

# CONTENS

1. Academic Writing.....	10
2. Art-pedagogy-psychology, personal development course.....	197
3. Bachelor's Thesis Seminar.....	13
4. Bachelor's Thesis Seminar.....	89
5. Bachelor's Thesis and Defence.....	107
6. Bachelor's Thesis and Defense.....	60
7. Basics of Catechetics 1.....	136
8. Basics of Catechetics 2.....	140
9. Basics of Catechetics 3.....	143
10. Basics of Catechetics 4.....	147
11. Basics of first aid and biology for teachers.....	275
12. Biblical Studies 1.....	93
13. Biblical Studies 1.....	96
14. Biblical Studies 3.....	98
15. Biblical Studies 4.....	100
16. Biblical Studies 5.....	102
17. Christian Education.....	159
18. Conversation in the English language.....	181
19. Conversation in the English language 2.....	184
20. Conversation in the German language.....	187
21. Conversation in the German language 2.....	189
22. Conversation in the Slovak language.....	191
23. Creative workshop.....	246
24. Digital technologies in the educational process.....	172
25. Drama Techniques in Teaching Foreign Languages I.....	23
26. Educational theory and educational philosophy.....	238
27. English Language and Literature.....	74
28. Ethical Issues in Catechetics.....	105
29. Experience equivalent to academic mobility - Teaching of English language and literature.....	6
30. Experience equivalent to academic mobility - Teaching of catechesis.....	87
31. Family and school.....	223
32. General and developmental psychology.....	269
33. General didactics and preparation for school observation.....	164
34. Grammar Practice.....	29
35. Gross motor development.....	229
36. Human biology and basics of first aid.....	161
37. Inclusive pedagogy.....	175
38. Integrated student at school.....	178
39. Introduction to Catechetics 1.....	151
40. Introduction to Catechetics 2.....	154
41. Introduction to Finnish language and culture.....	252
42. Introduction to Finnish language and culture 2.....	255
43. Introduction to Greek language and culture.....	258
44. Introduction to Latin language and culture.....	261
45. Introduction to Latin language and culture 2.....	264
46. Introduction to Linguistics.....	79
47. Introduction to Literature.....	82
48. Introduction to Russian language and culture.....	267

49. Introduction to academic writing.....	272
50. Introduction to pedagogical studies.....	249
51. Introduction to poimenics.....	157
52. Introductory pedagogical practice.....	212
53. Language Practice I.....	31
54. Language Practice II.....	34
55. Linguistics I. - Phonetics and Listening.....	26
56. Linguistics II. - Morphology and Lexicology.....	57
57. Linguistics III. - Syntax.....	76
58. Methodology I.....	51
59. Methodology II.....	54
60. Methods of learning and research.....	201
61. Minority competencies.....	194
62. Movement culture and healthy lifestyle education.....	241
63. Pedagogical diagnostics.....	204
64. Pedagogical evaluation.....	208
65. Pedagogical practice 2.....	214
66. Pedagogical practice 3.....	217
67. Practical Catechetics 1.....	110
68. Practical Catechetics 2.....	113
69. Practical Catechetics 3.....	116
70. Practical Catechetics 4.....	119
71. Profession of teaching.....	220
72. Professional training.....	235
73. Reading 19th Century Literary Texts.....	43
74. Reading 20th Century Literary Texts.....	46
75. Reading 20th and 21st Century American Literary Texts.....	8
76. Reading 21st Century Litierary Texts.....	49
77. Regional and minority culture.....	226
78. Seminar of Church History.....	123
79. Seminar of Ecclesiastics.....	126
80. Seminar of poimenics.....	132
81. Seminar of the New Testament.....	130
82. Seminar of the Old Testament.....	134
83. Seminary of Christian Denominations.....	128
84. Sociology of education.....	232
85. Speaking I.....	37
86. Speaking II.....	39
87. Speaking III.....	41
88. Student mobility related to graduate profile - Teaching of English language and literature.....	4
89. Student mobility related to graduate profile - Teaching of catechesis.....	85
90. Teaching English in an Online Environment.....	63
91. The Culture and History of Great Britain.....	71
92. The Culture and History of the USA.....	68
93. The History of American Literature I.....	20
94. The History of English Literature I.....	17
95. Theoretical foundations of education.....	278
96. Theory and practice of the management of educational institutions.....	243
97. Volunteering, helping activities.....	169



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJb/ MOB1-AJ/25	<b>Name:</b> Student mobility related to graduate profile - Teaching of English language and literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1., 2., 3., 4., 5., 6..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 3 credits = 75–90 hours 26 hours participation in contact hours; 20 hours preparation of the educational activity project and assignments given during lessons; 35–45 hours self-study and preparation of a brief reflection or report on the acquired experiences and knowledge in relation to the graduate's profile. The course is completed in the form of "passed" (without a grade), based on the fulfilment of the above conditions. The course completion is recorded in AIS by the academic responsible person (ZOŠP) after verifying that the conditions have been met.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student acquires an overview of subject-specific topics that broaden or complement their graduate profile in an international and intercultural context.</li> <li>- They acquire knowledge gained during mobility that is not directly part of their study plan but is relevant to their field of expertise.</li> <li>- They understand how professional knowledge is applied in various academic or work environments abroad.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The student is able to apply the knowledge acquired during mobility in further studies or professional practice.</li> <li>- They can communicate and collaborate in an international team, in a foreign language, and in a culturally diverse environment.</li> <li>- They are capable of reflecting on their own educational needs and adapting to new academic or professional settings.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- The student develops competences necessary for lifelong learning, flexibility, and adaptability.</li> <li>- They strengthen their ability to actively participate in international educational activities and projects.</li> </ul>	

- They increase their level of independence, responsibility, and initiative in solving tasks outside their domestic academic environment.

**Brief syllabus:**

- Introduction to the subject, the importance of academic mobility and the internationalisation of higher education.
- Professional seminars by a foreign university teacher in line with the graduate profile. International approaches and current trends in the field. Intercultural communication and working in an international academic environment.
- Reflection of the student on the knowledge, skills and experience gained from the teaching conducted by a foreign university teacher.
- Discussion and feedback - relevance of the knowledge gained for further study and professional development.

**Literature:**

Literature as recommended by the university teacher involved in the mobility programme.

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

English, Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 11

a	n
100.0	0.0

**Teacher:**

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJb/ MOB2-AJ/25	<b>Name:</b> Experience equivalent to academic mobility - Teaching of English language and literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1., 2., 3., 4., 5., 6..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 3 credits = 75–90 hours 26 hours participation in contact hours; 20 hours preparation of the educational activity project and assignments given during lessons; 35–45 hours self-study and preparation of a brief reflection or report on the acquired experiences and knowledge in relation to the graduate's profile. The course is completed in the form of "passed" (without a grade), based on the fulfilment of the above conditions. The course completion is recorded in AIS by the academic responsible person (ZOŠP) after verifying that the conditions have been met.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student acquires subject-specific knowledge in line with the graduate profile, delivered by a foreign academic staff member in an international context.</li> <li>- The student becomes familiar with various approaches, concepts, and methods used in foreign academic and research environments.</li> <li>- The student gains an overview of current trends and findings in the relevant field from an international perspective.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The student is able to communicate and work in a foreign language, developing their language and intercultural communication skills.</li> <li>- The student can actively apply the acquired knowledge in their own academic and professional context.</li> <li>- The student develops the ability to critically analyse and apply new insights from the international academic environment.</li> <li>- The student enhances the ability to integrate new knowledge from international research into their own research or practice.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- The student strengthens their ability to navigate the international academic environment and actively participate in it.</li> </ul>	

<ul style="list-style-type: none"> <li>- The student improves their adaptability, independence, and flexibility when studying in an intercultural environment.</li> <li>- The student develops openness to diverse professional and cultural approaches, as well as the ability to work both independently and as part of a team.</li> </ul>	
<p><b>Brief syllabus:</b></p> <ul style="list-style-type: none"> <li>- Introduction to the subject, the importance of academic mobility and the internationalisation of higher education.</li> <li>- Professional seminars by a foreign university teacher in line with the graduate profile. International approaches and current trends in the field. Intercultural communication and working in an international academic environment.</li> <li>- Reflection of the student on the knowledge, skills and experience gained from the teaching conducted by a foreign university teacher.</li> <li>- Discussion and feedback - relevance of the knowledge gained for further study and professional development.</li> </ul>	
<p><b>Literature:</b> Literature as recommended by the university teacher involved in the mobility programme.</p>	
<p><b>Language, knowledge of which is necessary to complete a course:</b> English, Hungarian or Slovak</p>	
<p><b>Notes:</b></p>	
<p><b>Evaluation of subjects</b> Total number of evaluated students: 1</p>	
a	n
100.0	0.0
<p><b>Teacher:</b></p>	
<p><b>Date of last update:</b> 28.03.2025</p>	
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.</p>	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ AML/25	<b>Name:</b> Reading 20th and 21st Century American Literary Texts
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars 2 - 4 hours, preparation for theoretical written tests 22 - 30 hours. The subject ends with evaluation. During the semester, students fulfill the following requirements: - active participation in seminars, which includes reading selected literary texts - successful completion of two theoretical written tests from literary works (100 points) For a successful evaluation, students must obtain at least 50% of the individual tests. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge</b> - The student will be able to name and describe famous American writers of the 20th and 21st centuries (e.g. M. E. W. Freeman, T. Pynchon, O. Henry, J. C. Oates, A. C. Clarke) - The student can characterize the main ideas of the literary works analyzed, as well as the social, political, and cultural context in which they were written. - The student will know what kind of literary critical analysis is required for a given work (e.g., feminist, psychoanalytic, or biographical). <b>Skills:</b> - The student will be able to interpret and analyze 20th and 21st century literary texts. - The student will be able to formulate and critically review his/her own opinions and attitudes. <b>Competences:</b> - The student will master the historical-cultural and social characteristics of 20th and 21st century American literary works.	
<b>Brief syllabus:</b>	

1. Introduction to the course (introduction of the writers, as well as main principles and strategies of work with literary texts)
2. William Faulkner: A Rose for Emily. Flannery O'Connor: A Good Man Is Hard to Find
3. J. D. Salinger: A Perfect Day for Bananafish. For Esmé with Love and Squalor. Mary Eleanor Wilkins Freeman: The Jester
4. Thomas Pynchon: Entropy
5. Shirley Jackson: The Lottery
6. Langston Hughes: The Negro Speaks of Rivers
7. O. Henry: The Gift of the Magi
8. Megan Abbott: Oxford Girl
9. Jack London: The Master of Mystery
10. Joyce Carol Oates: The Archivist
11. John Scalzi: The President's Brain is Missing
12. Rebecca McKanna: Interpreting American Gothic
13. Richard Matheson: I am Legend. Amy Tan: Rules of the Game

**Literature:**

Bercovitch, Sacvan. The Cambridge History of American Literature: Volume 8. Poetry and Criticism, 1940-1995. Cambridge: CUP, 2008.

Collier, Peter, and Helga Geyer-Ryan (ed.): Literary Theory Today. Cambridge: Polity Press, 2007.

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

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

Puskás, Andrea. Encounters of Generations and Low/High cultures: Intercultural Communication in Amy Tan's The Joy Luck Club In: Žurnal Sibirskogo federal'nogo universiteta. Gumanitarnye nauki. Krasnoyarsk: Sibirskiy Federalnyy Universitet, 2025, Roč. 85, č. 1, s. 12-20.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 24

A	B	C	D	E	FX
33.33	25.0	12.5	8.33	8.33	12.5

**Teacher:** Mgr. Renáta Lengyel-Marosi, PhD., doc. PaedDr. Andrea Puskás, PhD., PaedDr. Cyntia Kálmánová,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ APIS/25	<b>Name:</b> Academic Writing
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of tasks and assignments 12 - 17 hours (exercises, assignments...), preparation and submission of the final written work 12 - 17 hours. The subject ends with evaluation. During the semester, students fulfill the following requirements: - active participation in seminars, preparation of written assignments at seminars and outside them (40 points) - submission of the final written work (60 points) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows and explains the rules of academic writing in English.</li> <li>• The student characterizes the individual phases of creating an academic speech, their functions and specifics.</li> <li>• The student recognizes different sources, knows and explains the rules of paraphrasing and citations.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student applies theoretical knowledge about the characteristic features of written expression in an academic environment in practice.</li> <li>• The student abstracts ideas from various sources and can paraphrase them.</li> <li>• The student evaluates various sources in terms of validity and reliability.</li> <li>• The student formulates his/her thoughts when writing the abstract and structure of the final thesis.</li> </ul> <b>Competencies:</b>	

- The student has mastered the procedures, skills and strategies of academic writing in the English language and knows how to practically use and apply them when writing a thesis and other texts in an academic environment.

**Brief syllabus:**

It is an introductory course for students studying in an academic setting who need to improve and develop their basic writing to the level expected in academic settings. Using a process approach, it takes students from structuring paragraphs to writing short essays. Students will learn how to generate ideas, organize ideas, draft paragraphs, build discourse, ensure coherence and cohesion, revise language and check their own and others' written work. Students also learn how to spot and avoid plagiarism; they practice paraphrasing the ideas of other authors and deal with professionally formatted references.

List of main topics:

1. Experience with writing in English
2. Preparing to write: Brainstorming ideas
3. Paragraph structure
4. Writing a description
5. Opinions and arguments
6. Structure of the essay
7. Formulation of the main idea and arguments
8. Abstracts
9. Introductions and conclusions
10. Cohesion: connecting words and phrases
11. Writing an outline
12. Basics of punctuation
13. Paraphrase, quotations

**Literature:**

Csölle, A., & Kormos, J. (2002) A brief guide to academic writing. Budapest: Műszaki Könyvkiadó. 84 s. ISBN 9631630781

Hedge, T. (2017). Writing. 2nd ed. Oxford: Oxford University Press. 154 s. - (Resource Books for Teachers). - ISBN 978 019 442190 4.

Kontra, E.H. (2003). Training teachers to mark compositions. *novELTy*, 10 (3), 5-24. ISSN 1218-537X

Raimes, A. (2008). Exploring through writing: A process approach to ESL composition. 2nd ed. Cambridge : Cambridge University Press. 398 s. ISBN 978 0 521 65761 7

Zemach, D.E., & Rumisek, L.A. (2005). Academic writing from paragraph to essay. London: Macmillan. 131 s. - ISBN 978-1-4050-8606-6

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 31

A	B	C	D	E	FX
22.58	32.26	35.48	3.23	6.45	0.0

**Teacher:** Dr. habil. Gábor Vilmos Győri, PhD., PaedDr. Cyntia Kálmánová,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ BS/25	<b>Name:</b> Bachelor's Thesis Seminar
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Submission of a selected bibliography related to the topic of the Bachelor thesis and drafting of a part of the Bachelor thesis (10-12 pages). Attendance at the seminar is compulsory. The student prepares part of the Bachelor thesis and submits the bibliography. The student must hand in a ready part of the thesis to the tutor by the deadline. If the student does not hand in the ready part of the thesis within 7 days after the deadline, he/she will not receive the credits for the course. The length of the ready part of the thesis to be handed in is determined by the tutor, the formal requirements are specified in the Rector's Directive 2/2021. The work must comply with the technical rules and ethics of citation. <b>Criteria for the evaluation of the work:</b> – the student's analytical-synthetic thought process, – expression of personal opinion supported by theoretical knowledge, – the definition of the problem and the aim of the work, the way in which it has been developed, – the structure of the work - logical structure and proportional length of each part, – work with literature and sources of information (how they are selected and used), – compliance with the basic formal requirements of the essay, compliance with citation requirements, – aesthetic and linguistic quality of the essay. <b>Percentages for each task:</b> Work done in seminars: 20 %. Seminar paper: 80 %. The student must complete at least 50 % of all assignments.	
<b>Results of education:</b> <b>Knowledge:</b> The student is able to: - list and explain the general requirements for the preparation of the Bachelor thesis, describe and characterize the content structure of the Bachelor thesis and its parts (introduction, main body, appendices),	

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

#### Skills:

The student is able to:

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

**Competences:**

The student

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

**Brief syllabus:**

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

**Literature:**

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

- Anderson, Jonathan – Millicent Poole: Assignment and thesis writing. Wiley, 2001.
- Bell, Judith: Doing Your Research Project : A guide for first-time researchers in education, health and social science. England: McGraw-Hill Open University Press, 2010.
- Bond, Alan: Your Master's Thesis: How to plan, draft, write and revise. Abergele: Studymates, 2006
- Brown, James Dean – Theodore S. Rodgers: Doing Second Language Research. Oxford: Oxford University Press, 2010.
- Bui, Yvonne N.: How to Write a Master's Thesis. Thousand Oaks: SAGE Publications, 2014.
- Dörnyei, Zoltán: Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. OUP, 2011.
- Kennedy, X. J, Dorothy M. Kennedy, Marcia F. Muth: Writing and Revising: A Portable Guide, Boston - New York: Bedford /St. Martin's, 2007.
- Murray, Rowena: How to Write a Thesis. England: McGraw-Hill Open University Press, 2011.
- Nunan, D.: Research Methods in Language Learning. New York: CUP, 1992.

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

English

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

Total number of evaluated students: 29

A	B	C	D	E	FX
37.93	20.69	13.79	17.24	10.34	0.0
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., doc. PaedDr. Andrea Puskás, PhD., Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Győri, PhD., PaedDr. Cyntia Kálmánová,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ DAL1/25	<b>Name:</b> The History of English Literature I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 13 hours, preparation for seminars (reading literary works, working out tasks and assignments) 25 - 30 hours, preparation for quizzes and mini-tests 10 - 14 hours, presentation preparation 6 - 10 hours, preparation for exam 33 - 40 hours. The course ends with an exam. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> <li>- participation in lectures, active participation in seminars</li> <li>- participation in two mini-tests during the semester</li> <li>- short presentation on a selected topic:</li> </ul> It should contain the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the relevant author, or literary work. <ul style="list-style-type: none"> <li>- reading selected literary works:               <ol style="list-style-type: none"> <li>1. Geoffrey Chaucer: Canterbury Tales - The Wife of Bath's Prologue and The Wife of Bath's Tale</li> <li>2. Shakespeare: A Midsummer Night's Dream</li> <li>3. Shakespeare: Macbeth</li> <li>4. Samuel Taylor Coleridge: The Rime of the Ancient Mariner</li> <li>5. Jane Austen: Pride and Prejudice</li> <li>6. Charles Dickens: A Christmas Carol</li> <li>7. Emily Brontë: Wuthering Heights</li> <li>8. George Bernard Shaw: Pygmalion</li> <li>9. Oscar Wilde: The Picture of Dorian Grey</li> <li>10. Oscar Wilde: The Happy Prince and Other Stories (The Selfish Giant, The Happy Prince, The Nightingale and the Rose)</li> </ol> </li> </ul> Successful completion of written tests and presentations is a condition for participation in the oral exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	

**Results of education:**

Knowledge:

- The student can explain the characteristic features of individual historical stages of the development of English literature.
- The student explains and characterizes the differences between individual literary periods from the earliest times to the end of the 19th century.
- The student names and characterizes the main representatives of English literature from the beginning to the end of the 19th century and can name the most important literary works of the most important authors.

Skills:

- The student presents his own opinions in the context of the history of English literature up to the end of the 19th century in the English language.
- The student interprets the most important literary works from the history of English literature up to the end of the 19th century.
- The student collects information about literary personalities, literary works in various publications and on the Internet.

Competencies:

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

**Brief syllabus:**

Lectures:

1. The first English literature. Beowulf
2. Chaucer and after. The Canterbury Tales. The beginnings of drama
3. The English Renaissance. Theatres and city life. Early Elizabethan drama
4. William Shakespeare. Life and works. Other Elizabethan dramatists
5. Tudor Poetry and Prose. John Milton. Restoration period
6. The Age of Reason: Classicism. Defoe, Swift, Fielding, Sterne
7. The Romantics. Burns, Blake, Wordsworth, Coleridge, Byron, Shelley, Keats
8. Jane Austen. Life and works
9. The Victorian Period. Puritanism, philosophy and religion. Charles Dickens. The Brontës
10. Thomas Hardy. Novels – naturalism, pessimism and determinism. Imperialism. Rudyard Kipling.
11. Fresh life in drama. Melodrama. G. B. Shaw. Oscar Wilde
12. Oscar Wilde. Life and works. Aestheticism.
13. Beginnings of Modernism

Seminars

1. Introduction to the history of English literature
2. Geoffrey Chaucer: The Canterbury Tales – The Wife of Bath's Prologue and The Wife of Bath's Tale
3. Shakespeare: A Midsummer Night's Dream
4. Shakespeare: Macbeth
5. Shakespeare: King Lear
6. Classicism: Defoe: Robinson Crusoe. Sterne: The Life and Opinions of Tristram Shandy Gentleman
7. British Romanticism. Samuel Taylor Coleridge: The Rime of the Ancient Mariner

8. Jane Austen: Pride and Prejudice
9. The Victorian Period. Charles Dickens: A Christmas Carol. Oliver Twist
10. The Brontë sisters. Emily Brontë: Wuthering Heights, Charlotte Brontë: Jane Eyre
11. George Bernard Shaw: Pygmalion
12. Oscar Wilde: The Picture of Dorian Grey
13. Oscar Wilde: The Happy Prince and Other Stories

**Literature:**

Puskás, A. 2015. History of English Literature I. A Textbook for University Students of English as a Foreign Language. Komárno: J. Selye University.

Abrams, M. H.: The Norton Anthology of English Literature. Volume 1. New York-London: Norton & Company, 2000.

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

Bradley, A. C.: Shakespearean Tragedy. New York: Palgrave, 1992.

Day, A.: Romanticism. New York: Routledge, 2004.

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

Thornley, G. C. – Roberts, G.: An Outline of English Literature. New York: Longman, 2003.

Puskás, Andrea. Biblical Allusions in Shakespeare's King Lear: Echoing the Book of Job. *Eruditio - Educatio*. Vol. 10, no. 3 (2015), p. 77-83. ISSN 1336-8893.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 113

A	B	C	D	E	FX
16.81	17.7	23.89	8.85	11.5	21.24

**Teacher:** doc. PaedDr. Andrea Puskás, PhD., doc. PaedDr. Andrea Puskás, PhD., PaedDr. Cyntia Kálmánová, Mgr. Renáta Lengyel-Marosi, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ DAM1/25	<b>Name:</b> The History of American Literature I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 13 hours, preparation for seminars (reading literary works and chapters from literary works, working out tasks and assignments) 25 - 30 hours, preparation for quizzes and mini-tests 10 - 14 hours, presentation preparation 6 - 10 hours, exam preparation 33 - 40 hours. The course ends with an exam. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> <li>- participation in lectures, active participation in seminars</li> <li>- participation in two mini-tests during the semester</li> <li>- short presentation on the selected topic:</li> </ul> It should contain the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the respective author, or literary work. <ul style="list-style-type: none"> <li>- reading selected literary works:               <ol style="list-style-type: none"> <li>1. Washington Irving: Rip Van Winkle; The Legend of the Sleepy Hollow</li> <li>2. James Fennimore Cooper: The Last of the Mohicans</li> <li>3. Nathaniel Hawthorne: The Scarlet Letter</li> <li>4. Edgar Allan Poe: The Black Cat, The Fall of the House of Usher, The Murders in Rue Morgue</li> <li>5. Herman Melville: Billy Budd</li> <li>6. Walt Whitman: Song of Myself, Pioneers! O Pioneers!, I Hear America Singing, O Captain, My Captain!, Beat! Beat! Drums!</li> <li>7. Mark Twain: The Adventures of Huckleberry Finn</li> <li>8. Emily Dickinson: poems 49, 67, 130, 135, 185, 216, 241</li> <li>9. Charlotte Perkins Gilman: The Yellow Wallpaper</li> <li>10. Henry James: The Turn of the Screw</li> <li>11. William Carlos Williams: The Young Housewife, Portrait of a Lady, Queen-Anne's-Lace, The Widow's Lament in Springtime, Spring and All, To Elsie, The Red Wheelbarrow.</li> </ol> </li> </ul> Successful completion of the written tests and presentation is a condition for participation in the written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%,	

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

### **Results of education:**

Knowledge:

- The student explains the characteristic features of individual historical stages of the development of American literature from the beginnings until the end of the 19th century.
- The student explains and analyses the differences between individual literary periods from the earliest times to the end of the 19th century.
- The student names and characterizes the main representatives of American literature from the beginning to the end of the 19th century and can name the most important literary works of the most important authors.

Skills:

- The student presents his/her own opinions in the context of the history of American literature in the English language.
- The student interprets the most important literary works from the history of American literature up to the end of the 19th century.
- The student collects information about literary personalities, literary works in various publications and on the Internet.

Competencies:

- The student describes the historical-cultural, value-moral, literary and social connections and peculiarities of the English language and literature.
- The student integrates knowledge and skills about the history of American literature and flexibly engages them in the further development of his knowledge, skills and competences on a practical level.

### **Brief syllabus:**

Lectures and seminars focus on the history of American literature from the earliest times to the end of the 19th century. Students work with different literary works from each literary period: poetry, drama, short prose and novels.

1. Colonial beginnings. The Revolutionary Era.
2. The Knickerbocker Group: Washington Irving: Rip van Winkle. The Legend of Sleepy Hollow. Frontier fiction: James Fenimore Cooper: The Last of the Mohicans
3. American Transcendentalism. Ralph Waldo Emerson. Henry David Thoreau.
4. American Gothic: The poetry and short stories of Edgar Allan Poe
5. Late Romanticism: Nathaniel Hawthorne: The Scarlet Letter
6. Herman Melville: Moby Dick; or The Whale
7. The American Civil War Era. Walt Whitman,
8. The poetry of Emily Dickinson
9. The Gilded Age. Local colour writing. Mark Twain
10. The era of naturalism: Stephen Crane: The Red Badge of Courage
11. Realism: Henry James.
12. Harriet Beecher Stowe Kate, Chopin, Charlotte Perkins Gilman
13. The end of the 19th century.

### **Literature:**

Puskás, A.: The History of American Literature I: A Textbook for University Students of English as a Foreign Language. Komárno: Univerzita J. Selyeho, 2023.

Quinn, J. et. al. Lectures on American Literature / - 3. vyd. - Praha : Karolinum, 2011.

Bercovitch, S.: The Cambridge History of American Literature: Poetry and Criticism, 1940-1995. Cambridge: Cambridge University Press, 2008.

<p>Lauter, P. et. al.: The Heath Anthology of American Literature. Boston: Houghton Mifflin Company, 2005.</p> <p>Baym, N.: The Norton Anthology of American Literature. New York: Norton &amp; Company, 2003.</p> <p>D. Hart, James: American Literature. New York : Oxford University Press, 1995.</p> <p>Gilbert, S.: The Norton Anthology of Literature by Women. New York: Norton &amp; Company, 2005.</p> <p>Ruland R. –Bradbury M.: From Puritanism to Postmodernism – a History of American Literature. London: Penguin, 1991.</p> <p>Scofield, M. 2006. The Cambridge Introduction to the American Short Story. Cambridge University Press.</p> <p>Crane, G. 2007. The Cambridge Introduction to the Nineteenth-Century American Novel. Cambridge University Press.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> English</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 104</p>					
A	B	C	D	E	FX
11.54	8.65	16.35	27.88	18.27	17.31
<p><b>Teacher:</b> doc. PaedDr. Andrea Puskás, PhD., Mgr. Renáta Lengyel-Marosi, PhD., PaedDr. Cyntia Kálmánová,</p>					
<p><b>Date of last update:</b> 28.03.2025</p>					
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ DRA1/25	<b>Name:</b> Drama Techniques in Teaching Foreign Languages I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of tasks and assignments 8-10 hours, preparation of the lesson plan 8-12 hours, preparation for the theoretical written test 8-12 hours. The subject ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of assignments and completion of tasks - successful completion of a practically oriented written test (50 points) - preparation and submission of the lesson plan (50 points): The plan should include drama techniques for teaching a selected language structure or vocabulary item for a selected target group. Appropriate use of techniques and activities, variety, materials, plan structure, correctly set goals, language level and content are evaluated. For successful completion, students must obtain at least 50% of the individual assessment dimensions. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student identifies, lists and characterizes drama techniques in teaching English as a foreign language.</li> <li>• The student names the basic elements and parts of the lesson plan, understands the essence of planning educational activities.</li> <li>• The student knows current didactic concepts, the methods and forms supporting the active learning of the English language, the possibilities and limits of their use, has theoretical knowledge about the educational process and in the field of innovative approaches to teaching foreign languages.</li> </ul>	

- The student characterizes the communicative approach to teaching foreign languages and the position of drama pedagogy and dramatic techniques within this approach.

Skills:

- The student applies drama techniques to develop English language skills in practice.
- The student integrates knowledge of drama techniques into lesson plans for English language classes.
- The student uses the material background of educational activities at school, school facilities, and uses didactic and audiovisual aids for the implementation of drama techniques.
- The student implements basic drama techniques in the presentation and practice of language systems, language activities and communication competences.

Competencies:

- The student organizes and provides educational activities with an emphasis on drama techniques.

**Brief syllabus:**

1. Drama techniques in the foreign language classroom. Learner-based teaching and drama. Learning styles, lesson planning.
2. Warming-up activities with drama, ice-breakers. Verbal and non-verbal activities. Concentration activities
3. Short improvisations and co-operative learning. The theory of the social learner: learning in a group.
4. The most frequent drama techniques
5. Dramatizing dialogues. Group improvisation
6. Teaching vocabulary with drama
7. Structuring drama work and lesson planning. A Crazy Hotel– making lesson plans based on drama techniques
8. Teaching grammar with drama I. The Frog Prince – if-clauses and drama
9. Teaching grammar with drama II. Goldilocks and the Three Bears and the Present Perfect Simple
10. Improving speaking skills with drama. Supernatural families
11. Brighton in the Rain – using songs and poems to improve pronunciation
12. A Case for the Defence – using literary texts and drama to teach language
13. Preparing a drama project

**Literature:**

- Maley, Allan – Duff, Alan. 2004. Drama Techniques in Language Learning. Cambridge University Press.
- Puskás, Andrea. Improving Creativity in the EFL Classroom. 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.
- Maley, Alan – Duff, Alan. Drama Techniques: A Resource Book of Communication Activities for Language Teachers. Cambridge : Cambridge University Press, 2005.
- Phillips, S.: Drama with Children. Oxford: Oxford University Press, 1999.
- Tom Godfrey: DRAMA in ENGLISH LANGUAGE TEACHING: A WHOLE-PERSON LEARNING APPROACH. 2010.  
Available at: <https://tomgodfrey.wordpress.com/2010/08/15/drama-in-english-language-teaching-a-whole-person-learning-approach/>
- Almond, Mark. 2005. Teaching English With Drama : How to use drama and plays when teaching - for the professional English language teacher. Brighton: Pavilion Publishing.
- Wilson, Ken. 2012. Drama and Improvisation. Oxford: Oxford University Press.
- Richards, J.C. – Rodgers, T.S.: Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2001.

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

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

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

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

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 60

A	B	C	D	E	FX
35.0	13.33	21.67	15.0	13.33	1.67

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ FOLI/25	<b>Name:</b> Linguistics I. - Phonetics and Listening
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 / 2 <b>For the study period:</b> 13 / 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 125 - 150 hours Out of this, lectures represent 13 hours, seminars 13 hours and exercises 26 hours. Preparation of assignments, preparation for seminars and exercises 20 - 28 hours, preparation for quizzes and mini tests 20 - 26 hours, preparation for the exam 33 - 44 hours. The course ends with an exam. The subject is based on intensive practice of phonetic structures and listening, so students are given space to improve with a lot of exercises and assignments. During the semester, they fulfil the following requirements: <ul style="list-style-type: none"> <li>- mandatory attendance at lectures, seminars and exercises and active participation</li> <li>- working on assignments, exercises and tasks at home and at seminars</li> <li>- participation in quizzes and mini-tests</li> </ul> The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student explains and describes the basic concepts of phonetics and phonology.</li> <li>• The student has acquired knowledge about the English language and its laws, about the way and conditions of its functioning in the context of phonetics and phonology.</li> <li>• The student describes the production of sounds, the system of vowels and consonants, phonotactics and suprasegmental phenomena in the English language.</li> <li>• The student knows the basics of transcription.</li> <li>• The student recognizes a wide range of accents and dialects, distinguishes colloquial and regional expressions</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student analyzes speech in the context of segmental and suprasegmental phenomena of phonetics and phonology.</li> </ul>	

- The student creates a transcript.
- Based on acquired knowledge of phonetics and phonology, the student produces correct speech.
- The student understands different types of oral expressions.
- The student evaluates and analyzes the meaning of spoken speech, even if the speech is not clearly structured.
- The student successfully processes the information heard and draws the necessary conclusions for further functioning in the context of a foreign language.

Competencies:

- The student has mastered procedures, skills and strategies for using the English language, applies, evaluates and uses knowledge of segmental phenomena in verbal discourse.

### **Brief syllabus:**

The course consists of two parts: 1) 1 lecture and 1 seminar on phonetics and phonology, 2) 2 practical lessons on Listening

Phonetics and phonology

1. Introduction to the course. Introduction to basic concepts of phonology and phonetics.
  2. The International Phonetic Association and the emergence of the IPA transcription system.
- Speech recognition practice
3. Articulatory phonetics. Articulatory organs and speech sound production. Speech recognition practice
  4. Classification of speech sounds: Consonants. Special symbols for transcribing English consonants.
  5. Vowels. Special symbols for transcribing English vowels. Speech recognition practice
  6. The vowel chart: primary and secondary cardinal vowels. IPA practice
  7. Phonetics versus Phonology. The notion of phoneme.
  8. Allophonic variation and phonemic change. Variety and dialect identification
  9. Distinctive features and minimal pairs. Variety and dialect identification
  10. Phonotactics, sonority principles. Types of sound change: sound shifts, assimilations.
  11. Suprasegmental features: accent, tone, intonation.
  12. The phonological varieties of Present-Day English: Received Pronunciation, Estuary
  13. English, extraterritorial Englishes.

Listening

1. Intensive and extensive listening
2. Listening – basic techniques and strategies
3. English language in dialects. Accent types.
4. Listening to short conversations (open questions and gap-filling)
5. Listening to a report and inquiries (gap-filling)
6. Listening to songs
7. Authentic listening: watching and listening to an American sitcom with exercises (The Big Bang Theory)
8. Complete Listening Test – level B2 (FCE) - multiple choice question, gap-filling, multiple matching
9. Listening to short recordings (multiple matching, multiple choice questions, gap-filling)
10. Listening to longer recordings (multiple choice questions and gap-filling)
11. Authentic listening: watching and listening to a British sitcom with exercises (The IT Crowd)
12. Recordings with background noises
13. Complete Listening Test – level C1 (CAE) - multiple choice question, gap-filling, multiple matching

### **Literature:**

- Acklam, R. - Burgess, S. Advanced Gold Coursebook. Essex: Longman, 2003.
- Balogné Bérces Katalin & Szentgyörgyi Szilárd. 2006. The Pronunciation of English. Budapest: Bölcsész Konzorcium. Chapters 1-10. (<http://mek.oszk.hu/04900/04910/04910.pdf>)
- Goldstein, J. A. Listening and Speaking Activity Book: The new oxford picture dictionary. Oxford: OUP, 1998.
- Handke, Jürgen. 2012. The Virtual Linguistics Campus. Marburg University. Open Access at YouTube.
- Ladefoged, Peter: A Course in Phonetics. New York: Harcourt Brace, 2001.
- Ladefoged, Peter – Keith Johnson: A Course in Phonetics. Wadsworth Cengage Learning, 2006.
- Lengyel-Marosi, Renáta. 2022. “Language Learning with English Audio-visual Media Among the University Students of English Language and Literature at J. Selye University.” In Opus et Educatio, Vol. 9 No. 2 (2022): Issue 33, pp. 158-166. <https://doi.org/10.3311/ope.507>
- Maley, A. Listening. Oxford: OUP, 2000.
- Malcolm, M. - Taylore-Knowles, S. Listening and speaking. Oxford: Macmillan, 2003.
- Nádasdy, A.: Background to English Pronunciation. Budapest: ELTE, 1998.
- Nádasdy, A.: Practice Book in English Phonetics and Phonology. Budapest: ELTE, 1996.
- Roach, Peter: English Phonetics and Phonology = A practical course. Cambridge: Cambridge University Press, 2009. Open Access at [www.cambridge.org/elt/peterroach/resources/Glossary.pdf](http://www.cambridge.org/elt/peterroach/resources/Glossary.pdf)
- Swan, M.: Practical English Usage. Oxford: OUP, 2002.
- Timár, E. Listening. Budapest: Nemzeti Tankönyvkiadó, 2000.
- White, G.: Listening. Oxford: Oxford University Press, 1998.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 101

A	B	C	D	E	FX
3.96	21.78	38.61	20.79	11.88	2.97

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ GRP/25	<b>Name:</b> Grammar Practice
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 19-25 hours (assignments, exercises), and preparation for written tests 30-39 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars - participation and completion of a practically oriented written test on grammar 1 (50 points) - participation and completion of a practically oriented written test on grammar 2 (50 points) The percentage equivalent to the number of points obtained is calculated from the sum of points for the two tests. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student explains the rules of grammatical phenomena in the English language.</li> <li>• The student lists and characterizes verb tenses, the passive voice, conditional sentences, indirect speech and other grammatical structures in the English language.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student uses verb tenses, the passive voice, conditional sentences, indirect speech and other grammatical structures in the English language in practice.</li> <li>• The student evaluates and analyses grammatical structures, plans and creates an output in written and spoken communication.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>• The student has grammatical competence at language level C1 (SERR).</li> </ul>	

- The student has mastered procedures, skills and strategies for using grammatical structures in the English language in practice, knows how to apply, synthesize and utilize them in the development of other skills and competences.

**Brief syllabus:**

This elective course for undergraduate students aims to provide an overview of the main points of English grammar in order to clarify issues and consolidate the use of grammatical structures in context. The course takes the form of an interactive seminar and is largely based on independent work. Students are expected to read the assigned chapters from the selected textbooks for each lesson and do the assigned tasks, which will be discussed during the seminars.

Main thematic areas:

1. Verb tenses - present and past tenses
2. Perfect tenses; Detection and correction of common errors
3. Future tenses
4. Passive voice
5. Conditional sentences
6. Wishes and regrets
7. Gerund vs. infinitive
8. Present and past tense of modal verbs
9. Direct and indirect speech
10. Indirect speech: questions
11. Defining and non-defining relative clauses
12. Countable and uncountable nouns. Articles
13. Prepositions

**Literature:**

Paulikova, K. - Kalaziová, I. 2022. Language Skills in Practice. 1. vyd. – Komárno: Univerzita J. Selyeho, 2022. – 104 s. ISBN 978-80-8122-425-6  
 Celce-Murcia, M., & Hilles, S. (1988). Techniques and resources in teaching grammar. Oxford: Oxford University Press. 189 s. ISBN 0 19 434191 7.  
 Greenbaum, S., & Quirk, R. (1990). A student's grammar of the English language. Essex: Longman. 490 s. - ISBN 9780582059712.  
 Murphy, R. (2003). Basic grammar in use with answers: Self-study reference and practice for students of English. Cambridge: Cambridge University Press. 302 s. - ISBN 0521626005.  
 Swan, M., & Walter, C. (2003). How English works: Longman. 360 s. - ISBN 0194314561.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 82

A	B	C	D	E	FX
12.2	15.85	31.71	13.41	23.17	3.66

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ JAS1/25	<b>Name:</b> Language Practice I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 125 - 150 hours Out of this, seminars represent 26 hours and practical lessons 13 hours, preparation for seminars and practical lessons, preparation of tasks and assignments 34-45 hours (videos, texts, podcasts, exercises, assignments...), preparation for quizzes and mini-tests 26-30 hours, exam preparation 26 - 36 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - active participation in seminars and practical lessons - preparation of predetermined assignments - participation in quizzes and mini-tests After meeting the criteria, students take a written exam that integrates communication skills and language systems. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student is able to explain the rules of the most important grammatical phenomena in English.</li> <li>• The student is able to name and characterize verb tenses, regularities of the passive voice, nouns and adjectives and other basic grammatical structures in the English language.</li> <li>• The student masters a wide lexical repertoire with a number of idiomatic expressions and colloquialisms, intonation and accent in pronunciation in various situations, and accurate spelling with excellent paragraph layout and correct punctuation.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student uses grammatical structures, lexical repertoire, pronunciation and orthography excellently at a practical level when using the English language.</li> <li>• The student evaluates and reacts to oral and written speech.</li> </ul> <b>Competences:</b>	

- The student has mastered the procedures, skills and strategies for using the English language and can use them in practice and apply in practice.
- The student is able to apply knowledge of English at the application and communication level in oral communication and written communication.

### **Brief syllabus:**

This is the first part of a classical, two-semester language development course aimed at consolidating the students' general language proficiency and bringing it up to a level that enables them to pursue university studies in English. The material targets all four skills: listening, speaking, reading, and writing, and includes substantial lexical development and the development of communicative competences. Much of the work is done individually via self study in the students' own time so that class time can be devoted mainly to the discussion of topical issues, language problems, and teamwork. A subsidiary aim of the course is to introduce students to learner autonomy and to guide them in developing their autonomous language skills and competences so that they become less and less teacher dependent and can take charge of their own learning in the long run.

List of Topics:

1. Family history
2. Family history
2. Personality, perspectives, personal and social development
3. Home, housing, lifestyle
4. Health and body care
5. Diseases, traditional and alternative medicine
6. Leisure time, leisure activities
7. Literature, books, films
8. The world of media and social networks
9. Art and personal growth of an individual
10. Multicultural society - cultures, traditions, otherness
11. Social, political life
12. Church, religion
13. Nature, fauna and flora

### **Literature:**

Paulikova, K. - Kalaziova, I. 2022. Language Skills in Practice. 1. vyd. – Komárno: Univerzita J. Selyeho, 2022. – 104 s. ISBN 978-80-8122-425-6

Carr, J.C., & Moor, P. (2002). Cutting edge upper intermediate teacher's resource book: Longman. 176 s. ISBN 0582325250.

Cunningham, S., & Moor, P. (2005). New cutting edge: Upper intermediate students' book. Pearson-Essex: Longman. 176 s. - ISBN 0 582 32526 9

Carr, J.C., & Eales, F. (2002). Cutting edge upper intermediate workbook. Essex: Longman, 2002. 96 s. ISBN 0 582 32527 7

McCarthy, M., & O'Dell, F. (2008). English vocabulary in use upper-intermediate. Cambridge: Cambridge University Press. 308 s. ISBN 0 521 66435 6.

Watcyn-Jones, P. (1996). Test your vocabulary 4.1. vyd. - London: Penguin Books. 89 s. ISBN 0 14 081617 8.

Swan, M. 2002. Practical English Usage. OUP Oxford, ISBN 0-19-442146-5

Vince, M. 2004. Advanced Language Practice: with key. Oxford: Macmillan Heinemann, 2004. - 295 s. - ISBN 0435241249.

Vince, M. 2003. First Certificate Language Practice. Budapest: Macmillan, 2003. - 342 s. - ISBN 0 405 00766 4.

Wallwork, A. 2003. Discussions A-Z Advanced. Cambridge University Press, 2012. 113 s. ISBN 0521559790.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 177

A	B	C	D	E	FX
9.6	23.16	29.38	14.12	10.73	12.99

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ JAS2/25	<b>Name:</b> Language Practice II.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 125 - 150 hours Out of this, seminars represent 26 hours and practical lessons 13 hours, preparation for seminars and practical lessons, preparation of tasks and assignments 34-45 hours (videos, texts, podcasts, exercises, assignments...), preparation for quizzes and mini-tests 26-30 hours, exam preparation 26 - 36 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - active participation in seminars and practical lessons - preparation of predetermined assignments - participation in quizzes and mini-tests After meeting the criteria, students take a written exam that integrates communication skills and language systems. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows the rules of the most important grammatical phenomena in English.</li> <li>• The student is able to name and characterize verb tenses, regularities of the passive voice, nouns and adjectives and other basic grammatical structures in the English language.</li> <li>• The student masters a wide lexical repertoire with a number of idiomatic expressions and colloquialisms, intonation and accent in pronunciation in various situations, and accurate spelling with excellent paragraph layout and correct punctuation.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student is able to present their own opinions in oral and written form, uses a wide range of discourse functions and tools for smooth, continuous and undisturbed communication.</li> <li>• The student can use grammatical structures, lexical repertoire, pronunciation and orthography in various cultural and social contexts in oral and written communication.</li> <li>• The student is able to argue, evaluate and respond to oral and written expression.</li> </ul> <b>Competences:</b>	

- The student has mastered the procedures, skills and strategies for using the English language and can use them in practice and apply in practice.
- The student is able to apply knowledge of English at the application and communication level in oral communication and written communication.

**Brief syllabus:**

Following JAS1, this is the second part of a classical language development course aimed at consolidating the students' general language proficiency and bringing it up to a level that enables them to pursue university studies in English. The material targets all four skills: listening, speaking, reading, and writing, and includes substantial lexical development. Much of the work is done individually via self study in the students' own time so that class time can be devoted mainly to the discussion of topical issues, language problems, and teamwork. In preparation for their main subject courses, the participants get a chance to practice designing and performing a ppt presentation without a script on a chosen topic related to a current event or their own field of academic interest.

List of Topics:

1. English language as a global language - personalities, historical landmarks, mobility
2. Tourism
3. Food festivals
4. Science and technology
5. Global problems
6. Innovation, future, sustainability
7. Employment, labor market, unemployment
8. Services, shopping
9. Education - educational systems, lifelong learning, professional profiling
10. Countries and places
11. Sport - events, trends, influence of sport on personality development
12. Industry, economy, development
13. A film review

**Literature:**

- Carr, J.C., & Moor, P. (2002). Cutting edge upper intermediate teacher's resource book: Longman. 176 s. ISBN 0582325250.
- Cunningham, S., & Moor, P. (2005). New cutting edge: Upper intermediate students' book. Pearson-Essex: Longman. 176 s. - ISBN 0 582 32526 9
- Carr, J.C., & Eales, F. (2002). Cutting edge upper intermediate workbook. Essex: Longman, 2002. 96 s. ISBN 0 582 32527 7
- McCarthy, M., & O'Dell, F. (2008). English vocabulary in use upper-intermediate. Cambridge: Cambridge University Press. 308 s. ISBN 0 521 66435 6.
- Paulikova, K. - Kalaziova, I. 2022. Language Skills in Practice. 1. vyd. – Komárno: Univerzita J. Selyeho, 2022. – 104 s. ISBN 978-80-8122-425-6
- Watcyn-Jones, P. (1996). Test your vocabulary 4.1. vyd. - London: Penguin Books. 89 s. ISBN 0 14 081617 8.
- Swan, M. 2002. Practical English Usage. OUP Oxford, ISBN 0-19-442146-5
- Vince, M. 2004. Advanced Language Practice: with key. Oxford: Macmillan Heinemann, 2004. - 295 s. - ISBN 0435241249.
- Vince, M. 2003. First Certificate Language Practice. Budapest: Macmillan, 2003. - 342 s. - ISBN 0 405 00766 4.
- Wallwork, A. 2003. Discussions A-Z Advanced. Cambridge University Press, 2012. 113 s. ISBN 0521559790.

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

English					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 155					
A	B	C	D	E	FX
29.68	29.03	17.42	8.39	4.52	10.97
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Győri, PhD., PaedDr. Cyntia Kálmánová,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ KON1/25	<b>Name:</b> Speaking I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 19 - 23 hours (videos, texts, podcasts, assignments...), preparation of a presentation 9 - 13 hours, preparation of a group project 10 - 13 hours, preparation for partial oral exams 11 - 15 hours. The course ends with evaluation. During the semester, students must fulfil the following requirements: - active participation in seminars (20 points) - presentation on a predetermined topic (20 points) - preparation and presentation of a group project (20 points) - participation in two small partial oral exams (1 description - 20 points, 1 role play - 20 points) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows a wide range of vocabulary related to the main topics of the course.</li> <li>• The student understands the principles of using the lexical repertoire, grammatical phenomena and pronunciation necessary for oral communication in English at a high language level.</li> <li>• The student understands the aspects and principles of speech production in English from the point of view of linguistic rules, describes and enumerates them</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student uses the English language in oral communication with a wide range of vocabulary, high grammatical accuracy and correct pronunciation.</li> <li>• The student conducts a monologue and presents the context with overall linguistic accuracy and fluency.</li> <li>• The student engages in oral communication by participating in debates and discussions at a high linguistic level.</li> </ul>	

**Competencies:**

- The student uses and applies linguistic knowledge and skills associated with the creation of speech at the level of everyday communication in the English language.
- The student has knowledge of the English language at the application-communication level in oral communication and has speech (vocabulary, grammatical accuracy and fluency, pronunciation) at language level C1.

**Brief syllabus:**

1. Learning languages.
2. Communication and the media.
3. Education and the school system.
4. Health and diseases. The healthcare system.
5. Crime and punishment.
6. Fashion and clothing. Fashion trends.
7. People and relationships.
8. Personal matters. Feelings, opinions, duties, character traits.
9. Travel and vacation.
10. Entertainment and art.
11. What if? Hypothetical and imaginary situations.
12. Plans for the future. Predictions.
13. Gossip

**Literature:**

Klippel, Friederike. Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge: CUP, 2006.

Maley, Alan, and Alan Duff. Drama Techniques: A Resource Book of Communication Activities for Language Teachers. Cambridge: CUP, 2005.

Hadfield, Jill. Advanced Communication Games. Longman, 2003.

Hadfield, Jill. Intermediate Communication Games. Longman, 2003.

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

English

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

Total number of evaluated students: 113

A	B	C	D	E	FX
46.9	22.12	14.16	4.42	5.31	7.08

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ KON2/25	<b>Name:</b> Speaking II.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 10 - 23 hours (videos, texts, podcasts, assignments...), preparation of individual presentations 9 - 13 hours, preparation for partial oral exams 21 - 28 hours. The course ends with evaluation. During the semester, students must fulfil the following requirements: - active participation in seminars (20 points) - presentation on a predetermined topic (20 points) - participation in three small partial oral exams (1 interview - 20 points, 1 simulation - 20 points, 1 discussion - 20 points) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows a wide range of vocabulary related to the main topics of the course.</li> <li>• The student knows the aspects and principles of speech production in the English language, names and describes them.</li> <li>• The student knows different styles of language and speech expressions, distinguishes between formal and informal speech, can characterize and describe them.</li> <li>• The student knows a wide range of sociolinguistic and discourse rules for using the English language in different contexts.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student presents his own opinions in oral form at a high level.</li> <li>• The student argues, evaluates and responds to oral speech with high linguistic accuracy and fluency.</li> </ul>	

- The student participates in discussions and debates and responds spontaneously at a high linguistic and sociolinguistic level.
- The student uses the English language in various social and cultural contexts, adapting the language to ever-changing conditions.

Competencies:

- The student integrates and applies linguistic and sociolinguistic practices, skills and strategies in everyday communication in English at a high level.
- The student has communication skills and linguistic and sociolinguistic competences in oral communication at language level C1.

**Brief syllabus:**

1. Work and employment
2. Sports and free time
3. Cities, towns and villages
4. Food, restaurants and cooking
5. Stores and shopping
6. The world of nature. Environmental protection.
7. Problem solving
8. Technology and machines. Innovation and inventions
9. Describing feelings and opinions
10. Money
11. Motivation. Goals and ambitions
12. Searching for information. Requests
13. Debate

**Literature:**

Klippel, Friederike. Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge: CUP, 2006.

Maley, Alan, and Alan Duff. Drama Techniques: A Resource Book of Communication Activities for Language- Teachers. Cambridge: CUP, 2005.

Hadfield, Jill. Advanced Communication Games. Longman, 2003.

Hadfield, Jill. Intermediate Communication Games. Longman, 2003.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 82

A	B	C	D	E	FX
53.66	28.05	10.98	2.44	0.0	4.88

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ KON3/25	<b>Name:</b> Speaking III.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 19 - 23 hours (videos, texts, podcasts, assignments...), preparation of individual presentations 9 - 13 hours, preparation for partial oral exams 21 - 28 hours. The course ends with evaluation. During the semester, students must fulfil the following requirements: - active participation in seminars (20 points) - presentation on a predetermined topic (20 points) - participation in three small partial oral exams (1 discussion - 20 points, 1 speech/review - 20 points, 1 role play - 20 points) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows a wide range of vocabulary related to the main topics of the course.</li> <li>• The student knows a wide range of language functions and discourse functions, names and describes them.</li> <li>• The student knows and characterizes all aspects and principles of speech production in the English language.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student applies the speaking skill in all types of speech with ease at a high level.</li> <li>• The student argues, evaluates and responds to oral speech with high linguistic accuracy and fluency without any effort.</li> <li>• The student initiates or participates in any communication and responds spontaneously with clear, fluent, comprehensible and well-structured speech.</li> </ul> <b>Competencies:</b>	

- The student has mastered procedures, skills and strategies for using the English language and can instinctively and effortlessly apply them in practice
- The student has communication skills and a complex of linguistic, sociolinguistic and pragmatic language competences at language level C1.

**Brief syllabus:**

1. Friends, family and human relationships
2. Weather. Natural disasters
3. Social problems. Unemployment, homelessness, addictions
4. Giving, asking for and receiving advice
5. Intelligence and memory
6. Ways of learning
7. Justice
8. Success and failure
9. Education and self-improvement
10. Travel and tourism
11. Career opportunities
12. Investigations
13. Social networks
14. Violence in the world
15. Traditions, customs and holidays

**Literature:**

Klippel, Friederike. Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge: CUP, 2006.  
 Maley, Alan, and Alan Duff. Drama Techniques: A Resource Book of Communication Activities for Language Teachers. Cambridge: CUP, 2005.  
 Hadfield, Jill. Advanced Communication Games. Longman, 2003.  
 Hadfield, Jill. Intermediate Communication Games: Longman, 2003.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 65

A	B	C	D	E	FX
73.85	10.77	7.69	1.54	0.0	6.15

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ LT19/25	<b>Name:</b> Reading 19th Century Literary Texts
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 75-90 hours Out of this, seminars represent 26 hours, preparation for seminars (reading literary works or chapters, working out tasks and assignments) 25-30 hours, preparation for written tests 18-24 hours, presentation preparation 6-10 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - attendance and active participation in seminars - participation in two written tests based on selected literary works during the semester (80 points) - short presentation on a selected topic (20 points): It should contain the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the respective author, or literary work. - reading selected literary works: 1. Mary Shelley: The Mortal Immortal 2. Edgar Allan Poe: The Hop Frog 3. Charles Dickens: The Poor Relation's Story 4. H. G. Wells: The Stolen Bacillus 5. Mark Twain: The Stolen White Elephant 6. Sir Arthur Conan Doyle: A Case of Identity 7. Oscar Wilde: The Nightingale and the Rose 8. Oscar Wilde: The Selfish Giant 9. Charlotte Perkins Gilman: The Yellow Wallpaper 10. George Bernard Shaw: The Miraculous Revenge 11. Elizabeth Gaskell: Christmas Storms and Sunshine The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> Knowledge: • The student explains and describes the characteristic features of literary genres.	

- The student names and characterizes the main representatives of English and American literature in the 19th century and can name the most important literary works of the most important authors from this period.
- The student recognizes literary-critical analysis from the point of view of the need for the given works.

**Skills:**

- The student formulates and presents his own opinions in the English language in the context of English and American literature in the 19th century.
- The student interprets selected literary works from English and American literature from the 19th century.

**Competencies:**

- The student masters and utilizes the historical, cultural and social peculiarities of works of English and American literature in the 19th century on a practical level while further developing his knowledge and skills.

**Brief syllabus:**

During the seminars, various literary works of English and American literature from the 19th century are analysed. The main goal of the course is to make students acquainted with techniques that are useful in the analysis of literary works.

1. Selected poems of Walt Whitman
2. Poetry of Emily Dickinson
3. Mary Shelley: The Mortal Immortal
4. Edgar Allan Poe: The Hop Frog
5. Charles Dickens: The Poor Relation's Story
6. H.G. Wells: The Stolen Bacillus
7. Mark Twain: The Stolen White Elephant
8. Sir Arthur Conan Doyle: A Case of Identity
9. Oscar Wilde: The Nightingale and the Rose
10. Oscar Wilde: The Selfish Giant
11. Charlotte Perkins Gilman: The Yellow Wallpaper
12. George Bernard Shaw: The Miraculous Revenge
13. Elizabeth Gaskell: Christmas Storms and Sunshine

**Literature:**

Puskás, A. 2015. History of English Literature I. A Textbook for University Students of English as a Foreign Language. Komárno: J. Selye University.  
 Puskás, A.: The History of American Literature I: A Textbook for University Students of English as a Foreign Language. Komárno: Univerzita J. Selyeho, 2023.  
 Abrams, M. H.: The Norton Anthology of English Literature. Volume 1. New York-London: Northon & Company, 2000.  
 Alexander, Michael: A History of English Literature. London : Palgrave Macmillan, 2007.  
 Sanders, Andrew: The Short Oxford History of English Literature. New York : Oxford University Press, 2004.  
 Thornley, G. C. – Roberts, G.: An Outline of English Literature. New York: Longman, 2003.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 39

A	B	C	D	E	FX
5.13	41.03	23.08	15.38	15.38	0.0
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., doc. PaedDr. Andrea Puskás, PhD., PaedDr. Cyntia Kálmánová,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ LT20/25	<b>Name:</b> Reading 20th Century Literary Texts
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 75-90 hours Out of this, seminars represent 26 hours, preparation for seminars (reading literary works or chapters, working out tasks and assignments) 25-30 hours, preparation for written tests 18-24 hours, presentation preparation 6-10 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - attendance and active participation in seminars - participation in two written tests based on selected literary works during the semester (80 points) - short presentation on a selected topic (20 points): It should contain the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the respective author, or literary work. - reading selected literary works: 1. Virginia Woolf: Kew Gardens 2. Charlotte Perkins Gilman: The Yellow Wallpaper 3. Ernest Hemingway: The Snows of Kilimanjaro 4. Vladimir Nabokov: Signs and Symbols 5. Ray Bradbury: The Veldt 6. Joyce Carol Oates: Where Are You Going, Where Have You Been? 7. Ursula K. LeGuin: The Ones Who Walk Away from Omelas 8. Kazuo Ishiguro: A Family Supper 9. Agatha Christie: Sing a Song of Sixpence 10. Angela Carter: The Werewolf 11. Robert Abernathy: Peril of the Blue World 12. Margaret Atwood: Stone Mattress The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	

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

**Results of education:**

Knowledge:

- The student explains and describes the characteristic features of English and American literature of the 20th century.
- The student names and characterizes the main English and American writers of the 20th century (e.g. V. Woolf, Ch. P. Gilman, K. Ishiguro, A. Carter, R. Abernathy).
- The student characterizes the main idea of the analysed literary works and the social, political and cultural context in which they were written.
- The student recognizes literary-critical analysis from the point of view of the needs of the given works (e.g. feminist, psychoanalytical or biographical).

Skills:

- The student interprets and analyses literary texts from the 20th century and applies the techniques and methods of contemporary literary schools (cultural, feminist and postcolonial interpretation, etc.).
- The student collects, analyses, synthesizes information about the writers and literary texts of the 20th century in various publications and on the Internet.
- The student formulates and presents own opinions in English in the context of 20th century literature.

Competencies:

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

**Brief syllabus:**

The seminars work with various works by authors of British and American literature of the 20th century:

1. Introduction to the course (introduction of writers)
2. Virginia Woolf: Kew Gardens
3. Charlotte Perkins Gilman: The Yellow Wallpaper
4. Ernest Hemingway: The Snows of Kilimanjaro
5. Vladimir Nabokov: Signs and Symbols
6. Ray Bradbury: The Veldt
7. Joyce Carol Oates: Where Are You Going, Where Have You Been?
8. Ursula K. LeGuin: The Ones Who Walk Away from Omelas
9. Kazuo Ishiguro: A Family Supper
10. Agatha Christie: Sing a Song of Sixpence
11. Angela Carter: The Werewolf
12. Robert Abernathy: Peril of the Blue World
13. Margaret Atwood: Stone Mattress

**Literature:**

Collier, Peter, and Helga Geyer-Ryan(ed.): Literary Theory Today. Cambridge: Polity Press, 2007.

Gale, Thomson. Feminism in Literature. Volume 6: 20th Century. Farmington Hills, 2005.

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

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

<b>Language, knowledge of which is necessary to complete a course:</b> English					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 42					
A	B	C	D	E	FX
26.19	33.33	16.67	11.9	9.52	2.38
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., doc. PaedDr. Andrea Puskás, PhD., PaedDr. Cytia Kálmánová,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ LT21/25	<b>Name:</b> Reading 21st Century Literary Texts
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50-60 hours Out of this, seminars represent 26 hours, preparation for seminars 2-4 hours, preparation for written tests 22-30 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - attendance and active participation in seminars (includes reading selected literary texts) - participation in two written tests based on selected literary works during the semester (100 points) For a successful evaluation, students must obtain at least 50% of the individual tests. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student explains and describes the characteristic features of English and American literature of the 21st century.</li> <li>• The student names and characterizes famous English and American writers of the 21st century (e.g. N. Gaiman, A. Moore, N. Hopkinson, G. Nix, J. K. Rowling)</li> <li>• The student characterizes the main idea of the analysed literary works and the social, political and cultural context in which they were written.</li> <li>• The student recognizes literary-critical analysis from the point of view of the needs of the given literary works (e.g. feminist, psychoanalytical or biographical).</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student interprets and analysis contemporary literary texts.</li> <li>• The student applies the techniques and methods of contemporary literary schools (cultural, feminist and post-colonial interpretation, etc.) when working with a literary text.</li> </ul>	

- The student formulates, presents and critically revises his own opinions in English in the context of 21st century literature.

Competencies:

- The student masters and utilizes the historical, cultural and social peculiarities of the literary works of the 21st century of Anglophone countries on a practical level while further developing his/her knowledge and skills.

**Brief syllabus:**

1. Introduction to the course – presenting authors
2. Neil Gaiman: Coraline
3. Alan Moore: The League of Extraordinary Gentlemen, Vol. I, Issue 1: Empire Dreams
4. Nalo Hopkinson: Message in a Bottle
5. Peter S. Beagle: The Last Unicorn
6. Kazuo Ishiguro: The Buried Giant
7. Alice Walker: Possessing the Secret of Joy
8. Margaret Atwood: The Handmaid’s Tale
9. Yann Martel: Life of Pi
10. David Mitchell: Cloud Atlas
11. Ted Chiang: Story of Your Life
12. Garth Nix: Hansel’s Eyes
13. J. K. Rowling: The Ickabog

**Literature:**

Collier, Peter, and Helga Geyer-Ryan (ed.): Literary Theory Today. Cambridge: Polity Press, 2007.

Eco, U.: Interpretation and Overinterpretation. Cambridge: CUP, 1992.

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

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 38

A	B	C	D	E	FX
18.42	18.42	39.47	18.42	5.26	0.0

**Teacher:** Mgr. Renáta Lengyel-Marosi, PhD., doc. PaedDr. Andrea Puskás, PhD., PaedDr. Cyntia Kálmánová,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ MET1/25	<b>Name:</b> Methodology I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 125 - 150 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (self-study, reading of selected scientific articles and chapters) 30 - 36 hours, preparation of reflections (reflections) on 10 articles according to the available selection 18 - 22 hours, preparation for the exam 34 - 44 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - analysis of weekly topics based on texts for reading (self-study, reading of selected scientific articles and chapters) at seminars - completing partial tasks and assignments, participating in mini-tests and quizzes - submission of 10 short (200 words) reflections, or reflections (students choose 10 articles on teaching methods from the collection provided by the teacher and write a critical opinion, advantages/disadvantages, benefits for each) After meeting the criteria, students take the written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student has basic knowledge of the essence of planning and projecting educational activities.</li> <li>• The student defines the basic didactic terminology, concepts and methodological principles of teaching English language.</li> <li>• The student characterizes the teaching methods of English as a foreign language.</li> <li>• The student can explain the influence of second and foreign language acquisition theories on the practice of foreign language teaching.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student integrates and critically evaluates teaching methods, their advantages and disadvantages</li> </ul>	

- The student implements knowledge about individual teaching methods, concepts and principles in practice.
- The student justifies his didactic decisions based on the primary principles of English language teaching.

Competencies:

- Based on acquired knowledge and skills, the student formulates the basic principles of teaching the English language.
- The student uses knowledge and skills in planning, designing and organizing educational activities.

### **Brief syllabus:**

The content of the course is divided into three main thematic units. The first one addresses the general questions of language teaching: the factors playing important role in language teaching, learning styles, motivation, grouping of students. After discussing the key theories of language acquisition students get familiar with the most well-known methods of foreign language teaching. Students get familiar with the main theories and trends which have played very a important role in teaching English as foreign language for the last 10 years (Grammar Translation Method, Direct Method, Audio-lingual Method, Silent Way, Suggestopedia, Community Language Learning, Total Physical Response, Communicative Language Teaching, Task-based Learning).

1. Learning teaching
2. Warmers and icebreakers
3. The roles of the teacher in the EFL classroom.
4. Describing learners: factors affecting second language learning. Learning styles. The theory of multiple intelligences
5. The influence of second language acquisition theories on language teaching
6. The history and context of foreign language teaching
7. The Grammar Translation Method
8. The Audio-Lingual Method
9. Humanistic Methodologies: Community Language Learning
10. Humanistic Methodologies: Total Physical Response
11. The Communicative Approach to Language Teaching
12. Task-based language teaching
13. Content-based instruction

### **Literature:**

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

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

Kontra Miklósné, Hegybíró Edit Ágnes. Topics in the methodology of teaching EFL. 1. vyd. Budapest: Okker, 2006. 152 s. ISBN 963 8088 12 5.

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

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

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

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

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

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

Thaine, Craig. 2010. Teacher Training Essentials: Workshops for professional development. Cambridge University Press  
Richards, Jack C. – Farrell, Thomas S. C. 2013. Practice Teaching: A reflective approach. Second edition. New York, USA: Cambridge University Press. ISBN 978-0-521-18622-3.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 66

A	B	C	D	E	FX
16.67	7.58	15.15	28.79	24.24	7.58

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ MET2/25	<b>Name:</b> Methodology II.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 / 1 <b>For the study period:</b> 13 / 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, lectures represent 13 hours, seminars 26 hours and exercises 13 hours. exam preparation 1-6 hours, portfolio preparation and microteaching 2 hours. The course ends with a written exam. During the semester, students fulfil the following requirements: - mandatory attendance at lectures, seminars, practical lessons and active participation - compiling a portfolio: 10 activities (grammar - simple present tense, simple continuous tense, can/can't, have got/has got, simple past tense; vocabulary - school subjects, clothes, vehicles - transport, pets, classroom objects). Activities include descriptions, resources, materials, flashcards, worksheets, and others. - micro-teaching: Students teach 5 activities based on grammar structures or vocabulary items. The activities are coherent, connected to each other and are developed on the same topic/grammatical structure. Before the micro-teaching, the student submits the list of activities in printed or electronic form together with all aids, worksheets, flashcards and others. After meeting the criteria, students take the written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student characterizes the basic elements of the teaching process and the lesson.</li> <li>• The student understands the essence of planning and projecting educational activities and is has theoretical knowledge about the educational process.</li> <li>• The student knows current didactic concepts.</li> <li>• The student identifies and characterizes teaching methods and the forms of learning English language, the possibilities and limits of their use.</li> <li>• The student names and characterizes the principles of choosing suitable teaching materials, textbooks and teaching aids.</li> </ul> <b>Skills:</b>	

- The student critically evaluates and analyses the most urgent problems of modern foreign language teaching.
- The student applies techniques for presenting language content and techniques for developing language skills in practice.
- The student writes lesson plans for English as a foreign language classes.
- The student uses the material background of educational activities at school, school facilities, knows how to use didactic and audio-visual aids.
- The student implements activities and techniques to present and practice grammatical structures and vocabulary items.

Competencies:

- The student organizes and provides educational activities with an emphasis on the fulfilment of learning tasks.
- The student cooperates in the creation of projects in accordance with the curriculum.

**Brief syllabus:**

1. Planning lessons and designing courses. The syllabus.
2. Identifying, selecting, and developing materials and resources
3. Writing a lesson plan. Lesson aims and lesson components. First lessons.
4. Teaching equipment, teaching materials. Using visuals.
5. Selecting coursebooks. Course materials. Using technology.
6. Classroom management. Giving instructions. Monitoring. Seating. Using the board.
7. Classroom discipline. Dealing with discipline problems.
8. Correction: dealing with spoken and written errors. Errors and mistakes.
9. Introducing new language structures: teaching models.
10. Presenting structures
11. Practicing structures.
12. Producing structures.
13. Promoting learner autonomy

**Literature:**

- Scrivener, J. 2011. Learning Teaching: The Essential Guide to English Language Teaching. Third Edition. Macmillan.
- Ur, P. 1999. A Course in Language Teaching. Cambridge University Press
- Kontra Miklósné, Hegybíró Edit Ágnes. Topics in the methodology of teaching EFL. 1. vyd. Budapest: Okker, 2006. 152 s. ISBN 963 8088 12 5.
- Puskás, A. 2018. Teaching Young Learners: A textbook for EFL teacher trainees. Zsigárd: Bymoon
- Harmer, J.: The Practice of English Language Teaching. London: Longman, 1991.
- Hedge, T.: Teaching and Learning in the Language Classroom. Oxford: OUP, 2000.
- Richards, J.C. – Rodgers, T.S.: Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2001.
- Larsen-Freeman, D.: Techniques and Principles in Language Teaching. Oxford: OUP, 2000.
- Puskás, Andrea. Improving Creativity in the EFL Classroom. 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.
- Puskás, Andrea. Hey, Teacher, Wake Those Kids up!: Warming up and concentration activities in the English Classroom. KATEDRA. roč. 20., č. 2. (2012), s. 22-23.
- Puskás, Andrea. English with Laughter. Katedra. Roč. 21, č. 3 (2013), s. 32-33. ISSN 1335-6445.
- Thaine, Craig. 2010. Teacher Training Essentials: Workshops for professional development. Cambridge University Press

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 62

A	B	C	D	E	FX
16.13	25.81	25.81	17.74	12.9	1.61

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ MOLE/25	<b>Name:</b> Linguistics II. - Morphology and Lexicology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 2 <b>For the study period:</b> 26 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 125 - 150 hours Out of this, lectures represent 26 hours and seminars 26 hours, preparation for seminars (exercises, assignments) 20-26 hours, preparation of a short presentation 8-12 hours, preparation for quizzes and mini-tests 15-20 hours, preparation for the exam 30-40 hours. The course ends with an exam. During the semester, students fulfill the following requirements: - mandatory attendance at lectures - active participation in seminars, completion of assignments - preparing and presenting a short presentation related to the topic of the subject - participation in quizzes and mini-tests After meeting the requirements, students take a written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student defines and characterizes areas, different branches and the basic terminology of morphology and lexicology.</li> <li>• The student differentiates the internal organization of English words, sorts the parts of speech, determines the grammatical categories of words and describes word formation.</li> <li>• The student identifies features of English vocabulary in terms of origin, semantics, structure and stylistic classification.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student analyses and discusses the relationships between words in a sentence, correctly forms sentence constructions.</li> <li>• The student demonstrates knowledge of theoretical principles using practical examples, estimates and evaluates the meanings of unknown words in the English language.</li> <li>• The student analyses words from a lexicological point of view and performs a morphological analysis of words.</li> <li>• The student forms correct language structures.</li> </ul>	

Competencies:

- The student integrates acquired knowledge and skills about morphology and lexicology into the comprehensive development, consolidation and utilization of English vocabulary.

**Brief syllabus:**

1. Introduction. Basic concepts in morphology: some terminological issues. Word, word-form, lexeme, lemma. Word classes. A word and its parts: affix, base, root, stem. Words, sentences and dictionaries.
2. Morphemes, morphs, and allomorphs. Free morphemes, bound morphemes.
3. Affixation: suffixes, prefixes, circumfixes, infixes.
4. Derivation: Suffixation, prefixation. Inflection. Suppletion and suppletive forms.
5. Word-formation processes: compounding, derivation, conversion, truncations, abbreviations, acronyms, initialisms, clipping, blending, loaning, backformation, reduplication, combining forms.
6. Productivity. Words in English and in language in general.
7. Characteristics of words. The connection of lexicology with different branches of knowledge. Test
8. A brief history of dictionaries in Great Britain and the United States/ Oxford English Dictionary, Webster.
9. Types of dictionaries/ Lexical entries. Grammar in the dictionary. Using dictionaries in the classroom.
10. Corpus and Internet Linguistics. Types of corpora. The Web as a corpus.
11. How to conduct linguistic analyses on the basis of corpora. Using corpora in language teaching and learning.
12. Word origin and lexical growth in English/Native vs. foreign vocabulary. Where do English words come from? The background of English borrowings. Etymology. Latin and Greek word elements. World English. Different Englishes. Varieties of English in the world. Test
13. Lexical combinability/Free combinations. Phraseology and paremiology: clichés, idioms, collocations, phrases, proverbs and sayings. Figurative meanings in phraseology. Anti-proverbs.

**Literature:**

- T. Litovkina, Anna - Szilvia N. Varagya: Lecture Notes on Morphology, J. Selye University Faculty of Education, Komárno, 2022.
- Györi, G. 2019. Lexical-Semantic Change as Cultural Categorization. (Inquiries into English and American Studies, VI). Pécs: Institute of English Studies, University of Pécs.
- Aronoff, Mark – Kirsten Fudeman: What is Morphology? Wiley-Blackwell, 2011.
- Atkins, Sue – Michael Rundell: The Oxford Guide to Practical Lexicography. New York : Oxford University Press, 2008.
- Bauer, L.: English Word-formation. Cambridge Textbooks in Linguistics. Cambridge: CUP, 1983.
- Bauer, Laurie: A Glossary of Morphology. Edinburgh : Edinburgh University Press, 2004.
- Bauer, L.: Introducing Linguistic Morphology. Edinburgh: Edinburgh University Press, 1990.
- Béjoint, Henri: Modern Lexicography: An Introduction. New York : Oxford University Press, 2004.
- Carstairs-McCarthy, Andrew: An Introduction to English Morphology : Words and Their Structure. Edinburgh : Edinburgh University Press, 2011.
- Fontenelle, Thierry: Practical Lexicography : A Reader. New York : Oxford University Press, 2009.
- Haspelmath, M.: Understanding Morphology. New York: Arnold Publishers & OUP, 2002.
- Katamba, Francis – John Stonham. Morphology. Palgrave Macmillan, 2006.
- Jackson, Howard: Lexicography : An introduction. London, New York : Routledge -

Taylor&Francis Group, 2003.

- Jackson, Howard – Etienne Zé Amvela: Words, Meaning and Vocabulary : An Introduction to modern English lexicology. London: Continuum, 2012.
- Landau, Sidney I.: Dictionaries: The Art and Craft of Lexicography. Cambridge : University Press, 2004.
- Lieber, Rochelle: Introducing Morphology. Cambridge: Cambridge University Press, 2012.
- T. Litovkina, Anna (2016). "Do You Serve Lawyers and Politicians Here?": Stereotyped Lawyers and Politicians in Anglo-American Jokes and Anti-Proverbs, Komárnó: J. Selye University Faculty of Education.
- T. Litovkina, Anna. Incorporating of Anglo-american proverbs and Anti-.proverbs into the Language Classroom. In: Zborník medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2017: "Hodnota, kvalita a konkurencieschopnosť - výzvy 21. storočia" - Sekcie humanitných vied. Komárnó: Univerzita J. Selyeho, 2017, CD-ROM, s. 257-273.
- T. Litovkina, Anna: Women through Anti-Proverbs. London: Palgrave Macmillan, 2018.
- T. Litovkina, Anna: The Creative Use of Proverbs in Story-Writing in Teaching English as Foreign Language. In: 11. International Conference of J. Selye University: Section on Language - Culture - Intercultural Relationships: Section on Language - Culture - Intercultural Relationships. Bukor József, Simon Szabolcs. Komárnó: Univerzita J. Selyeho, 2019, online, 133-148.
- T. Litovkina, A., & Mieder, W. Old Proverbs Never Die, They Just Diversify: A Collection of Anti-Proverbs. Burlington: The University of Vermont – Veszprém: The Pannonian University of Veszprém, 2006.
- Svensén, Bo: A Handbook of Lexicography: The Theory and Practice of Dictionary-Making. New York: Cambridge University Press, 2009.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 95

A	B	C	D	E	FX
11.58	14.74	25.26	16.84	26.32	5.26

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ OB/25	<b>Name:</b> Bachelor's Thesis and Defense
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 8	
<b>Recommended semester/trimester of study:</b> 5., 6..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> KAJ/AJdb/BS/25	
<b>Conditions for passing the subject:</b> <p>While writing the Bachelor thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of Bachelor and Master's theses, dissertations and habilitation theses written at Selye János University. The recommended length of the Bachelor thesis is 30 to 40 pages (54 000 to 72 000 characters with spaces). The deadline for submission of the Bachelor thesis is specified in the timetable for the academic year. The Bachelor thesis is checked for authenticity in the central register of final theses. A report is drawn up on the outcome.</p> <p>The examination of authenticity is a prerequisite for the defence. The submission of the Bachelor thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Bachelor thesis.</p> <p>The Bachelor thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided.</p> <p>The supervisor mainly assesses the fulfilment of the objective, the student's autonomy and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the Bachelor thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis.</p> <p>The assessor focuses on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the Bachelor thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis.</p> <p>The examination board will assess the originality of the thesis, the degree of student involvement in the solution of the academic problem, the student's self-reliance and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc.</p>	

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

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

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

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

### **Results of education:**

Knowledge:

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

Skills:

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

Competences:

The student is able to

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

### **Brief syllabus:**

The procedure for defending the Bachelor Thesis is as follows:

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

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

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

4. The conclusions and proposals drawn by the student.

A copy of the thesis and its electronic presentation are provided to the student during the presentation. The student presents the thesis on his own for a minimum of 10 minutes. He/she may use computing devices.

The final thesis is available to the committee before and during thesis defence.

**Literature:**

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

Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na <https://www.ujs.sk/documents/>

Smernica\_c.2-2021o\_zaverecnych\_pracach\_.pdf

Bond, Alan: Your Master's Thesis: How to plan, draft, write and revise. Abergele: Studymates, 2006

Brown, James Dean – Theodore S. Rodgers: Doing Second Language Research. Oxford : Oxford University Press, 2010.

Bui, Yvonne N.: How to Write a Master's Thesis. Thousand Oaks: SAGE Publications, 2014.

Dörnyei, Zoltán: Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. OUP, 2011.

Kennedy, X. J, Dorothy M. Kennedy, Marcia F. Muth: Writing and Revising: A Portable Guide, Boston - New York: Bedford /St. Martin's, 2007.

Murray, Rowena: How to Write a Thesis. England: McGraw-Hill Open University Press, 2011.

Nunan, D.: Research Methods in Language Learning. New York: CUP, 1992.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 20

A	B	C	D	E	FX
30.0	15.0	35.0	15.0	0.0	5.0

**Teacher:**

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ ONL/25	<b>Name:</b> Teaching English in an Online Environment
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of tasks and assignments 8 - 13 hours, preparation for the written test 16 - 21 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of assignments and completion of tasks (30 points) - successful completion of a practically oriented written test (70 points) For a successful assessment, students must obtain at least 50% of the individual assessment dimensions. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student characterizes the basic elements of the teaching process and the lesson in an online environment.</li> <li>• The student has basic knowledge of the essence of planning and projecting educational activities in an online environment.</li> <li>• The student identifies and characterizes online platforms and web applications suitable for teaching foreign languages.</li> <li>• The student will describe the teaching methods and forms supporting active online learning of the English language, the possibilities and limits of their use.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student applies online forms and techniques of presenting language content and techniques for developing language skills in practice.</li> <li>• The student integrates knowledge about teaching in an online environment into lesson plans for English language classes.</li> </ul>	

- The student implements activities and techniques for presenting and practicing grammatical structures and vocabulary items in an online environment.

Competencies:

- The student organizes and provides educational activities in an online environment.

#### **Brief syllabus:**

1. Blended learning. The usage of ICT in language teaching.
2. Moving online – planning and implementing online courses.
3. Synchronous and asynchronous online tools
4. Pedagogical approaches to teaching online. Resource-based learning, collaborative learning and problem-based learning
5. Selecting technological tools for online courses
6. Online platforms
7. Web-based applications for teaching foreign languages
8. Warming-up activities in online lessons
9. Strategies and techniques for increasing learner involvement
10. Teaching grammar online
11. Teaching vocabulary online
12. Observing demo classes
13. Assessing learners in virtual space

#### **Literature:**

- Puskás, Andrea. Improving Creativity in the Digital Space: Engaging the online Learner, 2021. In: *Inovatívne metódy a formy vzdelávania = Innovative Methods and Forms of Education : Zborník vedeckých prác s medzinárodnou účasťou = Innovative Methods and Forms of Education : Zborník vedeckých prác s medzinárodnou účasťou / Renáta Tkáčová, Mária Konečná, Vladyslav Mirutenko. - 1. vyd. - Košice : Technická univerzita v Košiciach, 2021. - ISBN 978-80-553-3886-6, s. 158-166*
- Puskás, Andrea. Teaching During the Pandemic in Higher Education: An online Drama Course for Teacher Trainees of English as a Foreign Language / Puskás Andrea, 2021. In: *AD ALTA : journal of interdisciplinary research : recenzovaný medzioborový vedecký časopis : Journal of Interdisciplinary Research : recenzovaný medzioborový vedecký časopis. - ISSN 1804-7890, Vol. 11, no. 1 (2021), p. 239-244.*
- Puskás, Andrea. *Webové aplikácie v príprave budúcich učiteľov cudzích jazykov.* In: *Inovácie v pregraduálnej príprave učiteľov s využitím webových aplikácií.* Szarka Katarína. Komárom: KOMPRESS Nyomdaipari Kft., 2018, s. 51-62 [1,16 AH] [print]. ISBN 978-615-00-2597-1.
- Thaine, Craig. 2010. *Teacher Training Essentials: Workshops for professional development.* Cambridge University Press
- Richards, Jack C. – Farrell, Thomas S. C. 2013. *Practice Teaching: A reflective approach.* Second edition. New York, USA: Cambridge University Press. ISBN 978-0-521-18622-3.
- Scrivener, J. 2011. *Learning Teaching: The Essential Guide to English Language Teaching.* Third Edition. Macmillan.
- Hedge, T.: *Teaching and Learning in the Language Classroom.* Oxford: OUP, 2000.
- Richards, J.C. – Rodgers, T.S.: *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press, 2001.
- Larsen-Freeman, D.: *Techniques and Principles in Language Teaching.* Oxford: OUP, 2000.
- Puskás, Andrea. *Improving Creativity in the EFL Classroom.* 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.
- Puskás, Andrea. *Hey, Teacher, Wake Those Kids up!: Warming up and concentration activities in the English Classroom.* KATEDRA. roč. 20., č. 2. (2012), s. 22-23.

<b>Language, knowledge of which is necessary to complete a course:</b> English					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> doc. PaedDr. Andrea Puskás, PhD., PaedDr. Cyntia Kálmánová, Mgr. Renáta Lengyel-Marosi, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ PIS/25	<b>Name:</b> Writing
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of written tasks and speeches 12 - 17 hours, preparation for the theoretical written test 12 - 17 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of written assignments, writing various texts or speeches at seminars and outside them (50 points) - successful completion of the theoretical written test (50 points) For a successful assessment, students must obtain at least 50% of the individual assessment dimensions. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows the basic principles of writing in the English language.</li> <li>• The student differentiates various styles and genres of writing and classifies different types of sources.</li> <li>• The student characterizes the individual phases of creating a written text and their specifics.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student applies theoretical knowledge about the characteristic features of written communication in practice.</li> <li>• The student presents his/her own opinions in a written form flexibly and effectively, taking into account the audience for which the text is intended.</li> <li>• The student creates a written text at a high language level with high grammatical, stylistic, syntactic and formal accuracy.</li> </ul>	

- The student constructs a well-structured, coherent and comprehensible written text in various genres in the form of formal or informal letters, biographies, reports, essays and others.

Competencies:

- The student has mastered the procedures, skills and strategies of writing in the English language and knows how to use them practically in ordinary written communication.

**Brief syllabus:**

1. Introduction to the course
2. Effective sentence production (run-on sentences)
3. Text unity and continuity - coherence (conjunction words, expressions and phrases)
4. Paragraphs; Paragraph making; The importance of creating proper key sentence in individual paragraphs; Introduction and conclusion
5. Punctuation
6. Curriculum vitae
7. Types of formal letters (motivation letter, application)
8. Types of formal letters II. (offer, complaint, excuse)
9. Essays (narrative essay and discursive essay)
10. Final theses (structure and content: abstract, introduction, chapters and summary)
11. Paraphrasing, summarizing and synthesizing, citations
12. Informal letters, articles, blogs
13. Reports, reviews (about a book or a film)

**Literature:**

Anderson Jonathan, and Millicent Poole. Assignment and Thesis Writing. Wiley, 2001.  
 Csölle, Anita, and Kormos Judit. A Brief Guide to Academic Writing. Budapest: Műszaki Könyvkiadó, 2002.  
 O'Connell, Sue. Focus on Proficiency. London: Longman, 2001.  
 Osmond, Alex. Academic Writing and Grammar for Students. London: SAGE Publications, 2013.  
 Thomson, A.J. – Martinet, A.V.: A Practical English Grammar. Oxford: OUP, 2003.  
 Swan, Michael. Practical English Usage. Oxford: OUP, 2002.  
 Zemach, Dororthy E., and Rumisek, Lisa. Academic Writing from paragraph to essay. London: Macmillan, 2005.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 26

A	B	C	D	E	FX
26.92	7.69	30.77	23.08	11.54	0.0

**Teacher:** Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., PaedDr. Cyntia Kálmánová, Dr. habil. Gábor Vilmos Győri, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ RDUS/25	<b>Name:</b> The Culture and History of the USA
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 14-24 hours (includes presentation preparation), preparation for two written tests 35-40 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars - presentation on a predetermined topic (20 points): The presentation evaluation criteria are: relevance of information, use of literature and visualisation; at least 2 special sources and a minimum number of slides of 20. Presentation topics: 1. Detailed presentation of a historical period: the California Gold Rush, Indian Wars, slavery, Indian reservations, Ku Klux Klan, 1920s America: the Prohibition era and Al Capone, the Jazz Age (music, fashion); 9/11 2. Geography: attractions (Hollywood, Las Vegas, national parks, e.g. Yellowstone); flora and fauna; capitals or other famous cities 3. Natural disasters (hurricanes, tornadoes, floods) 4. Native Americans: Eskimos / Indians (culture, beliefs, rituals, mythology, clothing, smoke signals, dance, food, symbols, art, names, women...), Pocahontas (life, adaptations) 5. American culture and holidays; USA in the news. 6. Multiculturalism, religion (ethnic groups, migration) 7. Education (e.g. famous universities) 8. Health care 9. Politicians: famous US presidents / famous US presidents' wives 10. Science and technology 11. Transport 12. Everyday life (family, housing, employment and pay) 13. Festivals, holidays (Woodstock Festival - Hippie Movement) 14. Music and dance: e.g. bands and artists of the 60s (Led Zeppelin, Jimi Hendrix, The Who, Aretha Franklin) Art (visual arts, fine arts, sculpture, etc.)	

16. Museums (military, art) and national cemeteries
  17. Contemporary cinema/theatre
  18. American celebrities (musician, actor/actress, etc.)
  19. Fashion
  20. American cuisine
  21. Media (television or radio programmes, newspapers)
  22. Sports
- taking two written tests (each for 40 points, total 80 points)

The grading scale is as follows:

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

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

### **Results of education:**

Knowledge:

- The student knows, describes and characterizes geographical terms related to America (United States of America, North America, Central America, South America).
- The student knows the most important geographical locations and can mark them on the map.
- The student names and characterizes the most important historical figures and events: knows when and why these events happened, and what role specific historical figures played in them.
- The student knows, names and describes the main American holidays and cultural customs

Skills:

- The student interprets US history and culture.
- The student integrates and applies the acquired knowledge when working with the English language.
- The student critically evaluates and presents opinions and views on the (multi)culture, history and everyday life of the United States of America.
- The student independently collects information about the USA in various publications and on the Internet for the purpose of constant self-improvement and broadening horizons.

Competencies:

- The student develops intercultural communicative competences, thanks to which s/he functions flexibly and efficiently in an international global context.

### **Brief syllabus:**

The course covers the following topics:

1. Introduction to the course (basic concepts: the United States of America, North America, Central America, South America)
2. The United States of America: regions, climate
3. United States of America: geography; regional differences
4. Native American culture (Indians)
5. Indigenous culture (Eskimos)
6. Colonial period (discovery of America, first colonies, American Thanksgiving)
7. Colonial period (Salem witch trials)
8. Freedom struggle; constitution; unification crisis: American Civil War and reconstruction (Boston Tea Party, conflicts with Britain, US Declaration of Independence)
9. The United States of America in the 20th century (World Wars I and II; Vietnam War). The United States in the 21st century (current debates on identity and multiculturalism, civil rights movements, terrorist attacks)

- 10. Presidents of the United States
- 11. Elections of government and presidents
- 12 The US flag and anthem
- 13. Multiculturalism in the USA (emigration)

**Literature:**

Lengyel-Marosi, Renáta. 2022. The Culture and History of the United States. A Workbook for university students of English language and literature. J. Selye University, Komárno.  
 Brown, K. Oxford Guide to British and American Culture. Oxford: OUP, 2005.  
 Campbell, N. Kean, A. American Cultural Studies: An Introduction to American Culture. Abingdon: Routledge, 2012.  
 Farmer, Alan, and Vivienne Sanders. An Introduction to American History: 1860- 1990. Boston: Hodder Murray, 2007.  
 Fiedler, Eckhard (et.al.): America in Close-Up. London: Longman, 2000.  
 Guyatt, N. Another American Century: The United States and the World Since 9/11. New York: Zed Books, 2003.  
 O'Callaghan. Bryn. An Illustrated History of the USA. Essex, England: Longman, 2004.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 122

A	B	C	D	E	FX
30.33	19.67	18.03	16.39	6.56	9.02

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ RDVB/25	<b>Name:</b> The Culture and History of Great Britain
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 14-24 hours (includes presentation preparation), preparation for two written tests 35-40 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars - presentation on a predetermined topic (20 points): The presentation evaluation criteria are: relevance of information, use of literature and visualisation; at least 2 special sources and a minimum number of slides of 20. Presentation topics: 1. Historical figures (Robin Hood, Joan of Arc, Henry VIII and his wives, Oliver Cromwell, Queen Victoria, etc.) 2. National symbols of the United Kingdom 3. Capitals or other well-known cities 4. Multiculturalism, religion (ethnic groups, migration, terrorism, etc.) 5. Traditions, superstitions (King Arthur, Loch Ness monster, Stonehenge, etc.) 6. Education (e.g. famous universities) 7. Health 8. Monarchy (royalty, British Empire, etc.) 9. Economics 10. Energy and environment (e.g. national parks) 11. Science and technology 12. Transport 13. Everyday life (family, housing, employment and pay) 14. Festivals, holidays 15. Music and dance 16. Arts (visual arts, fine arts, sculpture, etc.) 17. Contemporary cinema/theatre 18. British celebrities (musician, actor/actress etc.) 19. Fashion,	

- 20. British cuisine,
- 21. Media (television or radio programmes, newspapers)
- 22. Sport

- taking two written tests (each for 40 points, total 80 points)

The grading scale is as follows:

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

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

**Results of education:**

Knowledge:

- The student knows, describes and characterizes geographical terms related to Great Britain (Great Britain, the British Isles and the United Kingdom).
- The student knows the most important geographical locations and can mark them on the map
- The student names and characterizes the most important historical figures and events: he knows when and why these events happened, and what role specific historical figures played in them.
- The student knows, names and describes the main English, Welsh and Scottish holidays and cultural customs.

Skills:

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

Competencies:

- The student develops intercultural communicative competences, thanks to which s/he functions flexibly and efficiently in a European context.

**Brief syllabus:**

The subject covers the following thematic areas:

1. Introduction to the course (basic concepts: Great Britain, British Isles and the United Kingdom)
- 2 The United Kingdom: regions, climate
- 3 The United Kingdom: geography and tourist attractions
4. Britain in Roman times and the Norman Conquests (the 'Great Charter of Independence')
- 5 The House of Tudor (Wars of the Roses, Henry VIII, Elizabeth I)
- 6 The House of Stuart (the Gunpowder Plot, the Great Fire of London)
7. The Industrial Revolution; Victorian England; The British Empire
8. 20th century Britain (world wars)
- 9 Britain in the 21st century (Scottish independence referendum, Brexit, COVID-19, the British Royal Family)
10. Scotland (history, sport, culture and holidays)
- 11 Wales (history, sport, culture and holidays)
- 12 Multiculturalism (emigration and terrorism)
13. Religion (patron saints)

**Literature:**

Brown, K. Oxford Guide to British and American Culture. Oxford: OUP, 2005.

Harvey, P., and Jones, R. Britain Explored. Longman, 2000.  
 Kearney, H. The British Isles. Cambridge: CUP, 2014.  
 Lengyel-Marosi, Renáta. Culture and History of Great Britain. A textbook for university students of English as a foreign language. Komárno: University J. Selyeho, 2021.  
 McDowall, D. An Illustrated History of Britain. London: Longman, 1998.  
 McDowall, D. Britain in Close-up. London: Longman, 2000.  
 Morgan, K. O. (ed.). The Oxford History of Britain. Oxford: OUP, 1999.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 129

A	B	C	D	E	FX
14.73	22.48	20.16	15.5	13.95	13.18

**Teacher:** Mgr. Renáta Lengyel-Marosi, PhD., PaedDr. Cyntia Kálmánová,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ SS/25	<b>Name:</b> English Language and Literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5., 6..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> KAJ/AJdb/JAS1/25 and KAJ/AJdb/ULIN/25 and KAJ/AJdb/JAS2/25 and KAJ/AJdb/ULIT/25 and KAJ/AJdb/DAL1/25 and KAJ/AJdb/FOLI/25 and KAJ/AJdb/MOLE/25 and KAJ/AJdb/DAM1/25 and KAJ/AJdb/MET1/25 and KAJ/AJdb/SYNT/25 and KAJ/AJdb/DRA1/25 and KAJ/AJdb/MET2/25	
<b>Conditions for passing the subject:</b> <p>All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule. In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience.</p> <p>The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit.</p> <p>The results of the state examination and the thesis defence are publicly announced by the chair of the board.</p>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has acquired knowledge in the compulsory and profile subjects of the study programme,</li> <li>- the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan,</li> <li>- the student is able to analyse and evaluate the knowledge acquired in the subject.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- the student is able to present his/her expertise,</li> <li>- the student is able to hand over his/her knowledge</li> <li>- the student is able to organise and apply the theoretical knowledge acquired,</li> <li>- the student has the ability to organise and apply the knowledge acquired in the course of his (her) studies.</li> </ul> <b>Competences:</b>	

<ul style="list-style-type: none"> <li>- the student is able to express his/her linguistic and professional culture in the oral examination,</li> <li>- the student is able to use the knowledge acquired in a wider context,</li> <li>- the student is able to put the knowledge acquired into practice and organise it,</li> <li>- the student is able to use his/her knowledge in a creative way while solving problems, as well as to analyse the problem and organise new solutions,</li> <li>- the student is able to answer the questions of the committee at the expected level.</li> </ul>					
<p><b>Brief syllabus:</b></p> <p>I. The methodology of teaching English as a foreign language, drama techniques in teaching foreign languages</p> <p>II. Linguistics: phonetics, morphology, lexicology, syntax</p> <p>III. English and American literature until the end of the nineteenth century</p>					
<p><b>Literature:</b></p> <p>Recommended literature indicated in the information sheets of the study programme</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b></p> <p>English</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b></p> <p>Total number of evaluated students: 45</p>					
A	B	C	D	E	FX
20.0	15.56	24.44	11.11	6.67	22.22
<p><b>Teacher:</b></p>					
<p><b>Date of last update:</b> 28.03.2025</p>					
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ SYNT/25	<b>Name:</b> Linguistics III. - Syntax
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading assigned texts, working out tasks and assignments) 25 - 35 hours, preparation for mini tests 10 - 14 hours, preparation for the exam 26 - 32 hours. The course ends with an exam. During the semester, students fulfill the following requirements: - active participation in seminars, performance of tasks - preparation of predetermined assignments - participation in the mini-test during the semester After meeting the requirements, students take a written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows the basics of English syntax on a theoretical and practical level.</li> <li>• The student recognizes types of sentences, clauses, characterizes and describes them.</li> <li>• The student differentiates between individual types of phrases, clauses, types of simple sentences, composition, constructions of sentences as well as grammatical and semantic overall formations.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student applies theoretical knowledge in specific analysis of sentences.</li> <li>• The student discusses, analyses and interprets the relationships between words in a sentence, performs a syntactic analysis of sentences.</li> <li>• The student forms correct sentence constructions with the correct word order into a coherent and comprehensible written or oral expression of the English language system.</li> </ul> <b>Competencies:</b>	

- The student integrates the acquired knowledge and skills of the syntax of the English language into practical use and application, derives from them the knowledge necessary for teaching the English language.

### **Brief syllabus:**

Main topics:

Lectures

1. Introduction to syntax
2. Word classes/Categories and functions
3. Verbs and their subcategorisation
4. Grammatical functions
5. Constituency, function, category; head, complements, and modifiers
6. Phrases
7. Elements of sentence constructions/ Clauses and sentences;
8. Main and subordinate clauses
9. Phrase Structure rules; Cleft constructions
10. Relative clause constructions /pro-form; deixis vs. anaphora
11. Reported speech
12. Passive constructions
13. Wh-questions/Interrogative clauses

Seminars

1. Descriptive and prescriptive grammar
2. Word classes/Categories and functions
3. Mood, aspect, tense, voice
4. Subjects, direct and indirect objects, predicative complements, oblique complements, modifiers, adjuncts
5. Tests for determining syntactic constituenthood
6. NP, VP,
7. AdjP, AdvP, PP, CP
8. Tree diagram terminology (node, branch, dominate, sister). Tree diagrams as representations of structure
9. Tree diagrams
10. Reported speech
11. Reported questions
12. Passive constructions;
13. Wh-questions/Interrogative clauses

### **Literature:**

- T. Litovkina, Anna - Szilvia N. Varagya: Lecture Notes on Syntax, J. Selye University Faculty of Education, Komárno, 2022.
- Budai, László: English Phrasal and Clausal Syntax. Synopses of Thirty Lectures. Veszprém: University Press, 1997.
- Budai, László: English Syntax: Theory and Practice. Budapest: Tankönyvkiadó, 1986.
- Burton-Roberts, N.: Analysing Sentences: An Introduction to English Syntax. London: Longman, 1986.
- Carnie, Andrew: Modern Syntax: A Coursebook. New York: Cambridge University Press, 2011.
- Dano, František: A Practical English Syntax. Nitra: Pedagogická fakulta, 1991.
- Miller, Jim: An Introduction to English Syntax. Edinburgh: University Press, 2012.
- Radford, Andrew: English Syntax: An introduction. New York: Cambridge University Press, 2009.

- Roberts, Burton Noel: Analysing sentences an introduction to English syntax. London: Longman, 2011.
- Kim, Jong-Bok and Peter Sells: English Syntax: An Introduction, Center for the Study of Language and Information, 2008.
- Kuiper, Kon – W. Scott Allan: Introduction to English language: Word, sound and sentence. 3rd edition, Palgrave Macmillan, 2010.
- Newson, Mark et al.: Basic English Syntax with Exercises - Bölcsész Konzílium Bölcsész Index Centrál Könyvek, 2006.
- Rafajlovičová, R.: A Survey of the English Syntax. Prešov: Prešovská Univerzita, 2004.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 64

A	B	C	D	E	FX
17.19	15.63	9.38	25.0	23.44	9.38

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ ULIN/25	<b>Name:</b> Introduction to Linguistics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading assigned texts, working out tasks and assignments) 25 - 35 hours, preparation for mini tests 10 - 14 hours, preparation for the exam 26 - 32 hours. The course ends with an exam. During the semester, students fulfill the following requirements: - active participation in seminars, performance of tasks - preparation of predetermined assignments - participation in the mini-test during the semester After meeting the requirements, students take a written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student has knowledge of the English language and its laws, the way and conditions of its functioning in all language levels and relations with other languages.</li> <li>• The student defines and characterizes various branches of linguistics, names and explains basic concepts (e.g. such as theoretical linguistics, applied linguistics, phonetics and phonology, morphology and syntax, semantics and pragmatics, psycholinguistics, neurolinguistics, sociolinguistics, phraseology, corpus linguistics, lexicology, phraseology and other).</li> <li>• The student recognizes types of sentences, clauses, understands the relationship between words in a sentence, and knows the correct word order.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student analyses the relationships between words in a sentence, creates correct sentence structures with the correct word order, and draws tree diagrams of words, phrases and sentences.</li> <li>• The student performs phonological, morphological and semantic analysis of words.</li> <li>• The student applies the acquired knowledge to the English language system, which is necessary for the analysis of individual language levels in other linguistically focused subjects.</li> </ul> <b>Competencies:</b>	

- The student integrates the acquired knowledge and skills in the English language system, derives from them the knowledge necessary for teaching the English language, which can be flexibly updated according to the needs of teaching practice.

**Brief syllabus:**

This course addresses the following main topics: communication, linguistics and English language, phonetics and phonology, morphology, syntax, semantics pragmatics, lexicology and lexicography, discourse analysis, language families and historical linguistics, sociolinguistics, language acquisition, linguistics, grammar and teaching, English as foreign language, writing and writing systems, the world’s languages, the diversities and similarities of language systems, animal “languages”, language varieties, social aspects of language, language change. The course will also extend the student’s knowledge of major branches of linguistics (e.g., theoretical linguistics, gender linguistics, applied linguistics, psycholinguistics, computational linguistics, neurolinguistics, sociolinguistics, phraseology, paremiology, comparative linguistics, corpus linguistics, lexicology, among others). In addition to English, examples from other languages will be used to illustrate these topics.

Lectures:

1. Introduction to linguistics.
2. Various branches of linguistics
3. Morphology
4. Words and word-formation processes
5. What is language? The world’s languages
6. Phonology and phonetics
7. Syntax 1
8. Syntax 2
9. Semantics
10. Pragmatics
11. Language, society and culture
12. Gender and Linguistics
13. The development of writing and writing systems

Seminars:

1. Major branches of linguistics
2. Morpheme, morph, allomorph. Root, stem, base. Suffixation, prefixation
3. Backformation, clipping, blends, acronyms, initialisms, conversion.
4. Compounding. Inflection and derivation
5. Animals and human language
6. The Indo-European language family, Germanic languages
7. Lexical sets. Synonymy, antonymy, hyponymy and meronymy.
8. Constituent analysis; Clausal syntax, sentence types, representation of constituent structure;
9. Tree diagrams
10. Pragmatics
11. Situational context, speech intentions, speech act theory
12. Gender and Linguistics
13. The development of writing and writing systems

**Literature:**

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

English

**Notes:**

<b>Evaluation of subjects</b>					
Total number of evaluated students: 160					
A	B	C	D	E	FX
5.0	10.0	26.88	19.38	30.63	8.13
<b>Teacher:</b> Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Györi, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ ULIT/25	<b>Name:</b> Introduction to Literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading assigned literary works, working out tasks and assignments) 33 - 41 hours, preparation for quizzes and mini-tests 6 - 10 hours, preparation for the exam 22 - 30 hours. The course ends with a written exam. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> <li>- mandatory attendance at lectures</li> <li>- active participation in seminars (analysis of works and worksheets connected with them, discussions)</li> <li>- participation in mini-tests and quizzes during the semester</li> <li>- weekly preparation in the form of reading the following short literary works:               <ol style="list-style-type: none"> <li>1. Roald Dahl: The Hitchhiker</li> <li>2. Edgar Allan Poe: The Tell-Tale Heart</li> <li>3. Charles Dickens: The Signal-Man</li> <li>4. Ernest Hemingway: The Old Man at the Bridge.</li> <li>5. Mark Twain: Extracts From Adam's Diary</li> <li>6. James Joyce: Araby</li> <li>7. George Bernard Shaw: How He Lied to Her Husband</li> <li>8. Robert Frost: The Road Not Taken</li> <li>9. Ted Hughes: The Shot</li> <li>10. Ray Bradbury: A Sound of Thunder</li> <li>11. Neil Gaiman: The Graveyard Book</li> </ol> </li> </ul> After fulfilling the above requirements, students take the written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student knows the characteristic features of individual literary genres (lyrics, epics and dramas).</li> </ul>	

- The student is aware of the differences between literature and individual critical approaches to literary texts.
- The student defines basic literary terms and concepts.

Skills:

- The student applies theoretical knowledge when working with a literary work of various literary genres.
- The student critically compares and analyses literary genres based on theoretical knowledge.
- The student interprets literary texts from English and American literature.
- The student collects, synthesizes and critically evaluates information about literary figures and literary works in various publications and on the Internet.

Competencies:

- The student integrates the acquired knowledge and skills to interpret literary contexts and peculiarities of the English language, derives knowledge from them necessary for further development, which he can be flexibly updated according to practical needs.

**Brief syllabus:**

Lectures and seminars focus on the explanation of basic terms and concepts of literary studies and provide students with a selection of the most famous literary texts and literary authors of the English-speaking world. Students work with different literary works from different literary periods and interpret different genres: poetry, drama and fiction.

Lectures:

1. What is literature? Tentative definitions, aims and characteristics.
2. Working with words. Denotation and connotation.
3. Theories of literature. Working with literary texts, interpretations.
4. Elements of fiction I. Plot, character, setting
5. Elements of fiction II. Point of view, type of narrator, style
6. Classification of fiction
7. Elements of drama. Theories of tragedy and comedy.
8. Classification, the history of drama, the Theatre of the Absurd
9. Elements of poetry. Figures of speech.
10. Working with poems. Classification of poems.
11. Literary criticism I. Formalism, New Criticism, Structuralism, Post-structuralism
12. Literary criticism II. Deconstruction, Reader-response criticism, Psychoanalysis, Historical/Biographical Criticism
13. Literary criticism III. New Historicism, Postcolonial Theory and Criticism, Feminist Criticism

Seminars:

1. Introduction to the course. Working with literary texts.
2. Roald Dahl: The Hitchhiker
3. Edgar Allan Poe: The Tell-Tale Heart
4. Charles Dickens: The Signal-Man
5. Ernest Hemingway: The Old Man at the Bridge.
6. Mark Twain: Extracts from Adam's Diary
7. James Joyce: Araby
8. George Bernard Shaw: How He Lied to Her Husband
9. Robert Frost: The Road Not Taken
10. Ted Hughes: The Shot
11. Charles Perrault, Jakob and Wilhelm Grimm: The Sleeping Beauty
12. Ray Bradbury: A Sound of Thunder
13. Neil Gaiman: The Graveyard Book

**Literature:**

- Puskás, Andrea. 2019. An Introduction to Literature. Žihárec: Bymoon.
- Meyer, Michael. 2008. The Bedford Introduction to Literature: Reading, Thinking, Writing. 9. vyd. Boston: Bedford.
- Duff, Alan – Maley, Alan. 2007. Literature. New York: Oxford University Press.
- Head, Dominic. 2006. The Cambridge Guide to Literature in English : The definitive guide: completely revised and updated. 3. vyd. Cambridge: Cambridge University Press.
- Wellek, René – Warren, Austin. 2000. Theory of Literature. Harper Paperbacks.
- Berensmeyer, Ingo. 2009. Literary Theory: An Introduction to Approaches, Methods and Terms. Stuttgart: Klett.
- Collier, Peter. 2007. Literary Theory Today. Cambridge: Polity Press.
- Cuddon, J. A. 1998. The Penguin Dictionary of Literary Terms and Literary Theory. London: Penguin Books.
- Puskás, Andrea. Narrative Constructions of Victimization in I stand here ironing by Tillie Olsen. In: Zborník z medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2014: "Vzdelávanie a veda na začiatku XXI. storočia" - Sekcie teologických vied a humanitných vied. Komárno: Univerzita J. Selyeho, 2014, CD-ROM, p. 308-316. ISBN 978-80-8122-104-0.
- Puskás, Andrea. 2014. Female Identity in Feminist Adaptations of Shakespeare. 1. vyd. Budapest: Tinta.

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

English

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

Total number of evaluated students: 161

A	B	C	D	E	FX
5.59	13.66	14.29	19.88	27.95	18.63

**Teacher:** doc. PaedDr. Andrea Puskás, PhD., Mgr. Renáta Lengyel-Marosi, PhD., PaedDr. Cyntia Kálmánová,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAb/ MOB1-KA/25	<b>Name:</b> Student mobility related to graduate profile - Teaching of catechesis
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3., 4..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 3 credits = 75–90 hours 26 hours participation in contact hours; 20 hours preparation of the educational activity project and assignments given during lessons; 35–45 hours self-study and preparation of a brief reflection or report on the acquired experiences and knowledge in relation to the graduate's profile. The course is completed in the form of "passed" (without a grade), based on the fulfilment of the above conditions. The course completion is recorded in AIS by the academic responsible person (ZOŠP) after verifying that the conditions have been met.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student acquires an overview of subject-specific topics that broaden or complement their graduate profile in an international and intercultural context.</li> <li>- They acquire knowledge gained during mobility that is not directly part of their study plan but is relevant to their field of expertise.</li> <li>- They understand how professional knowledge is applied in various academic or work environments abroad.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The student is able to apply the knowledge acquired during mobility in further studies or professional practice.</li> <li>- They can communicate and collaborate in an international team, in a foreign language, and in a culturally diverse environment.</li> <li>- They are capable of reflecting on their own educational needs and adapting to new academic or professional settings.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- The student develops competences necessary for lifelong learning, flexibility, and adaptability.</li> <li>- They strengthen their ability to actively participate in international educational activities and projects.</li> </ul>	

- They increase their level of independence, responsibility, and initiative in solving tasks outside their domestic academic environment.

**Brief syllabus:**

- Introduction to the subject, the importance of academic mobility and the internationalisation of higher education.
- Professional seminars by a foreign university teacher in line with the graduate profile. International approaches and current trends in the field. Intercultural communication and working in an international academic environment.
- Reflection of the student on the knowledge, skills and experience gained from the teaching conducted by a foreign university teacher.
- Discussion and feedback - relevance of the knowledge gained for further study and professional development.

**Literature:**

Literature as recommended by the university teacher involved in the mobility programme.

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

English, Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:**

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAb/ MOB2-KA/25	<b>Name:</b> Experience equivalent to academic mobility - Teaching of catechesis
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3., 4..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 3 credits = 75–90 hours 26 hours participation in contact hours; 20 hours preparation of the educational activity project and assignments given during lessons; 35–45 hours self-study and preparation of a brief reflection or report on the acquired experiences and knowledge in relation to the graduate's profile. The course is completed in the form of "passed" (without a grade), based on the fulfilment of the above conditions. The course completion is recorded in AIS by the academic responsible person (ZOŠP) after verifying that the conditions have been met.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student acquires subject-specific knowledge in line with the graduate profile, delivered by a foreign academic staff member in an international context.</li> <li>- The student becomes familiar with various approaches, concepts, and methods used in foreign academic and research environments.</li> <li>- The student gains an overview of current trends and findings in the relevant field from an international perspective.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The student is able to communicate and work in a foreign language, developing their language and intercultural communication skills.</li> <li>- The student can actively apply the acquired knowledge in their own academic and professional context.</li> <li>- The student develops the ability to critically analyse and apply new insights from the international academic environment.</li> <li>- The student enhances the ability to integrate new knowledge from international research into their own research or practice.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- The student strengthens their ability to navigate the international academic environment and actively participate in it.</li> </ul>	

- The student improves their adaptability, independence, and flexibility when studying in an intercultural environment.
- The student develops openness to diverse professional and cultural approaches, as well as the ability to work both independently and as part of a team.

**Brief syllabus:**

- Introduction to the subject, the importance of academic mobility and the internationalisation of higher education.
- Professional seminars by a foreign university teacher in line with the graduate profile. International approaches and current trends in the field. Intercultural communication and working in an international academic environment.
- Reflection of the student on the knowledge, skills and experience gained from the teaching conducted by a foreign university teacher.
- Discussion and feedback - relevance of the knowledge gained for further study and professional development.

**Literature:**

Literature as recommended by the university teacher involved in the mobility programme.

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

English, Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:**

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ BS/25	<b>Name:</b> Bachelor's Thesis Seminar
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Submission of a selected bibliography on the topic of the bachelor's thesis and preparation of a part (10 - 12 pages) of the bachelor's thesis. Attendance at the seminar is compulsory. Students will write a part of the thesis and submit a selection bibliography. Students will hand in the part of the thesis and the bibliography in hard copy to the instructor on the due date. If the student fails to submit the thesis even within 7 days of the due date, no credit will be awarded. The scope of the thesis will be determined by the instructor; the format will be determined by Rector's Directive No. 2/2021. The thesis must follow the technique and ethics of citation. The following are assessed in the thesis: - The student's analytical-synthetic thought processes, - expression of own opinion supported by theoretical knowledge, - setting the problems and objectives of the thesis, the way of processing, - structure of the thesis - logical continuity and balance of the individual parts, - work with literature and information sources (selection of the way of their use), - observance of basic standards for formal editing of the thesis, observance of citation standards, - aesthetic and linguistic aspects of the thesis. Percentage representation of individual tasks in the student's overall assessment. Work in seminars: 20%. Seminar work: 80 %. The student must complete each assignment at a minimum of 50%. Student workload: 4 credits = 100-120 hours 13 hours attendance at contact classes; 47 hours study of literature; 40-60 hours preparation of a single chapter of the thesis.	
<b>Results of education:</b> Knowledge: The student can:	

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

#### Skills:

The student will be able to:

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

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

Kompetencie:

Študent

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

### Brief syllabus:

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

### Literature:

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

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

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

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

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

Hungarian language, Slovak language

### Notes:

### Evaluation of subjects

Total number of evaluated students: 1

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

**Teacher:** prof. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD., doc. ThDr. Alfréd Somogyi, PhD., doc. ThDr. Attila Lévai, PhD., Mgr. Zsolt Görözdi, ThD., Mgr. Kinga Süll, PhD., ThDr. Lilla Szénási, PhD., prof. István Pásztori-Kupán, PhD., prof. Ábrahám Kovács, PhD., Mgr. György Csík, PhD.,

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ BŠ1/25	<b>Name:</b> Biblical Studies 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). During the semester he/she must take and successfully write 2 written tests in Practical Knowledge of the Old Testament 1. Their average will determine the final grade. From the sub-discipline Practical Knowledge of the New Testament 1. students must pass and successfully write 2 written tests and at the end of the semester students will also take an oral exam. For the sub-discipline Bible Seminar 1. students must submit written assignments. Assessment of written tests, written assignments and oral examination answers are assessed in accordance with the Study Regulations (See Article 10. Review of Study and Assessment of Learning Outcomes of the Study Regulations Outcomes). Student workload: 4 credits = 100-120 hours 39 hours of attendance at contact classes; 21 hours of study of recommended literature, preparation for the written test and preparation of assignments given in class; 40-60 hours of self-study.	
<b>Results of education:</b> <b>Knowledge:</b> Successful completion of this course will provide the student with a detailed knowledge of the contents and structures of Old and New Testament books. <b>Skills:</b> By using/method of the content of each book of the Old and New Testament ( personalities, stories and major theological emphases) and memorizing selected verses for some key events, the student will be able to apply the knowledge gained in practice. <b>Competencies:</b> The student will be able to introduce others to the history of salvation in the Old and New Testaments.	
<b>Brief syllabus:</b> Sub-discipline: Practical knowledge of the Old Testament 1 1. 1. Canon. Canonization.	

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

Sub-discipline: Practical Knowledge of the New Testament 1

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

**Literature:**

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

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines: Practical Knowledge of the Old Testament 1. Practical Knowledge of the New Testament 1. Bible Seminar 1.					
<b>Evaluation of subjects</b> Total number of evaluated students: 16					
A	B	C	D	E	FX
31.25	6.25	31.25	25.0	0.0	6.25
<b>Teacher:</b> prof. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD., Mgr. György Csík, PhD., Mgr. Ferdinand Tarr,					
<b>Date of last update:</b> 28.04.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ BŠ2/25	<b>Name:</b> Biblical Studies 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). During the semester, he/she must take and pass 2 written tests in Practical Knowledge of the Old Testament 2. Their average will determine the final grade. In the sub-discipline Practical Knowledge of the New Testament 2, students must pass and successfully write 2 written tests and at the end of the semester students will also take an oral examination. For the sub-discipline Bible Seminar 2 students must submit written assignments. Evaluation of written tests, written assignments, and answers on the oral exam are evaluated in accordance with the syllabus (See Art. 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 4 credits = 100-120 hours 39 hours attendance at contact classes; 21 hours study of recommended literature, preparation for the written test and preparation of assignments given in class; 40-60 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> Successful completion of this course will provide the student with a detailed knowledge of the contents and structures of Old and New Testament books. <b>Skills:</b> By using/method of the content of each of the Old and New Testament books ( personalities, stories and major theological emphases) and memorizing selected verses for some key events, the student will be able to apply the knowledge gained in practice. <b>Competencies:</b> The student will be able to introduce others to the history of salvation in the Old and New Testaments. The student will be able to incorporate the values of the Old and New Testaments into catechetical practice.	
<b>Brief syllabus:</b> Sub-discipline: practical knowledge of the Old Testament 2 Text, content, historical context, structure, literary formation, and theological profile of each book:	

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

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

Sub-discipline: Bible Seminar 2

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

**Literature:**

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

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

Hungarian Language, Slovak Language

**Notes:**

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

**Evaluation of subjects**

Total number of evaluated students: 12

A	B	C	D	E	FX
0.0	58.33	33.33	0.0	0.0	8.33

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

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ BŠ3/25	<b>Name:</b> Biblical Studies 3
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). At the end of the semester students have an oral examination and during the semester they have to hand in written assignments. The evaluation of written tests, written assignments and answers in the oral examination are evaluated in accordance with the study regulations (See Art. 10. Control of study and evaluation of study results of the Study Regulations). Student workload: 4 credits = 100-120 hours 39 hours of attendance at contact classes; 21 hours of study of recommended literature, preparation for the written test and preparation of assignments given in class; 40-60 hours of selfstudy.	
<b>Results of education:</b> Results of education: Knowledge: This course provides a detailed overview of the contents and structures of the various Old Testament books as well as their major theological emphases. Students will also gain an overview of the literary-critical examination of each Old Testament book, the circumstances surrounding the creation of the Old Testament books, and the process of creating the Old Testament canon. Skills: The student will be able to introduce others to recognized content and handle knowledge in a differentiated manner. Competencies: The student will be able to argue using the learned content of the semester's material in theological reflection on contemporary issues.	
<b>Brief syllabus:</b> 1. Canon, canonization. HB, LXX. The oldest manuscripts and translations of the Old Testament. 2. Literary forms and genres of the Old Testament. Pentateuchos - documentary theory and more recent compositional models.	

3. Text, content, historical context, structure, and theological profile of each book: Genesis, Exodus, Leviticus.
4. Numbers, Deuteronomy. The Book of Joshua.
5. Judges. I and II Samuel.
6. I and II Kings. I and II Chronicles.
7. Ezra, Nehemiah. Esther. Ruth.
8. Book of Job. Psalms
9. Proverbs, Ecclesiastes. The Song of Solomon.
10. Isaiah, Ezekiel. Jeremiah, Psalms.
11. Daniel. Hosea, Joel, Amos, Obadiah.
12. Jonah, Micah, Nahum. Habakkuk,
13. Zephaniah, Haggai, Zechariah, Malachi.

**Literature:**

Karasszon, I., Ószövetségi ismeretek. SJE, Komárom, 2006.  
 Soggin, A. J., Bevezetés az Ószövetségbe. Kálvin kiadó, Budapest, 1999.  
 Rózsa, Huba, Az Ószövetség keletkezése I.( 3.kiad. ) Szent István Társulat, Budapest, 2002.  
 Bándy, J., Úvod do Starej zmluvy. UK, Bratislava,  
 Zenger, E., Einleitung in das Alte Testament.Kohlhammer, Stuttgart-Berlin-Köln, 2001  
 Bándy, Gy., Bevezetés az Újszövetségbe. SJE, Komárom, 2008 SJE, Komárom, 2008. ISBN 978 80 89234 50 9.

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

Hungarian language, Slovak language

**Notes:**

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

**Evaluation of subjects**

Total number of evaluated students: 6

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

**Teacher:** prof. ThDr. István Karasszon, PhD., ThDr. Lilla Szénási, PhD.,

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ BŠ4/25	<b>Name:</b> Biblical Studies 4
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). At the end of the semester students have an oral examination which is evaluated in accordance with the Study Regulations (See Art. 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 4 credits = 100-120 hours 39 hours attendance at contact classes; 21 hours study of recommended literature, preparation for the written test and preparation of assignments given in class; 40-60 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The course provides an overview of the literary-critical examination of individual New Testament books. It also introduces the circumstances of the formation of the New Testament books ( especially the Epistles of the Apostle Paul, Hebrews, Catholic Epistles, John, and Revelation ). Great emphasis is also placed on the interpretation of the basic theological ideas of each book. <b>Skills:</b> The student will be able to introduce others to recognized content and handle knowledge in a differentiated manner. <b>Competencies:</b> The student will be able to argue using the recognized content of the semester's readings in theological reflection on contemporary issues.	
<b>Brief syllabus:</b> 1. Basic concepts. Brief overview of the scientific discipline. 2. The origin of the New Testament canon and its theological significance. History of the text. The earliest manuscripts and translations of the New Testament. 3. Literary forms and genres of the New Testament. 4. The Gospel according to Matthew. The Gospel according to Mark. 5. The Gospel according to Luke. The Synoptic Question.	

6. The Gospel according to John. The Acts of the Apostles.  
 7. The Epistles in the New Testament. The Epistle to the Romans.  
 8. First Epistle to the Corinthians; Second Epistle to the Corinthians. The Epistle to the Galatians.  
 9. Epistle to the Ephesians. Epistle to the Philippians. Epistle to the Colossians. Epistle to Philemon.  
 10. First Epistle to the Thessalonians. ; Second Epistle to the Thessalonians. Second Pastoral Epistle to the Thessalonians. First Epistle to Timothy. Second epistle to Timothy. First Epistle to Titus.  
 11. The Epistle to the Hebrews.  
 12. Catholic Epistles. Epistle to James. First Epistle of Peter. Second Epistle of Peter. The Epistle of Jude.  
 13. First Epistle of John. Second Epistle of John. Third Epistle of John. The Revelation of John.  
 Sub-discipline: Bible and Catechesis 2  
 Catechetical study of themes from the Old and New Testaments with a leader.

**Literature:**

Bándy, Gy., Bevezetés az Újszövetségbe. SJE, Komárom, 2008 SJE, Komárom, 2008. ISBN 978 80 89234 50 9.  
 Bolyki, J., Újszövetségi bevezetéstán. Budapest, 1990  
 Schweizer, E., Teológiai bevezetés az Újszövetségbe. Kálvin kiadó, Budapest, 2004 ISBN 9633009774. Kocsis, I., Bevezetés az Újszövetség kortörténetébe és irodalmába I. Szent István Társulat, Budapest,2010. ISBN 9789632771687.

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines:  
 Introduction to the New Testament 2  
 Bible and Catechesis 2

**Evaluation of subjects**

Total number of evaluated students: 6

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

**Teacher:** Dr. habil. Viktor Kókai Nagy, PhD., ThDr. Lilla Szénási, PhD.,

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ BŠ5/25	<b>Name:</b> Biblical Studies 5
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). He/ she must take and pass 2 written tests in the sub-discipline The Old Testament Background during the semester. Their average will determine the final grade. In the New Testament Period Background sub-discipline, students must take and successfully write 2 written tests, and at the end of the semester, students will also take an oral exam. In the sub-discipline of Ecumenics, systematic preparation and active participation in lectures is required. The student must learn the history of the ecumenical movement and be familiar with the attitudes of the various churches/ denominations toward the movement. It is also necessary for the student to be able to form his/ her own opinion about ecumenism. The form of the examination is written. The assessment of written tests, written assignments and answers to oral examinations are assessed in accordance with the Study Regulations (See Article 10. Control of Study and Assessment of Learning Outcomes of the Study Regulations Outcomes). <b>Student workload:</b> 4 credits = 100-120 hours 39 hours attendance at contact classes; 21 hours study of recommended literature, preparation for the written test and preparation of assignments given in class; 40-60 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> This course is designed to provide knowledge of the history of biblical Israel in the context of the history of the Near Orient from the earliest times to the end of the Old Testament era. By successfully completing the course, the student will acquire historical and systematic knowledge. The course is designed to provide knowledge of the history of the period in which the various books of the New Testament were written, as well as the events that had a major influence on the content and form of the New Testament books. The course focuses on the history of biblical Israel in the intertestamental era, the time of the life of Jesus Christ. Upon completion of the course, the student will have an overview of the history, basic principles, ideas, origins, and history of the ecumenical movement. <b>Skills:</b> The student will be able to place Israel in the context of the ancient East.	

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

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

Competencies:

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

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

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

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

### **Brief syllabus:**

Sub-discipline: Old Testament contemporary history

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

II. The test in the probationary period.

Sub-discipline New Testament contemporary history

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

II. The test in the probationary period.

Sub-discipline Ecumenics

Week 1: Course Objectives.

Week 2: Scripture and tradition in ecumenism.

Week 3: The life of the early Christian congregations.

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

Week 5: Ecumenical synods.

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

**Literature:**

Karasszon, I.: Izrael története a kezdetektől Bar-Kochbáig, Budapest: Új Mandátum, 2009.  
 Bándy, Gy., Karasszon, I., Kis, J.: Az ószövetségi kor és a bibliai archeológia. Selye János Egyetem, Komárom, 2015.  
 Jagersma, H.: Izrael története II. Nagy Sándortól Bar Kochbáig. Budapest, 1991.  
 J. M. Miller, J.H. Hayes: Az ókori Izrael és Júda története. Studia Orientalia, PPKE, Piliscsaba, 2003.  
 Bibliai Atlasz, Kálvin Kiadó, Budapest, 1994.  
 Aharony, Y.: Bibliai atlasz. Szent Pál Akadémia, Budapest, 2004.  
 Kessler, R.: Az ókori Izrael társadalmá. Történeti bevezetés. Kálvin Kiadó, Budapest, 2011.  
 Bándy, J.: Dejiny Izraela. Univerzita Komenského, Bratislava, 2006.  
 Gábriš, K.: Dejiny novozmluvnej doby. SEBF, Bratislava, 1994.  
 M. Noth, Geschichte Israels. Göttingen, Vandenhoeck & Ruprecht, 1986.  
 A keresztyén gondolkodás rövid története : Teológusok és eszméik az apostoli atyáktól napjainkig / Tony Lane ; Péter Pásztor. - 1. vyd. - Budapest : Harmat-Kálvin, 2003. - 281 s. - ISBN 963 9148 43 1. Gellért Békés: Ökumenizmus /, 1976. - 108 s. - ISBN 0007174.  
 Zamfir Korinna: Az ökumenizmus katolikus és protestáns perspektívából.  
 Online: [http://rocaeteo.ubbcluj.ro/studia/st\\_Zamfir\\_2001.pdf](http://rocaeteo.ubbcluj.ro/studia/st_Zamfir_2001.pdf)  
 Dějiny křesťanského myšlení / Tony Lane. - 1. vyd. - Praha, 1985. - 286s. - ISBN 80-85495-47-3.

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

Hungarian language, Slovak language

**Notes:**

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

**Evaluation of subjects**

Total number of evaluated students: 4

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

**Teacher:** prof. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD., prof. Ábrahám Kovács, PhD., JUDr. ThDr. Loránt Rákos, PhD.,

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ EOK/25	<b>Name:</b> Ethical Issues in Catechetics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). Submit 3 written assignments during the semester. The course is assessed in accordance with the study regulations. (See Article 10. Control of study and evaluation of study results of the Study Regulations results). <b>Student workload:</b> 26 hours of attendance at contact classes; 8 hours of study of recommended readings, preparation of presentations and seminar papers; 12-26 hours of self-study.	
<b>Results of education:</b> <b>Knowledge:</b> Students will learn about the ethical dilemmas and fundamental challenges of our time and how to respond to them based on Scripture. <b>Skills:</b> Students will be able to communicate a Christian value system during and in relation to the topics covered. Internalization promotes education for living out faith in practice. <b>Competencies:</b> Students will have appropriate interaction opportunities to develop social and civic competencies and to develop honest, open and empathetic attitudes.	
<b>Brief syllabus:</b> 1. Aspects of religious education in the field of ethics, teaching ethical issues in catechesis 2. Ethical challenges of the 20th-21st century in catechesis, Internet ethics 3. Ethics and the environment in catechesis 4. Student presentation on the topic 5. The question of identity in catechesis 6. The question of values in catechesis 7. The question of community in catechesis 8. Student presentation on the topic 9. Conflict and crisis in catechesis	

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

**Literature:**

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

[https://medit.lutheran.hu/files/kodacsy\\_simon\\_eszter\\_ertelmes\\_szivvel.pdf](https://medit.lutheran.hu/files/kodacsy_simon_eszter_ertelmes_szivvel.pdf)

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

[http://refpedi.hu/lapozo/Napjaink\\_etikai\\_kerdesei-pdf/docs/Napjaink\\_etikai\\_kerdesei-pdf.pdf?reload=1504695393555](http://refpedi.hu/lapozo/Napjaink_etikai_kerdesei-pdf/docs/Napjaink_etikai_kerdesei-pdf.pdf?reload=1504695393555)

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

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

[A\\_serdulokor\\_etikai\\_kerdesei\\_Etika\\_kiegeszito\\_modul/#page=1](http://refpedi.hu/lapozo/HittanModulfuzet-A_serdulokor_etikai_kerdesei_Etika_kiegeszito_modul/#page=1)

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

Hungarian language, slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ OB/25	<b>Name:</b> Bachelor's Thesis and Defence
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 8	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> KAV/KAdb/BS/25	
<b>Conditions for passing the subject:</b> <p>When preparing the final thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of final, thesis, dissertation and habilitation papers written at Selye János University. The recommended length of the final thesis is 30 to 40 pages (54 000 to 72 000 characters with spaces). The deadline for submission of the final thesis is specified in the timetable for the academic year. The final thesis is checked for authenticity in the central register of final theses. A record of the result is drawn up. The examination of authenticity is a prerequisite for the defence. The submission of the final thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the final thesis.</p> <p>The final thesis will be evaluated by the supervisor and the assessor, who will prepare their evaluation on the basis of the criteria provided.</p> <p>The supervisor will mainly assess the fulfilment of the objective, the student's independence and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the final thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis.</p> <p>The assessor will focus on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the final thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis.</p> <p>The examination board will assess the originality of the essay, the degree of student involvement in the solution of the scientific problem, the student's independence and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc. The committee will also assess the ability to present the results, including answers to questions on the topic, adherence to time constraints, etc.</p>	

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

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

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

### **Results of education:**

Knowledge:

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

Competences:

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

Competences:

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

### **Brief syllabus:**

The procedure for defending the final paper is as follows:

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

<p>A copy of the thesis and its electronic presentation will be provided to the student during the presentation. The student will present the paper independently for a minimum of 10 minutes. He/she may use computer tools. The final thesis is available to the committee before and during the examination.</p>					
<p><b>Literature:</b> KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004. Current Rector's Directive on editing, registration, access and archiving of theses and dissertations at J. Selye University - available at <a href="https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf">https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf</a></p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> Hungarian language, Slovak language</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 1</p>					
A	B	C	D	E	FX
0.0	100.0	0.0	0.0	0.0	0.0
<p><b>Teacher:</b></p>					
<p><b>Date of last update:</b> 28.04.2025</p>					
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ PK1/25	<b>Name:</b> Practical Catechetics 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). Church Music 1 requires the active participation of the student throughout the semester. Mastery of the curriculum - history of church music, selected hymns from the textbook of the Reformed Religious Education course and from other hymnbooks intended for children and youth. From the sub-discipline Sources of Catechetical Work 1 students must hand in written assignments. The course is assessed in accordance with the Study Regulations (See Article 10. Control of Study and Assessment of Learning Outcomes of the Study Regulations Outcomes). Student workload: 3 credits = 75-90 hours 26 hours attendance at contact classes; 11 hours study of recommended literature, preparation of assignments given in class; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The graduate will have general knowledge in the field of study at the level of synthesis. The student will be able to classify the theoretical knowledge of the basic areas of the field of study, and to draw conclusions and connections between them in the context of the main topics (such as the basics of church music, hymnology and singing). At the same time, the student will be able to classify and explain the basic knowledge of pedagogy and catechetics. The student will be able to identify the basic conceptual, categorical and methodological apparatus. <b>Skills:</b> The graduate will be able to analyze and solve the main problems of church music at the level of mastery of the theoretical foundations of the field of study, the background knowledge of the partial disciplines belonging to these areas. In solving specific professional problems, the graduate will be able to propose solutions in practical activity. He/she will be able to assist in active pedagogical and catechetical work.	

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

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

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

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

Competencies:

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

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

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

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

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

### **Brief syllabus:**

Sub-discipline: Church music 1.

Music Introduction.

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

Sub-discipline: Sources of catechetical work 1

Religious education and interpretation of religion.

History of religious education.

Trends in religious education.

Interpretation of religious education.

Introduction to the Bible.

Introduction to church history

Introduction to dogmatics

Introduction to ethics

Introduction to church life

Introduction to the Christian religions

Introduction to psychology

Introduction to the philosophy of religion.

## Summary

### Literature:

Vígan énekelj az Úrnak! / Képzési segédanyag RPI képzésekhez, óvodapedagógusok és katechéták számára – Budapest : RPI, 2016 [http://rpi.reformatus.hu/hatteranyagok/tanari\\_s/Ovodai\\_enekgyujtemeny\\_2016.pdf](http://rpi.reformatus.hu/hatteranyagok/tanari_s/Ovodai_enekgyujtemeny_2016.pdf)

Isten tenyerén : Református hittan tankönyv 1. osztályos tanulók részére / Bölcsföldiné Türk Emese, Szénási Lilla, Szászi Andrea. - Rimaszombat, 2018. - ISBN 978-80-972985-0-0. [http://refpedi.hu/lapozo/egyhazi\\_beliv\\_100\\_szazalekos\\_2018/](http://refpedi.hu/lapozo/egyhazi_beliv_100_szazalekos_2018/)

Istennel az úton : Református hittan tankönyv 2. osztályos tanulók részére / Kustár Gábor, Szénási Lilla, Szászi Andrea. - Rimaszombat, 2018. - ISBN 978-80-972985-1-7. [http://refpedi.hu/lapozo/Hittan2\\_egyhazi/#page=1](http://refpedi.hu/lapozo/Hittan2_egyhazi/#page=1)

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

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

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

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

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

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

Hungarian language, Slovak language

### Notes:

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

Sources of catechetical work 1.

### Evaluation of subjects

Total number of evaluated students: 5

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ PK2/25	<b>Name:</b> Practical Catechetics 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). Church Music 2 requires the active participation of the student throughout the semester. Mastery of the curriculum - history of church music, selected songs from the textbook of the subject Reformed Religious Education and from other songbooks intended for children and youth. From the sub-discipline of Sources of Catechetical Work 2 students must turn in written assignments. The course is assessed in accordance with the study regulations (See Art. 10. Control of study and assessment of learning outcomes of the Study Regulations results). Student workload: 3 credits = 75-90 hours 26 hours participation in contact classes; 11 hours study of recommended literature, preparation of assignments given in class; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The graduate will have general knowledge in the field of study at the level of synthesis. The student will be able to classify the theoretical knowledge of the basic areas of the field of study, and to draw conclusions and connections between them in the context of the main topics (such as the basics of church music, hymnology and singing). At the same time, the student will be able to classify and explain the basic knowledge of pedagogy and catechetics. The student will be able to identify the basic conceptual, categorical and methodological apparatus. The student will become familiar with board games that can be used in catechesis. <b>Skills:</b> The graduate will be able to analyze and solve the main problems of church music at the level of mastery of the theoretical foundations of the field of study, the background knowledge of the partial disciplines belonging to these areas. In solving specific professional problems, the graduate will be able to propose solutions in practical activity. He/she will be able to assist in active pedagogical and catechetical work. He will be able to carry out activities such as mission and pastoral organization, work with children, youth. The student will be proficient in the methods of pedagogy and the content of the subject of church singing of a given school year. He/she will be able to sing, lead the singing, start the songs correctly. The student will be able	

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

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

Competencies:

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

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

### **Brief syllabus:**

Sub-discipline: church music 2

1. Music Introduction.

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

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

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

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

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

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

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

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

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

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

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

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

Sub-discipline: Sources of catechetical work 2

Play, board games.

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

Religious education- group play.

Types of games.

Play as therapy.

Christian board games for different ages: Kezes-lábas

Logisztory/Logisztory-Reformáció

Tálentumok

Úton-útfélen

Community building games.

Making the game Double

Presentation of a biblical board game of your own design.

### **Literature:**

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

[http://refpedi.hu/lapozo/Hittan-3\\_TK\\_beliv\\_2017\\_PRESS/](http://refpedi.hu/lapozo/Hittan-3_TK_beliv_2017_PRESS/)  
 Isten a mi királyunk : Református hittan tankönyv 4. osztályos tanulók számára / László Lilla, Szászi Andrea, Szénási Lilla. - Rimaszombat, 2018. - ISBN 978-80-972985-3-1.  
[http://refpedi.hu/lapozo/Hittan-4\\_TK\\_beliv\\_2017-05-18/](http://refpedi.hu/lapozo/Hittan-4_TK_beliv_2017-05-18/)  
 Istennel a döntéseinkben : Református hittan tankönyv 5. osztályos tanulók számára / Árvavölgyiné Szatmári Ibolya, Kustár Gábor, Szászi Andrea, Miklya Luzsányi Mónika, Szénási Lilla. - Rimaszombat, 2018. - ISBN 978-80-89964-00-0.  
[http://refpedi.hu/lapozo/Hittan-5-TK\\_2017\\_PRESS\\_96-/](http://refpedi.hu/lapozo/Hittan-5-TK_2017_PRESS_96-/)  
 AZ ÚRNAK ZENGJEN AZ ÉNEK – ifjúsági énekeskönyv. - Budapest : Magyar Református Egyházak Tanácskozó Zsinata és a Magyarországi Református Egyház Kálvin János Kiadója, 2007. ISBN 9789635580354.  
 Turbucz Erzsébet: Játék és hitoktatás, Budapest, 2009, Református Pedagógiai Intézet, ISBN 978-963-9700-42-0  
 Szászi Andrea: Közösségépítő/közösségteremtő játékok serdülőkorban, Magyar Református Nevelés, 2021/1, 76-87.p. ISSN 1585-7565  
[http://rpi.reformatus.hu/hatteranyagok/MRN/MRN2010\\_1\\_ebook.pdf](http://rpi.reformatus.hu/hatteranyagok/MRN/MRN2010_1_ebook.pdf)  
 Miklya Luzsányi Mónika – Miklya Zsolt: Gyülekezeti ludotéka, Magyar Református Nevelés, 2021/1, 76-87.p. ISSN 1585-7565  
[http://rpi.reformatus.hu/hatteranyagok/MRN/MRN2010\\_1\\_ebook.pdf](http://rpi.reformatus.hu/hatteranyagok/MRN/MRN2010_1_ebook.pdf)  
 Miklya Luzsányi Mónika – Miklya zsolt: Játéktár a mesélő Bibliához, Harmat Kiadó, Budapest, 2008, ISBN 978-963-288-001-3

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

Hungarian language, Slovak language

**Notes:**

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

**Evaluation of subjects**

Total number of evaluated students: 3

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ PK3/25	<b>Name:</b> Practical Catechetics 3
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). Church Music 3 requires the active participation of the student throughout the semester. Mastery of the curriculum - history of church music, selected hymns from the textbook of the Reformed Religious Education course and from other hymnbooks intended for children and youth. From the sub-discipline of Sources of Catechetical Work 3 students must hand in written assignments. The course is assessed in accordance with the Study Regulations (See Article 10. Control of Study and Assessment of Learning Outcomes of the Study Regulations). Student workload: 3 credits = 75-90 hours 26 hours participation in contact classes; 11 hours study of recommended literature, preparation of assignments given in class; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The graduate will have general knowledge in the field of study at the level of synthesis. The student will be able to classify the theoretical knowledge of the basic areas of the field of study, and to draw conclusions and connections between them in the context of the main topics (such as the basics of church music, hymnology and singing). At the same time, the student will be able to classify and explain the basic knowledge of pedagogy and catechetics. The student will be able to identify the basic conceptual, categorical and methodological apparatus. The student will become familiar with the special topic of missiology- the mission of youth, with the possibilities and problems of this field, with the various activities or themes that are intended for youth group meetings. <b>Skills:</b> The graduate will be able to analyze and solve the main problems of church music at the level of mastery of the theoretical foundations of the field of study, the background knowledge of the partial disciplines belonging to these areas. In solving specific professional problems, the graduate will be able to propose solutions in practical activity. He/she will be able to assist in active pedagogical and catechetical work. He will be able to carry out activities such as mission and pastoral organization, work with children, youth. The student will be familiar with the	

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

The student will be able to organize and lead youth events

Competencies:

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

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

### **Brief syllabus:**

Sub-discipline: church music 3

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

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

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

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

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

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

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

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

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

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

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

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

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

Sub-discipline: Sources of catechetical work 3

1. Youth Mission.

2. The personal and professional approach of mission workers.

3. Evangelization.

4. Organization of youth ministry.

5. Diakonia as youth ministry.

6. Film club.

7. Youth choir.

8. Sports activities.

9. Organised leisure time for young people.

10. Organisation of summer camps.

11. Organization of prayer meetings.

12. Creative spirituality,

13. Presentation of written works of students.

**Literature:**

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

[http://refpedi.hu/lapozo/Hittan-6\\_TK\\_2017\\_PRESS/](http://refpedi.hu/lapozo/Hittan-6_TK_2017_PRESS/)

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

[http://refpedi.hu/lapozo/7\\_HITTANKONYV\\_BELIV\\_2017\\_PRESS/](http://refpedi.hu/lapozo/7_HITTANKONYV_BELIV_2017_PRESS/)

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

[http://refpedi.hu/lapozo/8\\_TK\\_2017\\_PRESS/](http://refpedi.hu/lapozo/8_TK_2017_PRESS/)

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

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

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

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

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

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

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

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

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

Hungarian language, Slovak language

**Notes:**

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

Sources of catechetical work 3

**Evaluation of subjects**

Total number of evaluated students: 3

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ PK4/25	<b>Name:</b> Practical Catechetics 4
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). Church Music 3 requires the active participation of the student throughout the semester. Mastery of the curriculum - history of church music, selected hymns from the textbook of the Reformed Religious Education course and from other hymnbooks intended for children and youth. In the sub-discipline of Principled Catechetics, students must submit 3 written assignments. The course is evaluated in accordance with the Study Regulations (See Article 10. Control of Study and Evaluation of Learning Outcomes of the Study Regulations results). Student workload: 3 credits = 75-90 hours 26 hours participation in contact classes; 11 hours study of recommended literature, preparation of assignments given in class; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The graduate will have general knowledge in the field of study at the level of synthesis. The student will be able to classify the theoretical knowledge of the basic areas of the field of study, and to draw conclusions and connections between them in the context of the main topics (such as the basics of church music, hymnology and singing). At the same time, the student will be able to classify and explain the basic knowledge of pedagogy and catechetics. The student will be able to identify the basic conceptual, categorical and methodological apparatus. The student will become familiar with the creedal books used in the Reformed Christian Church in Slovakia. <b>Skills:</b> The graduate will be able to analyze and solve the main problems of church music at the level of mastery of the theoretical foundations of the field of study, the background knowledge of the partial disciplines belonging to these areas. In solving specific professional problems, the graduate will be able to propose solutions in practical activity. He/she will be able to assist in active pedagogical and catechetical work. He will be able to carry out activities such as mission and pastoral organization, work with children, youth. The student will be familiar with the methods of pedagogy and the content of the subject of church singing of a given school year.	

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

The student will be able to conduct religious education classes.

Competencies:

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

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

### **Brief syllabus:**

Sub-discipline: Church music 3

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

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

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

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

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

6. Advent and Christmas hymns.

7. Easter and Passover hymns.

8. Pentecost songs.

9. Simple musical instrumentation of holiday songs.

10. Songs of other religious festivals.

11. Morning and evening hymns, table blessings.

12. Youth hymns in the Reformed hymnal.

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

Sub-discipline: Principled Catechetics

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

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

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

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

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

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

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

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

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

#### **Literature:**

- Isten tenyerén : Református hittan tankönyv 1. osztályos tanulók részére / Bölcsföldiné Türk Emese, Szénási Lilla, Szászi Andrea. - Rimaszombat, 2018. - ISBN 978-80-972985-0-0.  
[http://refpedi.hu/lapozo/egyhazi\\_beliv\\_100\\_szazalekos\\_2018/](http://refpedi.hu/lapozo/egyhazi_beliv_100_szazalekos_2018/)
- Istennel az úton : Református hittan tankönyv 2. osztályos tanulók részére / Kustár Gábor, Szénási Lilla, Szászi Andrea. - Rimaszombat, 2018. - ISBN 978-80-972985-1-7.  
[http://refpedi.hu/lapozo/Hittan2\\_egyhazi/#page=1](http://refpedi.hu/lapozo/Hittan2_egyhazi/#page=1)
- A szabadító Isten szeretetében : Református hittan tankönyv 3. osztályos tanulók számára / László Lilla, Szászi Andrea, Szénási Lilla. - Rimaszombat, 2018. - ISBN 978-80-972985-2-4.  
[http://refpedi.hu/lapozo/Hittan-3\\_TK\\_beliv\\_2017\\_PRESS/](http://refpedi.hu/lapozo/Hittan-3_TK_beliv_2017_PRESS/)
- Isten a mi királyunk : Református hittan tankönyv 4. osztályos tanulók számára / László Lilla, Szászi Andrea, Szénási Lilla. - Rimaszombat, 2018. - ISBN 978-80-972985-3-1.  
[http://refpedi.hu/lapozo/Hittan-4\\_TK\\_beliv\\_2017-05-18/](http://refpedi.hu/lapozo/Hittan-4_TK_beliv_2017-05-18/)
- Istennel a döntéseinkben : Református hittan tankönyv 5. osztályos tanulók számára / Árvavölgyiné Szatmári Ibolya, Kustár Gábor, Szászi Andrea, Miklya Luzsányi Mónika, Szénási Lilla. - Rimaszombat, 2018. - ISBN 978-80-89964-00-0.  
[http://refpedi.hu/lapozo/Hittan-5-TK\\_2017\\_PRESS\\_96-/](http://refpedi.hu/lapozo/Hittan-5-TK_2017_PRESS_96-/)
- Isten világosságában : Református hittan tankönyv 6. osztályos tanulók számára / Szászi Andrea, Szénási Lilla. - Rimaszombat, 2018. - ISBN 978-80-972985-6-2.  
[http://refpedi.hu/lapozo/Hittan-6\\_TK\\_2017\\_PRESS/](http://refpedi.hu/lapozo/Hittan-6_TK_2017_PRESS/)
- Isten vonzásában : Református hittan tankönyv 7. osztályos tanulók számára / Bölcsföldiné Türk Emese, Szászi Andrea, Szénási Lilla. - Rimaszombat, 2018. - ISBN 978-80-972985-5-5.  
[http://refpedi.hu/lapozo/7\\_HITTANKONYV\\_BELIV\\_2017\\_PRESS/](http://refpedi.hu/lapozo/7_HITTANKONYV_BELIV_2017_PRESS/)
- Isten igéjének tükrében : Református hit- és erkölcsstan tankönyv 8. osztályos tanulók számára / Jakab-Szászi Andrea. - Budapest: RPI, 2016. - ISBN 978-963-558-322-5.  
[http://refpedi.hu/lapozo/8\\_TK\\_2017\\_PRESS/](http://refpedi.hu/lapozo/8_TK_2017_PRESS/)
- Középiskolai alapmodulok: <http://rpi.reformatus.hu/alapmodulok>
- Szénási Lilla. Szempontok a Z generáció katechéziséhez. Magyar Református Nevelés. Sz. 4 (2017), p. 15-29.
- Szénási Lilla. Kihívások és lehetőségek a Digitális generáció oktatásban. Teológiai Fórum. Évf. 9, sz. 1 (2015), p. 17-27. ISSN 1337-6519.
- Szénási Lilla. Új hittankönyvek a Szlovákiai Református Keresztyén Egyház használatában. Teológiai Fórum : Vedecký časopis Reformovanej teologickej fakulty Univerzity J. Selyeho a Teologického inštitútu J. Calvína : A Selye János Egyetem Református Teológiai Kara és a Calvin J. Teológiai Akadémia tudományos folyóirata. Évf. 12, sz. 2 (2018), p. 57-67. ISSN 1337-6519.
- AZ ÚRNAK ZENGJEN AZ ÉNEK – ifjúsági énekeskönyv. - Budapest : Magyar Református Egyházak Tanácskozó Zsinata és a Magyarországi Református Egyház Kálvin János Kiadója, 2007. ISBN 9789635580354.
- Református énekeskönyv, Kálvin János Kiadója Budapest, 2021.

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

[https://www.google.com/search?q=reform%C3%A1tusok+a+kegyelem+tr%C3%B3nus%C3%A1n%C3%A1l&rlz=1C1GCEA\\_enSK916SK916&oq=reform%C3%A1tusok+a+kegyel&aqs=chrome.0.0j69i57.6321j0j15&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=reform%C3%A1tusok+a+kegyelem+tr%C3%B3nus%C3%A1n%C3%A1l&rlz=1C1GCEA_enSK916SK916&oq=reform%C3%A1tusok+a+kegyel&aqs=chrome.0.0j69i57.6321j0j15&sourceid=chrome&ie=UTF-8)

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

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

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

Hungarian language, Slovak language

**Notes:**

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

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ SCD/25	<b>Name:</b> Seminar of Church History
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). Active participation in the work of the classes, which are separately assessed, is required. In addition to the assessed work in seminars, during the semester the student submits 3 written assignments, which, if accepted by the teacher, make up 30% of the total. Another minimum of 20% of the grade will be given for classroom activity. To pass the course, the student must earn at least 50% of the total. The course is evaluated in accordance with the Study Regulations (See Article 10. Control of study and evaluation of learning outcomes of the Study Regulations results). <b>Student Load:</b> 26 hours of participation in contact classes; 8 hours of study of recommended literature, preparation of presentations and seminar papers; 12-26 hours of self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student will gain knowledge of church history of the early centuries. The student will acquire techniques for interpreting texts dealing with church history. Upon successful completion of the course, the student will gain practice in the preparation of a scholarly study. <b>Skills:</b> The student will gain practice in the use of scholarly literature. The student will gain practice in note-taking, which will be important later in catechesis. The student will gain an overview of the diverse literature related to church history. <b>Competencies:</b> The student will be able to explain the history and background of the Church and their interrelationships in religious education classes. The student will be able to highlight contexts that facilitate understanding of the historical context of a given situation concerning the social, societal, and political role of the church. The student will be able to teach objectively about faith and human aspirations for the spiritual renewal of the church.	
<b>Brief syllabus:</b>	

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

Written assignments to be prepared and presented by the students:

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

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

Presentation of 3 excerpts of your choice from recommended authors.

### **Literature:**

Recommended reading:

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

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

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

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

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

Helios Mann:

Recommended reading:

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

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

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

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

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

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

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

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

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

Excerpts:

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

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

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

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

Hungarian language, Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/SEK/25	<b>Name:</b> Seminar of Ecclesiastics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Art. 8. Organization of Educational Activities of the Study Regulations of J. Selye University). Active, initiative participation in meetings, individual study and collective evaluation of literature; elaboration of a seminar paper on the issues of a certain segment of the field. The course is evaluated in accordance with the study regulations (See Art. 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 3 credits = 75-90 hours 26 hours participation in contact classes; 11 hours study of recommended literature, preparation of presentations and seminar papers; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student will gain practical knowledge, building on theoretical ecclesiological and ecclesiastical knowledge, of practical issues in the following areas: the practice of church life; the foundations and logic of church functioning; the activity of the church in secular affairs; the political, cultural, and social activity of the church; the theoretical and practical possibilities of ecumenical relationships; and the denominational characteristics of the various denominations. <b>Skills:</b> Through individual study of selected topics in ecclesiology and ecclesiastics, the graduate will gain a deeper knowledge of specialized areas of the discipline. The student will be able to gain insight into the life of relatively closed communities - churches, into the internal logic of their activities, and to understand the motivation and mission of churches. He will be able to better differentiate between denominations. <b>Competencies:</b> The knowledge acquired teaches a nuanced perception that replaces a generalizing approach to different groups in society. The student will be able to examine the church openly by seeking to understand its specific logic. In this way, the student's empathetic attitude will be strengthened. The graduate will acquire a responsible attitude, will be able to take a responsible stance and will be able to think independently about issues related to the subject.	

**Brief syllabus:**

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

**Literature:**

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

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

Hungarian language, Slovak language

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

Total number of evaluated students: 0

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/SKD/25	<b>Name:</b> Seminary of Christian Denominations
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Art. Organization of Educational Activities of the Study Regulations of J. Selye University). Active participation in meetings (assessed). During the semester the student will submit 3 written assignments. In order to pass the course, the student must obtain at least 50% of the total. The course is evaluated in accordance with the Study Regulations (See Article 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 3 credits = 75-90 hours 26 hours participation in contact classes; 11 hours study of recommended literature, preparation of presentations and seminar papers; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student will become familiar with the various Christian denominations and their major theological characteristics. The student receives information about: the persons of the Trinity and their work, the sacraments, and doctrinal specifics. The student will be familiar with the feasts and services of the church. The student will become familiar with the life of faith and religious practices of a particular church. <b>Skills:</b> The student will be able to use basic knowledge of Christian denominations. The student will be able to describe the specifics of each denomination in catechesis. The student will be able to compare Christian denominations. <b>Competencies:</b> The student will be able to distinguish between religious denominations. The student will be able to describe religious beliefs in catechesis. The student will be able to apply his/her knowledge during catechesis.	
<b>Brief syllabus:</b> 1. The religious division of the world (the place of Christianity among the world religions),	

<p>2. Orthodox Church,  3. The Roman Catholic Church,  4. Evangelical Church,  5. Reformed Church,  6. Student presentations,  7. Baptist Fellowship,  8. Adventist Church,  9. Pentecostal Church,  10. Student presentations,  11-12. New Protestant small churches,  13. Presentation by students</p>												
<p><b>Literature:</b>  Helmuth von Glasenapp: Az öt világvallás, Budapest : Gondolat, 1987. - 524 s. - ISBN 963 281 732 X  Szimonidesz Lajos: A világ vallásai II. : Zsidóság és kereszténység - 1. vyd. - Budapest : Dante Kiadó. - 318 s.  Pál Beáta: Keresztyén felekezetek, Budapest, Református Pedagógiai Intézet, Kálvin Kiadó, 2016, <a href="http://refpedi.hu/lapozo/Keresztyen_felekezetek_vilaga_2016/">http://refpedi.hu/lapozo/Keresztyen_felekezetek_vilaga_2016/</a></p>												
<p><b>Language, knowledge of which is necessary to complete a course:</b>  Hungarian language, Slovak language</p>												
<p><b>Notes:</b></p>												
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 0</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>	A	B	C	D	E	FX	0.0	0.0	0.0	0.0	0.0	0.0
A	B	C	D	E	FX							
0.0	0.0	0.0	0.0	0.0	0.0							
<p><b>Teacher:</b> ThDr. Lilla Szénási, PhD.,</p>												
<p><b>Date of last update:</b> 28.04.2025</p>												
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.</p>												

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ SNZ/25	<b>Name:</b> Seminar of the New Testament
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). Active participation in meetings (assessed). During the semester the student submits 1 written assignment (approximately 15 pages), which he/she also presents. The submitted work must meet the requirements customary in higher education (referencing, bibliography, etc.). To pass the course, the student must earn at least 50% of the total. The course is assessed in accordance with the study regulations (See Art. 10. Control of study and evaluation of learning outcomes of the Study Regulations results). Student workload: 3 credits = 75-90 hours 26 hours participation in contact classes; 11 hours study of recommended literature, preparation of presentations and seminar papers; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student will master the techniques of interpreting New Testament texts. The student will gain knowledge of the history of the New Testament and the introduction to the New Testament. Upon successful completion of the course, the student will gain practice in the preparation of a scholarly study <b>Skills:</b> The student will gain practice in the use of literature. The student will gain practice in note-taking, which will be important later in catechesis. The student will gain an overview of the basic literature related to the New Testament. The student will be able to explain in catechesis how the life, death, resurrection, and ascension of Jesus Christ influenced the mission and development of the early church. The student will be able to apply the knowledge gained in practice. <b>Competencies:</b> The student will be able to incorporate the values of the New Testament into catechetical practice. The student will be able to point out that the New Testament plays a very important role in the life of the Christian.	

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

**Brief syllabus:**

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

**Literature:**

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

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

Hungarian language, Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ SPO/25	<b>Name:</b> Seminar of poimenics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). Active, initiative participation in meetings that have the character of a workshop, individual study and collective evaluation of literature; elaboration of a seminar paper on the issues of a certain segment of the field. The course is evaluated in accordance with the Study Regulations (See Article 10. Control of study and evaluation of learning outcomes of the Study Regulations outcomes). Student workload: 26 hours of participation in contact classes; 8 hours of study of recommended literature, preparation of presentations and seminar papers; 12-26 hours of self-study.	
<b>Results of education:</b> <b>Knowledge:</b> Building on and taking into account the theoretical knowledge already acquired in poimenics, the seminar sessions will provide the student with practical experience in pastoral ministry that he/she is likely to encounter in his/her future teaching practice. This includes topics such as pastoral care of children, dealing with psychological, spiritual problems of children and young people; conflicts in social relationships (friendship, love, family). The student will participate in modelled conversations to gain insight into the issues and their possible practical pastoral solutions. <b>Skills:</b> Through modelled exercises, the student will acquire skills that will enable them to use the tools of pastoral care in dealing with a variety of issues facing children and young people. He will be able to analyze part of the psychological and spiritual problems of the pupils, to conduct pastoral conversations; he will learn the elements of communication that help to verbalize and partly to solve problems. <b>Competencies:</b> The graduate's empathic and altruistic behavior and attitude will be greatly improved . His/her relationship with people, especially pupils, develops positively. He/she becomes sensitive, receptive to several problems of the student. Graduates show responsible behaviour in interpersonal relations and teaching practice.	

**Brief syllabus:**

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

**Literature:**

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

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

Hungarian language, Slovak language

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

Total number of evaluated students: 0

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/SSZ/25	<b>Name:</b> Seminar of the Old Testament
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). Active participation in meetings (assessed). During the semester the student will submit 3 written assignments. To pass the course, the student must obtain at least 50% of the total. The course is evaluated in accordance with the Study Regulations (See Article 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 3 credits = 75-90 hours 26 hours attendance at contact classes; 11 hours study of recommended literature, preparation of presentations and seminar papers; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student will master the stories of the Old Testament. The student will gain knowledge of Old Testament history and an introduction to the Old Testament. By successfully completing this course, the student will gain a detailed knowledge of the contents and structures of the Old Testament books. <b>Skills:</b> Upon completion of the course, students will have a positive and appropriate attitude toward the Old Testament. The student will be able to navigate through the Bible. The student will be able to understand prophetic texts and interpret them for students. The student will be able to apply the knowledge gained to practical application. <b>Competencies:</b> The student will be able to incorporate Old Testament values into catechetical practice. The student will be able to point out that the Old Testament also plays a very important role in the life of the Christian. The student will be able to introduce others to the salvation history of the Old Testament.	
<b>Brief syllabus:</b>	

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

**Literature:**

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

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

Hungarian language, Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ ZK1/25	<b>Name:</b> Basics of Catechetics 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). During the semester he/she must pass 2 written tests in the field of Church History, 2 written tests in the field of Religious Studies and 2 written tests in the field of Catechetics. The written tests in each case are drawn from the required readings and lecture material. Successful written tests represent 30% of the total to pass the course. The other 20% will be earned by the student for written assignments completed on an ongoing basis. During the semester, in the area of Church History, the student will turn in 2 written assignments; in the area of Religious Studies, the student will turn in 1 written assignment; in the area of Catechetics, the student will turn in 2 written assignments. The student will receive the other 50% on the oral examination. To pass the course, the student must earn at least 80% of the total. The assessment of written tests, written assignments and answers in the oral examination are assessed in accordance with the Study Regulations (See Article 10. Control of Study and Assessment of Learning Outcomes of the Study Regulations results.) Student workload: 5 credits = 125-150 hours 39 hours attendance at contact classes; 31 hours study of recommended readings, preparation for written test and preparation of assignments given in class; 55-80 hours self-study.	
<b>Results of education:</b> Results of education: Knowledge: The aim of the course is to introduce the origins of the Church and the early stages of its development in the circle of ancient cultures, based on source texts and authoritative historical works. It seeks primarily to illustrate the form in which the Hellenistic civilization adopted the gospel of Jesus Christ. It looks into the times from the persecution of Christians to the emergence of the church as a world power in the early Middle Ages. Drawing on the activities of major ecclesiastical figures and introducing the General Synods, it informs us of the internal and external development of the liturgical life of the Church. Students will gain an understanding of the general issues and concepts of religious studies, when and under what conditions the discipline arose, the difference between religious studies and theology, and religious systems. They will also learn about the indigenous religions of the	

Americas, Africa and Oceania

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

Skills:

The student will acquire the ability to identify general issues in ancient church history. The student will acquire the ability to determine general issues in the phenomenology of religions.

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

Competencies:

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

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

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

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

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

**Brief syllabus:**

Sub-discipline: church history 1

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

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

3. The apostolic fathers and apologists

4. Church Fathers.

5. Persecution of Christians in the Roman Empire.

6. 1. written test.

7. Constantine the Great, Theodosius the Great, the 1st and 2nd Ecumenical Councils.8. Dogmatic struggles and the Third IV Ecumenical Council.

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

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

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

12.Summary

13. 2nd Written test.

Religious Studies 1.

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

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

3. Religion in the history of human society

4. Religious studies and theology

5. Religious systems: dynamism, animism

6. Religious systems: polytheism, pantheism and dualism - 1st written test.7. Religious systems: henotheism, monotheism and atheism

8. Religious concepts.

9. Holy Persons

10. Holy times

11. Holy sayings and scriptures

12. Religion and Nation

13. Types of world religions- 2nd written test

Sub-discipline: History of Catechesis

1. Education in ancient Rome,

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

#### **Literature:**

- Katus László: Középkor története. Rubicon, Budapest, 2001. ISBN: 963 9252 04
- Heussi, Karl: Az egyháztörténet kézikönyve. Osiris. Budapest, 2000. ISBN: 963 379 686
- Colijn, Jos: Egyetemes egyháztörténet. Iránytű Alapítvány, Sárospatak, 2001. ISBN: 963 9055 08 8.
- Szántó Konrád: A katolikus egyház története I. Ecclesia, 1983. ISBN: 963 363 415 6.
- Török József: Egyetemes egyháztörténelem I. / . - Budapest : Szent István Társulat, 1999. ISBN 9633610680
- A vallástörténet klasszikusai. Szerk. Simon Róbert. Budapest, Osiris 2003. ISBN 963 379 905 8
- Eliade, Mircea: A szent és a profán, Budapest : Európa Könyvkiadó, 1987. ISBN 963 07 4253 5.
- Eliade, Mircea: Vallási hiedelmek és eszmék története I. Budapest : Osiris Kiadó, 2002. ISBN 963 379 121 9.
- Eliade, Mircea: Vallási hiedelmek és eszmék története II. Budapest : Osiris, 2002. ISBN 9633792525. - Eliade, Mircea: Vallási hiedelmek és eszmék története III. Budapest : Osiris, 2002. - 348. - ISBN 9633791456.
- Leeuw, G. v. d.: A vallás fenomenológiája. Budapest: Osiris Kiadó, 2001. ISBN 9633798841
- Mészáros István – Németh András – Pukánszky Béla: Neveléstörténet. Bevezetés a pedagógia és az iskoláztatás történetébe, Budapest, Osiris, 2005, ISBN 9789633895917 <https://mek.oszk.hu/01800/01893/html/http://magyar-irodalom.elte.hu/nevelestortenet/>
- Szénási Lilla. Trianon hatása az oktatásra és az iskolai katechézisére a Szlovenszkói és Kárpátaljai Református Egyházban. DOI 10.36007/3747.2020.59 In: 12th International Conference of J. Selye University : Theological Sections: Theological Sections. Somogyi Alfréd. Komárno: Univerzita J. Selyeho, 2020, online, s. 59-68. ISBN 978-80-8122-374-7. <http://uk.ujs.sk/dl/3747/Szenasi.pdf>
- Szénási Lilla. Új hittankönyvek a Szlovákiai Református Keresztyén Egyház használatában. Teológiai Fórum : Vedecký časopis Reformovanej teologickej fakulty Univerzity J. Selyeho a Teologického inštitútu J. Calvína : A Selye János Egyetem Református Teológiai Kara és a Calvin J. Teológiai Akadémia tudományos folyóirata. Évf. 12, sz. 2 (2018), p. 57-67. ISSN 1337-6519.
- Czinke Tímea: A katekézis nemzetmegtartó ereje a Szlovákiai Református Keresztyén Egyházban, Calvin J. Teológiai Akadémia, Komárom, 2017, ISBN 978-80-89899-01-2

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

Hungarian language, Slovak language

#### **Notes:**

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

Religious Studies 1 History of Catechesis					
<b>Evaluation of subjects</b> Total number of evaluated students: 6					
A	B	C	D	E	FX
16.67	33.33	50.0	0.0	0.0	0.0
<b>Teacher:</b> doc. ThDr. Alfréd Somogyi, PhD., doc. ThDr. Attila Lévai, PhD., ThDr. Lilla Szénási, PhD.,					
<b>Date of last update:</b> 28.04.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ ZK2/25	<b>Name:</b> Basics of Catechetics 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). During the semester he/she must pass 2 written tests in the field of Church History and 1 written test in the field of Religious Studies. The written tests in each case are drawn up from the compulsory literature and from the material of the lectures. Successful written tests constitute 30% of the total to pass the course. The other 20% will be earned by the student for written assignments completed on an ongoing basis. During the semester, in the area of Church History, the student will turn in 2 written assignments; in the area of Religious Studies, the student will turn in 1 written assignment; in the area of Catechetics, the student will turn in 3 written assignments. The student will receive the other 50% on the oral examination. To pass the course, the student must earn a minimum of 80% of the total. The assessment of written tests, written assignments and answers in the oral examination are assessed in accordance with the Study Regulations (See Article 10. Control of study and assessment of learning outcomes of the Study Regulations outcomes). Student workload: 5 credits = 125-150 hours 39 hours attendance at contact classes; 31 hours study of recommended literature, preparation for written test and preparation of assignments given in class; 55-80 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The aim of the lectures is to give a systematized knowledge of the institutional emergence of the church from the beginnings of the early Middle Ages through the solidified institutional form of the late Middle Ages to the pre-Reformation. Particular emphasis will be given to the origins and function of church administration and church organization, as well as their roles in determining everyday religious life . Students will become familiar with the major events of Hellenism, its religious culture. They will acquire knowledge of the various mystery religions (Eleusinian mystery, the cult of Diniz, Attis and Cybele, Isis and Osiris, the cult of Mithras) as well as the pagan religions of Europe (Gepids, Germans, Slavs)	

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

Skills:

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

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

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

Competencies:

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

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

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

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

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

### **Brief syllabus:**

Sub-discipline: Church History 1

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

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

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

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

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

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

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

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

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

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

13.

Sub-discipline: Religious Studies 1

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

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

3. Hellenistic religions and their influence on traditional religions

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

5. Eleusinian mystery

6. The Cult of Dionysus

7. Orphism

8. Attis and Cybele

9. Isis and Osiris

10. Mithraism

11. Religion of the Gepids

12. Religions of the pagan Germanic peoples

13. Pagan religions of the Slavs

Sub-discipline: Principled Catechetics

Seminar Topics:

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

**Literature:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Hungarian language, Slovak language

**Notes:**

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

Religious Studies 2

Principled Catechetics 2

**Evaluation of subjects**

Total number of evaluated students: 6

A	B	C	D	E	FX
66.67	0.0	16.67	16.67	0.0	0.0

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

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ ZK3/25	<b>Name:</b> Basics of Catechetics 3
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). During the semester he/she must pass 2 written tests in the field of Church History and 2 written tests in the field of Religious Studies. The written tests in each case are drawn up from the compulsory literature and from the material of the lectures. Successful written tests constitute 30% of the total to pass the course. The other 20% will be awarded to the student for written assignments completed on an ongoing basis. During the semester, in the area of Church History, the student will turn in 2 written assignments; in the area of Religious Studies, the student will turn in 1 written assignment; in the area of Catechetics, the student will turn in 3 written assignments. The student will receive the other 50% on the oral examination. To pass the course, the student must earn a minimum of 80% of the total. The assessment of written tests, written assignments and answers in the oral examination are assessed in accordance with the Study Regulations (See Article 10. Control of study and assessment of learning outcomes of the Study Regulations outcomes). Student workload: 5 credits = 125-150 hours 39 hours attendance at contact classes; 31 hours study of recommended literature, preparation for written test and preparation of assignments given in class; 55-80 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The aim of this course is to introduce the world history of the church from the time of the Reformation (16th century) to the end of 20th century through major events and personalities (Reformation movement, German , Swiss Reformation, Counter-Reformation, Toleration Patent, Age of Rationalism, Age of Liberalism, 20th century) Students will be introduced to Islam, Judaism, Zoroastrianism and Yazidism, as well as the religions of the pagan Greeks and Romans. Students will be introduced to a variety of new and perhaps unusual methods of teaching religious education in elementary and secondary schools. They will also gain an overview of extra-biblical religious education material.	

**Skills:**

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

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

**Competencies:**

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

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

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

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

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

**Brief syllabus:**

Sub-discipline: Church history 3

Reformation.

Martin Luther.

John Calvin, Ulrich Zwingli.

The persecution of Protestants.

Counter-Reformation.

WRITTEN TEST I.

The toleration patent.

Rationalism, Liberalism.

Church history of the 20th century I.

Church History of the 20th Century II.

Church History of the 20th Century III.

Church History of the 20th Century IV.

WRITTEN TEST II.

Sub-discipline: Religious Studies 3

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

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

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

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

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

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

7. Fundamentalism (18th-20th centuries)

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

9. Religious reform of Zoroaster.

10. Holy books and teachings of Zoroastrianism.

11. Yazidiya

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

13. Judaism.

Sub-discipline: Catechetics 1.

Seminar topics:

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

**Literature:**

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

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

Hungarian language, Slovak language

**Notes:**

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

<b>Evaluation of subjects</b>					
Total number of evaluated students: 4					
A	B	C	D	E	FX
50.0	0.0	0.0	50.0	0.0	0.0
<b>Teacher:</b> doc. ThDr. Alfréd Somogyi, PhD., doc. ThDr. Attila Lévai, PhD., ThDr. Lilla Szénási, PhD.,					
<b>Date of last update:</b> 28.04.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ ZK4/25	<b>Name:</b> Basics of Catechetics 4
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 2 <b>For the study period:</b> 26 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). During the semester he/she must pass 2 written tests in the field of Church History and 2 written tests in the field of Religious Studies. The written tests in each case are drawn up from the compulsory literature and from the material of the lectures. Successful written tests constitute 30% of the total to pass the course. The other 20% will be earned by the student for written assignments completed on an ongoing basis. During the semester, in the area of Church History, the student will turn in 2 written assignments; in the area of Religious Studies, the student will turn in 1 written assignment; in the area of Catechetics, the student will turn in 3 written assignments. The student will receive the other 50% on the oral examination. To pass the course, the student must earn a minimum of 80% of the total. The assessment of written tests, written assignments and answers in the oral examination are assessed in accordance with the Study Regulations (See Article 10. Control of Study and Assessment of Learning Outcomes of the Study Regulations Outcomes). Student workload: 4 credits = 100-120 hours 52 hours attendance at contact classes; 21 hours study of recommended literature, preparation for the written test and preparation of assignments given in class; 27-47 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> Based on the course, the student acquires information about the history of the Reformed Christian Church in Slovakia. The student will learn about the events leading up to the establishment of the church, the life of the church in the interwar period, and the church personalities of the period. In this way, he/she gains the skill to better understand the contemporary life of the Reformed Church. At the same time, a picture of the history of the churches in the territory of today's Slovakia and Central Europe is given. Students are introduced to the religions of the Far East: Brahmanism, Buddhism, Hinduism, Taoism, Confucianism, and Shinto, as well as the pagan religions of ancient Egypt, Palestine, and Mesopotamia.	

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

**Skills:**

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

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

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

**Competencies:**

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

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

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

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

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

**Brief syllabus:**

Sub-discipline: church history 4

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

Sub-discipline: Religious Studies 4

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

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

#### **Literature:**

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

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

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

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

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

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

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

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

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

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

Hungarian language, Slovak language

**Notes:**

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

**Evaluation of subjects**

Total number of evaluated students: 4

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ ÚK1/25	<b>Name:</b> Introduction to Catechetics 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 / 1 <b>For the study period:</b> 13 / 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). The course is completed by an examination. The student may obtain 50 points for a successful intermediate written test. The student may obtain a further 50 points for a successful oral examination. The student must achieve at least 60 points, i.e. 60% of the total, to pass the course. The evaluation of written tests, written assignments and answers in the oral examination are evaluated in accordance with the study regulations (See Article 10. Control of study and evaluation of study results of the Study Regulations results). <b>Student workload:</b> 5 credits = 125-150 hours 39 hours attendance at contact classes; 31 hours study of recommended literature, preparation for written test and preparation of assignments given in class; 55-80 hours self-study.	
<b>Results of education:</b> <b>Results of education:</b> <b>Knowledge:</b> Acquire basic theoretical knowledge of ecclesiology - the nature of the church, the concept, understanding, origin and life of the church in the Old Testament, the New Testament, early Christianity, ecumenical and Reformed denominations, the Catholic Church and Protestant churches. In the exercises, the student will gain an understanding of the basic features, subjects and concepts in the field of catechetics. He/she will be familiar with the technical terms of catechetics. <b>Skills:</b> The student will acquire the ability to integrate the basic concepts of ecclesiology into the conception of his/her studies, to think associatively about the concept of church, its nature, in an interdisciplinary manner. As the course discusses the understanding of the Church in different historical periods and cultures, it develops and encourages the student's differentiated thinking. As the course discusses understandings of the Church in different historical periods and cultures, the student/learner develops differentiated thinking.	

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

Competencies:

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

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

The student will be able to justify the application of the knowledge of the study in practice. The student will be open to catechetical situations. The student will be able to carry out independently the catechetical tasks assigned to him/her.

### **Brief syllabus:**

Ecclesiology 1-2

1, The concept of ecclesiology. The concept of the Church.

2, The understanding of the church in the Old Testament. The understanding of the church in the New Testament I.

3, The understanding of the church in the New Testament II, The understanding of the church in the Apostles' Creed.

4, The Roman Catholic understanding of the Church. The understanding of the church in Protestantism - The Lutheran trend.

5, The understanding of the church in Protestantism - Reformed direction. Church structures I.- Episcopal, hierarchical structure.

6, Church Structures II- Congregationalism, the synodal-presbyteral system. Distinctive elements of the various churches I.-II.

7, Life and structure of local church congregations. Presbytery.

8, Life and structure of the eldership. The functionaries of the seniorate. Life and structure of the Synod, Synod Council, Presidency of the Synod. Opportunities of the church in ministry.

9, Worship. Catechetical Ministry.

10, Pastoral ministry, missionary ministry.

11, Diaconal ministry church press, school system of the church.

12, Ecumenism, ecumenical movement, church and world.

13, Church and society church and politics.

Sub-discipline: Introduction to the Study of Catechetics 1 Students will conduct research on the following topics:

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

### **Literature:**

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

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

Kálvin, J.: A keresztyén vallás rendszere I. Budapest, 1995. ISBN 963 300 599 X.

McGrath, Alister: A keresztyén hit ( New Lion Handbook: Christian Belief, Budapest, Kálvin Kiadó, 2007 ISBN 978 963 558 082 8

Papp János: Ekkléziasztika. Debrecen: Kézirat, 1979 – Achs, Károly: Ekkléziológia. Debrecen: Kézirat, 1979

Márkus Gábor: Bevezetés akeresztényen felekezetek világába, Református Pedagógiai Intézet, Budapest, A Magyarországi Református Egyház Kálvin János Kiadója, 2016, [http://refpedi.hu/lapozo/Bevezetes\\_a\\_keresztyen\\_gyulekezetek\\_vilagaba/](http://refpedi.hu/lapozo/Bevezetes_a_keresztyen_gyulekezetek_vilagaba/)  
 Szénási, Sándor: Megtaláltuk a Messiást. Konfirmációi olvasókönyv. Budapest, 1992  
 Varga Imre: Református keresztényen kis káté. Szlovákiai Református Keresztényen Egyház 2008 A katolikus egyház katekizmusának kompendiuma / Dr. Diós István. - 1. vyd. - Vatikán : Libreria Editrice Vaticana, 2005. - 245 s. - ISBN 963 361 784 7.

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

Hungarian language, Slovak language

**Notes:**

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

**Evaluation of subjects**

Total number of evaluated students: 16

A	B	C	D	E	FX
12.5	50.0	12.5	6.25	0.0	18.75

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

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ ÚK2/25	<b>Name:</b> Introduction to Catechetics 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 / 1 <b>For the study period:</b> 13 / 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). The course is completed by an examination. A student may obtain 50 points for 2 successful intermediate written tests. The student may obtain an additional 50 points for a successful oral examination. The student must achieve at least 60 points, i.e. 60% of the total, to pass the course. The evaluation of written tests, written assignments and answers in the oral examination are evaluated in accordance with the study regulations (See Art. 10. Control of study and evaluation of study results of the Study Regulations). <b>Student workload:</b> 5 credits = 125-150 hours 39 hours attendance at contact classes; 31 hours study of recommended literature, preparation for written test and preparation of assignments given in class; 55-80 hours self-study	
<b>Results of education:</b> <b>Knowledge:</b> Acquisition of basic knowledge in ecclesiology and ecclesiastics, especially in the following topics: life, ministry of the church, local congregations and church bodies, work, efforts of the church in the world, in society, in politics, ecumenical issues, and the relationship of the church and the world. After completing the course, the student will have an overview of Christian basic concepts related to anthropology, i.e., he will be familiar with the themes of the moral powers, possibilities, and responsibilities of human beings In the practicums, the student will gain knowledge of the basic features, subjects and concepts of catechetics. He will be familiar with the professional terms of catechetics. <b>Skills:</b> By mastering the curriculum of the Ecclesiology 2 sub-discipline, the student will acquire the ability to reason, draw conclusions at an associative and interdisciplinary level about practical issues related to the life and various ministries of the Church. The student will be able to explain and clarify each of the most basic concepts of Christian anthropology	

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

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

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

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

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

The student will be able to justify the application of the knowledge of the study in practice The student will be open to catechetical situations. The student will be able to carry out independently the catechetical tasks assigned to him/her.

### **Brief syllabus:**

Theological Encyclopedia 1-2

1. Introduction. Language and structure of theology.
2. Allegory analogy
3. Metaphor, biblical criticism
4. Faith, orthodoxy, heresy
5. Theological sources, Holy Scripture
6. Reason, rationality, tradition
7. religious experience
8. Man, as God's creation. The moral powers and faculties of man
9. God's image of man. The problem of the calf and the soul
10. Sin, forgiveness, grace
11. Rebirth, repentance, God's plan of salvation
12. God's Law, the Triple Benefit of the Law
13. Ethos of the saved: love.

Sub-discipline: Introduction to the Study of Catechetics 2 Students will conduct research on the following topics:

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

### **Literature:**

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

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

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

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

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

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

Márkus Gábor: Bevezetés a keresztyén felekezetek világába, Református Pedagógiai Intézet, Budapest, A Magyarországi Református Egyház Kálvin János Kiadója, 2016, [http://refpedi.hu/lapozo/Bevezetes\\_a\\_keresztyen\\_gyulekezetek\\_vilagaba/](http://refpedi.hu/lapozo/Bevezetes_a_keresztyen_gyulekezetek_vilagaba/)

Laczay András: A református egyházismeret alapjai, Református

Pedagógiai Intézet, Budapest, 2016, [http://refpedi.hu/lapozo/A\\_REFORMATUS\\_EGYHAZISMERET\\_ALAPJAI\\_165x235mm\\_BELIV\\_megnezesre/](http://refpedi.hu/lapozo/A_REFORMATUS_EGYHAZISMERET_ALAPJAI_165x235mm_BELIV_megnezesre/)  
 Sznási, Sándor: Megtaláltuk a Messiást. Konfirmációi olvasókönyv. Budapest, 1992  
 Varga Imre: Református keresztyén kis káté. Szlovákiai Református Keresztyén Egyház 2008 A katolikus egyház katekizmusának kompendiuma / Dr. Diós István. - 1. vyd. - Vatikán : Libreria Editrice Vaticana, 2005. - 245 s. - ISBN 963 361 784 7.  
 Siba Balázs, Szabóné László Lilla, Pángyánszky Ágnes: Együtt a hit útján. Gyülekezetpedagógiai kézikönyv: Gyülekezetpedagógiai kézikönyv. Budapest: A Magyarországi Református Egyház Kálvin János Kiadója, 2019, P. 245-271. ISBN 978-963-558-421-5.

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines:

Theological Encyclopedia 2

Introduction to the Study of Catechetics 2

**Evaluation of subjects**

Total number of evaluated students: 12

A	B	C	D	E	FX
41.67	16.67	16.67	16.67	8.33	0.0

**Teacher:** ThDr. Lilla Sznási, PhD., prof. István Pásztori-Kupán, PhD.,

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ ÚPO/25	<b>Name:</b> Introduction to poimenics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). Active participation in meetings (assessed), participation in modelled pastoral conversations, oral examination. The course is evaluated in accordance with the Study Regulations (See Article 10. Control of study and evaluation of study results of the Study Regulations results). <b>Student workload:</b> 26 hours of participation in contact classes; 8 hours of study of recommended literature, preparation of presentations and seminar papers; 12-26 hours of self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student will gain knowledge of the basic, principled, theoretical and partly practical issues of poimenics. The student will become familiar with the concepts, object, meaning, significance and possibilities of pastoral care, especially with regard to pedagogical work. With regard to pedagogical application, it deals with spiritual problems, issues of primary and secondary school pupils that can be addressed through pastoral care as well as their possible solutions. <b>Skills:</b> Based on the knowledge acquired, the student will be able to observe primary and secondary school pupils so as to be able to perceive, recognize and identify problems, To identify the mental roots and causes of problems. They will be able to recognize personal problems related to the spiritual and faith development of children and youth, as well as problems at the level of interpersonal relationships, and will be able to communicate with young people about these problems, helping them to understand themselves and find solutions. <b>Competencies:</b> The graduate will gain the ability to see new contexts for understanding their humanity, for understanding the meaning of life. This changes his/her basic attitude in interpersonal relations and communication and in the exercise of his/her profession. Graduates demonstrate responsible behaviour in interpersonal relationships and pedagogical practice; the ability to take a responsible stand and make independent decisions on issues related to the subject.	

**Brief syllabus:**

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

**Literature:**

- Gyökössy Endre. Magunkról magunknak. Budapest, A Református Zsinati Iroda Sajtóosztálya, 1984, ISBN 936 300 046 7
- Hézszer Gábor. A pásztori pszichológia gyakorlati kézikönyve. Budapest, Kálvin Kiadó, 1995. ISBN 963 30 631 7
- Clinebell, Howard.J. . Modelle beratender Seelsorge. Chr., Kaiser Verlag, München 1971. ISBN 3 459 00768 0

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

Hungarian language, Slovak language

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

Total number of evaluated students: 2

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdb/ŠS/25	<b>Name:</b> Christian Education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> KAV/KAdb/BŠ1/25 and KAV/KAdb/BŠ2/25 and KAV/KAdb/BŠ3/25 and KAV/KAdb/BŠ4/25 and KAV/KAdb/BŠ5/25 and KAV/KAdb/ÚK1/25 and KAV/KAdb/ÚK2/25 and KAV/KAdb/ZK1/25 and KAV/KAdb/ZK2/25 and KAV/KAdb/ZK3/25 and KAV/KAdb/ZK4/25	
<b>Conditions for passing the subject:</b> <p>All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the normal time of the normal timetable.</p> <p>In the oral state examination, the student will give an account of the knowledge and skills acquired in his/her field of specialisation and the interdisciplinary links with the relevant fields of specialisation. Demonstrate the ability to communicate information, ideas, problems and solutions to professional and lay audiences.</p> <p>The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts towards the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% will receive no credit.</p> <p>The results of the state examination and the examination will be announced by the chairman of the board in public.</p>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has acquired knowledge in the compulsory and profile subjects of the study programme,</li> <li>- the student is able to define and interpret in his/her own words basic concepts, explain and describe basic processes, characterise and apply scientific methods of research in the areas specified in the subject's thematic plan,</li> <li>- the ability to analyse and evaluate the knowledge acquired in the subject.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- the student is able to present his/her expertise,</li> <li>- the student is able to present his/her knowledge in the context of the project,</li> <li>- the ability to organise and apply the theoretical knowledge acquired,</li> <li>- the student has the ability to organise and apply the knowledge acquired in the course of the learning process.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- the student is able to express his/her linguistic and professional culture in the oral examination,</li> </ul>	

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

**Brief syllabus:**

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

**Literature:**

Literature indicated in the information sheets of the study programme.

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

Hungarian language, Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 2

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

**Teacher:**

**Date of last update:** 28.04.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ BCZ/25	<b>Name:</b> Human biology and basics of first aid
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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).	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- The student can understand and grasp the physiological processes that take place in the human body.</li> <li>- The student can explain and use the anatomy, morphology, and physiology of the human body in his teaching practice.</li> <li>- 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,</li> </ul>	

- 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 : 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: 299

A	B	C	D	E	FX
11.04	18.73	29.43	22.07	9.03	9.7

**Teacher:** Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., RNDr. Štefan Balla, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ DID/25	<b>Name:</b> General didactics and preparation for school observation
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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.	
<b>Results of education:</b> 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\\_](https://dea.lib.unideb.hu/dea/bitstream/handle/2437/268618/FILE_UP_0_)

Óvodapedagógia.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](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](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](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](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](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](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](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](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](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](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: 267

A	B	C	D	E	FX
13.86	11.61	11.99	16.48	30.34	15.73

**Teacher:** prof. Péter Tóth, PhD., Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Beáta Kiss, PhD., PaedDr. Alexandra Nagyová, PhD., Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ DOC-b/25	<b>Name:</b> Volunteering, helping activities
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio, i.e. based on the work produced during the volunteering activity (30 points). The conditions for completing the course are set and regulated by the Directive of the Dean of the Faculty of Education UJS: Principles of pedagogical practice at the Faculty of Education UJS student is obliged to follow the relevant part of this document, related to the pedagogical practice. Students shall prepare the following documents during their volunteer activity. He/she is obliged to submit an accurately and bilingually completed protocol on the completion of the volunteer activity and to create a portfolio based on a previously created and consulted structure. <b>Mandatory components of the portfolio:</b> - The portfolio must include a bilingually completed volunteering protocol. - The portfolio must include the structure of the volunteering organisation (observation of 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.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student can monitor, analyse, volunteer activities.</li> <li>• The student will be able to document the activities observed in the volunteer organization,</li> <li>• The student will be able to plan, organize and conduct individual education and leisure activities in the organization.</li> <li>• The student is able to build positive interpersonal relationships with the organization's leadership and to establish positive relationships with people.</li> </ul> <b>Ability:</b> <ul style="list-style-type: none"> <li>• The student will be able to work with members of the volunteer organization.</li> <li>• The student will be able to participate actively in the activities of the organization.</li> </ul>	

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

Competences:

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

### **Brief syllabus:**

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

### **Literature:**

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS, [https://www.ujs.sk/documents/SHK\\_2017\\_24\\_04\\_18\\_Fin3.doc.pdf](https://www.ujs.sk/documents/SHK_2017_24_04_18_Fin3.doc.pdf)

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](https://oszkdk.oszk.hu/storage/00/00/51/50/dd/1/onkentesseg_v2.pdf)

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

Ministerstvo vnútra Slovenskej Republiky - [https://www.minv.sk/?ros\\_dobrovolnictvo](https://www.minv.sk/?ros_dobrovolnictvo)

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

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

hungarian, slovak

### **Notes:**

### **Evaluation of subjects**

Total number of evaluated students: 16

a	n
93.75	6.25

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ DTV/25	<b>Name:</b> Digital technologies in the educational process
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The prerequisite is active participation in the seminars 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.	
<b>Results of education:</b> <b>Knowledge:</b> 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. <b>Skills:</b> 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](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](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](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](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](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: 117

A	B	C	D	E	FX
56.41	25.64	10.26	4.27	3.42	0.0

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ IPG/25	<b>Name:</b> Inclusive pedagogy
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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).	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Masters the basic competences for approaching a student with special educational needs from a theoretical and practical point of view.</li> <li>• Knows and understands basic concepts such as segregation, integration, inclusion.</li> <li>• Can define the terms special pedagogy, therapeutic pedagogy.</li> <li>• Acquires professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education.</li> <li>• Can transform theory into practice, knows progressive trends in the field of special pedagogy.</li> <li>• Knows the types and types of SEN, disabilities and other disorders of the relevant age period.</li> <li>• 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.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Can recognize the symptoms of individual cases of SEN, disorders and disabilities.</li> <li>• Orients itself in the possible reasons for the occurrence of individual cases of SEN, disorders and disabilities.</li> <li>• Can compile pedagogical-psychological and subject criteria according to the physical and mental age of children and pupils.</li> <li>• Can navigate the methods of the given issue, apply observation schemes, screening.</li> <li>• Can differentiate children and pupils with SEN, proceed according to the individual educational plan.</li> </ul>	

- 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.

Educating pupils from socially disadvantaged backgrounds. Pupils from marginalised Roma communities.

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 pedagógia : 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.

VÁŠEK, 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: 119

A	B	C	D	E	FX
77.31	9.24	12.61	0.0	0.84	0.0

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ IZS/25	<b>Name:</b> Integrated student at school
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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).	
<b>Results of education:</b> Upon completion of the course, the student will <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Master the basic competences for approaching a student with special educational needs from a theoretical and practical point of view.</li> <li>• Controls the basic terminology of the given issue, knows various theoretical directions and practical outcomes in practice.</li> <li>• Controls and understands basic concepts such as segregation, integration, inclusion.</li> <li>• Can define the terms special pedagogy, therapeutic pedagogy.</li> <li>• Acquires professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education.</li> <li>• Can transform theory into practice, knows progressive trends in the field of special pedagogy.</li> <li>• Controls the types and types of SEN, disabilities and other disorders of the relevant developmental age period.</li> <li>• 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.</li> <li>• Become familiar with methodological approaches, structure and aspects of job descriptions.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Can recognize the symptoms of individual cases of SEN, disorders and disabilities.</li> <li>• Orients itself in the possible reasons for the occurrence of individual cases of SEN, disorders and disabilities.</li> </ul>	

- 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.

Education of pupils from socially disadvantaged backgrounds. Pupils from marginalised Roma communities.

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

<p>VAJDA, ZS. 1990. A gyermek pszichológiai fejlődése. (Psychický vývin dieťaťa). Budapest : 2006 (3. prepracované vydanie)</p> <p>VAJDA, ZS., KÓSA, É. 2005. Neveléslélektan. (Psychológia výchovy). Budapest : Osiris Kiadó . 2005.</p> <p>VAŠEK, Š. 1995. Špeciálnopedagogická diagnostika. Bratislava : SPN. ISBN 8008020563</p> <p>ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha : Portál, 2011. ISBN 978802620044.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 6</p>					
A	B	C	D	E	FX
66.67	16.67	16.67	0.0	0.0	0.0
<p><b>Teacher:</b> PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., Dr. habil. Aranka Híves-Varga, PhD., Dr. habil. Erika Kopp, PhD.,</p>					
<p><b>Date of last update:</b> 28.03.2025</p>					
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ KONAJ/25	<b>Name:</b> Conversation in the English language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours preparation for the interactive lecture. 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%.	
<b>Results of education:</b> <b>Knowledge:</b> # 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. <b>Skills:</b> # 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. <b>Competencies:</b> # 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: verb forms, possessive pronouns  
b) Conversational topics: greetings, basic forms of introductions, introducing yourself
2. a) Grammar: singular and plural nouns  
b) Conversational topics: colours, months, days of the week, my favorite things
3. a) Grammar: present simple tense  
b) Conversational topics: everyday activities, description of the chosen day
4. a) Grammar: place names and tenses (under, next to, in, on. ..)  
b) Conversation topics: weather, seasons, Introducing the selected season
5. a) Grammar: Modal verb expressing ability (Can)  
b) Conversation topic: house, example of the selected house
6. a) Grammar: Present continuous tense  
b) Conversation topics: leisure time, describing leisure time
7. a) Grammar: Countable and uncountable nouns  
b) Conversation topic: Food and drinks
- 8 a) Grammar: Past Simple Tense (Past Simple)  
b) Conversation Topics: Travel, describing my last vacation
- 9 a) Grammar: Regular and Irregular Verbs  
b) Conversation Topic: Culture, Screening a Movie
- 10 a) Grammar: Intensification of Adjectives  
b) Conversation Topics: work, introducing a selected job
- 11 a) Grammar: Future Simple - will  
b) Conversation Topic: Shopping, describing future plans
- 12 a) Grammar: Future Simple - going to  
b) Conversation Topic: Summer and going on a trip, describing a favorite summer memory
13. Test, Summary

**Literature:**

- Lambert, J.: "New English File Elementary 4th edition" : Oxford University Press 2019. ISBN: 978-0194031592
- Morton, J.: "English Grammar for Students of French" - Olivia and Hill Press, 2003. ISBN: 978-0934034347
- Murphy, R.: "English Grammar in Use" - Cambridge University Press, 2019. ISBN: 978-0521189392
- Murphy, R.: "Grammar in Use: A Self-study Reference and Practice Book for Elementary Students of English" - Cambridge University Press, 2012. ISBN: 978-0521189064
- Swan, M. and Walter, C.: "Oxford English Grammar Course: Basic" Oxford University Press 2011. ISBN: 978-0194420823
- Woods, G.: "English Grammar Workbook For Dummies" . For Dummies, 2011. ISBN: 978-1119376598

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

hungarian, english

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 13

A	B	C	D	E	FX
46.15	15.38	23.08	0.0	0.0	15.38
<b>Teacher:</b> PD Dr. phil. habil. Attila Mészáros,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ KONAJ2/25	<b>Name:</b> Conversation in the English language 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4., 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours preparation for the interactive lecture. 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%.	
<b>Results of education:</b> <b>Knowledge:</b> # 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. <b>Skills:</b> # 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. <b>Competencies:</b> # 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: Simple Past Tenses, Regular and Irregular Verbs  
b) Conversation Topics: Travel, my best vacation
2. a) Grammar: Simple Past Tenses, Past Simple: Regular and Irregular Verbs  
b) Conversation Topics: Jobs, my dream job
3. a) Grammar: Future Simple: will and going to  
b) Conversation Topics: Clothes, my future plans
4. a) Grammar: Present Perfect Tense (Present Perfect)  
b) Conversation Topics: Shopping, introducing my favorite business establishment
5. a) Grammar: Present Perfect Tense (Present Perfect)  
b) Conversation Topics: National Holidays , Introducing my favorite national holiday
6. a) Grammar: First Conditional  
b) Conversation topics: Body parts, description of my school
7. a) Grammar: Second Conditional  
b) Conversation topics: Food and drinks, If I won the lottery I...
8. a) Grammar: Adjective comparison  
b) Conversation topics: Emotions and feelings, description and characteristics of a person
9. a) Grammar: Prepositions of time and place  
b) Conversation topics: Directions, introducing my favourite book
10. a) Grammar: Repeating for the exam  
b) Conversation topics: Introducing my community
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:** PD Dr. phil. habil. Attila Mészáros,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ KONNJ/25	<b>Name:</b> Conversation in the German language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Ongoing assessment: 2x vocabulary and grammar tests (2x 20 points - 40% of the assessment) Final assessment: 1x final test on vocabulary and grammar (60 points - 60% of the assessment). Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% cannot be awarded credit.	
<b>Results of education:</b> <b>Knowledge:</b> Upon successful completion of the course, students will have the lexical and grammatical language resources at level A1.1 of the European Framework of Reference for Languages. <b>Abilities:</b> Students understand basic information in a foreign language that is clearly and simply expressed. Students understand simple questions in NJ on topics related to their person, background or to everyday situations (shopping, travel, accommodation, etc.). <b>Competencies:</b> Students are able to answer simple questions with acquired linguistic resources. Students are able to fill in a registration form when checking in, are able to give basic information about themselves and are able to carry out a simple conversation in a foreign language.	
<b>Brief syllabus:</b>	
<b>Literature:</b> SCHMOHL, Sabrina. Akademie Deutsch A1+ Deutsch als Fremdsprache ; Intensivlehrwerk mit Audios online Bd. 1. München: Hueber, 2020. ISBN 978-3-19-101650-0. SCHMOHL, Sabrina. Akademie Deutsch A1+ Deutsch als Fremdsprache ; Zusatzmaterial mit Audios online Bd. 1. München: Hueber, 2020. ISBN 978-3-19-111650-7. Német-magyar/magyar-német szótár a hallgató választása szerint Autentikus szövegek és további tananyagok állnak rendelkezésre a kiválasztott témákról az egyetemi e-learning rendszerben.	
<b>Language, knowledge of which is necessary to complete a course:</b>	

hungarian, german					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 45					
A	B	C	D	E	FX
66.67	13.33	13.33	4.44	2.22	0.0
<b>Teacher:</b> PD Dr. phil. habil. Attila Mészáros,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ KONNJ2/25	<b>Name:</b> Conversation in the German language 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4., 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Ongoing assessment: 2x vocabulary and grammar tests (2x 20 points - 40% of the assessment) Final assessment: 1x final test on vocabulary and grammar (60 points - 60% of the assessment) Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% cannot be awarded credit.	
<b>Results of education:</b> Knowledge: upon successful completion of the course, students will have vocabulary and grammatical competence at level A2 of the European Framework of Reference for Languages. Abilities: students will be able to understand frequently used expressions and basic information in a foreign language. Students will understand simple questions in German about their personality, background or everyday situations (shopping, work, travel, accommodation, etc.). Competences: Students will be able to answer simple questions using the acquired language. Students can exchange simple information in common situations. They can express their education, their immediate surroundings and their needs in simple words.	
<b>Brief syllabus:</b> <ul style="list-style-type: none"> <li>- Introducing yourself, simple conversations with your partner</li> <li>- Activities</li> <li>- Family</li> <li>- Hobbies and free time</li> <li>- Traveling</li> <li>- Friends, friendship</li> <li>- Dressing up, shopping</li> <li>- Human characteristics (external, internal), description of the person</li> <li>- The weather</li> <li>- Hello, at the doctor's</li> </ul>	
<b>Literature:</b> SCHMOHL, Sabrina. Akademie Deutsch A1+ Deutsch als Fremdsprache ; Intensivlehrwerk mit Audios online Bd. 1. München: Hueber, 2020. ISBN 978-3-19-101650-0.	

SCHMOHL, Sabrina. Akademie Deutsch A1+ Deutsch als Fremdsprache ; Zusatzmaterial mit Audios online Bd. 1. München: Hueber, 2020. ISBN 978-3-19-111650-7.  
Német-magyar/magyar-német szótár a hallgató választása szerint  
Autentikus szövegek és további tananyagok állnak rendelkezésre a kiválasztott témákról az egyetemi e-learning rendszerben.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 35

A	B	C	D	E	FX
25.71	34.29	25.71	5.71	5.71	2.86

**Teacher:** PD Dr. phil. habil. Attila Mészáros,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ KONSJ/25	<b>Name:</b> Conversation in the Slovak language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Course evaluation will be based on the successful presentation of communication topics and a final written paper. 1. Student activity in seminars 50%. When communicating/conversing about an assigned topic, the student will demonstrate readiness and ability to express himself/herself relevantly on the topic, while adhering to the linguistic and stylistic norms of cultured language expression. Pre-assigned topics for such conversations will be based on lectures, interviews, video recordings, information gathered from books, articles, pedagogical documents / pedagogical texts. The evaluation will take into account accuracy, fluency of verbal and written expression, knowledge of the topics, as well as the ability to take their own stance on them or to give their own solutions. 2. Written final work 50% (demonstration of the ability to express oneself in writing in the Slovak language). The student will demonstrate the ability to write a coherent text in the Slovak language in the range of 750 - 1 500 words on a variety of issues that are the subject of the topics discussed, assessing accuracy of content, conciseness, knowledge of the topic, grammatical correctness, vocabulary and added value - the formulation of a conclusion). This activity will only be considered passed if the student achieves at least 25%. Another condition for passing is active participation in the seminars. The student must not exceed an absence rate of 20 % (see the currently valid Study Regulations of J. Selye University). Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> The primary aim of the course is to strengthen the students' communicative skills in the Slovak language and at the same time to point out the possibilities of using the expressive means of the Slovak language in communicative acts related to various spheres of society; the emphasis will	

be placed primarily on topics in the field of pedagogy, which should help students to broaden their knowledge of this scientific field and thus strengthen the communicative competences that the teaching profession requires in the 21st century. The main objectives of the course are: - to develop new habits and skills in listening to and reacting to linguistic speech, - to develop the ability to express oneself verbally and in writing in the Slovak language, - to improve communication skills in critical thinking and speaking, - to become a more effective communicator in different contexts and situations. The course develops all basic language competences (reading, speaking, writing and listening), mainly focused on the acquisition of communication skills and abilities.

Knowledge:

- the student will consolidate his/her knowledge in the field of stylistics and grammar of the Slovak language,
- gain knowledge of the topics discussed.

Skills:

- the student will be able to communicate effectively, functionally and cultivated in the school environment in the Slovak language,
- the student will be able to confidently complete the job application process,
- the student will be able to formulate a written application for employment including a cover letter and the necessary documentation (affidavit, etc.), create a professional CV using Europass,
- students will be able to communicate more effectively both verbally and non-verbally,
- students will be able to manage their studies more effectively,
- students will be able to establish better relationships with the people around them,
- students can learn the art of improving self-esteem, self-reflection, self-assessment,
- students will be able to learn to read body language and facial expressions.
- students will develop a positive attitude towards Slovak culture and language.
- students will be able to develop focused self-knowledge in the field of Slovak as a foreign language and in the field of pedagogy,
- students will be able to independently plan activities to enhance their communication and pedagogical skills,
- students will be able to strengthen the language skills necessary for the work of a teacher in a school environment.

Competences:

- the student develops and strengthens a positive relationship to the Slovak language and Slovak culture,
- the student strengthens his/her communicative competences in the Slovak language,
- the student strengthens other pedagogical competences.

#### **Brief syllabus:**

The selection of the topics of the seminars will be based both on the communication frequency and their topicality within the time and geographical space of contemporary Slovakia in the European context, with a special emphasis on strengthening communication competences in the field of pedagogy. The acquisition and consolidation of communicative skills and linguistic abilities will be thus focused on listening to language speeches with comprehension, producing oral and written speeches, developing and consolidating lexical vocabulary, practising grammar and conversing on various topics of social and especially school life.

#### **Literature:**

Barková, V., Buznová, V., Dratva, T. 1999. Slovenčina pre cudzincov (cvičebnica). Bratislava : SPN, 1999.

Bortlíková, A., Maierová, E., Navrátilová, J. 2008. Hovoríme spolu po slovensky! B Slovenčina ako cudzí jazyk (2 učebnice, gramatika, 2 cvičebnice, 2 CD). Bratislava : UK 2008.

Dekan, J. 1995. Pedagogická komunikácia v teórii a v praxi. Nitra: VŠPg, 1995.

Dolník, J. 2009. Všeobecná jazykoveda. B.: Veda 2009. Najmä kap. Pragmatika.

Ferencová, J., Zahatňanská, M., Šuťáková, V. 2017. Sociálna a didaktická komunikácia. 2017.

Findra, J. 2013. Jazyková komunikácia a kultúra vyjadrovania. Martin: Vydavateľstvo Osveta 2013. 240 s.

Haláková, Z. 2012. Pedagogická komunikácia pre študentov učiteľstva. Bratislava: UK 2012.

Kamenárová, R. a kol. 2017. E-slovak, Information, (Comenius University, Studia Academica Slovaca – The Center for Slovak as a Foreign Language, 2017), Dostupné na: <https://www.e-slovak.sk/mod/page/view.php?id=919>.

Kamenárová a kol. 2012, 2014, 2015, 2017, 2022: Krížom-krážom. Bratislava: Univerzita Komenského. Všetky diely (pre úrovne od A1 do C2).

Nelešovská, A. 2005. Pedagogická komunikace v teorii a praxi. Praha: Grada 2005.

Sedláková a kol. 2013. Slovenčina pre cudzincov. Košice. 2013. <https://www.upjs.sk/public/media/5596/Sedlakova-Slovencina-pre-cudzincov.pdf>

Slovake.eu, Slovenčina online – ľahko a rýchlo, (2017), Dostupné na: <https://slovake.eu/sk/about>

Sýkora Hernády, K. 2022. Self-Efficacy učiteľov v neustálenom edukačnom prostredí. Schola nova, quo vadis? (s. 105-109) Praha: Extrasystem Praha. ISBN 978-80-87570-59-3.

Vrábl'ová, J. a kol. 2016. First Aid in Slovak – Prvá pomoc po slovensky, (Univerzita Komenského. Studia Academica Slovaca – centrum pre slovenčinu ako cudzí jazyk, 2016).

Vaňko, J. 1999. Komunikácia a jazyk. Nitra : FF UKF 1999.

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

slovak

**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., PaedDr. Alexandra Nagyová, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ MKO/25	<b>Name:</b> Minority competencies
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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)	
<b>Results of education:</b> Knowledge:	

<ul style="list-style-type: none"> <li>- The student can explain and justify the transformations of the terms intercultural, multicultural, and transcultural education.</li> <li>- The student will be familiar with the concepts of identity, majority and minority identity, educator identity, and minority educator identity.</li> <li>- The student will be able to analyze current concepts of minority educational policy in Slovakia.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- The student will be able to independently search, compare and work with relevant literature sources.</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>- The student will be able to design a project of an educational activity in order to develop intercultural and minority competences of the pupil.</li> <li>- The student will be able to design various didactic games that aim at developing intercultural and minority competences of the pupil.</li> </ul>
<p><b>Brief syllabus:</b></p> <p>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.</p>
<p><b>Literature:</b></p> <p>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.</p> <p>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.</p> <p>LISZKA, J. 2009. Interetnikus és interkulturális kapcsolatok Dél-Szlovákiában. Komárno : Selye János Egyetem. ISBN 978-80-89234-87-5</p> <p>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</p> <p>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</p> <p>RÓKA, J., HOCHÉL, S. 2009. Interkulturális és nemzetközi kommunikáció a globalizálódó világban. Budapest : Budapesti Kommunikációs és Üzleti Főiskola. ISBN 978-963-7340-74-1</p>
<p><b>Language, knowledge of which is necessary to complete a course:</b>  hungarian, slovak</p>
<p><b>Notes:</b></p>
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 1</p>

A	B	C	D	E	FX
0.0	0.0	100.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Tímea Mészáros, Mgr. Anita Tóth-Bakos, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ MPP/25	<b>Name:</b> Art-pedagogy-psychology, personal development course
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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%).	
<b>Results of education:</b> 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. <b>Knowledge:</b> - 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. <b>Skills:</b> - 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](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: 37

a	n
100.0	0.0

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ MUV/25	<b>Name:</b> Methods of learning and research
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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"> <li>• A = 90 – 100% (100 – 90 points) - excellent,</li> <li>• B = 80 – 89% (89 – 80 points) - very good,</li> <li>• C = 70 – 79% (79 – 70 points) - good,</li> <li>• D = 60 – 69% (69 – 60 points) - satisfactory,</li> <li>• E = 50 – 59% (59 – 50 points) - pass,</li> <li>• FX = 0 – 49% (49 – 0 points) - fail.</li> </ul> The student's total workload - Work Schedule: 2 credit = 60 hours: 13 hours (contact hours); 47 hours (preparation of a semester paper).	
<b>Results of education:</b> Educational outcomes: The fulfilment of subject requirements entails the acquisition of the following characteristics; <b>Knowledge:</b> 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., doc. dr. univ. Agáta Csehiová, PhD., prof. Krisztián Józsa, DSc.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PDI/25	<b>Name:</b> Pedagogical diagnostics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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](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: 177

A	B	C	D	E	FX
25.99	16.95	19.77	19.77	15.82	1.69

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PHO/25	<b>Name:</b> Pedagogical evaluation
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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](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](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](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](http://www.edu.u-szeged.hu/~csapo/publ/Olvasas_tartalmi_keretek.pdf)

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

hungarian, slovak

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 1					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> prof. Krisztián Józsa, DSc., Dr. habil. Erika Kopp, PhD., Mgr. Katarína Szarka, PhD., PaedDr. Diana Borbélyová, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PPX1/25	<b>Name:</b> Introductory pedagogical practice
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 25s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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"> <li>• content: 35 points,</li> <li>• format: 15 points.</li> </ul> Total workload of the student: 1 credit = 25 working hours •5 contact hours in the form of attendance at the institution; 5 hours of analysis; 10 hours evaluation and 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)	
<b>Results of education:</b> <b>Knowledge:</b> - the student is familiar with the school's legal documents. - The student knows the pedagogical documentation of the school. <b>Skills:</b> - 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><b>Brief syllabus:</b></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><b>Literature:</b></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><b>Language, knowledge of which is necessary to complete a course:</b></p> <p>hungarian , slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b></p> <p>Total number of evaluated students: 301</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>88.04</td> <td>11.96</td> </tr> </tbody> </table>		a	n	88.04	11.96
a	n				
88.04	11.96				
<p><b>Teacher:</b> PaedDr. Tamás Török, PhD.,</p>					
<p><b>Date of last update:</b> 28.03.2025</p>					
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PPX2/25	<b>Name:</b> Pedagogical practice 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 25s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation 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)	
<b>Results of education:</b> 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](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

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

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

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 177

a	n
96.05	3.95

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PPX3/25	<b>Name:</b> Pedagogical practice 3
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 25s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation 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)	
<b>Results of education:</b> <b>Knowledge:</b> - 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. <b>Skills:</b> - 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](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia v Slovenskej republike

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

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

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

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

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

hungarian ,slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 122

a	n
96.72	3.28

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PRP/25	<b>Name:</b> Profession of teaching
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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"> <li>- Student participation in assignments and involvement in analysis and discussions during lectures,</li> <li>- 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)</li> <li>- a final didactic test (50 points).</li> </ul> Criteria for the evaluation of the essay: <ul style="list-style-type: none"> <li>- presentation of a literature review (10 points),</li> <li>- analysis and evaluation (20 points),</li> <li>- drawing conclusions and formulating proposals (10 points),</li> <li>- elaboration (10 points).</li> </ul> Criteria for evaluation of the educational activity project proposal: <ul style="list-style-type: none"> <li>- Content (20 points)</li> <li>- originality (10 points)</li> <li>- formality (10 points)</li> <li>- presentation of the literature review (10 points)</li> </ul> Total student workload: 2 credits = 60 hours <ul style="list-style-type: none"> <li>- 26 hours attendance at lectures (contact hours); 17 hours self-study; 17 hours preparation of term papers.</li> </ul> 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.	
<b>Results of education:</b> Knowledge <ul style="list-style-type: none"> <li>- The student knows the most important exploratory methods to reveal the social situation of groups and students,</li> </ul>	

- 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.

<p>Neveléstudomány, 2020 (8) 1. sz. 80-93. <a href="http://nevelestudomany.elte.hu/downloads/2020/nevelestudomany_2020_1_83-97.pdf">http://nevelestudomany.elte.hu/downloads/2020/nevelestudomany_2020_1_83-97.pdf</a> [2022. 02. 05.]</p> <p>Falus Iván (szerk.): Tanári pályaalakmasság – kompetenciák – sztenderdek. Nemzetközi áttekintés. Eszterházy Károly Főiskola, Eger, 2011. <a href="http://epednet.ektf.hu/eredmenyek/tanari_palyaalakmassag_kompetenciak_sztenderdek.pdf">http://epednet.ektf.hu/eredmenyek/tanari_palyaalakmassag_kompetenciak_sztenderdek.pdf</a> ISBN 978-963-9894-86-0 [2022. 02. 05.]</p> <p>Hercz Mária (szerk.): Pályakezdő óvodapedagógusok túlélőkészlete. <a href="http://www.jgypk.hu/mentorhalo/tananyag/Plyakezd_vodapedaggusok_tllkszleteV3/index.html">http://www.jgypk.hu/mentorhalo/tananyag/Plyakezd_vodapedaggusok_tllkszleteV3/index.html</a> [2022. 02. 05.]</p> <p>Ingvarson, L. (2002): Development of a national standards framework for the teaching profession. <a href="https://research.acer.edu.au/cgi/viewcontent.cgi?article=1007&amp;context=teaching_standards">https://research.acer.edu.au/cgi/viewcontent.cgi?article=1007&amp;context=teaching_standards</a> [2022. 02. 05.]</p> <p>N. Tóth Ágnes: Az inkluzív pedagógus. In: A pedagógia adósságai. Savaria University Press. Szombathely. 2015. <a href="https://www.researchgate.net/profile/Agnes-N-Toth/publication/316432178_Az_inkluziv_pedagogus/links/58fdc181a6fdccae60a1e71d/Az-inkluziv-pedagogus.pdf">https://www.researchgate.net/profile/Agnes-N-Toth/publication/316432178_Az_inkluziv_pedagogus/links/58fdc181a6fdccae60a1e71d/Az-inkluziv-pedagogus.pdf</a> [2022. 02. 05.]</p> <p>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</p> <p>Pukánszki Béla István: Iskola és pedagógusképzés. Gondolat, Budapest, 2013. ISBN: 9789636932282</p> <p>Sági Matild (szerk.): A pedagógushivatás megerősítésének néhány aspektusa. OFI, Budapest, 2015. <a href="https://ofi.oh.gov.hu/sites/default/files/attachments/1506257_a_pedagogushivatas_megerositesenek_nehany_aspektusa_beliv.pdf">https://ofi.oh.gov.hu/sites/default/files/attachments/1506257_a_pedagogushivatas_megerositesenek_nehany_aspektusa_beliv.pdf</a> [2022. 02. 05.]</p> <p>Szivák Judit: Reflektív elméletek, reflektív gyakorlatok. ELTE, Budapest, 2014. ISBN 978-963-284-482-4. <a href="https://www.eltereader.hu/media/2016/05/Szivak-_READER.pdf">https://www.eltereader.hu/media/2016/05/Szivak-_READER.pdf</a> [2022. 02. 05.]</p> <p>Vámos Ágnes (szerk.): Tanuló pedagógusok és az iskola szakmai tőkéje. Eötvös Kiadó, ELTE, Budapest, 2016. <a href="https://www.eltereader.hu/media/2017/05/Vamos_Agnes_Tanulo_pedagogusok_READER.pdf">https://www.eltereader.hu/media/2017/05/Vamos_Agnes_Tanulo_pedagogusok_READER.pdf</a> ISBN 978-963-284-805-1 [2022. 02. 05.]</p> <p>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.</p>						
<b>Language, knowledge of which is necessary to complete a course:</b>						
hungarian, slovak						
<b>Notes:</b>						
<b>Evaluation of subjects</b>						
Total number of evaluated students: 137						
A	B	C	D	E	FX	
58.39	14.6	4.38	7.3	6.57	8.76	
<b>Teacher:</b> Dr. habil. Erika Kopp, PhD., Dr. habil. Aranka Híves-Varga, PhD.,						
<b>Date of last update:</b> 28.03.2025						
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.						

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ RAS/25	<b>Name:</b> Family and school
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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).	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student knows the details of school and family education.</li> <li>- The student knows the possibilities and interactions with parents</li> <li>- the student knows and current methods for problem solving and conflict management.</li> <li>- The student knows current social trends in social and family difficulties</li> <li>- the student knows and social inequalities and the problems they cause</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- The student is able to independently search, compare and use relevant literary sources,</li> <li>- The student is able to navigate between legal documents and search for relevant legislation,</li> <li>- the student is able to manage a small social group,</li> <li>- the student is able to collaborate with partner institutions of his/her school.</li> <li>- The student is able to embrace family values.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>- The student is able to use his/her theoretical knowledge in the context of the family and the school,</li> <li>- the student is able to develop his/her own procedures to achieve his/her goals,</li> <li>- the student is compassionate towards different social groups,</li> <li>- the student is able to critically evaluate legislative documents related to his/her work,</li> <li>- the student takes responsibility for solving problems related to his/her work.</li> </ul>	
<b>Brief syllabus:</b>	

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](https://tehetseg.hu/sites/default/files/konyvek/geniusz_31_net.pdf)  
Cs. F. Nemes Márta: Családpedagógiai módszertan. Családi Nevelésért Alapítvány, Bp., 2001-2002.  
Forward, S. (2000): Mérgező szülők. Budapest, Háttér Kiadó, 346 p.  
Hegedűs Judit ( szerk.): Család, gyermek, társadalom – A gyakorlati pedagógia néhány alapkérdése sorozat (5. kötet) ELTE, Budapest, 2006.  
<http://gepeskonyv.btk.elte.hu/adatok/Pedagogia/84N%E1dasi/Nyomtat%E1sra/pdf/Csal%E1d,%20gyermek,%20t%E1rsadalom.pdf>  
Kováts-Németh Mária – Muhi Béla – Szijártó István (szerk.) A család és szerepe a tehetséggondozásban. Ziegler-nyomda, Keszthely, 2013.  
Németh András (2004): Az európai család változásai. in: Pukánszky Béla-Németh András: A pedagógia problémátörténete. Gondolat Budapest, 241-259.o ISBN: 963 956 7183  
Podráczky J. szerk. 2012. Szövetségben. Tanulmányok a család és az intézményes nevelés kapcsolatáról. Budapest, ELTE Eötvös Kiadó.  
Pukánszky Béla: A gyermekkor története. Műszaki Kiadó, Budapest, 2001.  
Ranschburg Jenő (2004): Gepárd–kölykök. Urbis Kiadó, Budapest, 5–137. ISBN: 963 929 1595  
Szabó Éva (2008). Szeretettel és szigorral. Az iskolai nevelés problémái a szülők és a tanárok szemszögéből. Akadémiai Kiadó. ISBN:9779630583771  
UTASI Ágnes: A bizalom hálójá. Mikro-társadalmi kapcsolatok, szolidaritás. Budapest, 2002. Új Mandátum Kiadó 155 p.  
Vajda Zsuzsa (2005): A család funkciói. in: Vajda Zsuzsanna–Kósa Éva: Neveléslélektan. Osiris Kiadó, Budapest, 171–179. ISBN: 963389 7289

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 202

A	B	C	D	E	FX
64.85	15.35	10.89	6.44	0.5	1.98
<b>Teacher:</b> Dr. habil. Aranka Híves-Varga, PhD., Dr. habil. Erika Kopp, PhD., Mgr. Anita Tóth-Bakos, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ RMK/25	<b>Name:</b> Regional and minority culture
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>- Active participation of the student in lectures,</li> <li>- Participation of the student in the assignments and participation in the analysis and discussions during the lectures,</li> <li>- 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)</li> </ul> Essay evaluation criteria: <ul style="list-style-type: none"> <li>- Presentation of a literature review (20 points),</li> <li>- analysis and evaluation (40 points),</li> <li>- drawing conclusions and formulating suggestions (20 points),</li> <li>- elaboration (20 points).</li> </ul> Criteria for evaluation of the educational activity project proposal: <ul style="list-style-type: none"> <li>- Content (40 points),</li> <li>- originality (20 points),</li> <li>- formality (20 points),</li> <li>- presentation of the literature review (20 points).</li> </ul> Total student workload: 2 credit = 60 hours <ul style="list-style-type: none"> <li>- 13 hours of lecture attendance; 20 hours of self-study; 27 hours of term paper preparation.</li> </ul> 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"> <li>- A = 90 - 100% (90 - 100 points)</li> <li>- B = 80 - 89% (80 - 89 points)</li> <li>- C = 70 - 79% (70 - 79 points)</li> <li>- D = 60 - 69% (60 - 69 points)</li> <li>- E = 50 - 59% (50 - 59 points)</li> <li>- FX = 0 - 49% (0 - 49 points)</li> </ul>	
<b>Results of education:</b> 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:**

<b>Evaluation of subjects</b>					
Total number of evaluated students: 249					
A	B	C	D	E	FX
38.55	26.1	22.09	10.44	0.8	2.01
<b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Tímea Mészáros, Mgr. Anita Tóth-Bakos, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ RPK/25	<b>Name:</b> Gross motor development
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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](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: 105

A	B	C	D	E	FX
66.67	17.14	13.33	2.86	0.0	0.0

**Teacher:** PaedDr. Peter Židek, PhD., Mgr. Attila Bognár,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ SOV/25	<b>Name:</b> Sociology of education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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).	
<b>Results of education:</b> 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. <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Acquire the basic concepts of the sociology of education,</li> <li>- The student will become familiar with the details of family and school socialization,</li> <li>- the student will become familiar with current methods for conflict and problem solving,</li> <li>- the student will become familiar with current social problems</li> <li>- the student will become familiar with current difficulties of social inequalities</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The student will be able to independently search, compare, and use relevant sources of scholarly literature,</li> <li>- the student is able to recognize the difficulties of education and upbringing of children coming from different social backgrounds,</li> <li>- The student is able to manage a small social group,</li> <li>- the student is able to independently analyze a variety of educational situations,</li> <li>- the student is able to appreciate different social values.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>- The student forms his/her own opinion, thinks of himself/herself as a future teacher,</li> <li>- the student is able to create his/her own procedures to achieve his/her own goals,</li> </ul>	

- 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 értéközvetítés 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

<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 120					
A	B	C	D	E	FX
45.0	25.0	14.17	8.33	4.17	3.33
<b>Teacher:</b> Dr. habil. Erika Kopp, PhD., PaedDr. Beáta Kiss, PhD., Dr. habil. Aranka Híves-Varga, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ STŽ/25	<b>Name:</b> Professional training
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The conditions of professional training are set and regulated by the current Directive of the Dean of the Faculty of Education of the University of J Selye: Principles of pedagogical practice at the Faculty of Education of the University of J Selye. The student is obliged to follow the relevant part of this document related to the professional training (STZ). The requirements for taking the course are as follows: - active participation of the student in the professional training in the scope of 20 hours in accordance with the directive, - submission of a completed and certified 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)	
<b>Results of education:</b> 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/](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: &lt;<a href="https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/">https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/</a>&gt;.</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: <a href="https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/">https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/</a></p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Ostatné dokumenty: Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho. Az iskola, intézmény pedagógiai és egyéb dokumentációja.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 53</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>84.91</td> <td>15.09</td> </tr> </tbody> </table>		a	n	84.91	15.09
a	n				
84.91	15.09				
<p><b>Teacher:</b> Mgr. Katalin Sýkora Hernády, PhD., PaedDr. Beáta Kiss, PhD., PaedDr. Tamás Török, PhD.,</p>					
<p><b>Date of last update:</b> 28.03.2025</p>					
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TFV/25	<b>Name:</b> Educational theory and educational philosophy
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General requirements: <ul style="list-style-type: none"> <li>• active participation,</li> <li>• written exam (50 point),</li> <li>• seminar assignments, groupwork</li> <li>• 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)</li> </ul> Criteria for assessing the written essay: <ul style="list-style-type: none"> <li>- Content 20 points,</li> <li>- Formal structure 10 points,</li> <li>- Literature used 20 points.</li> </ul> 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"> <li>• A = 90 – 100% (150 – 135 point)</li> <li>• B = 80 – 89% (134 – 120 point)</li> <li>• C = 70 – 79% (119 – 105 point)</li> <li>• D = 60 – 69% (104 – 90 point)</li> <li>• E = 50 – 59% (89 – 75 point)</li> <li>• FX = 0 – 49% (0 – 74 point)</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- The student knows and can interpret the results of recent research.</li> <li>- The student is able to understand and apply the results of new research in the field of education and pedagogy.</li> <li>- 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.</li> </ul>	

- 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: 532

A	B	C	D	E	FX
53.2	25.75	13.72	3.95	0.94	2.44

**Teacher:** Dr. habil. Erika Kopp, PhD., PaedDr. Beáta Kiss, PhD., Dr. habil. Aranka Híves-Varga, PhD., prof. Krisztián Józsa, DSc., Mgr. Anita Tóth-Bakos, PhD., prof. Péter Tóth, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TKZ/25	<b>Name:</b> Movement culture and healthy lifestyle education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student is able to work with theoretical knowledge.</li> <li>• The student is able to develop preparedness for child and youth health practices.</li> <li>• The student can develop various tools to improve the mobility of children, young people and the adult population.</li> <li>• The student can set up specific warm-up exercises per age group.</li> </ul> <b>Capabilities:</b> <ul style="list-style-type: none"> <li>• The student will be able to navigate through the AOP Education area of health and physical activity.</li> <li>• The student has the ability to expand his or her knowledge and self-training.</li> <li>• The student is able to develop their own preparedness and health practices for different age groups.</li> <li>• The student is able to apply sentence-related knowledge in practice.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>• The student will be able to apply his/her knowledge in the course of his/her future work.</li> <li>• It can make contact not only with children, but also with parents and adults.</li> <li>• The student has the ability to provide professional reasons for his activity.</li> <li>• The student is able to implement a targeted self-training development.</li> </ul>	

- 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>

Gaal Sándorné, Kunos Andrásné : Testnevelési játékok anyaga és tervezése az óvodában, Szolnok, 0. - 246 s. - ISBN 963 650 519 5.

Gaal Sándorné: Mozgásfejlődés és fejlesztés az óvodában : Kézikönyv óvodapedagógusok számára / - 1. vyd. - Szarvas : Szarvaspress, 2010. - 332s. - ISBN 978-963-08-0198-0.

Gaal 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:** PaedDr. Peter Židek, PhD., Mgr. Attila Bognár,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TPR/25	<b>Name:</b> Theory and practice of the management of educational institutions
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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.	
<b>Results of education:</b> <b>Knowledge:</b> - 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.	
<b>Skills:</b>	

- 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. Opatávamenedzsmnt. 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](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](http://www.statpedu.sk), [www.minedu.sk](http://www.minedu.sk).

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 456

A	B	C	D	E	FX
17.32	21.05	19.96	19.3	21.05	1.32

**Teacher:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Alexandra Nagyová, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TVD/25	<b>Name:</b> Creative workshop
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> - 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.	
<b>Results of education:</b> 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: 115

A	B	C	D	E	FX
53.91	26.09	8.7	0.87	6.09	4.35

**Teacher:** Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ UDP/25	<b>Name:</b> Introduction to pedagogical studies
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites for successful completion of the course: <ul style="list-style-type: none"> <li>- active participation of students in lectures,</li> <li>- written exam (50 points),</li> <li>- 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.</li> </ul> Assessment of the term paper (50 points): <ul style="list-style-type: none"> <li>- content 20 points,</li> <li>- formal structure 10 points,</li> <li>- list of references 20 points.</li> </ul> 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.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- 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.</li> <li>- The student is able to understand and interpret the results of recent theoretical, anthropological and historical research adequate to teacher education.</li> <li>- 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.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	

- 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

<p>Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184</p> <p>Németh András et al: Alternatív- és reformpedagógia a gyakorlatban  <a href="http://nti.btk.pte.hu/dogitamas/BHF_FILES/html/99Nemeth/topic.php-topic=14.htm">http://nti.btk.pte.hu/dogitamas/BHF_FILES/html/99Nemeth/topic.php-topic=14.htm</a>  (2022.02.07.)</p> <p>Pukánszki Béla István: Pedagógiai eszmetörténet. Budapest: Gondolat, 2013. ISBN 978-963-693-228-2.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b>  hungarian, slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 309</p>					
A	B	C	D	E	FX
41.42	24.6	16.5	3.88	4.21	9.39
<p><b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Péter Tóth, PhD., Mgr. Anita Tóth-Bakos, PhD., prof. Krisztián Józsa, DSc.,</p>					
<p><b>Date of last update:</b> 28.03.2025</p>					
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ UFIK/25	<b>Name:</b> Introduction to Finnish language and culture
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student will hold an interactive lecture, the focus of which will be a freely chosen topic from the field of Finnish realities. A maximum of 25 points can be achieved per lecture. The lecture will only be completed if the student achieves at least 13 points. Evaluation criteria: - expertise (10 points), - interactivity (5 points), - group interaction (5 points), - form requirements (5 points). During the exam period, the student will take part in a written exam, through which he will demonstrate his knowledge and skills related to the subject. A maximum of 75 points can be achieved on the written exam. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours preparation for the interactive lecture Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credits will not be granted to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> – The student will become familiar with basic Finnish realities, will have basic knowledge about the Finnish educational system, Hungarian-Finnish relations and Finnish culture. – By completing the course, the student will gain an overview of the grammatical structure of the Finnish language and acquire basic Finnish vocabulary. <b>Abilities:</b> – The student will be able to use basic Finnish conversational phrases. – The student will be able to apply acquired knowledge from the field of Finnish culture and Finnish realities, especially from the field of Finnish education in his pedagogical practice. <b>Competencies:</b> – The student will develop positive attitudes towards the issue of Finno-Ugric languages and minority groups. In this spirit, he will also teach his students about tolerance.	

He will be able to formulate his own opinions and positions in the area of Finno-Ugric languages, Hungarian-Finnish relations and the Finnish education system, he will be able to revise them critically and defend them constructively.

### **Brief syllabus:**

1. a) Grammar: Writing and pronunciation, demonstrative pronouns, verb olla, 3rd person  
b) Conversation: Greetings, polite phrases  
c) Realities: Geography of Finland. Finno-Ugric languages
2. a) Grammar: verb olla (singular), negation and interrogative sentences  
b) Conversation: Introducing, establishing acquaintances, family  
c) Reality: History of Finland
3. a) Grammar: Adhesive, inessive, harmony of vowels, alternation of consonants  
b) Conversation: Orientation in the city  
c) Reality: Hungarian-Finnish relations
4. a) Grammar: Plural of the verb olla and pl. no. nouns, past tense (impf.)  
b) Conversation: Days of the week, free time  
c) Reality: Finnish education
5. a) Grammar: Genitive, word order  
b) Conversation: Traveling  
c) Reality: Minorities in Finland
6. a) Grammar: Numbers, partitive  
b) Conversation: Shopping. Time and space  
c) Reality: Finnish holidays
7. a) Grammar: Sentence structure "minulla on..."  
b) Conversation: Monuments  
c) Reality: Characteristic features of Finns, stereotypes, dialects
8. a) Grammar: Verbs of the puhua type, translative, elative  
b) Conversation: Nations and languages  
c) Reality: Kalevala and Finnish mythology
9. a) Grammar: Conjugation of verbs of the pattern tietä, voida, luulla, haluta  
b) Conversation: Accommodation  
c) Reality: Finnish literature
10. a) Grammar: nouns  
b) Conversation: Colors, properties  
c) Reality: Finnish music and visual arts
11. a) Grammar: Expression of the subject, irregular verb to do  
b) Conversation: In a restaurant  
c) Realities: Folk art
12. a) Grammar: Partitive and accusative of personal pronouns, interrogative pronouns, tykätä type verbs  
b) Conversation: Parts of the body  
c) Reality: Finnish literature for children and youth

### **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:**

hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 36

A	B	C	D	E	FX
44.44	22.22	11.11	5.56	2.78	13.89

**Teacher:** doc. Mgr. Anikó Polgár, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ UFIK2/25	<b>Name:</b> Introduction to Finnish language and culture 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4., 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Participation in seminars in accordance with the UJS Study Regulations. Learning grammatical forms, reading and translating texts. Regular preparation during the semester. Successful completion of an oral exam at the end of the semester, which demonstrates knowledge, skills and competencies related to the subject. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% will not be awarded credits.	
<b>Results of education:</b> <b>Knowledge:</b> - The student will expand his knowledge about Finnish realities, Finnish culture and the Finnish educational system. - By completing this subject, the student will expand his knowledge of Finnish grammar and expand his Finnish vocabulary. <b>Abilities:</b> - The student will be able to use basic Finnish conversational expressions in practice. - The student will be able to apply knowledge about Finnish culture, Finnish realities and the Finnish educational system in his own pedagogical practice. <b>Competencies:</b> - The student will develop a positive relationship with Finno-Ugric languages and minorities and will teach his students in this spirit with an emphasis on tolerance. - He will be able to formulate his own opinions and attitudes on Finno-Ugric languages, Hungarian-Finnish relations and Finnish education and will be able to critically review and defend them constructively.	
<b>Brief syllabus:</b> 1. a) Grammar: Practicing Finnish numbers b) Conversation: Introduction, student life 2. a) Grammar: Types of nouns: practicing the alternation of degrees	

- b) Reality: Finnish cities
- 3. a) Grammar: Types of verbs: practicing alternation of degrees
- b) Conversation: Parts of the day, activities
- 4. a) Grammar: Phrases
- b) Reality: Travel, sightseeing in Finland
- 5. a) Grammar: Relative pronouns, relative clauses
- b) Conversation: Personal data, filling out forms
- 6. a) Grammar: Translative and Elative
- b) Realities: Minority policy, education
- 7. a) Grammar: Irregular verbs
- b) Conversation: Orientation, directions
- 8. a) Grammar: Basics of word formation
- b) Reality: Finnish applied art
- 9. a) Grammar: Practicing the partitive
- b) Conversation: Opposites, properties
- 10. a) Grammar: Expressing the subject
- b) Reality: Sauna in Finnish culture
- 11. a) Grammar: Interrogative pronouns, personal pronouns
- b) Conversation: Catering, restaurant
- 12. a) Grammar: Repetition, overview of the grammatical system
- b) Reality: Finno-Ugric mythology

**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:**

hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 12

A	B	C	D	E	FX
66.67	8.33	16.67	8.33	0.0	0.0

**Teacher:** doc. Mgr. Anikó Polgár, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ UGK/25	<b>Name:</b> Introduction to Greek language and culture
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Participation in seminars in accordance with the UJS Study Regulations. Learning grammatical forms, reading and translating texts. Regular preparation during the semester. Successful completion of an oral exam at the end of the semester, which demonstrates knowledge, skills and competencies related to the subject. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% will not be awarded credits.	
<b>Results of education:</b> <b>Knowledge:</b> – The student will become familiar with basic Greek realities, will have basic knowledge about Greek literature and mythology, about the influence of Greek culture on Hungarian, about the history of the Greek language. – By completing the course, the student will gain an overview of the grammatical structure of the Greek language and master the basic Greek vocabulary. <b>Abilities:</b> – The student will be able to read simple classical and biblical texts in Greek, recognize important words and expressions, compare the Greek text with the Hungarian translation, use a Greek-Hungarian dictionary. – The student will be able to apply the acquired knowledge in the field of Greek culture and Greek realities in his pedagogical practice. <b>Competencies:</b> – The student will develop positive attitudes towards ancient heritage, one of the main pillars of European culture, and will teach his students in this spirit. – He will be able to formulate his own opinions and positions in the area of the culture of ancient Greece and in the area of the influence of Greek culture on the Hungarian one, he will be able to revise them critically and defend them constructively.	
<b>Brief syllabus:</b>	

<p>1. a) Grammar: Introduction to the study of the Greek language, phonetics of the Greek language, Greek writing  b) Realities: Introduction to the history of the Greek language</p> <p>2. a) Grammar: Basic concepts of Greek grammar, stress in Greek  b) Realities: Characteristic features of Greek culture</p> <p>3. a) Grammar: Article. The basic form of a Greek noun  b) Reality: Geography of Greece</p> <p>4. a) Grammar: Present tense of the verb ε#μί  b) Reality: Architecture in ancient Greece</p> <p>5. a) Grammar: o-stem declension  b) Reality: Greek theater</p> <p>6. a) Grammar: a-stem declension – feminine gender  b) Realities: Greek rhetoric</p> <p>7. a) Grammar: a-stem declension – masculine  b) Realities: Basics of Greek mythology</p> <p>8. a) Grammar: Imperfect of the verb ε#μί  b) Realities: Characteristic features of Greek literature</p> <p>9. a) Grammar: Personal pronouns  b) Reality: Greek holidays</p> <p>10. a) Grammar: Greek adjectives  b) Realities: Christianity and ancient culture</p> <p>11. a) Grammar: Praesens imperfectum  b) Realities: Ancient culture in European education</p> <p>12. a) Grammar: Introduction to the third declension  b) Reality: The influence of Greek culture</p>
<p><b>Literature:</b>  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 gyöngyszakála. Görög–latin intertextusok nyomában, Janus Pannoniustól Weöres Sándorig. Pozsony, Kalligram, 2020. ISBN 978-80-8101-992-0</p>
<p><b>Language, knowledge of which is necessary to complete a course:</b>  hungarian</p>
<p><b>Notes:</b></p>
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 31</p>

A	B	C	D	E	FX
58.06	16.13	9.68	3.23	6.45	6.45
<b>Teacher:</b> doc. Mgr. Anikó Polgár, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ULK/25	<b>Name:</b> Introduction to Latin language and culture
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student will hold an interactive lecture, the focus of which will be a freely chosen topic from the area of Roman realities. A maximum of 25 points can be achieved per lecture. The lecture will only be completed if the student achieves at least 13 points. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours preparation for the interactive lecture. Evaluation criteria: - expertise (10 points), - interactivity (5 points), - group interaction (5 points), - form requirements (5 points). During the exam period, the student will take part in a written exam, through which he will demonstrate his knowledge and skills related to the subject. A maximum of 75 points can be achieved on the written exam. Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credits will not be granted to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> – The student will become familiar with basic Roman realities, will have basic knowledge about Roman literature and mythology, about the influence of Roman culture on Hungarian. – By completing the subject, the student will gain an overview of the grammatical structure of the Latin language and acquire basic Latin vocabulary. <b>Abilities:</b> – The student will be able to read simple continuous texts in Latin. – The student will be able to apply the acquired knowledge from the field of Roman culture and Roman realities in his pedagogical practice. <b>Competencies:</b> – The student will develop positive attitudes towards ancient heritage, one of the main pillars of European culture, and will teach his students in this spirit.	

– He will be able to formulate his own opinions and positions in the area of the culture of ancient Rome and in the area of the influence of Roman culture on the Hungarian one, he will be able to revise them critically and defend them constructively.

**Brief syllabus:**

1. a) Grammar: Introduction to the study of the Roman language, Latin script, pronunciation. I. declension  
b) Reality: Introduction to the history of the Roman language
2. a) Grammar: Nouns II. declination  
b) Reality: The foundation of Rome
3. a) Grammar: Adjectives II. declination. Basic forms of verbs  
b) Reality: Characteristic features of Roman culture
4. a) Grammar: Substantive III. declensions, consonant stem, masculine and feminine  
b) Reality: Geography of the Roman Empire
5. a) Grammar: Substantive III. declensions, consonant stem, neuter gender  
b) Realities: Pannonia
6. a) Grammar: Conjugation of Latin verbs. I-IV. conjugation, praesens  
b) Reality: Architecture in ancient Rome
7. a) Grammar: Tense of the verb esse, praesens. Substantive III. declensions, i- stem.  
b) Reality: Family in ancient Rome
8. a) Grammar: Praeteritum imperfectum  
b) Reality: School in ancient Rome
9. a) Grammar: Declension of personal and possessive pronouns  
b) Reality: Roman mythology
10. a) Grammar: Imperative. Use of locative and vocative  
b) Realities: Roman literature
11. a) Grammar: Praesens perfectum. Supine  
b) Reality: Roman holidays
12. a) Grammar: Demonstrative, relative and interrogative pronouns  
b) Reality: The influence of Roman culture on Hungarian culture

**Literature:**

N. Horváth Margit – Dr. Nagy Ferenc: Latin nyelvkönyv I., Budapest, Oktatási Hivatal, 2013. ISBN 978-615-6336-82-8  
Finály Henrik: A latin nyelv szótára, Budapest, Akadémiai, 2002. ISBN 963 05 7863 8  
Bárcki Ildikó: Orbis Latinus I. Latin nyelvkönyv és kultúrtörténet kisgimnazisták számára. Budapest, Nemzeti Tankönyvkiadó, 1994. ISBN 963 18 8680 8  
Bárcki Ildikó: Orbis Latinus II. Latin nyelvkönyv és kultúrtörténet kisgimnazisták számára. Budapest, Nemzeti Tankönyvkiadó, 1994. ISBN 963 19 0127 0.  
Polgár Anikó: Ráfogások Ovidiusra. Fejezetek az antik költészet magyar fordítás- és hatástörténetéből. Bratislava, Kalligram, 2011. ISBN 978-80-8101-491-8  
Belfiore, Jean-Claude – Karsai György: A görög és római mitológia lexikona, Budapest, Saxum, 2008. ISBN 978 963 248 046 6.

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

hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 42

A	B	C	D	E	FX
45.24	23.81	21.43	0.0	2.38	7.14
<b>Teacher:</b> doc. Mgr. Anikó Polgár, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ULK2/25	<b>Name:</b> Introduction to Latin language and culture 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4., 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Participation in seminars in accordance with the UJS Study Regulations. Learning grammatical forms, reading and translating texts. Regular preparation during the semester. Successful completion of an oral exam at the end of the semester, which demonstrates knowledge, skills and competencies related to the subject. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% will not be awarded credits.	
<b>Results of education:</b> <b>Knowledge:</b> - The student will expand his knowledge of Roman realities, literature, mythology, culture and the influence of Roman culture on Hungarian. - By completing the subject, the student will gain an overview of the system of verbs and nouns, the analysis of a Latin sentence and expand his Latin vocabulary. <b>Abilities:</b> - The student will be able to read simple medieval and humanist Latin texts with the help of a dictionary and grammar and compare translations with the original. - The student will be able to apply and integrate the knowledge gained in the area of Latin language and culture and in the area of the influence of Latin on Hungarian culture in his own pedagogical practice. <b>Competencies:</b> – The student will develop positive attitudes towards ancient heritage, one of the main pillars of European culture, and will teach his students in this spirit. - He will be able to formulate his own opinions and attitudes in the area of Latin language and culture and in the area of the influence of Latin on Hungarian culture, he will be able to critically review and constructively defend them.	
<b>Brief syllabus:</b> 1. a) Grammar: Practicing the first and second declension of nouns	

- b) Reality: Student songs. Gaudeamus igitur
2. a) Grammar: Characteristic features of the third declension of nouns
- b) Reality: Words of Latin origin in Hungarian
3. a) Grammar: Agreement of adjectives and nouns
- b) Realities: Latin sentences
4. a) Grammar: Characteristic features of the third declension of adjectives
- b) Reality: The influence of ancient mythology
- 5 a) Grammar: Prepositions with accusative and ablative
- b) Realities: Ancient rhetoric and its influence
6. a) Grammar: Indicative praesens. Practicing conjugations
- b) Reality: Genres of ancient origin
7. a) Grammar: Analysis of a Latin sentence
- b) Reality: Carmina Burana
8. a) Grammar: Praeteritum imperfectum. Praeteritum imperfect of the verb sum
- b) Reality: Medieval Latin literature
9. a) Grammar: Expression of the future tense. Future imperfect of the verb sum
- b) Realities: Latin humanistic literature.
10. a) Grammar: Verb tense system - overview
- b) Reality: The influence of Latin on Hungarian culture
11. a) Grammar: Noun declension system - overview. Fourth and fifth declination
- b) Reality: The influence of ancient education
12. a) Grammar: Passive
- b) Reality: Latin in the modern age

**Literature:**

N. Horváth Margit – Dr. Nagy Ferenc: Latin nyelvkönyv I., Budapest, Oktatási Hivatal, 2013. ISBN 978-615-6336-82-8

Finály Henrik: A latin nyelv szótára, Budapest, Akadémiai, 2002. ISBN 963 05 7863 8

Bárcki Ildikó: Orbis Latinus I. Latin nyelvkönyv és kultúrtörténet kisgimnazisták számára. Budapest, Nemzeti Tankönyvkiadó, 1994. ISBN 963 18 8680 8

Bárcki Ildikó: Orbis Latinus II. Latin nyelvkönyv és kultúrtörténet kisgimnazisták számára. Budapest, Nemzeti Tankönyvkiadó, 1994. ISBN 963 19 0127 0.

Polgár Anikó: Ráfogások Ovidiusra. Fejezetek az antik költészet magyar fordítás- és hatástörténetéből. Bratislava, Kalligram, 2011. ISBN 978-80-8101-491-8

Belfiore, Jean-Claude – Karsai György: A görög és római mitológia lexikona, Budapest, Saxum, 2008. ISBN 978 963 248 046 6.

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

hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 20

A	B	C	D	E	FX
55.0	5.0	0.0	25.0	10.0	5.0

**Teacher:** doc. Mgr. Anikó Polgár, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ URJ/25	<b>Name:</b> Introduction to Russian language and culture
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The assessment of the course consists of the following activities: - work during seminars (50 %) - test (50 %) Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. 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%.	
<b>Results of education:</b> <b>Knowledge:</b> - 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. <b>Skills:</b> - 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. <b>Competencies:</b> - 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.	
<b>Brief syllabus:</b> 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:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ VVP/25	<b>Name:</b> General and developmental psychology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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).	
<b>Results of education:</b> After completing the course the student <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Knows the basic terminology of the subject, knows different theoretical directions.</li> <li>- Knows the basic concepts of general psychology, such as perception, sensation, learning, memory, attention and concentration, communication, thinking, intelligence, emotion, motivation</li> <li>- Knows the mechanisms of cognitive, emotional and motivational processes.</li> <li>- Knows and can characterize the biological, psychological and sociological aspects of ontogenetic development of all developmental.</li> <li>- 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).</li> <li>- Can translate theory into practice, familiar with progressive trends in special and applied psychology.</li> <li>- Familiar with methodological approaches, structure and aspects of job descriptions .</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Is able to independently construct psychological criteria according to physical and mental age.</li> <li>- Is able to orient himself in the methods of the given problem, to apply observation schemes, scearing.</li> <li>- He is able to differentiate children and pupils with SEN, to follow the individual educational plan.</li> </ul>	

- 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: 125

A	B	C	D	E	FX
19.2	24.0	26.4	19.2	11.2	0.0

**Teacher:** PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ZAP/25	<b>Name:</b> Introduction to academic writing
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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).	
<b>Results of education:</b> <b>Knowledge:</b> 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 <b>Skills:</b>	

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

<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 178					
A	B	C	D	E	FX
44.94	21.91	17.42	8.43	0.0	7.3
<b>Teacher:</b> prof. Péter Tóth, PhD., PaedDr. Alexandra Nagyová, PhD., doc. dr. univ. Agáta Csehiová, PhD., Mgr. Anita Tóth-Bakos, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ZPP/25	<b>Name:</b> Basics of first aid and biology for teachers
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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).	
<b>Results of education:</b> <b>Knowledge:</b> - The student can name the causes, consequences, and solutions of the most frequent sudden actions of traumatic and non-traumatic origin threatening the life and health of newborns, children, and adults. - The student can summarize theoretical knowledge about basic life-saving actions, disorders of consciousness, breathing disorders, seizures, bleeding from wounds, shock, fractures, joint injuries, and burns. - The student can design adjustments to create a safe environment for children and organize various school activities. - The student can characterize individual organ systems and combine them with knowledge of first aid in case of failure of these systems.	

**Abilities:**

- The student can evaluate situations with a focus on minimizing the risk of further endangering himself and can call emergency medical services and other components of the integrated rescue system in the event of an accident.
- The student can practically perform essential emergency support of life functions - opening the airways, rescue breathing, chest compressions (heart massage), stopping bleeding, stabilizing position, cardiopulmonary resuscitation (revival), including the use of automatic external defibrillation,
- The student can provide psychological support to the disabled.
- The student can provide health care for various types of children's diseases, such as allergies, metabolic disorders, parasites, and respiratory and gastrointestinal tract diseases.

**Competencies:**

- The student acquires a positive attitude toward providing first aid and preventing sudden threats to the life and health of school-age children and adults.
- The student can justify the importance of providing first aid in the emergency health care system in sudden life and health-threatening events.
- The student can practically use knowledge and skills in dealing with sudden life and serious health-threatening events of traumatic and/or non-traumatic origin.

**Brief syllabus:**

The importance of first aid, the implementation of first aid in the educational process, and the procedure for reporting an accident to the emergency services.

Safety in the school environment (in the building, in the yard, during free time activities), building a first aid kit at school and school activities.

Essential characteristics of the respiratory system. Determining the affected person's condition, examination of the airways and essential vital functions, stabilization position, removal of a foreign body from the airways, and artificial respiration.

The structure and function of the heart, diseases of the circulatory system, and the heart providing first aid in case of cardiac arrest.

The function of blood and blood elements, stopping bleeding in different types of wounds, types of bandages and wound dressing techniques, and internal bleeding.

Essential characteristics of the musculoskeletal system, muscles, and bones. Injury of tendons, joints, treatment of fractures.

Types of shock states, anaphylactic shock, and essential characteristics of the immune system.

Essential characteristics of the nervous system. Damage to the nervous system, epileptic seizure, convulsions, and first aid.

Essential characteristics of the skin. Types of burns, first aid for burns, eye injuries.

Essential characteristics of the gastrointestinal system. First aid for poisoning.

Wounds caused by stings, bites, planning, organization, and implementation of walks, trips, camps, and safe transportation of children.

Allergies, frequent diseases of the respiratory tract and gastrointestinal tract, parasites in childhood, autoimmune diseases, and metabolic disorders in children.

**Literature:**

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

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

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

MADER, S. S.: Human biology. - 11. vyd. - Boston: Wm. C. Brown Publishers, USA, – 2008. - 600 s. - ISBN 0-978-0-07-016778-0.  
 McCracken, T. O.: Háromdimenziós anatómiai atlasz. Budapest : Scolar Kiadó, 2000. - 237 s. - ISBN 978-963-9193-99-4.  
 NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.  
 PORÁČOVÁ, J., NAGY, M., BERNÁTOVÁ, R., a kol. Fyziológia živočíchov a človeka - 1. vyd. - Prešov : Fakulta humanitných a prírodných vied PU v Prešove, 2014. - 591 s., [36,65 AH]. - ISBN 978-80-555-1150-4.  
 STOPPARDOVÁ, M.: Prvá pomoc malým deťom: Stručný sprievodca prvou pomocou. – 1. vyd. – Bratislava: Slovart s.r.o., 2005. – 63 s. – ISBN 80-8085-022-4.  
 SZENTÁGOTHAJ, J.: Funkcionális anatómia I.-III. Budapest : Medicina Könyvkiadó, 2006. - 710, 600, 800. - ISBN 963 242 565 0.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., RNDr. Štefan Balla, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ŠSB/25	<b>Name:</b> Theoretical foundations of education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> KPD/UZ/UDP/25 and KPD/UZ/DID/25 and KPD/UZ/PPX1/25 and KPD/UZ/TFV/25 and KPD/UZ/PPX2/25 and KPD/UZ/PRP/25 and KPD/UZ/PPX3/25 and KPD/UZ/VVP/25 and KPD/UZ/TPR/25	
<b>Conditions for passing the subject:</b> 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.	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- the student can explain the biological and social psychological aspects of the development of school-aged students,</li> <li>- based on the basic principles of pedagogical diagnostics, the student is able to distinguish the students' current level of personal development and developmental characteristics,</li> <li>- the student is able to reflect on the psychological laws of the student's learning process,</li> <li>- the student can identify the students' individual learning styles,</li> <li>- the student can assess the impact of socio-cultural determinants on the student's personal development,</li> <li>- 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,</li> <li>- the student has interdisciplinary knowledge about the developmental differences of students, which result from health or social disadvantages,</li> </ul>	

- 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: 60

A	B	C	D	E	FX
40.0	20.0	21.67	8.33	8.33	1.67

**Teacher:**

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. ThDr. Alfréd Somogyi, PhD., prof. Krisztián Józsa, DSc.