...

- on a theoretical level, can identify the developmental and individual characteristics of the child/student/youth, as well as the possibilities of self-evaluation,

- can justify the selection criteria of methods and forms of assessment related to the learning and behaviour of the child/student/youth,

- understands the cultural needs and characteristics of different social groups,

- raises awareness of the importance of pedagogical work depending on the diversity of the population,

- able to define the concept of pedagogical diagnostics, its goals and tasks, types and applied methods,

- familiar with computer-based testing procedures.

Abilities

The student...

- will be able to evaluate the educational process and its results, the learning process and its results: able to reasonably implement the pedagogical evaluation,

- has basic practical experience in assessing the current level of development and developmental characteristics of children/students,

- recognize pathological signs in behaviour; able to implement prevention, recognize and solve sociopathological phenomena,

- supports the formation of self-evaluation processes in their students,

- can modify and thereby make the activities more efficient,

- can apply reasonable and effective methods and forms of evaluation, evaluates the child/student free of prejudices and stereotypes,

- can identify developmental and individual characteristics in practice, recognize specific educational needs,

- takes into account the different levels of development of each child/student resulting from socio-cultural differences,

- has basic knowledge related to developmental differences resulting from the specific educational needs of individuals (health or social disadvantage, talent). Able to effectively cooperate with specialists (special pedagogues, psychologists and other specialists) during the educational process, following the principles of inclusive pedagogy, and to take their instructions

and conclusions into account in relation to the education of children/students with special educational needs,

- able to document results and select or compile record/observation sheets,
- is able to apply the methods and tools of pedagogical diagnostics in practice,
- accepts individual differences (accepts differences resulting from developmental and spiritual characteristics), has practical experience in identifying the psychological and social factors of learning and accepts and takes into account the diversity of the class/community,
- is able to develop an individual educational plan for a student with special educational needs and apply it in practice.

Competencies

The student...

- identifies with their profession and institutional standards,
- demonstrates an empathic attitude towards others,
- can adequately evaluate the learning process and its results based on the specified criteria (achievement of the set goals, the impact of learning on the child/student) according to the individual's developmental and individual characteristics,
- can use the skills necessary to establish the correct diagnosis during pedagogical diagnosis in practice and can formulate the prognosis, can set the appropriate development goals,
- uses the principles of assertive communication, communicates with legal representatives and specialists (psychologist, special pedagogue, other specialists) in matters concerning children/students with special educational needs,
- can effectively communicate and cooperate with the external environment,
- feels responsible for the effective implementation of the educational process supported by pedagogical diagnostics and the application of self-reflection.

Brief syllabus:

Pedagogical diagnostics as a scientific discipline. Its development tendencies and trends in the 20th and 21st centuries in Hungary and abroad.

Concept, object, goals, tasks and basic concepts of pedagogical diagnostics.

Pedagogical diagnostics in the school environment. Its focuses, importance, functions and methodological rules.

Typology of pedagogical diagnostics. The process of diagnosis. Application of pedagogical diagnostics in pedagogical processes.

Diagnostic competences of pedagogical workers.

Pedagogical evaluation. Basic requirements of diagnostic, formative and summative assessment.

Methods and tools of pedagogical diagnostics and their practical application.

Documenting the results of pedagogical diagnostics.

Diagnosing in practice. Social skills. Measuring learning motivation. Diagnosis of cognitive abilities. Computer-based testing.

Integration is inclusion.

Students with special educational needs in the school. Institutional integration of students with special educational needs. Integration, learning and behaviour disorder.

Educational programs for students with special educational needs. Individual educational plan and its practical application.

Cooperation with legal representatives, institutions and professionals.

Literature:

- BORBÉLYOVÁ, D. 2021. A pedagógiai diagnosztika új útjai és kihívásai. Komárno: Selye János Egyetem, Tanárképző kar. 251 o. ISBN 978-80-8122-394-5.

- Koncepcia rozvoja nadaných detí a mládeže v SR. 2007. Bratislava. [online]. Dostupné na internete: <https://www.minedu.sk/data/att/933.pdf>
- MERTIN, V.-KREJČOVÁ, L. 2016. Metody a postupy poznávání žáka. Pedagogická diagnostika. Wolters Kluwer ČR. 400 s. ISBN 9788075520142.
- Stratégia SR pre mládež na roky 2021-2028. [online]. Dostupné na internete: https://www.minedu.sk/data/files/11043_strategia-slovenskej-republiky-pre-mladez-na-roky-2021-2028.pdf
- STRÉDL, T. 2013. Inkluzív pedagógia avagy a gyogypedagógiáról másképp. 1. kiad. Komárno : Univerzita J. Selyeho, 148 s. ISBN 978-80-8122-089-0.
- VARGÁNÉ, MEZŐ, L. 2009. A pedagógiai dignosztika és az együttnevelést segítő szakmaközi együttműködés lehetőségei. [online]. Dostupné na internete: <https://ofi.oh.gov.hu/vargane-mezo-lilla-pedagogiai-diagnosztika-es-az-egyuttnevelest-segito-szakmaközi-egyuttmukodes>
- VAŠEK, Š. 2004. Špeciálno- pedagogická diagnostika. 4. vyd. Bratislava: Sapientia s.r.o, 2004. 168 s. ISBN 80-969112-0-1.
- ZELINKOVÁ, O. 2009. Poruchy učení : dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, ADHD. 1. vyd. Praha : Portál, 263 s. ISBN 978-80-7367-514-1.
- ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha: Portál. 208 s. ISBN 978-80-2620-044-4.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 117

A	B	C	D	E	FX
22.22	16.24	13.68	27.35	17.95	2.56

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

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PHO/22	Name: Pedagogical evaluation
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Final student assessment (max. 100 points = 100%): independent written work and final test. Prerequisites: - Active participation of the student in lectures, - active participation of the student in the course of the course, - successful completion of the final test. During the semester the student must prepare: - written thesis: The student has to construct a knowledge test in the context of his/her own approbation course. The paper should include: 1.) a knowledge test with a maximum time limit of 45 minutes, 2.) the correct answer key for each item, 3.) instructions for measurement (when, under what circumstances pupils can write the test, what aids they can use, etc.), 4.) A brief analysis of the curriculum (grade level; specific part of the curriculum covered etc.). Assessment criteria: - Form requirement (10 points), - content requirement, methodological correctness (20 points), - quality of instructions and key (20 points). Assessment criteria on the basis of the scores: to achieve an A grade 90-100% (50-46 points); for grade B, 80-89% (45-41 points); for grade C, 70-79% (40-36 points); for grade D, 60-69% (35-31 points); and for grade E 50-59% (30-25 points) of the total number of points. 0-24 points = FX. - Pass the final test - at the end of the semester (max 50 points). The test serves to verify the student's theoretical knowledge. Grading criteria based on points: to achieve grade A, you need to get 90-100% (50-46 points); for grade B, 80-89% (45-41 points); for grade C, 70-79% (40-36 points); for grade D, 60-69% (35-31 points) and for grade E, 50-59% (30-25 points) of the total points. 0-24 points = FX. Total student workload - distribution of work hours: 2 credits = 60 work hours: - Lecture attendance: total for the semester (13 hours).	

- Student's written work and its elaboration - designing a knowledge test (22 working hours).
- Preparation for the final test (25 working hours).

The maximum number of points is 100. The condition for passing the course is the achievement of at least 50 points, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade of A, 90-100% (90-100 points); for a grade of B, 80-89% (80-89 points); for a grade of C, 70-79% (70-79 points); for a grade of D, 60-69% (60-69 points); and for a grade of E, 50-59% (50-59 points) of the total number of points. 49-0 points = FX.

Results of education:

Knowledge

The student

- has an in-depth knowledge of the methodological foundations of assessment theory and practice, and of the theory and practice of student assessment,
- understand the importance of assessment and feedback in learning,
- can give an overview of current trends in assessment in education,
- has knowledge of the purpose and methods of diagnostic, formative and summative assessment,
- has knowledge of methodological guidelines for assessing and grading students,
- has knowledge of the similarities and differences between skills and knowledge tests,
- knows the principles of writing tasks,
- knows of the principles for the preparation of assesment and measurement guides,
- knows the principles of testing knowledge.

Skills:

The student

- will be able to evaluate the teaching-learning process and its outcomes, the learning process and its outcomes: will be able to carry out effective pedagogical evaluation,
- has basic practical experience in assessing learners' current levels of development and developmental characteristics,
- is able to apply different methods and forms of assessment, to assess the learner without prejudice and stereotypes,
- can identify developmental and individual characteristics in practice,
- is able to apply in practice the pedagogical assessment tools,
- is able to test subject knowledge.

Competences:

The student

- identifies with his/her profession and with institutional standards,
- demonstrates empathy towards others,
- is able to evaluate the learning process and its results in relation to the developmental and individual characteristics of the person, on the basis of the criteria set (achievement of objectives, impact of learning on the learner),
- adopt a non-judgemental and non-stereotypical approach to pedagogical assessment,
- has basic competences in the field of educational assessment.

Topics:

1. Student assessment. The impact of assessment on student performance and motivation.
2. Types, methods and tools of assessment in the teaching-learning process.
3. Diagnostic, formative and summative tests.
4. Assessment in relation to norms and criteria.
5. Performance indicators of tests, objectivity, reliability, validity. Assessment for learning in the classroom.
6. Skills and ability tests.

7. Principles of constructing and using proficiency tests.
8. Exploring content and requirements, constructing taxonomies.
9. Task pathology, types of tasks for knowledge assessment.
10. Practice in preparing knowledge assessment tasks.
11. Measurement and evaluation guides, revision key.
12. Interpretation of measurement results, use in school.

Brief syllabus:

Student assessment. The impact of assessment on student performance and motivation.
 Types, methods and tools of assessment in the teaching-learning process.
 Diagnostic, formative and summative tests.
 Assessment in relation to norms and criteria.
 Performance indicators of tests, objectivity, reliability, validity. Assessment for learning in the classroom.
 Skills and ability tests.
 Principles of constructing and using proficiency tests.
 Exploring content and requirements, constructing taxonomies.
 Task pathology, types of tasks for knowledge assessment.
 Practice in preparing knowledge assessment tasks.
 Measurement and evaluation guides, revision key.
 Interpretation of measurement results, use in school.

Literature:

BORBÉLYOVÁ, D. 2021. A pedagógiai diagnosztika új útjai és kihívásai. Komárno: Selye János Egyetem, Tanárképző kar. 251 o. ISBN 978-80-8122-394-5.

CSÍKOS, Cs. & B. NÉMETH, M. 1998. A tesztekkel mérhető tudás. In B. Csapó (Ed.), Az iskolai tudás (pp. 83–114). Budapest: Osiris Kiadó. ISBN 963 389 246 5. online. Dostupné na internete: http://publicatio.bibl.u-szeged.hu/11931/1/CsBeno_Iskolai_tudas_2002.pdf

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

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

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

JÓZSA, K. 2012. A tanulás affektív tényezői. In: Csapó Benő (szerk.): Mérlegen a magyar iskola. Nemzeti Tankönyvkiadó, Budapest. 367–406. online. Dostupné na internete: http://www.staff.u-szeged.hu/~fejesj/pdf/Jozsa-Fejes_2012_Affektiv_tenyezok.pdf

JÓZSA, K. 2012. Részletes tartalmi keretek az olvasás diagnosztikus értékeléséhez. In: Csapó Benő és Csépe Valéria (szerk.): Tartalmi keretek az olvasás diagnosztikus értékeléséhez. Budapest: Nemzeti Tankönyvkiadó. 219–308. online. Dostupné na internete: http://www.edu.u-szeged.hu/~csapo/publ/Olvasas_tartalmi_keretek.pdf

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

hungarian, slovak

Notes:					
Evaluation of subjects					
Total number of evaluated students: 1					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
Teacher: prof. Krisztián Józsa, DSc., Dr. habil. Erika Kopp, PhD., Mgr. Katarína Szarka, PhD., PaedDr. Diana Borbélyová, PhD.,					
Date of last update: 30.05.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PPX1/22	Name: Introductory pedagogical practice
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions for the completion of the course are defined by the current dean's guideline of the Faculty of Teacher Education of the SJU TKK Komárom: the Principles of Pedagogical Practice of the Selye János University. The student is obliged to follow the instructions for the subject Pedagogical Practice 1 - PPX 1 of this document and to act according to them. The conditions for completing the course: - active participation of the student in the pedagogical practice within the given time interval in accordance with the guidelines, - cooperation of the student in the performance of the tasks, active participation in the analysis and discussion during the pedagogical exercise, - submission of a completed report, stamped and signed by the institution, certifying participation in the pedagogical training (PPX 1), - Completion of a portfolio (reflection on the induction training) - assessment of the quality of the portfolio/reflection (max. 50 points): <ul style="list-style-type: none"> • content: 35 points, • format: 15 points. Total workload of the student: 1 credit = 30 working hours •5 contact hours in the form of attendance at the institution; 5 hours of analysis; 10 hours preparation of the portfolio/reflection. Successful completion of the course requires: 1.) the submission of a completed and signed/ stamped report on the pedagogical practice (PPX 1 2.) obtaining at least 50% of the maximum number of points (50 points) for the course. Final assessment: - passed = 50 - 100% (25 - 50 points) - not passed = 49 - 0% (0 - 24 points)	
Results of education: Knowledge: - the student is familiar with the school's legal documents. - The student knows the pedagogical documentation of the school. Skills: - be able to find their way around school legislation and search for relevant information,	

<p>- be able to find their way around the school's pedagogical documentation.</p> <p>Competencies:</p> <p>- the student is able to independently observe and analyse the internal and external space of the school in the context of the implementation of educational processes.</p>					
<p>Brief syllabus:</p> <p>The pedagogical practice in the training schools/practice school facilities, within which the student will acquire knowledge on the following topics: school legislation, pedagogical documentation, teaching methods, curricula, curriculum, thematic plans, teaching process, preparation for the classroom, possibilities for active work with students, evaluation criteria.</p> <p>Preparing a portfolio/reflection.</p>					
<p>Literature:</p> <p>CINDLEROVÁ, I,- CSEHIOVÁ, A. et al. 2021. Mentor Training: Materials and Tasks. 1. vyd. Ostrava: Ostravská univerzita, 268 s. ISBN 978-80-7599-294-9.</p> <p>HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.</p> <p>PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Štátne vzdelávacie programy</p> <p>Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J. Selyeho.</p>					
<p>Language, knowledge of which is necessary to complete a course:</p> <p>hungarian , slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects</p> <p>Total number of evaluated students: 243</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>85.19</td> <td>14.81</td> </tr> </tbody> </table>		a	n	85.19	14.81
a	n				
85.19	14.81				
<p>Teacher: PaedDr. Tamás Török, PhD.,</p>					
<p>Date of last update: 30.05.2024</p>					
<p>Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PPX2/22	Name: Pedagogical practice 2
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation on the Principles of Pedagogical Practice at the SJE CPTS. The student is obliged to follow the sections of this document concerning the pedagogical practice of tutorials (PPX2). Mandatory parts of the portfolio: - A (completed) protocol certifying the completion of the pedagogical training - Observed lessons analysis and completed observation forms - Other documents and annexes of the pedagogical practice. Subject grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 1 credit = 25 hours (10 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis and 15 hours of preparation: preparation for the pedagogical practice - consultation with the trainer, preparation for the lesson, preparation of the portfolio and documentation)	
Results of education: Oktatási kimenetek: Knowledge: - The student is able to observe and analyse activities in upper secondary and secondary school. - The student is able to evaluate professionally the observed upper secondary and secondary school activities and activities. - The student is able to consult school documents. - The student is familiar with the staff structure and material resources of the school. - The student is aware of the specific activities of the teacher during the lessons. - The student knows and understands the environment, culture and organisation of primary and secondary schools. Skills: - The ability to identify the different manifestations of the structural elements of personality, the psychological processes of the learner in the process of teaching and in social interactions. - Knowledge of the specific activities of the teacher during the day, in the classroom and in the teaching of subjects related to his/her field of specialisation in primary and secondary schools.	

- Identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- Can identify the teaching methods used in the lesson.
- Describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in the field of the teacher's specialisation.
- Describe the processes of student assessment in the teaching process.
- Identify the teaching and communication style and professional skills of the teacher.
- Ability to process, evaluate and reflect on the results of observations in the context of educational theory.
- The learner can recognise his/her own level of competence.
- The learner is able to identify common professional problems, to search for, formulate and solve them from a theoretical and practical background (using practical procedures in practice).
- The ability to identify gifted pupils, pupils with difficulties or special educational needs, disadvantaged pupils, pupils with multiple disadvantages and pupils with special educational needs.

Competencies:

- It takes a position on observed phenomena based on previous theoretical knowledge.
- Understands the relationship between teaching principles, consequences and learning effectiveness.
- Reflects on own pedagogical skills.
- The student will be able to develop self-awareness of the teaching profession in a targeted way.
- The student will be able to create an atmosphere of trust, helpfulness, encouragement, attentiveness, acceptance, openness, recognition and management of the working style of others.

Brief syllabus:

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.

Learning about and working with the pedagogical documentation of the class and the school.

Observation of the creation of conditions, implementation and evaluation of lessons in upper primary and secondary schools.

To carry out a professional analysis of the lessons observed in collaboration with the trainee teacher. Documenting the process and results of each lesson observed.

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

Literature:

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf

Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf

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

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

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.	
Language, knowledge of which is necessary to complete a course: hungarian, slovak	
Notes:	
Evaluation of subjects Total number of evaluated students: 123	
a	n
93.5	6.5
Teacher: PaedDr. Tamás Török, PhD.,	
Date of last update: 30.05.2024	
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PPX3/22	Name: Pedagogical practice 3
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation on the Principles of Pedagogical Practice at the SJE CPTS. The student is obliged to follow the sections of this document concerning the pedagogical practice of tutorials (PPX3). Mandatory parts of the portfolio: - A (completed) protocol certifying the completion of the pedagogical training - Observed lessons analysis and completed observation forms - Other documents and annexes of the pedagogical practice. Subject grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 1 credit = 25 hours (10 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis and 15 hours of preparation: preparation for the pedagogical practice - consultation with the trainer, preparation for the lesson, preparation of the portfolio and documentation)	
Results of education: Knowledge: - The student is able to observe and analyse activities in upper secondary and secondary school. - The student is able to evaluate professionally the observed upper secondary and secondary school activities and activities. - The student is able to consult school documents. - The student is familiar with the staff structure and material resources of the school. - The student is aware of the specific activities of the teacher during the lessons. - The student knows and understands the environment, culture and organisation of primary and secondary schools. Skills: - The ability to identify the different manifestations of the structural elements of personality, the psychological processes of the learner in the process of teaching and in social interactions. - Knowledge of the specific activities of the teacher during the day, in the classroom and in the teaching of subjects related to his/her field of specialisation in primary and secondary schools.	

- Identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- Can identify the teaching methods used in the lesson.
- Describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in the field of the teacher's specialisation.
- Describe the processes of student assessment in the teaching process.
- Identify the teaching and communication style and professional skills of the teacher.
- Ability to process, evaluate and reflect on the results of observations in the context of educational theory.
- The learner can recognise his/her own level of competence.
- The learner is able to identify common professional problems, to search for, formulate and solve them from a theoretical and practical background (using practical procedures in practice).
- The ability to identify gifted pupils, pupils with difficulties or special educational needs, disadvantaged pupils, pupils with multiple disadvantages and pupils with special educational needs.

Competencies:

- It takes a position on observed phenomena based on previous theoretical knowledge.
- Understands the relationship between teaching principles, consequences and learning effectiveness.
- Reflects on own pedagogical skills.
- The student will be able to develop self-awareness of the teaching profession in a targeted way.
- The student will be able to create an atmosphere of trust, helpfulness, encouragement, attentiveness, acceptance, openness, recognition and management of the working style of others.

Brief syllabus:

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.

Learning about and working with the pedagogical documentation of the class and the school.

Observation of the creation of conditions, implementation and evaluation of lessons in upper primary and secondary schools.

To carry out a professional analysis of the lessons observed in collaboration with the trainee teacher. Documenting the process and results of each lesson observed.

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

Literature:

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf

Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf

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

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

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

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

hungarian ,slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 70

a	n
95.71	4.29

Teacher: PaedDr. Tamás Török, PhD.,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PRP/22	Name: Profession of teaching
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The student's final grade (max. 100 points = 100%) consists of the results of several types of work carried out during the semester and a final didactic test. <ul style="list-style-type: none"> - Student participation in assignments and involvement in analysis and discussions during lectures, - an essay in which the student analyses relevant professional, scientific literature or an article (50 points), or a project proposal for an educational activity aimed at developing the pedagogical competences of the teacher (50 points) - a final didactic test (50 points). Criteria for the evaluation of the essay: <ul style="list-style-type: none"> - presentation of a literature review (10 points), - analysis and evaluation (20 points), - drawing conclusions and formulating proposals (10 points), - elaboration (10 points). Criteria for evaluation of the educational activity project proposal: <ul style="list-style-type: none"> - Content (20 points) - originality (10 points) - formality (10 points) - presentation of the literature review (10 points) Total student workload: 2 credits = 60 hours <ul style="list-style-type: none"> - 26 hours attendance at lectures (contact hours); 17 hours self-study; 17 hours preparation of term papers. The maximum number of points is 100. 100 points are required to pass the course, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must obtain 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (59-50 points) of the total number of points.	
Results of education: Knowledge <ul style="list-style-type: none"> - The student knows the most important exploratory methods to reveal the social situation of groups and students, 	

- The student knows the pedagogical methods that promote community formation and development,
- the student knows pedagogical theories about the role of the teacher, expectations related to the role of the teacher,
- the student has knowledge of the role of reflective thinking, opportunities for further education,
- the student is informed in the field of educational research,
- the student knows the main ethical standards of his/her profession.

Skills

The student will be able to:

- Independently search, compare and use relevant literature sources,
- define strategies appropriate to the goals of education,
- select organizational forms and organize an environment conducive to effective learning,
- independently, professionally analyse different learning situations,
- reflectively interpret, analyse and evaluate their pedagogical experiences and opinions.

Competencies:

Student:

- Can form an independent opinion, reflect on himself/herself as a future teacher.
- Is able to develop own practices to achieve the set goals,
- behaves empathetically towards different social groups,
- takes responsibility for the mission of his/her institution,
- feels responsible for the effective solution of each problem.

Brief syllabus:

1. Professionalization, profession: professional theories; historical and sociological interpretation of professionalization.
2. History and interpretation of the development and changes in the teaching profession.
3. History of the teaching profession and teacher training. Paradigms of teacher education. Characteristics of the teaching profession.
4. Pedagogical research; the concept and results of pedeutology.
5. Career suitability, personality of the teacher.
6. The role of the teacher in the teaching-learning process. Styles and strategies of learning and teaching (when, how and why it is necessary to innovate them),
7. Theories and career models of professional development. A professionally informed interpretation of the individual, organisational and systemic relationship between continuous professional development. Innovation and collaboration in the teaching career (a two-factor model of retention in the profession)
8. A model of the educator's career. Individual career image and reflection.
9. Reflexivity in the teacher's work. The reflective teacher.
10. Strengthening teachers' professional awareness, support for their work, their career opportunities.
11. Teacher's code of ethics.
12. Difficulties of the teaching profession: role conflicts, prevention of burnout syndrome.
13. Competences of beginning teachers, possibilities of their development.
14. Professional support for beginning teachers. Mentoring opportunities in public education and higher education.

Literature:

Czető Krisztina: Eredményesség és szakmai fejlődés. A tanári eredményesség modelljei és az eredményes szakmai fejlődést és tanulást támogató tanulási helyzetek megközelítése.

Neveléstudomány, 2020 (8) 1. sz. 80-93. http://nevelestudomany.elte.hu/downloads/2020/nevelestudomany_2020_1_83-97.pdf [2022. 02. 05.]

Falus Iván (szerk.): Tanári pályaaalkalmasság – kompetenciák – sztenderdek. Nemzetközi áttekintés. Eszterházy Károly Főiskola, Eger, 2011. http://epednet.ektf.hu/eredmenyek/tanari_palyaaalkalmassag_kompetenciak_sztenderdek.pdf ISBN 978-963-9894-86-0 [2022. 02. 05.]

Hercz Mária (szerk.): Pályakezdő óvodapedagógusok túlélőkészlete. http://www.jgypk.hu/mentorhalo/tananyag/Plyakezd_vodapedaggusok_tllkszleteV3/index.html [2022. 02. 05.]

Ingvarson, L. (2002): Development of a national standards framework for the teaching profession. https://research.acer.edu.au/cgi/viewcontent.cgi?article=1007&context=teaching_standards [2022. 02. 05.]

N. Tóth Ágnes: Az inkluzív pedagógus. In: A pedagógia adósságai. Savaria University Press. Szombathely. 2015. https://www.researchgate.net/profile/Agnes-N-Toth/publication/316432178_Az_inkluziv_pedagogus/links/58fdc181a6fdccae60a1e71d/Az-inkluziv-pedagogus.pdf [2022. 02. 05.]

Németh András: Magyar pedagógusképzés és a pedagógus szakmai tudásformák I. 1775 –1945. nemzeti fejlődési trendek, nemzetközi recepciós hatások. ELTE Eötvös Kiadó, Budapest, 2012. ISBN: 978 963 33120934

Pukánszki Béla István: Iskola és pedagógusképzés. Gondolat, Budapest, 2013. ISBN: 9789636932282

Sági Matild (szerk.): A pedagógushivatás megerősítésének néhány aspektusa. OFI, Budapest, 2015. https://ofi.oh.gov.hu/sites/default/files/attachments/1506257_a_pedagogushivatas_megerositesenek_nehany_aspektusa_beliv.pdf [2022. 02. 05.]

Szivák Judit: Reflektív elméletek, reflektív gyakorlatok. ELTE, Budapest, 2014. ISBN 978-963-284-482-4. https://www.eltereader.hu/media/2016/05/Szivak-_READER.pdf [2022. 02. 05.]

Vámos Ágnes (szerk.): Tanuló pedagógusok és az iskola szakmai tőkéje. Eötvös Kiadó, ELTE, Budapest, 2016. https://www.eltereader.hu/media/2017/05/Vamos_Agnes_Tanulo_pedagogusok_READER.pdf ISBN 978-963-284-805-1 [2022. 02. 05.]

Z. Gadusova (szerk.): Mentor training. Materials and tasks. The publication is supported by Erasmus+ project No. 2020-1-SK01-KA201-078250 Mentor Training (MENTRA). ISBN 978-80-7599-294-9.

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

Notes:

Evaluation of subjects

Total number of evaluated students: 129

A	B	C	D	E	FX
57.36	14.73	3.88	7.75	6.98	9.3

Teacher: prof. Attila Józsefné Katalin Ambrus, DSc., prof. Dr. András Németh, DSc., Katalin Kanczné Nagy, PhD., Dr. habil. PaedDr. Kinga Horváth, PhD., Dr. habil. Erika Kopp, PhD., Dr. habil. Aranka Híves-Varga, PhD.,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ RAS/22	Name: Family and school
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Prerequisites for passing the course are: active participation of the student in lectures and submission of a written thesis during the semester. The assessment of the course will be based on the points obtained in the following distribution: maximum 10 points for participation maximum 30 points for solving seminar problems during class and maximum 60 points for the submitted work. A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. FX 50% or less. Total student load: 1 credit = 30 hours (13 hours of active participation in lectures; 17 hours of independent study and preparation of written work).	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student knows the details of school and family education. - The student knows the possibilities and interactions with parents - the student knows and current methods for problem solving and conflict management. - The student knows current social trends in social and family difficulties - the student knows and social inequalities and the problems they cause Abilities: <ul style="list-style-type: none"> - The student is able to independently search, compare and use relevant literary sources, - The student is able to navigate between legal documents and search for relevant legislation, - the student is able to manage a small social group, - the student is able to collaborate with partner institutions of his/her school. - The student is able to embrace family values. Competencies: <ul style="list-style-type: none"> - The student is able to use his/her theoretical knowledge in the context of the family and the school, - the student is able to develop his/her own procedures to achieve his/her goals, - the student is compassionate towards different social groups, - the student is able to critically evaluate legislative documents related to his/her work, - the student takes responsibility for solving problems related to his/her work. 	
Brief syllabus:	

The concept and history of the family.
Family form and family functions.
The place, role and absence of members in the family.
Evolution of family life and changes in family life.
Paranormal crises and the under-functioning family.
The family and the school.
Methods of getting to know the family.
Opportunities for cooperation.
Educational methods and teacher communication.
Social deficiencies and school success.
Research on family inequalities.
The education of family life.
Strengthening the relationship between school and family. Good practices.

Literature:

Balogh László–Bolló Csaba–Dávid Imre–Tóth László–Tóth Tamás: A pedagógusok, szülők együttműködése és a kollégiumok szerepe a tehetségfejlesztésben. Magyar Tehetségsegítő Szervezetek Szövetsége, 2014. ISSN 2062-5936
https://tehetseg.hu/sites/default/files/konyvek/geniusz_31_net.pdf
Cs. F. Nemes Márta: Családpedagógiai módszertan. Családi Nevelésért Alapítvány, Bp., 2001-2002.
Forward, S. (2000): Mérgező szülők. Budapest, Háttér Kiadó, 346 p.
Hegedűs Judit (szerk.): Család, gyermek, társadalom – A gyakorlati pedagógia néhány alapkérdése sorozat (5. kötet) ELTE, Budapest, 2006.
<http://gepeskonyv.btk.elte.hu/adatok/Pedagogia/84N%E1dasi/Nyomtat%E1sra/pdf/Csal%E1d,%20gyermek,%20t%E1rsadalom.pdf>
Kováts-Németh Mária – Muhi Béla – Szijártó István (szerk.) A család és szerepe a tehetséggondozásban. Ziegler-nyomda, Keszthely, 2013.
Németh András (2004): Az európai család változásai. in: Pukánszky Béla-Németh András: A pedagógia problémátörténete. Gondolat Budapest, 241-259.o ISBN: 963 956 7183
Podráczky J. szerk. 2012. Szövetségben. Tanulmányok a család és az intézményes nevelés kapcsolatáról. Budapest, ELTE Eötvös Kiadó.
Pukánszky Béla: A gyermekkor története. Műszaki Kiadó, Budapest, 2001.
Ranschburg Jenő (2004): Gepárd–kölykök. Urbis Kiadó, Budapest, 5–137. ISBN: 963 929 1595
Szabó Éva (2008). Szeretettel és szigorral. Az iskolai nevelés problémái a szülők és a tanárok szemszögéből. Akadémiai Kiadó. ISBN:9779630583771
UTASI Ágnes: A bizalom hálója. Mikro-társadalmi kapcsolatok, szolidaritás. Budapest, 2002. Új Mandátum Kiadó 155 p.
Vajda Zsuzsa (2005): A család funkciói. in: Vajda Zsuzsanna–Kósa Éva: Neveléslélektan. Osiris Kiadó, Budapest, 171–179. ISBN: 963389 7289

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 151

A	B	C	D	E	FX
56.95	17.88	14.57	7.28	0.66	2.65
Teacher: prof. Dr. Béla István Pukánszky, DSc., prof. Dr. András Németh, DSc., Katalin Kanczné Nagy, PhD.,					
Date of last update: 30.05.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ RMK/22	Name: Regional and minority culture
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: General conditions for taking the course: <ul style="list-style-type: none"> - Active participation of the student in lectures, - Participation of the student in the assignments and participation in the analysis and discussions during the lectures, - an essay in which the student analyses relevant professional, scientific literature or an article (100 points), or a project proposal for an educational activity aimed at developing the student's intercultural and minority competences (100 points) Essay evaluation criteria: <ul style="list-style-type: none"> - Presentation of a literature review (20 points), - analysis and evaluation (40 points), - drawing conclusions and formulating suggestions (20 points), - elaboration (20 points). Criteria for evaluation of the educational activity project proposal: <ul style="list-style-type: none"> - Content (40 points), - originality (20 points), - formality (20 points), - presentation of the literature review (20 points). Total student workload: 2 credit = 60 hours <ul style="list-style-type: none"> - 13 hours of lecture attendance; 20 hours of self-study; 27 hours of term paper preparation. The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade. Overall course pass mark: <ul style="list-style-type: none"> - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70 - 79% (70 - 79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points) 	
Results of education: Knowledge:	

- The student can explain and justify the transformations of the terms intercultural, multicultural, and transcultural education.
- The student will be familiar with the concepts of identity, majority and minority identity, educator identity, and minority educator identity.
- The student will understand the cultural legacy of generations, and societal value systems.
- The student will be able to analyze current concepts of minority educational policy in Slovakia.

Skills:

- The student will be able to independently search, compare and work with relevant literary sources.

Competencies:

- The student will be able to design a project of an educational activity in order to develop intercultural and minority competences of the pupil.
- The student has internalized social values.
- The student has respect for ancestral traditions.
- The student is able to create various didactic games aimed at developing the student's intercultural and minority competences.

Brief syllabus:

Theoretical approaches to identity from a minority identity perspective.

General theoretical foundations of the concept of identity.

Theories of identity research.

State and nation - national, ethnic, majority and minority identity.

Cultural and social values with regard to minorities.

Forms of education of ethnic and national minorities; current analysis of the situation in Slovakia.

Curricular aspects of minority identity.

Literature:

HORVÁTHOVÁ, Kinga, Péter TÓTH, András NÉMETH. 2019. Kisebbségi helyzet, identitás és műveltség [elektronický zdroj]: A szlovákiai magyar pedagógusok társadalmi önmegvalósítása. 1. vyd. Komárno: Univerzita J. Selyeho, 2019. 117 s. [CD-ROM]. ISBN 978-80-8122-309-9.

HUSZÁR, Zsuzsanna, Melinda NAGY, Péter TÓTH, Béla István PUKÁNSZKY a András NÉMETH. 2021. Szlovákiai magyar pedagógusok szakmaképe, kisebbségi és pedagógusi identitásának vizsgálata. In: Engler Ágnes, Bocsi Veronika, Andl Helga (eds.). Új kutatások a neveléstudományokban 2020: Család a nevelés és az oktatás fókuszában. Debrecen: Magyar Tudományos Akadémia Pedagógiai Bizottság, 2021, P. 178-197.

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

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects					
Total number of evaluated students: 188					
A	B	C	D	E	FX
38.3	24.47	23.4	11.7	1.06	1.06
Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Patrik Baka, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Tímea Mészáros,					
Date of last update: 30.05.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ RPK/22	Name: Gross motor development
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a summary assessment of theoretical knowledge and practical skills. 80% active participation at the lectures. The evaluation involves developing a seminar and presenting health practices for good physical well-being, as well as relaxation and relaxation practices to protect health. The student will present at a seminar the learning of good terminology for physical exercise, basic rules for describing mobility. Evidence of theoretical knowledge is given in writing during the examination period (open and closed questions). Credit terms and assessment criteria: Seminars in a range of 5 pages (A4, v.p.: 12, r.: 1,5), the preparatory part of educational activities and the presentation of health practices for good physical well-being, and relaxation and relaxation practices to protect health. The student will present at a seminar the learning of good terminology for physical exercise, basic rules for describing mobility. Compliance with this requirement is a condition for participation in the final written knowledge check. Assessment criteria (max. Score 15): The formal side of the seminar work, the feasibility of content and application options in terms of pedagogical practice, the appropriate selection of physical practices and kinesthetic games, the use of good terminology and a description of practices, the incorporation of sentences in content, the indication of educational activity in practical implementation. A practical introduction to the extended preparation section, a variety of warm-up options (n=3), which are adapted in content and format to the selected age groups (younger school age, adults). Compliance with this requirement is a condition for participation in the final written knowledge check. Assessment criteria: In order to meet this requirement, practical demonstration of the warm-up models produced is desirable depending on the age of the pedagogical performance, organization of practices and terminology. Completed/not completed Knowledge validation (open and closed questions) is the basic terminology of physical exercise, principles of graphical representation and drawing practices, laws on the mold development of human engine skills, including the development of basic movement patterns and mobility skills, growth attributes and human development at individual mold genetic stages, theory of theoretical	

and didactic movement, health education, relaxation and relaxation practices, specificity of the development of the mobility of children of kindergarten age.

Participation in the written knowledge check is conditional on the fulfillment of the on-going conditions for the taking of credits (participation, preparation of medical practice aids, practical demonstration of sample satisfaction, seminar work).

Assessment criteria (maximum score 30): The minimum requirement for written completion of the subject is 16 points (minimum 50 %). Final assessment: V: 100-91% B: 90-81% C: 80-71% D: 70-61% E: 60-50% FX: 49% or less.

Total student workload : 2 credits = 60 hours, 13 hour participation at the lectures; 47 hours of self-study.

Results of education:

Knowledge:

- It is familiar with current public education programs, it will be able to implement and evaluate education and training.
- The trainee has basic knowledge of the area.
- It can work effectively as a team Member and individually control, using sports games.
- The student will be able to organize leisure activities.
- The student can acquire expertise in leisure activities and individual sports games.
- The student will be able to learn and use the basics of movement and pre-training in the wild.

Capabilities:

- The graduate knows and understands the concept of the institutional socialization process in a broader social science context It is ready to provide independent care, further education and professional development.
- The student will be able to properly create kinesthetic games that are appropriate for the age.
- The student will be able to apply his/her knowledge correctly in developing kinesthetic gaming projects.

Competences:

- The student will be able to apply his knowledge to his/her work, which may influence his/her professional choice.
- It is able to create a problem channel and to navigate the situation of individuals at the target groups.
- The student will be able to develop a targeted self-knowledge related to vocational guidance.
- The student will be able to design his/her activities independently.
- He knows the legislation and institutional context in which to exercise his profession. It has developed socially accepted civic attitudes and a positive attitude toward its profession and target group.
- The student will be able to develop a reliable, helpful, encouraging, attentive and accepted attitude, an open atmosphere to learn about and manage the way others work.

Brief syllabus:

The importance of kinesthetic toys for the somatic, physiological and psychological antisocial development of students. Kinesthetic toys and basic knowledge of their distribution. Use of kinesthetic games in practice and in leisure time. Collective sporting activities, didactic games. All-in-one games and their use: Play games, play games with a ball (FIT-BALL), and play games for children in the open. Learn the basic rules for handling kinesthetic games. Motion-manipulation toys. Terminology for physical practices. Basic rules for the movement description. Preparatory part of the educational activities - exercises, warm-up methods. The regularity and mold development of the growth and development of human motorized skills. The development of motorized skills and opportunities to develop motor skills at different stages of learners' development. Kinesthetic

toys and physical practices for good body-keeping. Kinesthetic games and physical exercises to improve basic movements. Kinesthetic games and physical exercises to develop basic mobility skills. Kinesthetic toys are designed to develop motorized skills fitness. Kinesthetic games aim at improving the capacity for the coordination of motor skills. Preparation, conduct, methodological and educational procedures (evaluations) for kinesthetic games. Relaxation, health and relaxation practices.

Literature:

Dobay Beáta: Mozgásos játékgyűjtemény, 2016 ISBN 978-80-81-22-192-7
 Pektor Gabriella: Mozgásfejlesztő játékok gyűjteménye, 2011 ISBN 978-963-697-652-1
 Farmosi István: Mozgásfejlődés, Dialog Campus, Pécs, 2007 ISBN 963-9310-06-9
 Laczo Eugen a kol.: Rozvoj a diagnostika pohybových schopností detí a mládeže, Bratislava 2014, ISBN 978-80-97-14-66-0-3, http://www.telesnavychova.sk/userfiles/downloads/Rozvoj_diagnostika_PS_Laczo_2014.pdf
 Nádas Lajos: Motoros cselekvéses játékok az iskolai testnevelésben, 2001 ISBN 963-19-2112-3
 Židek, J. et al.: Turistika a ochrana života a zdravia, Univerzita Komenského, Bratislava, 2013,
 Židek, J. et al.: Turistika história turistiky obsah, druhy a formy turistiky ochrana prírody, PEEM, Bratislava, 2004

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

hungarian ,slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 56

A	B	C	D	E	FX
39.29	32.14	23.21	5.36	0.0	0.0

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

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ SOV/22	Name: Sociology of education
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Prerequisites for passing the course are: active participation of the student in the exercises and submission of a written thesis during the semester. The evaluation of the course will be made on the basis of the points obtained in the following distribution: a maximum of 10 points for participation, a maximum of 30 points for solving the semester assignments during the class and a maximum of 60 points for the submitted work. A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. FX 50% or less. Total student load: 1 credit = 30 hours (13 hours active participation in exercises; 17 hours study and preparation of written work).	
Results of education: The goal of this course is to introduce the student to various sociological conceptions of education and social expectations. The goal is to provide a foundation of sociological knowledge about the work of educators and the empathy needed to understand people in different social situations. Knowledge: <ul style="list-style-type: none"> - Acquire the basic concepts of the sociology of education, - The student will become familiar with the details of family and school socialization, - the student will become familiar with current methods for conflict and problem solving, - the student will become familiar with current social problems - the student will become familiar with current difficulties of social inequalities Skills: <ul style="list-style-type: none"> - The student will be able to independently search, compare, and use relevant sources of scholarly literature, - the student is able to recognize the difficulties of education and upbringing of children coming from different social backgrounds, - The student is able to manage a small social group, - the student is able to independently analyze a variety of educational situations, - the student is able to appreciate different social values. Competencies: <ul style="list-style-type: none"> - The student forms his/her own opinion, thinks of himself/herself as a future teacher, - the student is able to create his/her own procedures to achieve his/her own goals, 	

- the student is empathetic towards different social groups,
- the student identifies with the mission of his/her institution,
- the student feels responsibility for effective problem solving.

Brief syllabus:

Problems addressed by the sociology of education. Opinions on the sociology of education.

The development of topics in the sociology of education: socio-historical context.

Scenarios of education, forms of socialization: family, pre-school, school and out-of-school education.

Family research from a sociological perspective: family functions and socialization.

Sociology of the educational system: the continental system. The Atlantic system. Who owns the school?

Theories of capital in educational research: human capital theory.

Cultural capital and the theory of reproduction. Social capital as a compensating factor of disadvantage.

Multi-culturalism, intercultural education: society and historical background. The concept and meaning of multicultural and intercultural education.

Approach to multicultural and intercultural education. Using multicultural and intercultural education to develop skills. Analysis of school performance and student achievement.

Social mobility and school: social structure, inequalities in school. Social mobility and equal opportunities in school.

Equal opportunities and inclusion in school: strategies for social and school coexistence.

Linguistic socialisation and school: School as a test of language ability and higher level language contact. Bernstein's language codes.

Effectiveness, good outcomes and adequacy in public education. Circumstances affecting effectiveness.

Minority education. Demographic trends in the Carpathian Basin.

Literature:

Csepeli Gy. et al. 1987 Modern polgári társadalomelméletek. Budapest: Gondolat Kiadó
 ĎURDÍK, Ladislav. Asszimilációs folyamatok a szlovákiai magyarság körében. 1. vyd. Pozsony: Kalligram, 2004. 152 s. ISBN 978-80-7149-668-5.

Gál Gyöngyi: Erdélyből áttelepedett pedagógusok otthon- és családképe. Katolikus Pedagógia, VII. ÉVFOLYAM, 2018/1–2. SZÁM. pp.5-16 (2018).

Kováts-Németh Mária: Kultúráközvetítés és pedagógiai értékrendszerek. Komárno: Selye János Egyetem Tanárképző Kara, 2013.

Kozma Tamás: Bevezetés a nevelésszociológiába. Nemzeti Tankönyvkiadó 1994

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

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

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

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

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

hungarian, slovak

Notes:					
Evaluation of subjects					
Total number of evaluated students: 92					
A	B	C	D	E	FX
40.22	23.91	15.22	10.87	5.43	4.35
Teacher: Dr. habil. Erika Kopp, PhD., PaedDr. Beáta Kiss, PhD., Katalin Kanczné Nagy, PhD.,					
Date of last update: 30.05.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ STŽ/22	Name: Professional training
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 20s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions of professional training are set and regulated by the current Directive of the Dean of the Faculty of Education of the University of J Selye: Principles of pedagogical practice at the Faculty of Education of the University of J Selye. The student is obliged to follow the relevant part of this document related to the professional training (STZ). The requirements for taking the course are as follows: - active participation of the student in the professional training in the scope of 20 hours in accordance with the directive, - submission of a completed and certified professional training Protocol (STZ), - submission of a portfolio from the professional training, consisting of completed observation sheets, analyses and evaluation of the student (max. 50 points). Total student workload: 1 credit = 30 hours - 20 hours participation in the professional training (contact hours); 10 hours analysis and preparation of the portfolio. Prerequisite for successful completion of the course: 1.) submission of a completed and certified professional training protocol, 2.) obtaining at least 50% of the maximum course grade (50 points). Overall course pass mark: - Pass = 50 - 100% (25 - 50 points) - Fail = 49 - 0% (0 - 24 points)	
Results of education: Professional training is a stay of students in a school and in a school educational institution such as a school children's club, leisure centre, school boarding school, in order to participate not only in the educational process, but also in the day-to-day work of teachers and educators. Knowledge: - The student possesses basic theoretical knowledge in the field of education and training in schools and school educational institutions, - the student is familiar with the educational activities of teachers in schools and educators in school educational establishments,	

- the student is familiar with other work activities of teachers in schools and educators in school educational establishments,
- the student knows the course and sequence of the work activities of school teachers and school educators which do not relate to direct educational activities,
- the student knows the duties of teachers and educators depending on the educational environment - trip, excursion, children's camp, staying outdoors, etc,
- the student knows the possibilities and strategies of cooperation with other educators, teachers, supervisors, non-teaching staff, parents and other institutions.

Skills:

- The student is able to implement educational activities related to the work of teachers in schools and educators in educational settings,
- the student is able to carry out other work activities of teachers and educators in school educational establishments which are not related to direct educational activities,
- the student is able to cooperate with other educators, teachers, supervisors, non-teaching staff, parents and other institutions,
- the student can plan, implement, analyse and evaluate the course of educational activities.

Competences:

- The student is able to imply his/her own knowledge and experience into the independent implementation of educational activities in schools and educational institutions,
- the student is able to independently carry out other work activities related to the work of a teacher and educator, which are not related to direct educational activities,
- the student is able to conceive his/her own working procedures for effective observation, recording, analysis and evaluation of the course of educational and interest activities and other activities.

Brief syllabus:

Within the professional training of 20 hours, in addition to the educational process, the student will also be involved in activities such as administrative tasks, working with parents, participating in meetings, planning and implementation of interest activities, extracurricular activities, interest groups, preparing students for competitions, organizing competitions, organizing exhibitions, preparing projects, preparing teaching materials for work with an interactive whiteboard or smartphone, working with children in nature, participating in excursions. During the professional training, the student has the opportunity to teach more consecutive lessons, or to carry out interest activities and other activities, which will improve the quality of practical preparation for the teaching profession.

Ethical principles of professional training.

Organisational requirements of the professional training.

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

Planning and designing the work, preparation for the activity.

Pedagogical reflection. Evaluation. Self-evaluation.

Pedagogical documentation

Literature:

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

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

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

<p>FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.</p> <p>ORSOVICS, Y. a kol. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : UJS, 2018. 161 s. ISBN 978-80-8122-282-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. [online]. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/>.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácii a ďalšej dokumentácii. [online]. Dostupné na internete: https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/</p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Ostatné dokumenty:</p> <p>Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho.</p> <p>Az iskola, intézmény pedagógiai és egyéb dokumentációja.</p>					
<p>Language, knowledge of which is necessary to complete a course: hungarian, slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects Total number of evaluated students: 35</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>100.0</td> <td>0.0</td> </tr> </tbody> </table>		a	n	100.0	0.0
a	n				
100.0	0.0				
<p>Teacher: Mgr. Attila Bognár, PaedDr. Peter Židek, Dr. habil. PaedDr. Beáta Dobay, PhD., Mgr. Katalin Sýkora Hernády, PhD.,</p>					
<p>Date of last update: 30.05.2024</p>					
<p>Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ TFV/22	Name: Educational theory and educational philosophy
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: General requirements: <ul style="list-style-type: none"> • active participation, • written exam (50 point), • seminar assignments, groupwork • written essay a written essay on one of the specified topics of the course (min requirements: essay based on min. 5 literature, 15.000 character) (50 points) Criteria for assessing the written essay: <ul style="list-style-type: none"> - Content 20 points, - Formal structure 10 points, - Literature used 20 points. Total workload of the student: 3 credits = 90 hours (26 hours lecture and seminar; 32 hours of independent study, preparation for the exam and 32 hours for the essay). To successfully complete the course, at least 50% of the maximum number of points (100 points) must be obtained. Total assesment of the course: <ul style="list-style-type: none"> • A = 90 – 100% (150 – 135 point) • B = 80 – 89% (134 – 120 point) • C = 70 – 79% (119 – 105 point) • D = 60 – 69% (104 – 90 point) • E = 50 – 59% (89 – 75 point) • FX = 0 – 49% (0 – 74 point) 	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student knows and can interpret the results of recent research. - The student is able to understand and apply the results of new research in the field of education and pedagogy. - The student knows and be able to interpret the different conceptions of the human person, the related educational approaches, be aware of the socio-cultural factors influencing these approaches and recognise their implications for personal development. 	

- The student is familiar with and able to apply different theoretical approaches and interpretations of education and its role.
- The student is able to develop his/her understanding of the person, the child and education in dialogue with other theories in an open-minded way; he/she will seek to develop a coherent approach of his/her own.
- The student is familiar with pedagogical methods that promote community building and development.

Skills:

- The student is able to develop an awareness of his/her own conception of man and child, of education, to communicate with others and to understand others' ideas about man;
- The student is able to search, compare and use relevant literature independently,
- The student is able to identify strategies appropriate to educational and pedagogical objectives,
- The student is able to select forms of organisation and to organise an environment conducive to effective learning,
- The student is able to analyse different educational situations independently and professionally,
- The student is able to reflect, analyse and evaluate his/her pedagogical experiences and views.

Competences:

- The student is sufficiently prepared and committed to carry out professional and pedagogical work in a responsible manner,
- the student takes responsibility for the mission of his/her institution,
- the student has a sense of responsibility for the effective solution of specific problems,
- the student has a democratic commitment to values and a sense of responsibility, is ready to accept values different from his/her own, and is open to learning about and respecting the opinions of others.

Brief syllabus:

Anthropological foundations of education. Culture- education-learning: the social mimesis; the mimetic foundations of cultural learning, traditions, celebration, play, rites and informal education. Basic concepts of education: upbringing, culture - enculturation, socialisation, individualisation, education, learning.

Discipline and education, the purpose of education, the role of ideals and norms in education; the main European value systems (conservative-Christian, liberal, socialist, alternative) and their educational implications, diversity in schools, value pluralism.

Institutional education; school as a social institution: functions of school, mobility, school selection and equal opportunities. The hidden curriculum and school rites.

The relationship between family and school.

The relationship between school, local society and the state. Legislation on the functioning of education. Slovak education laws and ISCED.

Vulnerability of modern mass democracies and the totalitarianism.

The postmodern. Main directions and dilemmas of contemporary philosophy.

Literature:

Bárány Tibor (szerk.): Kiskaté. Kortárs filozófiai kiskönyvtár. Műút Könyvek, Miskolc, 2017. ISBN 978-615-5355-22-6

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

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

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

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

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

Notes:

Evaluation of subjects

Total number of evaluated students: 470

A	B	C	D	E	FX
54.04	24.26	14.04	3.83	1.06	2.77

Teacher: Dr. habil. Erika Kopp, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Attila Józsefné Katalin Ambrus, DSc., Katalin Kanczné Nagy, PhD., prof. Dr. András Németh, DSc., PaedDr. Beáta Kiss, PhD., Dr. habil. Aranka Híves-Varga, PhD.,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ TKZ/22	Name: Movement culture and healthy lifestyle education
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Active participation in hours, seminars and oral exams. The content of the seminar work will be to plan part of the curriculum under the subject-matter of the curriculum for a selected type of school facility. The definition of the competences of the child/student of the selected school facility type (50 points), the definition of the educational thematic area of the selected school facility type (50 points). Final assessment: A-100-91% B-90-81%, C-80-71%, D-70-61%, E-60-50%. Students who do not reach 49% will not receive credit. Total student workload: 2 credits = 60 hours, participation in 13 hour lectures (contact); 47 hours self-studying and preparation - half-year work.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student is able to work with theoretical knowledge. • The student is able to develop preparedness for child and youth health practices. • The student can develop various tools to improve the mobility of children, young people and the adult population. • The student can set up specific warm-up exercises per age group. Capabilities: <ul style="list-style-type: none"> • The student will be able to navigate through the AOP Education area of health and physical activity. • The student has the ability to expand his or her knowledge and self-training. • The student is able to develop their own preparedness and health practices for different age groups. • The student is able to apply sentence-related knowledge in practice. Competences: <ul style="list-style-type: none"> • The student will be able to apply his/her knowledge in the course of his/her future work. • It can make contact not only with children, but also with parents and adults. • The student has the ability to provide professional reasons for his activity. • The student is able to implement a targeted self-training development. 	

- The student is able to independently design activities that enhance his or her knowledge and contribute to his or her choice of profession.
- The student is able to demonstrate a reliable, helpful, encouraging, attentive and accepted attitude, to create an atmosphere open to knowledge.

Brief syllabus:

The theory and basic knowledge of physical culture, physical education and sport education. (physical culture, kinesthetic games, conditional, coordination, compensatory practices). The physical development of pupils' school age. Healthy lifestyle - elements of a healthy lifestyle for students. The main principles of a healthy lifestyle. Physical activity for a healthy lifestyle. Theoretical and basic knowledge, practical and recreational use of kinesthetic toys. Various sports activities in school clubs. Knowledge of basic tourism skills and information in nature in summer and winter. Organization of various sporting events under the legislation in force at the Ministry of Education of the Slovak Republic. Knowledge of basic health standards for sports activities in schools.

Literature:

Dobay, Beáta. Mozgásos játékgyűjtemény: (óvó- és alsó tagozatos pedagógusok részére). 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 135 s. ISBN 978-80-8122-192-7.

Dobay, Beáta a Elena Bendíková. Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia. 1. vyd. Komárom: Kompress, 2016. 104 s. ISBN 978-963-12-7613-8

Domonkos Mihály: Testkultúra, Juhász Gyula Pedagógiai Kar – Szeged, ISBN 978-963-306-366-8, <http://www.ofi.hu/tudastar/kultura-testkultura>, <http://www.jgypk.u-szeged.hu/dok/tamopsport/Nadori-Dancs-Retsagi-Ekler-Gaspar%20-%20Sportelmeleti%20ismeretek>

Gaál Sándorné, Kunos Andrásné : Testnevelési játékok anyaga és tervezése az óvodában, Szolnok, 0. - 246 s. - ISBN 963 650 519 5.

Gaál Sándorné: Mozgásfejlődés és fejlesztés az óvodában : Kézikönyv óvodapedagógusok számára / - 1. vyd. - Szarvas : Szarvaspress, 2010. - 332s. - ISBN 978-963-08-0198-0.

Gaál Sándorné, Bencze Sándorné: A testnevelés mozgásanyagának feldolgozása a 3-10 éves korosztály számára, Szarvas, 2004. - 224 s. - ISBN 0010409.

Rétsági Erzsébet: A testnevelés tantárgypedagógiája, Dialóg Campus, 2004 Farmosi István: Mozgásfejlődés, Dialóg Campus, 2005

Šelingerová - Šelinger: Športová antropológia, SVSpTVaŠ, 2017

ZANZA TV – Testkultúra, <https://zanza.tv/fogalom/testkultura>

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

hungarian ,slovak language

Notes:

Evaluation of subjects

Total number of evaluated students: 11

A	B	C	D	E	FX
45.45	36.36	9.09	9.09	0.0	0.0

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

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ TPR/22	Name: Theory and practice of the management of educational institutions
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: General conditions for taking the course: - Active participation of the student in lectures, - Successful completion of a continuous knowledge test, - successful completion of the final examination. The course ends with an examination. The intermediate written knowledge test has a maximum score of 60 points. The final written knowledge test has a maximum score of 40 points. The successful completion of the course is subject to obtaining at least 50 % of the maximum possible grade for the course (100 points). The grade is awarded on the following scale: A - 90-100%, B - 80-89%, C - 70-79%, D - 60-69%, E- 50-59%. Total student load: 1 credit = 30 hours - 26 hours lecture attendance (contact hours); 4 hours self-study.	
Results of education: Knowledge: - The student has knowledge of the specifics of school management in the areas of comprehensive management, quality management, management styles, school marketing, school climate and culture - the student is familiar with management styles and can characterise them, - the student knows the structure of the school system of the Slovak Republic, - the student is familiar with school legislative documents, - the student is able to characterise the competences of the head teacher, his/her rights and duties, as well as the rights and duties of the founder and control bodies, - the student knows the forms of cooperation with partners of educational institutions, - the student knows the meaning and methods of evaluation and self-evaluation, - the student is familiar with pedagogical documentation related to the management of educational institutions (school educational and educational programmes), - the student knows the target and structural difference between the school educational programme of kindergarten and the educational programme of school educational institutions, - the student knows the background to the development of each programme, - the student knows the procedures for the development of individual programmes.	
Skills:	

- The student can independently search, compare and work with relevant literary sources,
- the student is able to navigate school legislative documents and search for relevant information,
- the student is able to establish cooperation with school partners and educational institutions,

Competences:

- The student is able to imply theoretical knowledge into his/her own pedagogical practice in the field of management and cooperation,
- the student is able to conceive his/her own practices in achieving the set objectives in the field of management and cooperation,
- the student is able to apply knowledge about school management in the context of school management in the Slovak Republic in relation to legislation,
- the student will be able to critically evaluate existing legal documents especially in relation to national schools,
- the student will be able to evaluate the ongoing changes in the field of public administration, to express his/her own opinion on the justification of self-governing structures in the process of school management,
- the student will feel responsible for the quality of individual programs for the benefit of an effective educational process.

Brief syllabus:

Functions of the school. The nature of school governance in a democratic society. Adaptability of the school management system.

The position and roles of the state administration in school management. The responsibilities of local government, school authorities and other bodies in the management of schools and schools.

The nature and content of management. Concepts and theories of management. Functions of management - basic and general management functions.

School management. Models of school management, their peculiarities. Organisational structure of the school. Comprehensive school management in the implementation of the school educational programme. Educational programmes from the point of view of school management. Management of the development and implementation of the school educational programme. Internal standards of the school as regulators of optimal functioning.

Management styles. Personality and communication skills of the school manager. School marketing from the point of view of contemporary school needs.

School climate and culture in terms of the development and implementation of the school educational programme.

Kindergarten and school education partners and their cooperation.

Evaluation and self-evaluation methods in management.

Legislative basis for the development of the school educational programme of kindergarten and educational programme of school educational establishments.

Principles of development and structure of the school educational program of kindergarten and educational program of school educational facilities.

Analysis of local conditions and possibilities of kindergarten and school educational facilities prior to the development of the educational and school educational program - SWOT analysis.

Stages of creation of school educational and educational programs.

Literature:

HORVÁTHOVÁ, K. Opatávamenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.

HORVÁTHOVÁ, K., OBDRŽÁLEK, Z. Organizácia a manažment školstva: Terminologický a výkladový slovník. Bratislava : SPN, 2004. 419 s. ISBN 80-10-00022-1.

HORVÁTHOVÁ, K. a kol. Otázky koncepcie prípravy riadiacich zamestnancov škôl. Nitra : UKF, 2011. 344 s. ISBN 978-80-558-0001-1.

HORVÁTHOVÁ, K. Školský manažment v nových spoločenských podmienkach (pre riadiacich pedagogických zamestnancov). Bratislava : UK, 2008. 181 s. ISBN 978-80-969178-8-4.

HORVÁTHOVÁ, K, MANNIOVÁ, J. Úvod do školského manažmentu. Ivanka pri Dunaji : AXIMA, 2008. 179 s. ISBN 978-80-969178-6-0.

KETS DE VRIES, M. The leadership mystique: Leading behavior in human enterprises. Great Britain : Pearson Education, 2006. 279 s. ISBN 978-1-4058-4019-4.

PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.

SIVÁK, J. Minőség az óvodában. Budapest : Okker, 2001, 272 o. ISBN 963-9228-50-8.

SLAVÍK, J. Hodnocení v současné škole: Východiská a nové metody pro praxi. Praha : Portál, 1999. 190 s. ISBN 80-7178-262-9.

ŠTÁTNY PEDAGOGICKÝ ÚSTAV, 2016. Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách [online]. Bratislava : ŠPÚ, 2016. 112 s. Dostupné na internete <https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf>.

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

Zákon č. 138/2019 o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.

Zásady tvorby školských vzdelávacích programov a výchovných programov – www.statpedu.sk, www.minedu.sk.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 409

A	B	C	D	E	FX
18.09	19.56	18.83	19.8	22.49	1.22

Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., Dr. habil. Erika Kopp, PhD., PaedDr. Alexandra Nagyová, PhD., PaedDr. Beáta Kiss, PhD.,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ TVD/22	Name: Creative workshop
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: - active participation of the student in the exercises - participation of the student in the assignments and participation in the discussions during the exercises - submission of term papers in physical and digital form and its presentation - Evaluation of the success of the semester work - max. 50 points: - quality - 20 points, - originality - 10 points, - formal aspect - 10 points, - a short oral explanation of the concept and content of the works the contents and the content of the submitted works - 10 points. - The successful completion of the course includes the submission of term papers in digitised form as a pdf document, with the quality and content of this document being assessed separately according to the following criteria - max. 30 points: - formal aspect - 10 points - quality of reproductions of the theses - 10 points - skills in the use of digital media (working with hardware and software) -10 points Evaluation - max. 80 points: A : 72 - 80 points (90 - 100%) B: 64 - 71 points (80 - 89%) C: 56-63 points (70-79%) D: 48 - 55 points (60 - 69%) E: 40 - 47 points (50 - 59%) Fx: 0-39 points (0-49%) Total student load: 1 credit = 30 hours - 13 hours of participation in exercises (contact hours); 8 hours of self-study; 9 hours of term paper preparation.	
Results of education: Knowledge Student/Student:	

- Knows the tools of the visual arts and their proper use
- knows the art techniques and their areas of application
- knows the application of some graphic, plastic and digital technologies
- knows the forms of visual education activities
- recognises the specificities of the visual representation of children and young people
- knows the methods of education aimed at developing creativity
- plans and organises forms of visual education and craft activities

Skills

The student is able to:

- use the tools of visual arts correctly and to apply them appropriately
- select and apply appropriate art techniques on the surface and in space
- use the elements of visual language in different ways on the surface and in space
- express themselves using art techniques on a given subject
- carry out certain graphic, plastic and digital processes
- to reflect on current social and cultural issues and critical thinking

Competencies:

The student is able to:

- Apply practical knowledge of the curriculum as applied to creative production practices
- apply the theoretical knowledge of the curriculum that he/she uses in a creative way
- establish own procedures for achieving goals in planning and implementing art activities
- to work independently in creative making practices or in learning the curriculum
- identify with their own profession in which they are fluent in developing their own abilities and skills
- feel responsible for methodologically correct planning, organisation and implementation of art activities
- to support the thinking and creative processes of children and young people and their visual expression

Brief syllabus:

Visual expression - perception, qualities, experience.

Ecology and environmental awareness in art education - land art, environmental art, arte povera.

The development of pictorial representation of children and young people - schematism, symbols, colour and form, space.

Phenomena of visual art - creation, styles.

Characteristics of media - typical expressive means of media.

Bookmaking - Japanese binding, paperback, picture book.

Theory and practice of digital competence - digital image and text, basics of typography and graphic design - poster, advertising, visual identity.

Synesthesia, smells, sounds and touch on canvas, free association of images based on our senses through art therapy.

The possibilities of spatial representation on the canvas - historical overview, peculiarities of spatial representation of children's drawings, basics of perspective representation.

Possibilities of integrating visual education into other areas of education.

Visual education by project method.

Environment: technology and tradition - objects, spaces, function.

Environment: technology and tradition - tradition, design, fashion.

Literature:

ARHNEIM, R. A vizuális élmény: Az alkotó látás pszichológiája. Budapest: Gondolat, 1979, 560 s. ISBN 9632801415

BÁLVÁNYOS, H. Esztétikai - művészeti ismeretek nevelés: Vizuális kultúra II. : Képzőművészet, tárgy - és környezetkultúra. Budapest: Balassi Kiadó, 1998, 168 s. ISBN 963 506 240 0.

BÁLVÁNYOS, H. Látás és szemléltetés. Budapest: Balassi Kiadó, 2003, 155 s. ISBN 963 506 521 3.

BÁLVÁNYOS, H., SÁNTA, L. Vizuális megismerés, kommunikáció. Budapest: Balassi Kiadó, 2000, 125s. ISBN 963 506 354 7.

BAKOS, T., BÁLVÁNYOS, H., PREISINGER ZS. A vizuális nevelés pedagógiája: 6-12 éves korosztályban. Budapest: Balassi Kiadó, 2001, 263 s. ISBN 963 506 398 9.

BEKE, M. 77 magyar népi játékok. Budapest: Corvina, 2017, 304 s. ISBN 978 963 13 6431 6. 161 s. ISBN 978-80-8122-335-8.

DVORSZKY, H. Design: A forma művészete. Budapest: Képzőművészeti Alap Kiadóvállalata, 1979, 295 s. ISBN 963 336 119 2

FEUER M. A gyermekrajzok fejlődéslélektana. Budapest: Akadémiai Kiadó, 2000, 405 s. ISBN 9630577321.

FIEDLER, J., VANCURÁNÉ, S. A., HAJDÚ, A. Kép-játék-hang: Foglalkozási tervek képzőművészeti alkotásokhoz. Budapest: Pedellus Tankönyvkiadó, 2015, 80 s. ISBN 978-615-5154-63-8.

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

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

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

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

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

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

Notes:

Evaluation of subjects

Total number of evaluated students: 92

A	B	C	D	E	FX
51.09	26.09	10.87	0.0	6.52	5.43

Teacher: Mgr. Tímea Mészáros,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ UDP/22	Name: Introduction to pedagogical studies
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Prerequisites for successful completion of the course: <ul style="list-style-type: none"> - active participation of students in lectures, - written exam (50 points), - Creation and presentation of a term paper on one of the topics or subtopics of the course using at least 3 primary sources and at least 5 literary sources, min. 20 000 characters. Assessment of the term paper (50 points): <ul style="list-style-type: none"> - content 20 points, - formal structure 10 points, - list of references 20 points. Total student workload: 3 credits = 90 hours (26 hours of participation in contact teaching, 32 hours of self-study, 32 hours of term paper preparation) Final evaluation: maximum 100 points. 100 points are required to pass the course, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must obtain 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (59-50 points) of the total number of points.	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student knows and can interpret the most important scientific results about human beings, the different ideas about human beings, the educational perceptions associated with them, is aware of the sociocultural factors influencing attitudes, and is aware of the implications of all this for personal development. - The student is able to understand and interpret the results of recent theoretical, anthropological and historical research adequate to teacher education. - The student is familiar with various theoretical approaches and interpretations of education and their roles and is able to apply them in his/her work. Skills: <ul style="list-style-type: none"> - Using the results of the discipline, the student approaches contemporary phenomena of education and pedagogy on the basis of new aspects, with a historical context. 	

- The student should develop his/her image of people and children, his/her perception of education and upbringing, be able to be aware of it and communicate it to others.
- With democratic commitment and a sense of responsibility, the student is prepared to accept values other than his/her own, to recognize and respect the views of others.
- The student is able to reflectively interpret, analyze and evaluate his/her teaching experiences and opinions.

Competences:

- The student is able to form an independent opinion, to reflect on himself/herself as a future teacher.
- The student is able to develop his/her own procedures to achieve set goals,
- The student behaves empathetic towards different social groups.
- The student takes responsibility for the mission of his/her institution.
- Student feels responsible for the effective solution of each problem.

Brief syllabus:

Historical and cultural anthropological approach to education, basic concepts of education - human body, ritual, holiday, space, time, narrative knowledge, informal education, generational relations, education as a social primary function, evolution of culture (mimetic, mythic, paradigmatic) ; Basic models of ancient Greek education, educational ideas of Greek philosophers (Socrates, Plato, Aristotle).

Augustinian principle of education, transformation of medieval man and his worlds - origins of medieval approach to children, education and education, institutionalized education of women.

The world of the Renaissance man, his important pedagogical thinkers (Vittorino da Feltre, Guarino da Verona, Neri St. Philipines, Juan Vives).

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

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

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

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

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

Literature:

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

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

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

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

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

Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184
 Németh András et al: Alternatív- és reformpedagógia a gyakorlatban
http://nti.btk.pte.hu/dogitamas/BHF_FILES/html/99Nemeth/topic.php-topic=14.htm
 (2022.02.07.)
 Pukánszki Béla István: Pedagógiai eszmetörténet. Budapest: Gondolat, 2013. ISBN 978-963-693-228-2.

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

Notes:

Evaluation of subjects

Total number of evaluated students: 250

A	B	C	D	E	FX
44.4	24.8	16.0	2.0	1.2	11.6

Teacher: prof. Dr. Béla István Pukánszky, DSc., prof. Attila Józsefné Katalin Ambrus, DSc., Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Katalin Kanczné Nagy, PhD.,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/UZ/ UFIK/23		Name: Introduction to Finnish language and culture			
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present					
Number of credits: 1					
Recommended semester/trimester of study: 1., 3., 5.					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature:					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 16					
A	B	C	D	E	FX
37.5	18.75	12.5	6.25	0.0	25.0
Teacher: doc. Mgr. Anikó Polgár, PhD.,					
Date of last update: 30.05.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/UZ/ UGK/24		Name: Úvod do gréckého jazyka a kultúry			
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present					
Number of credits: 1					
Recommended semester/trimester of study: 1., 3., 5.					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature: Varga Zsigmond: Bibliai görög olvasó- és gyakorlókönyv. Sárospatak, Hernád Kiadó, 2015, ISBN 978-615-80132-6-0 Györkösy Alajos – Kapitánffy István – Tegye Imre: Ógörög – magyar nagyszótár. Budapest, Akadémiai, 1993 ISBN 963 05 6522 6 Tóth Eszter – Csalog Eszter: Újszövetségi görög nyelvkönyv. Budapest, Szent Pál Akadémia, 1998. ISBN 963 04 9816 2 Bolonyai Gábor – Forró Orsolya – Kulin Veronika: Bevezetés az ógörög nyelvbe. ΘΕΩΝ ΔΙΑΛΟΓΟΙ. Budapest, Bölcsész Konzorcium 2006. ISBN 963 9704 67 9 Belfiore, Jean-Claude – Karsai György: A görög és római mitológia lexikona. Budapest, Saxum, 2008. ISBN 978 963 248 046 6. Maywald József – Vayer Lajos – Mészáros Ede: Görög nyelvtan. Budapest, Tankönyvkiadó, 1980. ISBN 963 17 32 282 Szepessy Tibor: Görög költők antológiája. Egyetemi tankönyv. Budapest, Typotex, 2000 ISBN 963 9132 888 Polgár Anikó: Poszeidón gyöngyszakállja. Görög–latin intertextusok nyomában, Janus Pannoniustól Weöres Sándorig. Pozsony, Kalligram, 2020. ISBN 978-80-8101-992-0					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 5					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
Teacher: doc. Mgr. Anikó Polgár, PhD.,					

Date of last update: 23.09.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/UZ/ ULK/23		Name: Introduction to Latin language and culture			
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present					
Number of credits: 1					
Recommended semester/trimester of study: 1., 3., 5.					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature:					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 17					
A	B	C	D	E	FX
23.53	35.29	17.65	0.0	5.88	17.65
Teacher: doc. Mgr. Anikó Polgár, PhD.,					
Date of last update: 30.05.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/UZ/ ULK2/24		Name: Introduction to Latin language and culture 2			
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present					
Number of credits: 1					
Recommended semester/trimester of study: 2., 4., 6.					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature:					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 5					
A	B	C	D	E	FX
80.0	0.0	0.0	0.0	0.0	20.0
Teacher: doc. Mgr. Anikó Polgár, PhD.,					
Date of last update: 23.09.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ URJ/24	Name: Introduction to Russian language and culture
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 1., 3., 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The assessment of the course consists of the following activities: - work during seminars (50 %) - test (50 %) - Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
Results of education: Knowledge: - The student will be familiar with basic communication topics and knowledge in the Russian language. - By completing this course, the student will gain an overview of the grammatical structure of the Russian language and acquire basic Russian vocabulary. Skills: - The student will be able to use basic Russian conversational expressions in practice. - The student will be able to form sentences independently within the framework of particular communicative topics. - The student will be able to apply basic Russian vocabulary used in everyday life. Competencies: - The student will develop a positive attitude towards the Russian language and national minorities and will teach his/her students in this spirit, with an emphasis on tolerance. - The student will be able to formulate his/her own opinions and attitudes towards the Russian language and Hungarian-Russian relations and will be able to critically review and constructively defend them.	
Brief syllabus: 1. a) Grammar: Russian alphabet, accent, pronunciation, writing Russian letters b) Conversational topics: introduction 2. a) Grammar: articles: nouns, plurals b) Conversational topics: who is it? What is it? 3. a) Grammar: personal pronouns	

- b) Conversational topics: family. Introduction of family members.
- 4. a) Grammar: possessive pronouns (1st and 2nd person)
- b) Conversation topics: family. Welcome, farewell.
- 5. a) Grammar: personal pronouns
- b) Conversation topics: family. How are you?
- 6. a) Grammar: negative : Expressing age.
- b) Conversational topics: family. Swearing. Ticking.
- 7. a) Grammar: possessive cues (3rd person)
- b) Conversation topics: Home. Pronouns.
- 8. a) Grammar: The interrogative pronoun "whose?". Expression of time. Expression of place.
- b) Conversational topics. Where is it? What time is it? Whose is it?
- 9. a) Grammar.
- b) Conversation topics. Getting to know each other.
- 10. a) Grammar: Dropping nouns after numerals.
- b) Conversation topics. (b) Homemaking.
- 11. a) Grammar: Adjectives. What? What? What?
- b) Conversation topics. Months.
- 12. a) Grammar. What - interrogative and imperative (intonation)
- b) Conversation topics. Reception.
- 13. Summary

Literature:

Осипова Ирина. Ключ 1. Учебник русского языка для начинающих. - 4-е изд. - Budapest: Corvina, 2005.
 Осипова Ирина. Ключ 1. Рабочая тетрадь. Budapest: Corvina, 2006.
 Székely András, Székely Nyina. Шаг за шагом 1. Nemzeti Tankönyvkiadó, 2010
 Székely András, Székely Nyina. Шаг за шагом 1. Orosz munkafüzet. Nemzeti Tankönyvkiadó, 2011.

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

hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

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

Date of last update: 26.11.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhD. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ VVP/22	Name: General and developmental psychology
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Successful completion of the course requires active participation in lectures and successful completion of a written examination. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 30 points for participation and max. 70 points for the exam. A student may obtain a maximum of 100 points in total. The final grade for the course is: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points. Total student load: 2 credit = 60 hours (26 hours: attendance at lectures, 34 hours: self-study and exam preparation).	
Results of education: After completing the course the student Knowledge: <ul style="list-style-type: none"> - Knows the basic terminology of the subject, knows different theoretical directions. - Knows the basic concepts of general psychology, such as perception, sensation, learning, memory, attention and concentration, communication, thinking, intelligence, emotion, motivation - Knows the mechanisms of cognitive, emotional and motivational processes. - Knows and can characterize the biological, psychological and sociological aspects of ontogenetic development of all developmental. - Knows the professional knowledge, developmental criteria, and psychological guidelines for public education participants (preschool, junior and senior school age periods, high school age, and lifelong learning). - Can translate theory into practice, familiar with progressive trends in special and applied psychology. - Familiar with methodological approaches, structure and aspects of job descriptions . Skills: <ul style="list-style-type: none"> - Is able to independently construct psychological criteria according to physical and mental age. - Is able to orient himself in the methods of the given problem, to apply observation schemes, scearing. - He is able to differentiate children and pupils with SEN, to follow the individual educational plan. 	

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

Competences:

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

Brief syllabus:

Introduction to psychology, general psychology as a scientific discipline.

Biological factors of psyche, psychophysiology, perception and sensation

Learning, memory, attention and concentration

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

Feelings and emotions, motivation, thinking and thought processes,

Intelligence and models of intelligence, emotional intelligence, creativity.

Developmental psychology as a special scientific discipline - definition.

Physical and mental age - observation schemes.

Developmental scales and developmental periods.

Theories of development of Piaget, Freud, Erikson.

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

- change in intelligence structure

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

Recent research in developmental psychology.

Literature:

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

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

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

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

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

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

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

Komárno: UJS. ISBN 8096925156

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

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

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 78

A	B	C	D	E	FX
23.08	23.08	24.36	17.95	11.54	0.0

Teacher: PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.,

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ ZAP/22	Name: Introduction to academic writing
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Total student workload: - Developing and updating a research plan of at least 2 pages (20 points) - development and adaptation of a research method and tool (20 points) - presentation of the research tool and method in a minimum of 2 pages (20 points) - testing of the research method and tool, summary of the experience in a minimum of 3 pages (40 points) Final course grade: - A = 90 - 100% (100 - 90 points) - B = 80 - 89 % (89 - 80 points) - C = 70-79 % (79-70 points) - D = 60 - 69 % (69 - 60 points) - E = 50 - 59 % (59 - 50 points) - FX = 0 - 49 % (49 - 0 points) Total student workload: 2 credit = 60 hours (13 hours: seminar attendance, 47 hours: self-study and research plan preparation).	
Results of education: Knowledge: Upon completion of the course, the student will know * the main features of scientific knowledge * quantitative and qualitative methods of scientific knowledge * methods of data collection * the basics of case studies and internet research * basic principles of writing bachelor theses * methods and main features of literary research * methods of reference to literature * the link between learning style, learning environment and learning motivation * measurement tools used in data collection and their main features * scientific criteria of validity and reliability * the requirement to ensure argumentative interpretation Skills:	

The student is able to

- formulate a research aim
- construct a research plan on a selected topic, for example, exploring learning styles
- develop principles of literary research
- evaluate the appropriateness of the research tools and methods used

Competencies:

The student can

- draw up their own research plan
- formulate hypotheses and/or questions
- choose own methods and tools to implement the research plan
- analyse the literature and formulate references to their results
- formulate summary ideas on the basis of the developed literature.

Brief syllabus:

Main features of scientific knowledge

Quantitative and qualitative directions of pedagogical science

Formulation of research questions and hypotheses

Selection and processing of literature

Methods of data collection (questionnaires, interview, observation, tests)

Case studies, internet research

Bachelor's thesis as a publication genre

System of references to literature

Learning style and learning environment

Didactics of learning

The connection between learning style and teaching style

Literature:

Andragógiai interdiszciplináris kutatómódszertan / Kálmán Anikó. - 2. vyd. - Budapest : OKKER Oktatási és Kiadói Rt., 2005. - 148 s. - ISBN 963 9228 97 4.

Kutatómódszertan = Elmélet, gyakorlat, tanulmányok : Oktatási segédlet / Menyhárt József. - 1. vyd. - Nitra-Nyitra : Nyitrai Konstantin Filozófus Egyetem -Univerzita Konštantína Filozofa v Nitre, 2015. - 167 s. - ISBN 978-80-558-0962-5.

A társadalomtudományi kutatás gyakorlata / Earl Babbie ; Gábor Kende. - 6. vyd. - Budapest : Balassi Kiadó, 2008. - 600 s. - ISBN 978-963-506-764-0.

Doing a Successful Research Project : Using Qualitative or Quantitative Methods / Martin Davies, Nathan Hughes. - 2. vyd. - Hampshire : Palgrave Macmillan, 2014. - 278 s. - ISBN 978-1-137-30642-5.

Doing Your Research Project : A Guide for First-time Researchers / Judith Bell, Stephen Waters. - 7. vyd. - London : McGraw-Hill Education, 2018. - 344 s. - ISBN 978-0-335-24338-9.

Metody pedagogického výzkumu : Základy kvantitativního výzkumu / Miroslav Chráska. - 2., akt. vyd. - Praha : Grada, 2016. - 254 s. - ISBN 978-80-247-5326-3.

Egyéni különbségek szerepe a tanulásban : Tanulási stratégiák / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2012. - 143 s. - ISBN 978-963-88946-7-0.

Egyéni különbségek szerepe a tanulásban : A tanulási stílus / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2011. - 222 s. - ISBN 978-963-88946-5-6.-

A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája / Paul Roeders, Gefferth Éva. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2.

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

hungarian, slovak

Notes:					
Evaluation of subjects Total number of evaluated students: 113					
A	B	C	D	E	FX
43.36	19.47	22.12	8.85	0.0	6.19
Teacher: prof. Péter Tóth, PhD., PaedDr. Alexandra Nagyová, PhD., Katalin Kanczné Nagy, PhD., doc. dr. univ. Agáta Csehiová, PhD.,					
Date of last update: 30.05.2024					
Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ ZPP/22	Name: Basics of first aid and biology for teachers
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The condition for passing the subject is active participation in the seminars, which consist of a theoretical and practical part. During the practical part, the student will try out, practice, and at the end, demonstrate basic practical skills in providing emergency first aid in various simulated situations and various types of injuries and accidents. The partial evaluation of the subject is the evaluation of the seminar work (extent of at least five pages, TNR font, font size 12) on an arbitrarily selected topic from the list of topics covered according to the subject outline. Evaluation criteria (30%): - Summary of the issue according to the currently available professional literature, drawn from at least three professional sources - Description of a specific case based on own experience, or design of a specific practical method for implementing the given topic in practice - Requirements for content, form, and graphic, image documentation. In the final part, the student proves his theoretical knowledge by completing the test (70%). Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%. Achieving 50% of the total points is necessary to award credits. Total student load: 2 credits = 60 hours (13 hours: participation in lectures, 47 hours: self-study and preparation for the exam, preparation of a seminar paper).	
Results of education: Knowledge: - The student can name the causes, consequences, and solutions of the most frequent sudden actions of traumatic and non-traumatic origin threatening the life and health of newborns, children, and adults. - The student can summarize theoretical knowledge about basic life-saving actions, disorders of consciousness, breathing disorders, seizures, bleeding from wounds, shock, fractures, joint injuries, and burns. - The student can design adjustments to create a safe environment for children and organize various school activities. - The student can characterize individual organ systems and combine them with knowledge of first aid in case of failure of these systems.	

Abilities:

- The student can evaluate situations with a focus on minimizing the risk of further endangering himself and can call emergency medical services and other components of the integrated rescue system in the event of an accident.
- The student can practically perform essential emergency support of life functions - opening the airways, rescue breathing, chest compressions (heart massage), stopping bleeding, stabilizing position, cardiopulmonary resuscitation (revival), including the use of automatic external defibrillation,
- The student can provide psychological support to the disabled.
- The student can provide health care for various types of children's diseases, such as allergies, metabolic disorders, parasites, and respiratory and gastrointestinal tract diseases.

Competencies:

- The student acquires a positive attitude toward providing first aid and preventing sudden threats to the life and health of school-age children and adults.
- The student can justify the importance of providing first aid in the emergency health care system in sudden life and health-threatening events.
- The student can practically use knowledge and skills in dealing with sudden life and serious health-threatening events of traumatic and/or non-traumatic origin.

Brief syllabus:

The importance of first aid, the implementation of first aid in the educational process, and the procedure for reporting an accident to the emergency services.

Safety in the school environment (in the building, in the yard, during free time activities), building a first aid kit at school and school activities.

Essential characteristics of the respiratory system. Determining the affected person's condition, examination of the airways and essential vital functions, stabilization position, removal of a foreign body from the airways, and artificial respiration.

The structure and function of the heart, diseases of the circulatory system, and the heart providing first aid in case of cardiac arrest.

The function of blood and blood elements, stopping bleeding in different types of wounds, types of bandages and wound dressing techniques, and internal bleeding.

Essential characteristics of the musculoskeletal system, muscles, and bones. Injury of tendons, joints, treatment of fractures.

Types of shock states, anaphylactic shock, and essential characteristics of the immune system.

Essential characteristics of the nervous system. Damage to the nervous system, epileptic seizure, convulsions, and first aid.

Essential characteristics of the skin. Types of burns, first aid for burns, eye injuries.

Essential characteristics of the gastrointestinal system. First aid for poisoning.

Wounds caused by stings, bites, planning, organization, and implementation of walks, trips, camps, and safe transportation of children.

Allergies, frequent diseases of the respiratory tract and gastrointestinal tract, parasites in childhood, autoimmune diseases, and metabolic disorders in children.

Literature:

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

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

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

MADER, S. S.: Human biology. - 11. vyd. - Boston: Wm. C. Brown Publishers, USA, – 2008. - 600 s. - ISBN 0-978-0-07-016778-0.
 McCracken, T. O.: Háromdimenziós anatómiai atlasz. Budapest : Scolar Kiadó, 2000. - 237 s. - ISBN 978-963-9193-99-4.
 NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.
 PORÁČOVÁ, J., NAGY, M., BERNÁTOVÁ, R., a kol. Fyziológia živočíchov a človeka - 1. vyd. - Prešov : Fakulta humanitných a prírodných vied PU v Prešove, 2014. - 591 s., [36,65 AH]. - ISBN 978-80-555-1150-4.
 STOPPARDOVÁ, M.: Prvá pomoc malým deťom: Stručný sprievodca prvou pomocou. – 1. vyd. – Bratislava: Slovart s.r.o., 2005. – 63 s. – ISBN 80-8085-022-4.
 SZENTÁGOTHAI, J.: Funkcionális anatómia I.-III. Budapest : Medicina Könyvkiadó, 2006. - 710, 600, 800. - ISBN 963 242 565 0.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

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

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmet', CSc., prof. PhD. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ ŠSB/22	Name: Socio-Scientific and Pedagogical-Psychological Basis of Teaching
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study:	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Conditions for qualifying for the State examination: a) completion of all compulsory courses (16 credits), b) obtaining at least 11 credits from the compulsory elective courses of the program, c) obtaining 5 credits from elective courses, d) obtaining 32 credits in the prescribed composition (to complete the subject of the state examination, the student has get 2 credit). In the oral state examination, the student gives an account of his own pedagogical, psychological and biological knowledge as components of education and training. The state examination takes the form of a colloquium, in which the student's pedagogical knowledge is evaluated by the state final examination committee. The oral exam is evaluated on the basis of the following grading scale: A – 100–90%, B – 90–80%, C – 80–70%, D – 70–60%, E – 60–50%. A student who does not reach 50% does not receive credit.	
Results of education: Knowledge: <ul style="list-style-type: none"> - the student can explain the biological and social psychological aspects of the development of school-aged students, - based on the basic principles of pedagogical diagnostics, the student is able to distinguish the students' current level of personal development and developmental characteristics, - the student is able to reflect on the psychological laws of the student's learning process, - the student can identify the students' individual learning styles, - the student can assess the impact of socio-cultural determinants on the student's personal development, - the student can evaluate the compensation function of the school in relation to the effects of the socio-cultural environment on the development and improvement of the student's personality, - the student has interdisciplinary knowledge about the developmental differences of students, which result from health or social disadvantages, - the student will be able to assess the possibilities of developing his own career in the career development system, - the student will be able to justify the choice of self-education methods. 	

Skills:

- the student has basic practical experience in assessing the students' current level of development,
- the student will be able to accept the developmental differences and psychological characteristics of individual students,
- the student will be able to recognize the specific educational needs of students,
- the student will be able to respect students' individual learning methods,
- the student has basic practical experience in identifying the multicultural environment of students,
- the student is able to take into account the students' different levels of development.

Competencies:

- the student is able to select and use appropriate pedagogical and diagnostic methods (e.g. observation, interview) to assess students' personality characteristics,
- the student is able to interpret the results of the diagnostics, draw conclusions for choosing the strategy of the educational activity,
- the student is able to cooperate with experts in the preparation of individual educational programs,
- the student is able to cooperate in the creation/innovation of the school education program,
- the student is able to cooperate with various experts for the sake of his own professional development,
- the student is able to set the goals of his own professional development,
- the student is able to identify with the need for lifelong learning,
- the student is empathetic and socially committed.

Brief syllabus:

- Not relevant

Literature:

Literature indicated in the information sheets of the study program.

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

hungarian, slovak

Notes:**Evaluation of subjects**

Total number of evaluated students: 47

A	B	C	D	E	FX
40.43	23.4	23.4	6.38	6.38	0.0

Teacher:

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KPD/Uz/ UFIK2/24		Name: Introduction to Finnish language and culture 2			
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present					
Number of credits: 1					
Recommended semester/trimester of study: 2., 4., 6.					
Level of study: I.					
Prerequisites:					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature: Olli NUUTINEN, Suomea suomeksi I, Helsinki, Suomalaisen Kirjallisuuden Seura, 2008. ISBN 978-951-717-737-5 DOMOKOS Péter. Finnugor regék és mondák, Budapest, Móra Ferenc Könyvkiadó, 2012. ISBN 978 963 11 9257 5. BERECZKI Gábor, A magyar nyelv finnugor alapjai, Budapest, Universitas Könyvkiadó, 2003. ISBN 963 9104 79 5. CSEPREGI Márta, Finnugor kalauz, Budapest, Panoráma, 2001. ISBN 9632438620. Pasi SAHLBERG, A finn példa. Mit tanulhat a világ a finnországi oktatási rendszer reformjából? Preklad Fazekas Dóra. Budapest, Nemzeti Tankönyvkiadó, 2013. ISBN 978-963-19-7522-2 POLGÁR Anikó, A másik tekintet. Kisebbség, mítosz, idegenség a finn, magyar és szlovákiai magyar irodalomban, Dunajská Streda: MEDIA NOVA M-Nap Kiadó, 2021. ISBN 978 80 8104 096 2. POLGÁR Anikó, Stereotypes in the Hungarian translations of contemporary Finnish poetry, Yearbook of Finno-Ugric Studies, Vol. 17, Issue 2, 2023, p. 245–254. (Web of Science) ISSN 2224-9443					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: doc. Mgr. Anikó Polgár, PhD.,					
Date of last update: 23.09.2024					

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/Uzb/ PPC1a/23	Name: Supporting pedagogical practice 1
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 20 For the study period: 260 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 1., 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions for completing the course: <ul style="list-style-type: none"> - active participation of the student in a teaching practice in a primary school (primary school) or a secondary school (secondary school), - participation of the student in assigned tasks and involvement in analysis and discussion during the teaching practice, - submission of a completed and validated PPC1 completion report, - Completion of observation sheets from the teaching practice in primary or secondary school: lesson observation records, - Student reflection on PPC1a. Evaluation of the submitted documents (max. 50 points): <ul style="list-style-type: none"> o Content page 35 points, o formal aspect 15 points. Total student workload: 1 credit = 30 hours <ul style="list-style-type: none"> - 20 hours of participation in the teaching practice (contact hours): of which 10 hours of hospitalization and 10 hours of analysis; 2 hours of introductory meeting; 8 hours of preparation of observation sheets and reflection. Final assessment: <ul style="list-style-type: none"> - passed = 50 - 100% (25 - 50 points) - not passed = 49 - 0% (0 - 24 points) 	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student is competent to observe lessons in elementary and middle school. - The student is able to document observed lessons in grade 2 elementary and middle school. - The student is able to navigate some school documents. Skills: <ul style="list-style-type: none"> - The student is able to identify diverse manifestations of structural elements of personality, psychological processes of the student in the teaching process and in social interactions. - The student will describe the didactic aids, communication technologies and means used in the teaching process and the possibilities of applying computers, interactive whiteboards, the 	

Internet, specific teaching programmes and software, dynamic systems and interactive teaching materials and portals in teaching subjects at the 2nd level of primary and secondary school.
- It identifies teachers' teaching and communication styles and professional skills.

Competencies:

- The student is able to conceive his/her own work practices for effective observation.
- Takes a position on observed phenomena based on prior theoretical knowledge.
- Understands the relationship between the principles of teaching and the consequences - the effectiveness of learning.

Brief syllabus:

Basic attributes of observation.

Observation and evaluation of the interior and exterior of a training primary and secondary school.

Recognition and work with pedagogical documentation of the classroom.

Observation of lessons in a 2nd grade elementary school and an SHS.

Analysis of observed lessons together with the trainee teacher.

Documenting the progress of each lesson observed.

Structure of observation sheets.

Completion of observation sheets.

Literature:

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 104

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

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

Date of last update: 30.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ ZLD/22	Name: Basics of air transport
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 0 / 2 / 0 For the study period: 0 / 26 / 0 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The evaluation of the subject consists of a theoretical and a practical part. At the end of the semester, there will be a written test with maximum score of 75 points. Within the practical part (flight on the simulator), it is possible to get a total of 25 points. To receive grade A in the course, student must obtain at least 90 points, for grade B at least 80 points, for grade C at least 70 points, for grade D at least 60 points and for grade E at least 50 points. Credits will not be given to a student who obtain less than 50 points.	
Results of education: Knowledge: After completing the subject, the student: <ul style="list-style-type: none"> • has theoretical knowledge about air transport and unmanned aircraft systems, the history of aviation, aerodynamics, aviation meteorology, communication and aviation law, • has the knowledge necessary to pass the theoretical part of the remote pilot examination. Skills: After completing the subject, the student: <ul style="list-style-type: none"> • is able to perform a flight on the DJI Phantom 3 Flight Simulator. Competencies: After completing the subject, the student: <ul style="list-style-type: none"> • has an active and responsible approach to completing tasks within the subject. 	
Brief syllabus: <ol style="list-style-type: none"> 1. Introduction to the subject Basics of Aviation, history of aviation. 2. Aircraft general knowledge. 3. The basics of flight – aerodynamics. 4. Airplane performance and flight planning. 5. Aviation meteorology. 6. A METAR report and TAF forecast. 7. Communication. 8. Aerodromes, interesting facts about airports. 9. Airspace, the ICAO map. 10. Operational procedures. 	

11. Aviation law and air traffic control procedures.
12. Unmanned aircraft systems (UAS), applications of UAS.
13. Flight on the simulator DJI Phantom 3 Flight Simulator.

Literature:

1. KELLER, L et al.: Učebnice pilota 2016. Příbram : Svět křídel, 2016. 408 s. ISBN 978-80-87567-89-0.
2. Letecká mapa ICAO Slovenska 2016.
3. FÁBIÁN, A.: PPL kézikönyv : A repülőgép-vezetés elmélete. Budapest : Skylight Cerative Ec., 2010. 466 s. ISBN 978-963-06-9062-1.
4. ATKINSON, S.: The Aircraft Book : The definitive visual history. London : Dorling Kindersley, 2013. 320 s. ISBN 978-1-4093-6480-1.
5. BEARD, R. W. – McLAIN, T. W.: Small Unmanned Aircraft : Theory and Practice. New Jersey, NJ : Princeton University Press, 2012. 300 s. ISBN 978-0-691-14921-9.
6. FEDERAL AVIATION ADMINISTRATION: Pilot's Handbook of Aeronautical Knowledge, 2016. Dostupné na: https://www.faa.gov/regulations_policies/handbooks_manuals/aviation/phak/

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

Hungarian or Slovak

Notes:

Distribution of the student's workload:

60% of the workload - direct teaching, preparation for the test and the practical part (flight on the simulator).

40% of the workload - studying the literature, practicing the acquired knowledge.

Evaluation of subjects

Total number of evaluated students: 8

A	B	C	D	E	FX
25.0	12.5	50.0	12.5	0.0	0.0

Teacher: RNDr. Štefan Gubo, PhD., Ing. Ondrej Takáč, PhD.,

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmet', CSc., prof. PhDr. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KINF/ŠS/22	Name: Informatics
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 5., 6..	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the normal time of the study timetable. In the oral state examination, the student will give an account of the knowledge and skills acquired in his/her field of specialisation and the interdisciplinary links with the relevant fields of specialisation. Demonstrate the ability to communicate information, ideas, problems and solutions to professional and lay audiences. The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts towards the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% will receive no credit. The results of the state examination and the examination will be announced by the chairman of the board in public.	
Results of education: Knowledge: <ul style="list-style-type: none"> - the student has acquired knowledge in the compulsory and profile subjects of the study programme, - the student is able to define and interpret in his/her own words basic concepts, explain and describe basic processes, characterise and apply scientific methods of research in the areas specified in the subject's thematic plan, - the ability to analyse and evaluate the knowledge acquired in the subject. Skills: <ul style="list-style-type: none"> - the student is able to present his/her expertise, - the student is able to transfer his/her knowledge, - the ability to organise and apply the theoretical knowledge acquired, - the student has the ability to organise and apply the knowledge and to apply it in a coherent way. Competences: <ul style="list-style-type: none"> - the student is able to express his/her linguistic and professional culture in the oral examination, - the student can use the knowledge acquired in a wider context, - the ability to put into practice and organise the knowledge acquired, 	

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

Brief syllabus:

- I. Fundamentals of Informatics
- II. Programming

Literature:

Literature listed in the information sheets of the study programme

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

Hungarian or Slovak

Notes:

The state examination takes place before an examination board whose members are appointed by the dean.

Evaluation of subjects

Total number of evaluated students: 9

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

Teacher:

Date of last update: 28.05.2024

Approved by: doc. PaedDr. Patrik Šenkár, PhD., prof. RNDr. Tibor Kmeť, CSc., prof. PhD. Juraj Vaňko, CSc., PaedDr. Ladislav Végh, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Krisztián Józsa, DSc.