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INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ APLI/25	Name: Applied Linguistics
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 2 For the study period: 13 / 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student load: 125 - 150 hours Out of this, lectures represent 13 hours and seminars 26 hours. Preparation for seminars 34 - 45 hours (weekly assigned chapters or articles to read and materials with questions), completing homework 26 - 30 hours, preparation for the exam 26 - 36 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - active participation in seminars (assignments, discussions, debates...) - analysis and comparison of two research papers of own choice on English as a Lingua Franca. - analysis of language learning motivation models, presentation of findings in class. - compilation of a short interview followed by a personal interview with the teacher at the training school about experiences with students with special needs and the attitudes of the respective school After meeting the requirements, students take a written exam at the end of the semester. 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: <ul style="list-style-type: none"> • The student knows and characterizes the psychological and sociological aspects of learning foreign languages. • The student knows, identifies and describes the individual characteristics of learners and the special educational needs of learners. • The student knows and characterizes theories of motivation in the field of teaching foreign languages and the Common European Framework of Reference for Languages. Skills: <ul style="list-style-type: none"> • The student critically evaluates and solves the most urgent problems and issues of modern foreign language teaching in the context of applied linguistics. • The student applies knowledge about language learning, student specifics and theory when planning and implementing activities in the context of applied linguistics on a practical level. Competencies:	

- The student independently plans and implements activities that expand knowledge about socio-cultural and linguistic processes and their influence on language use.

Brief syllabus:

This introductory course aims to give students an overview of the major issues in applied linguistics and to equip future language teachers with the background knowledge necessary for grounding their teaching practice in theory. Important topics to be dealt with include second language acquisition theories, communicative competence, individual variables in language learning, language testing, psycholinguistics, discourse analysis, pragmatics, aspects of sociolinguistics and corpus linguistics. The course takes an interactive, lecture cum seminar format, which means that students do get input in the lectures, but they are also responsible for working on their own. In the seminars, they have an opportunity to discuss the issues raised in the lecture and the assigned readings and work cooperatively on tasks and activities.

List of Topics:

1. Introduction to the course: What is Applied Linguistics?
2. Theories of Second Language Acquisition
3. Communicative competence
4. Corpus Linguistics
5. Discourse and Discourse Analysis
6. Pragmatics and pragmatic success in EFL
7. English as a Lingua Franca
8. Sociolinguistics: Language policy
9. Being bilingual or multilingual
10. Individual differences: Motivation
11. Psycholinguistics: Language loss
12. Language learning difficulties
13. Language Testing and the CEFR

Literature:

- Cook, G. (2003). Applied linguistics. Oxford: Oxford University Press. 134 s. ISBN 0 19 437598 6.
- Davies, A. (2012). An introduction to applied linguistics: From practice to theory. 2nd ed. Edinburgh: Edinburgh University Press. 199 s. ISBN 978 0 7486 3355 5
- Groom, N., & Littlemore, J. (2011). Doing applied linguistics: A guide for students. London - New York: Routledge - Taylor&Francis Group. 210 s. - ISBN 978-0-415-56642-1
- Hall, C.J., Smith, P.H., & Wicaksono, R. (2011). Mapping applied linguistics: A guide for students and practitioners. London - New York: Routledge - Taylor&Francis Group. 418 s. - ISBN 978-0-415-55913-3

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

English

Notes:

Evaluation of subjects

Total number of evaluated students: 57

A	B	C	D	E	FX
15.79	52.63	22.81	5.26	3.51	0.0

Teacher: Dr. habil. Anna Tóthné Litovkina, PhD., Mgr. Klaudia Pauliková, 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., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ DAL2/25	Name: The History of English Literature in the 20th and 21st Century
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 2 For the study period: 13 / 26 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading literary works or chapters from literary works, working out tasks and assignments) 21 - 28 hours, preparation for quizzes and mini-tests 8 - 12 hours, presentation preparation 4 - 8 hours, exam preparation 28 - 33 hours. The course ends with an exam. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> - participation in lectures, active participation in seminars - participation in two mini-tests during the semester - short presentation on a selected topic: It should focus on the topic, the author, the analysis of the literary work and the historical, cultural and literary background of the respective author and literary work. <ul style="list-style-type: none"> - reading selected literary works: <ol style="list-style-type: none"> 1. Virginia Woolf: Moments of Being. The New Dress 2. James Joyce: Eveline. A Painful Case 3. Samuel Beckett: Waiting for Godot 4. George Orwell: 1984 5. John Fowles: The Collector 6. David Lodge: Hotel des Boobs 7. Malcolm Bradbury. The History Man 8. Anthony Burgess. A Clockwork Orange 9. John Osborne. Look Back in Anger 10. Harold Pinter. The Caretaker 11. Julian Barnes: The History of the World in 10½ Chapters # Chapter 1 12. Salman Rushdie: Shame 13. Salman Rushdie: The Prophet's Hair 14. Kazuo Ishiguro: A Family Supper 15. Robert Galbraith: The Cuckoo's Calling 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 explains the characteristic features of the individual historical and developmental stages of English literature from the beginning of the twentieth century to the present day.
- The student characterizes current literary trends and differences between individual literary genres in the context of English literature.
- The student names and characterizes the main representatives of English literature from the beginning of the twentieth century to the present day 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 English literature from the beginning of the twentieth century to the present day in English.
- The student interprets the most important literary works from the history of English literature from the beginning of the twentieth century to the present day.
- The student collects, analyses and synthesizes information about literary figures, literary works in various publications and on the Internet.
- The student critically evaluates the current cultural and literary background of the English language.

Competencies:

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

Brief syllabus:

The lectures provide students with theoretical knowledge about the development of English literature from the beginning of the twentieth century to the present day. At the seminars, students deal with practical tasks and worksheets. The main themes of the course will focus on modern and postmodern literature with particular attention to the theories of scholars such as David Lodge, Ihab Hassan, John Barths, Roland Barthes, Gerard Genette, Northrop Frye and Brian McHale. Students get a basic overview of different critical approaches to literary texts, such as New Historicism, Post-Colonialism, feminist literary criticism, and critically evaluate current trends and processes in English literature.

Lectures:

1. Modernism in English literature
2. The modern novel. Basic principles and methods. Virginia Woolf
3. The period of High Modernism, memory and consciousness. James Joyce
4. Samuel Beckett and the Theatre of the Absurd
5. Postmodernism. Constructing reality. Intertextuality.
6. The political novel. Graham Greene. George Orwell. Aldous Huxley
7. The campus novel. David Lodge. Malcolm Bradbury
8. The experimental novel. Angus Wilson. Bryan Stanley William Johnson. Christine Brooke-Rose. Anthony Burgess
9. British drama in the twentieth century. The Angry Young Men movement. John Osborne. Edward Bond. Tom Stoppard. Caryl Churchill. Harold Pinter
10. New Historicism. J. G. Ballard, Julian Barnes, John Fowles

11. Post-Colonialism. Magical Realism. Salman Rushdie
 12. Feminist literary criticism. Iris Murdoch, Doris Lessing, Angela Carter.
 13. Contemporary British authors. Ian McEwan, Douglas Adams, Kazuo Ishiguro. Robert Galbraith
- Seminars:
1. Modernism in poetry, William Butler Yeats. Imagism, Ezra Pound, T. S. Eliot, W. A. Auden, Dylan Thomas
 2. Virginia Woolf: Moments of Being. The New Dress
 3. James Joyce: Dubliners (Eveline, A Painful Case)
 4. Samuel Beckett: Waiting for Godot
 5. George Orwell: 1984
 6. David Lodge: Hotel des Boobs
 7. Anthony Burgess: A Clockwork Orange
 8. Harold Pinter: The Caretaker
 9. Salman Rushdie: The Prophet's Hair
 10. Julian Barnes: The History of the World in 10½ Chapters - Chapter 1: The Stowaway
 11. John Fowles: The Collector
 12. Kazuo Ishiguro: A Family Supper
 13. Robert Galbraith: The Cuckoo's Calling

Literature:

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

G.C. Thornley, Gwyneth Roberts: An Outline of English Literature. Harlow: Longman, 2003.

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

Cox, Michael: The Concise Oxford Chronology of English Literature. Oxford: Oxford University Press, 2005.

Puskás, Andrea. Female Identity in Feminist Adaptations of Shakespeare. 1. vyd. Budapest: Tinta, 2014.

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

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

English

Notes:

Evaluation of subjects

Total number of evaluated students: 63

A	B	C	D	E	FX
34.92	23.81	9.52	15.87	3.17	12.7

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

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ DAM2/25	Name: The History of American Literature in the 20th and 21st Century
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 2 For the study period: 13 / 26 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading literary works or chapters from literary works, working out tasks and assignments) 21 - 28 hours, preparation for quizzes and mini-tests 8 - 12 hours, presentation preparation 4 - 8 hours, exam preparation 28 - 33 hours. The course ends with an exam. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> - participation in lectures, active participation in seminars - participation in two mini-tests during the semester - short presentation on a selected topic: It should focus on the topic, the author, the analysis of the literary work and the historical, cultural and literary background of the respective author and literary work. <ul style="list-style-type: none"> - reading selected literary works: <ol style="list-style-type: none"> 1. Henry James. The Beast in the Jungle, 2. Ernest Hemingway: The End of Something 3. Ernest Hemingway: The Undeafated 4. Ernest Hemingway: Cat in the Rain 5. F. Scott Fitzgerald: The Great Gatsby 6. William Faulkner. The Sound and the Fury 7. Vladimir Nabokov. Spring in Fialta 8. J. D. Salinger: The Catcher in the Rye 9. Alice Walker: Everyday Use 10. Richard Brautigan: In Watermelon Sugar 11. Thomas Pynchon: The Crying of Lot 49 12. Kurt Vonnegut: Cat's Cradle 13. Woody Allen: The Kugelmass Episode 14. Woody Allen: The Lunatic's Tale 15. Bernard Malamud: The Prison 16. Paula Vogel: Desdemona: A Play About a Handkerchief 17. Amy Tan: Two Kinds 	

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 explains the characteristic features of the individual historical and developmental stages of American literature from the beginning of the twentieth century to the present day.
- The student characterizes current literary trends and differences between individual literary genres in the context of American literature.
- The student names and characterizes the main representatives of American literature from the beginning of the twentieth century to the present day 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 from the beginning of the twentieth century to the present day in English.
- The student interprets the most important literary works from the history of American literature from the beginning of the twentieth century to the present day.
- The student collects, analyses and synthesizes information about literary figures, literary works in various publications and on the Internet.
- The student critically evaluates the current cultural and literary background of the English language.

Competencies:

- The student integrates knowledge and skills about the historical-cultural, moral, literary and social contexts and peculiarities of the English language and literature at the application level.
- The student utilizes knowledge and skills about the history of American literature and flexibly engages them in the further development of his/her knowledge, skills and competences.

Brief syllabus:

The lectures provide students with theoretical knowledge about the development of American literature from the beginning of the 20th century to the present. At the seminars, students deal with practical tasks and worksheets.

Lectures:

1. General introduction to Modernism. American Modernism.
2. Modernist Poetry. Traditionalism, Imagism, Objectivism. A selection of modernist poetry
3. 'Making it new' in Prose. Gertrude Stein. The Lost Generation. Ernest Hemingway.
4. American drama in the 20th century. Eugene O'Neill, Arthur Miller. Tennessee Williams: A Streetcar Named Desire.
5. American drama in the 20th century part II. Edward Albee: Who's Afraid of Virginia Woolf?
6. The Beat Generation. Allen Ginsberg. Jack Kerouac: On the Road. Charles Bukowski. Ken Kesey
7. The emergence of Postmodernism in American literature. Constructing the Self. Postmodern Consciousness and Identity. Thomas Pynchon.
8. The neo-pastoral and the hippie movement in American literature.
9. The employment of black humour in fiction. Kurt Vonnegut. The emergence of science fiction
10. Community and Identity – Immigrant Writing. Vladimir Nabokov: Lolita.
11. Defining African American identity: James Baldwin. Alice Walker. Toni Morrison: Beloved.
12. American Jewish fiction. Saul Bellow. Bernard Malamud.
13. Feminist fiction and drama in American Literature.

Seminars:

1. Henry James. The Beast in the Jungle.
2. Ernest Hemingway: Cat in the Rain. The End of Something. The Undeclared.
3. William Faulkner. The Sound and the Fury.
4. The Jazz Age. F. Scott Fitzgerald: The Great Gatsby
5. J. D. Salinger: The Catcher in the Rye. J. D. Salinger: For Esmé with Love and Squalor
6. Thomas Pynchon: The Crying of Lot 49.
7. Richard Brautigan: In Watermelon Sugar. The poetry of R. Brautigan.
8. Woody Allen: The Kugelmass Episode. The Lunatic's Tale
9. Kurt Vonnegut: Cat's Cradle
10. Vladimir Nabokov. Spring in Fialta
11. Alice Walker: Everyday Use. Bernard Malamud: The Prison
12. Amy Tan: Two Kinds
13. Paula Vogel: Desdemona: A Play About a Handkerchief

Literature:

Lauter, Paul: The Heath Anthology of American Literature : Late Nineteenth Century 1865-1910 - Volume C. New York: Houghton Mifflin Company, 2006.

Sacvan Bercovitch. The Cambridge History of American Literature : Volume 8 Poetry and Criticism, 1940-1995 / - 5. vyd. - Cambridge : Cambridge University Press, 2008.

Justin Quinn, Martin Procházka, Clare Wallace, Hana Ulmanová, Erik S. Roraback, Pavla Veselá, David Robbins. Lectures on American Literature / - 3. vyd. - Praha : Karolinum, 2011.

Greil Marcus, Werner Sollors. A New Literary History of America. 1. vyd. - Cambridge: The Belknap Press of Harvard University Press, 2009.

Christopher Beach. The Cambridge Introduction to Twentieth-Century American Poetry. 1. vyd. - Cambridge: Cambridge University Press, 2003.

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

James D. Hart, Phillip W. Leininger: The Oxford Companion to American Literature. 6. vyd. - Oxford: Oxford University Press, 1995.

Puskás, Andrea. Postmodern Humour in Woody Allen's Short Stories. Eruditio - Educatio. Vol. 9, no. 3 (2014), p. 64-72. ISSN 1336-8893.

Puskás, Andrea. The Private and the Public in The Great Gatsby. Eruditio - Educatio. Roč. 8, č. 3 (2013), s. 3-12. ISSN 1336-8893.

Puskás, Andrea. Female Identity in Feminist Adaptations of Shakespeare. 1. vyd. Budapest: Tinta, 2014.

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.

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

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: 53					
A	B	C	D	E	FX
39.62	15.09	22.64	15.09	7.55	0.0
Teacher: doc. PaedDr. Andrea Puskás, PhD., doc. PaedDr. Andrea Puskás, PhD.,					
Date of last update: 28.03.2025					
Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ DELI/25	Name: Children's and Young Adult Literature
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: 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: - active participation in seminars, preparation of assignments and worksheets - short presentation on a selected topic: It should focus on 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. Rudyard Kipling: Just so Stories (The Elephant's Child). 2. Oscar Wilde: The Nightingale and the Rose. The Selfish Giant. The Happy Prince. 3. Lewis Carroll: Alice's Adventures in Wonderland 4. Frank Baum: The Wonderful Wizard of Oz. J. M. Barrie: Peter Pan. 5. A. A. Milne: Winnie-the-Pooh 6. Laura Ingalls Wilder: Little House in the Big Woods. 7. L. M. Montgomery: Anne of Green Gables. 8. P. L. Travers: Mary Poppins 9. C. S. Lewis: The Lion, the Witch and the Wardrobe 10. Roald Dahl: Charlie and the Chocolate Factory. 11. Roald Dahl: The Witches 12. J. K. Rowling: Harry Potter and the Philosopher's Stone 13. Judy Blume: Are You There God? It's Me Margaret 14. John Green: Paper Towns 15. Nancy Springer: Enola Holmes and the Case of the Missing Marquess Successful completion of the criteria 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 defines and explains the characteristic features of the individual historical stages of the development of literature for children and young adults.
- The student will explain and characterize the differences between individual literary periods from the earliest times in the context of literature for children and young adults.
- The student names and characterizes the main representatives of literature for children and young adults in Anglophone countries from the beginning to the present day and can name the most important literary works of the most important authors.

Skills:

- The student presents his/her own opinions about selected works of literature for children and young adults in English.
- The student interprets the most important literary works from the world of literature for children and young adults.
- The student collects, analyses, synthesizes information about literary figures, literary works in various publications and on the Internet.
- The student applies literary works from children's and young adult literature in teaching English as a foreign language.

Competencies:

- The student integrates knowledge and skills about the historical-cultural, moral, literary and social contexts and peculiarities of the English language and literature in practice.
- The student utilizes knowledge and skills about literature for children and young adults and flexibly involves them in the further development of his/her knowledge, skills and competences.

Brief syllabus:

1. Approaching children's literature. The beginnings of children's literature
2. Fairy tales and folk tales – origin, structure, classification. Symbolic tale. Kipling: Just so Stories (The Elephant's Child). Oscar Wilde: The Nightingale and the Rose. The Selfish Giant. The Happy Prince.
3. Victorian children's literature. Nonsense tale. Edward Lear. Lewis Carroll, poetics of literary nonsense, logical nonsense. Lewis Carroll: Alice's Adventures in Wonderland
4. Children's Fantasy. Qualities, elements and classification of fantasy. Journey fantasy. Frank Baum: The Wonderful Wizard of Oz. J. M. Barrie: Peter Pan.
5. Animal stories. Beatrix Potter: The Tale of Peter Rabbit. A. A. Milne: Winnie-the-Pooh. Kenneth Grahame: The Wind in the Willows.
6. Stories with girl protagonists. The family story. Louisa May Alcott: Little Women Laura Ingalls Wilder: Little House in the Big Woods. L. M. Montgomery: Anne of Green Gables.
7. Stories with boy protagonists. Adventure fiction. Robert Louis Stevenson: Treasure Island. Children's Literature: The Long Weekend 1920-1939. P. L. Travers: Mary Poppins
8. Types and forms of modern fantasy. C. S. Lewis: The Chronicles of Narnia. The Lion, the Witch and the Wardrobe. J. R. R. Tolkien: The Hobbit.
9. Subversion in Roald Dahl's Fantasy Tales. Roald Dahl: Charlie and the Chocolate Factory. The Witches. Matilda. The BFG.
10. The school story. J. K. Rowling: Harry Potter and the Philosopher's Stone.
11. Teenage fiction. Judy Blume: Are You There God? It's Me Margaret. Children's literature today.
12. Young adult literature: John Green: Paper Towns,

13. Contemporary authors in children's literature: Jeff Kinney: The Diary of a Wimpey Kid, Liz Pichon: Tom Gates series, Cressida Cowell, John Flanagan, Rick Riordan, Nancy Springer: Enola Holmes series					
Literature: Puskás, Andrea. Children's Literature: Part 1. Brno: Tribun EU, 2021. Carpenter, Humphrey: Children's Literature. Oxford University Press, 1999. Head, Dominic: The Cambridge Guide to Literature in English: The definitive guide: completely revised and updated. Cambridge : Cambridge University Press, 2006. Hunt, Peter: An Introduction to Children's Literature. Oxford University Press, 1994. Hunt, Peter (ed.): International Companion Encyclopedia of Children's Literature. London: Routledge, 1998.					
Language, knowledge of which is necessary to complete a course: English					
Notes:					
Evaluation of subjects Total number of evaluated students: 44					
A	B	C	D	E	FX
20.45	20.45	18.18	31.82	6.82	2.27
Teacher: doc. PaedDr. Andrea Puskás, PhD.,					
Date of last update: 28.03.2025					
Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ DRA2/25	Name: Drama Techniques in Teaching English as a Foreign Language
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of tasks and assignments 8-10 hours, preparation of lesson plans 25-30 hours, preparation for micro-teaching 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 - submission of 3 lesson plans (150 points): Each lesson plan is worth 50 points. The lesson plan should include drama techniques for teaching a freely selected language structure or vocabulary item for a selected target group. Appropriate use of techniques and activities, variety, materials, lesson plan structure, correctly set goals, language level and content are evaluated. - micro-teaching (100 points): Students complete 2 micro-teachings teaching a 45-minute lesson with the help of drama techniques - one freely designed and one in the context of a selected fairy tale (grammatically or lexically based). The activities must be coherent, connected to each other and developed consistently. Before the micro-teaching, the student submits the lesson plan in printed or electronic form together with all aids, worksheets, flashcards, etc. For each micro-teaching, the student gets 50 points. The following are evaluated: variety, use of techniques, language level and balance of teacher talking time and student talking time. During the semester, students can earn a total of 250 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 identifies, enumerates and characterizes a wide range of drama techniques in teaching English as a foreign language.
- The student has broad-spectrum knowledge about the essence of planning educational activities.
- The student explains the theoretical and practical connections of the methodology of teaching English as a foreign language using drama techniques.
- The student knows teaching methods and forms supporting active learning, the development of creativity, the communication skills and critical thinking of students in English language classes.
- The student characterizes and illustrates the communicative approach to teaching foreign languages and the position of drama pedagogy and drama techniques within this approach.

Skills:

- The student applies drama techniques to develop English language skills and competences in practice.
- The student integrates knowledge of drama techniques into organizing, planning and providing lessons for different age groups of learners.
- The student uses the material background of educational activities at school, school facilities, and uses didactic and audio-visual aids for the implementation of drama techniques.
- The student implements, adapts and improves drama techniques in the presentation and practice of grammatical structures, vocabulary and communication activities and communication competences.

Competencies:

- The student organizes, ensures and flexibly adapts educational activities with an emphasis on drama techniques.
- The student incorporates the knowledge of drama pedagogy into the didactic system of the English language and literature subject.
- The student plans and organizes workshops and drama projects for students with the purpose of motivating and developing their language skills and competences.

Brief syllabus:

The purpose of the course is to enable students to actively use drama techniques in practice and the knowledge and skills acquired during the previous course Drama Techniques in Teaching Foreign Languages I. After having a look at the basic techniques of drama education, students will create their own drama exercises, activities and lesson plans with the purpose of teaching vocabulary items and grammar structures.

1. Drama techniques in teaching foreign languages. Improving creativity with the help of drama techniques in teaching English as a foreign language.
2. Improving communication skills with drama. Interaction, cooperation, critical thinking.
3. Organizing drama projects and workshops.
4. Linear drama and process-oriented drama.
5. Snow White and the Seven Dwarves.
6. The Three Little Pigs. Shrek.
7. Little Red Riding Hood. Hansel and Gretel
8. Beauty and the Beast. Cinderella.
9. Harry Potter.
10. Sleeping Beauty.
11. The Emperor's New Clothes.
12. Aladdin and the Wonderful Lamp.
13. The Princess and the Pea. The Jungle Book.

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, 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: 46

A	B	C	D	E	FX
60.87	28.26	2.17	2.17	2.17	4.35

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

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ DS/25	Name: Master's Thesis Seminar
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Submission of a selected bibliography and research plan related to the topic of the thesis, and drafting of a part of the thesis (about 15 pages). Attendance at the seminar is compulsory. The student prepares part of the Master's 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. Criteria for the evaluation of the work: – 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. Percentages for each task: Work done in seminars: 20 %. Seminar paper: 80 %. The student must complete at least 50 % of all assignments.	
Results of education: Knowledge: The student is able to: - list and explain the general requirements for the preparation of the Master's thesis, describe and characterize the content structure of the Master's 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 Master's 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 Master's 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 Master's thesis,
- explain the methodological rules for writing a Master's thesis,
- define the main question and the aim of the thesis, formulate hypotheses where appropriate,
- plan a timetable for the preparation of the Master's 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 Master's 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 Master's 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 Master's thesis in the SJE guidelines.
2. A concise description of the Master's thesis.
3. The importance of the Master's thesis
4. Selection of the topic for the Master's thesis.
5. Preparation of a selected bibliography for the thesis.
6. Tasks and objectives of the Master's thesis.
7. Choosing the appropriate citation.
8. Content of the Master's 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
13. Getting ready for the defence of the Master's 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

Bell, J., & Waters, S. (2018). Doing your research project : A guide for first-time researchers 7th ed. London: McGraw-Hill Education. 344 s. ISBN 978-0-335-24338-9.

Bui, Y.N. (2014). How to write a master's thesis. 2nd ed. Thousand Oaks: SAGE Publication. 313 s. ISBN 978-1-4522-0351-5.

Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education. 8th ed. Abingdon: Routledge. 916 s. ISBN 978-1-138-20988-6.

Dörnyei, Z. (2011). Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies. Oxford: Oxford University Press. 336 s. ISBN 978 0 19 442258 1.

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

English

Notes:**Evaluation of subjects**

Total number of evaluated students: 21

A	B	C	D	E	FX
76.19	14.29	0.0	4.76	4.76	0.0

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

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ FILIT/25	Name: Film and Literature
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of tasks and assignments 6-10 hours, preparation of two presentations 18-24 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 - two presentations (100 points): Each presentation is worth 50 points. The relevance of information, literature, visualisation, presentation skills, and the ability to analyse are evaluated. Presentation topics: 1. The film adaptations of Much Ado About Nothing – William Shakespeare (Much Ado About Nothing, 2013) 2. The film adaptations of The Taming of the Shrew – William Shakespeare (10 Things I Hate About You, 1999) 3. The film adaptations of The Scarlet Letter – Nathaniel Hawthorne (The Scarlet Letter, 1995; Easy A, 2010) 4. The film adaptations of Great Expectations – Charles Dickens (Great Expectations, 2012) 5. The film adaptations of Emma – Jane Austen (Emma, 2020) 6. The film adaptations of Alice’s- Adventures in Wonderland – Lewis Carroll (Alice in Wonderland, 2010; Downsizing 2017) 7. The film adaptations of Mary Poppins – P. L. Travers (Mary Poppins, 1964; Mary Poppins Returns, 2018) 8. The film adaptations of The Great Gatsby – Scott Fitzgerald (The Great Gatsby, 2013) 9. The film adaptations of The Princess Bride – William Goldman (The Princess Bride, 1987) 10. The film adaptations of The Neverending Story – Michael Ende (The Neverending Story, 1984) 11. The film adaptations of Šípková Ruženka – Jacob a Wilhelm Grimm (Maleficent 2014, 2019) 12. The film adaptations of The Hundred and One Dalmatians – Dodie Smith (Cruella, 2021) 13. The film adaptations of Story of YourLife – Ted Chiang (Arrival, 2016)	

14. The film adaptations of All you Need is Kill – Hiroshi Sakurazaka (The Edge of Tomorrow, 2014)
15. The film adaptations of I, Robot – Isaac Asimov (I, Robot, 2004)
16. The film adaptations of Gone Girl–Gillian Flynn (Gone Girl, 2014)
17. The film adaptations of Inherent Vice–Thomas Pynchon (Inherent Vice, 2014)
18. The film adaptations of Trainspotting – John Hodge (Trainspotting, 1996)
19. The film adaptations of Fingersmith – Sarah Waters (The Handmaiden, 2016)
20. The film adaptations of The Girl with the Dragon Tattoo – Stieg Larsson (The Girl with the Dragon Tattoo, 2009)
21. The film adaptations of Fight Club – Chuck Palahniuk (Fight Club, 1999)
22. The film adaptations of Nineteen Eighty-Four – George Orwell (Nineteen Eighty-Four, 1984)
23. The film adaptations of One Flew Over the Cuckoo's Nest – Ken Kesey (One Flew Over the Cuckoo's Nest, 1975)

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 introduces and names film adaptations of some literary works.
- The student characterizes the peculiarities of film adaptations according to time and genre.
- The student characterizes and explains the differences between a literary work and a film adaptation in terms of its specifics.

Skills:

- The student critically analyses film adaptations of literary texts.
- The student compares literary texts with film adaptations.
- The student formulates own conclusions on the subject of film and literature, presents own opinions in the form of high-quality presentations.
- The student integrates the acquired knowledge into practice in learning and teaching the English language.

Competencies:

- The student utilizes the acquired knowledge and skills in planning and organizing the educational process, flexibly brings the uniqueness of the interaction of the literary world and film culture into the lessons of English language and literature.

Brief syllabus:

The content of the seminar includes literary texts from English and American literature and their film adaptations:

1. Introduction to the course (theoretical background of film adaptations)
2. Film adaptation of Much Ado About Nothing (Much Ado About Nothing, 2013); Film adaptation of The Taming of the Shrew (10 Things I Hate About You, 1999)
3. Film adaptations of The Scarlet Letter (The Scarlet Letter, 1995; Easy A, 2010)
4. Great Expectations film adaptation (Great Expectations, 2012); Film adaptation of Emma (Emma, 2020)
5. Film adaptation of Alice's Adventures in Wonderland - Lewis Carroll (Alice in Wonderland, 2010; Downsizing 2017)

6. Film adaptation of Mary Poppins - P. L. Travers (Mary Poppins, 1964; Mary Poppins Returns, 2018); Film adaptation of The Great Gatsby (The Great Gatsby, 2013)
7. Film adaptation of The Princess Bride (The Princess Bride, 1987); Film adaptation of The Neverending Story - Michael Ende (The Neverending Story, 1984)
8. Film adaptations of Sleeping Beauty (Maleficent 2014, 2019); Film adaptation of The Hundred and One Dalmatians (Cruella, 2021)
9. Film adaptation of Story of Your Life (Arrival, 2016); Film adaptation of All you Need is Kill (The Edge of Tomorrow, 2014)
10. Film adaptation of I, Robot – Isaac Asimov (I, Robot, 2004); Film adaptation of Gone Girl (Gone Girl, 2014)
11. Film adaptation of Inherent Vice (Inherent Vice, 2014); Film adaptation of Trainspotting (Trainspotting, 1996)
12. Film adaptation of The Girl with the Dragon Tattoo (The Girl with the Dragon Tattoo, 2009); Film adaptation of Fight Club (Fight Club, 1999)
13. Nineteen Eighty-Four film adaptation (Nineteen Eighty-Four, 1984); Film adaptation of One Flew Over the Cuckoo's Nest (One Flew Over the Cuckoo's Nest, 1975)

Literature:

Martinich Al P. The Philosophy of Language. New York: OUP, 2008.

McFarlane, Brian. Novel to Film. OUP, 1996.

Miller, Toby, and Robert Stam. A Companion to Film Theory. Malden: Blackwell Publishing, 2004.

Welsh, James M., and Peter Lev. The Literature/Film Reader: Issues of Adaptation. Lanham: The Scarecrow Press, Inc., 2007.

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
69.23	11.54	19.23	0.0	0.0	0.0

Teacher: Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD.,

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ FRAZ/25	Name: Phraseology
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 25-30 hours Out of these, seminars represent 26 hours. preparation for the final test 0 - 4 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, doing activities and assignments (20 points) - creating and presenting a presentation (during the seminars) (30 points) - final written test on well-known English and American proverbs (50 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: <ul style="list-style-type: none"> • The student can explain the characteristic features and basic concepts of phraseology, phraseography, paremiology and paremiography. • The student gives several examples of proverbs, sayings, phrases and idioms from different areas of English and American culture. Skills: <ul style="list-style-type: none"> • The student uses the most famous proverbs, sayings, idioms and phrases of the English language in practice. • The student interprets the most important proverbs, sayings and idioms. • The student uses the most important proverbs, sayings and idioms in the lessons of English as a foreign language to practice language skills and competences. Competencies: <ul style="list-style-type: none"> • The student integrates and utilizes the acquired knowledge and skills when planning and implementing educational activities. 	
Brief syllabus:	

The main goals of the course are to provide students with theoretical background of English phraseology and paremiology (study of proverbs), and to extend students knowledge of frequently used proverbs, sayings, idioms and collocations. We will learn what these proverbs mean, when and where they are used, and how to apply them to a concrete situation. We will explore some proverbial markers. The course also focuses on proverb humor. The course has also been designed to study American thought, life, and philosophy through proverbs.

1. Introduction. Phraseology, phraseography, paremiology, paremiography, lexicography, and lexicology;
2. Proverbs, collocations and idioms; Dictionaries.
3. Old proverbs never die: they just diversify: Anglo-American proverb transformations.
4. Politicians and lawyers in Anglo-American proverbs, anti-proverbs and jokes
5. Phraseology and paremiology in the language classroom;
6. Proverbs and tales
7. Synonymy and antonymy. Proverbial markers (e.g., traditionality, currency, metaphor, paradox, ellipsis, word-repetition, rhyme, alliteration, pithiness, certain structures).
8. What constitutes a real American or British proverb? The role of proverbs in the modern American and British societies.
9. Paremiological minimum and cultural literacy. Biblical proverbs
10. Proverbs in songs and poems, advertisements, comics and cartoons, graffiti, wellerisms and Tom Swifties.
11. Anglo-American proverbs and anti-proverbs about love, sexuality, women and marriage
12. Proverbs about time, procrastination, patience, haste, and money
13. Proverbs about optimism, success, hope, pessimism and misfortune; opportunity

Literature:

- Hrisztalina Hrisztova-Gotthardt – Melita Aleksa Varga (2015) (eds.), Introduction to Paremiology: A Comprehensive Guide to Proverb Studies. Warsaw: De Gruyter Open.
<https://www.degruyter.com/document/doi/10.2478/9783110410167/html?lang=en>
- T. Litovkina, Anna (2000). A Proverb a Day Keeps Boredom Away. Pécs: IPF.
- T. Litovkina, Anna (2004b). Old Proverbs Never Die: Anti-Proverbs in the Language Classroom. In: Csaba Földes (ed.), *Res humanae proverbium et sententiarum: Ad honorem Wolfgangi Mieder*. Tübingen: Gunter Narr Verlag, 295–326.
- T. Litovkina, Anna (2015). Anti-proverbs. In: Hrisztalina Hrisztova-Gotthardt & Melita Aleksa Varga (eds.), *Introduction to Paremiology: A Comprehensive Guide to Proverb Studies*. Warsaw: De Gruyter Open, 326–352. See:
<https://www.degruyter.com/document/doi/10.2478/9783110410167/html?lang=en>
- T. Litovkina, Anna (2016). “Do You Serve Lawyers and Politicians Here?”: Stereotyped Lawyers and Politicians in Anglo-American Jokes and Anti-Proverbs, Komarnó: J. Selye University Faculty of Education.
- T. Litovkina, Anna (2017). *Teaching Proverbs and Anti-Proverbs*. Komarnó: J. Selye University Faculty of Education.
- T. Litovkina, Anna (2018). *Women through Anti-Proverbs*. London: Palgrave Macmillan.
- T. Litovkina, Anna & Wolfgang Mieder (2005). “A közmondást nem hiába mondják”. *Vizsgálatok a proverbiumok természetéről és használatáról*. Budapest: Tinta Könyvkiadó.
- T. Litovkina, A., & Mieder, W. (2006). *Old Proverbs Never Die, They Just Diversify: A Collection of Anti-Proverbs*. Burlington: The University of Vermont – Veszprém: The Pannonian University of Veszprém.

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

English

Notes:					
Evaluation of subjects					
Total number of evaluated students: 14					
A	B	C	D	E	FX
35.71	28.57	21.43	14.29	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., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ IRSK/25	Name: The Culture and History of Ireland
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: 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: <ul style="list-style-type: none"> • active participation in seminars • presentation on a predetermined topic (30 points): The presentation evaluation criteria include: relevance of information, use of literature and visualisation; at least 5 sources of professional literature and a minimum number of slides of 25 Presentation topics: <ol style="list-style-type: none"> 1. Myths and legends: the goddess of the Boyne River; the legend of Finn McCool 2. Lough Corrib; Ben Bulbin; Blarney Castle 3. Legends of St Patrick 4. Celtic life and religion 5. Jonathan Swift (music and film adaptations of Gulliver's Travels) 6. The conflict in Northern Ireland in popular culture (music) 7. The conflict in Northern Ireland in popular culture (film) 8. Irish holidays and festivals 9. Irish pubs (history, drinks, food and unwritten rules) 10. Irish music and Irish dancing 11. Irish politics: Sinn Fein (cartoons with explanations) 12. IRA (cartoons with explanations) <ul style="list-style-type: none"> • two written tests (each for 35 points, a total sum of 70 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 Ireland (e.g. the United Kingdom of Great Britain and Northern Ireland, the island of Ireland and the Republic of Ireland).
- 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 and names Irish holidays and customs.

Skills:

- The student interprets the history and culture of Ireland.
- The student integrates and applies the acquired knowledge when working with the English language.
- The student critically evaluates and presents opinions about Irish culture, multiculturalism, history and everyday life in an Anglophone environment.
- The student independently collects information about Ireland 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 equally in the European context.
- The student integrates knowledge and skills during further development within the English language and flexibly applies them in planning and organizing the educational process in other subjects and in practice.

Brief syllabus:

The subject covers the following thematic areas:

1. Ireland - Geography, regions
2. Irish myths and legends
3. The legacy of the Celts
4. Norman and Elizabethan wars
5. Tudors and the Plantation of Ulster
6. The Irish potato famine (Jonathan Swift: A Modest Proposal)
7. The local government crisis and the First World War (Easter Rising; W. B. Yeats: 1916)
8. The conflict in Northern Ireland ('The Troubles'; Ireland and the future - the 'Irish miracle')
9. Liam O'Flaherty: The Fairy Goose
10. George Moore: Home Sickness
11. Everyday life, customs and traditions
12. Irish holidays, festivals and celebrations
13. Irish music and dance

Literature:

Comerford, R. V.: Ireland: Inventing the Nation. Bloomsbury Academic, 2003.
Foster, R. F.: The Irish Story: Telling Tales and Making It Up in Ireland. London: Penguin, 2001.
Ross, David. Ireland: History of a Nation. Geddes & Grosset, 2002.
Walsh, Ben. The Struggle for Peace in Northern Ireland. London: Hodder Murray, 2000.
Walsh, Caroline (ed.): Dislocation: Stories from a New Ireland. New York: Carroll & Graf, 2003.

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

English

Notes:

Evaluation of subjects

Total number of evaluated students: 52					
A	B	C	D	E	FX
63.46	15.38	5.77	9.62	1.92	3.85
Teacher: Mgr. Klaudia Pauliková, PhD., Mgr. Renáta Lengyel-Marosi, PhD.,					
Date of last update: 28.03.2025					
Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ KOM/25	Name: Communication Skills for English Teachers
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student load: 26-30 hours Out of these, seminars represent 26 hours, preparation for the test 1 - 4 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of activities and assignments (30 points) - creating and presenting a presentation (made at seminars) (30 points) - a final practically oriented written test on the main communication theories and their possible implementation in practice (40 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: <ul style="list-style-type: none"> • The student names and characterizes basic communication theories. • The student knows the principles of communication processes, the variety of forms and purposes of communication and understands the beliefs and myths that surround human communication. • The student knows the influence of self-concept on communication, identifies and describes it. Skills: <ul style="list-style-type: none"> • The student applies basic communication theories and principles of communication processes in practice. • The student uses the most important communication theories and principles of effective communication in classes of English as a foreign language. • The student critically evaluates, analyses and adapts current communication theories to his/her own needs and the needs of the environment. Competencies:	

- The student makes use of the acquired knowledge and skills in developing a constructive approach to solving various, even conflicting, situations.
- The student utilizes the acquired knowledge and skills in communication related to the educational process (during and outside of it).

Brief syllabus:

This course focuses on major communication theories and examines different types of communication, such as interpersonal, intrapersonal, non-violent, verbal, nonverbal communication, etc. The course helps students to understand communication processes and to put them into practice in their life.

Main topics:

1. Introduction to communication
2. Interpersonal Communication and Relational Dynamics
3. Motivation
4. Time-management and Procrastination
5. Life values and Goals
6. Habits
7. Self-Concept and Self-esteem
8. Feelings and Emotions
9. Verbal and Nonverbal Communication
10. Manipulation, Persuasion and Influence
11. Conflict management
12. Improving Communication Climates
13. Love Languages

Literature:

James B. – Paul A. Mongeau: Persuasive Communication. London: The Guilford Press, 2003.
 T. Litovkina, Anna. “Do You Serve Lawyers and Politicians Here?”: Stereotyped Lawyers and Politicians in Anglo-American Jokes and Anti-Proverbs, Komarnó: J. Selye University Faculty of Education, 2016.
 T. Litovkina, Anna. Women Through Anti-Proverbs. London: Palgrave Macmillan, 2018.
 Róka Jolán: Communication and Consulting in Public Space. Budapest: Századvég Kiadó, 2002.
 Schleicher Nóra: Communication Culture in Transition. Budapest: Akadémiai, 2003.
 Tourish, Dennis – Owen Hargie: Key Issues in Organizational Communication. London and New York: Routledge, 2003.

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

English

Notes:

Evaluation of subjects

Total number of evaluated students: 2

A	B	C	D	E	FX
0.0	0.0	0.0	100.0	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., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ MET3/25	Name: The Methodology of Teaching English as a Foreign Language
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 2 For the study period: 13 / 26 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student load: 125 - 150 hours Out of this, lectures represent 13 hours and seminars 26 hours. Preparation of portfolio and microteaching 4 - 10 hours, development of the project 30 - 35 hours, writing reflections on 10 articles according to the available selection 18 - 22 hours, preparation for the exam 34 - 44 hours. The course ends with a written exam. During the semester, students fulfil the following requirements: - mandatory attendance of lectures, seminars and active participation - compiling a portfolio: 5 activities (second conditional, present continuous tense, simple past tense, present perfect tense, to be going to structure), Activities should contain description, source, materials, flashcards, worksheets, etc. - micro-teaching: Students teach a 45-minute lesson focusing on a concrete grammar structures or vocabulary item. Before the micro-teaching, the student submits the lesson plan in printed or electronic form together with all aids, worksheets, flashcards, etc. - submission of 10 short (200 words) reflections (students choose 10 articles from the collection provided by the teacher and write a reflection (critical opinion, advantages/disadvantages, benefits) for each - development and submission of a project: The project includes an English language course for a specific target group and contains the description of the target group (age, language level), a developed 12-week language course plan, a 24-lesson syllabus and three 45-minute lesson plans within the given course. 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: <ul style="list-style-type: none"> • The student characterizes the basic elements of the teaching process and the lesson. • The student has knowledge about teaching grammar and vocabulary. 	

- The student can explain the principles of teaching speaking, reading, listening and writing in the English as a foreign language classroom.
- The student knows, identifies and characterizes teaching methods and forms supporting active learning of the English language, the possibilities and limits of their use.

Skills:

- The student critically evaluates and solves 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 develops lesson plans focused on the development of grammar, vocabulary, speaking, reading, listening and writing 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 and the four communication skills.
- The student critically evaluates and selects appropriate didactic activities and materials for teaching speaking, reading, listening and writing and for the development of pronunciation.

Competencies:

- The student organizes and provides educational activities with an emphasis on the fulfilment of learning tasks based on acquired knowledge and skills.
- The student evaluates the achievement of goals according to the established criteria for the success of the students, taking into account their developmental and individual differences and possibilities.

Brief syllabus:

1. Communicative language teaching.
2. Teaching grammar. Explicit and implicit processes.
3. Teaching grammar II. Presenting new grammar, grammar practice.
4. Teaching vocabulary. How words are learned.
5. Teaching vocabulary II. Presenting new vocabulary. Teaching word parts and word chunks. Dictionaries. Testing vocabulary.
6. Teaching speaking. Types of speaking activities, role play, simulation, story-telling, building narratives.
7. Teaching speaking II. Fluency and accuracy. Teaching pronunciation.
8. Teaching receptive skills: listening and reading. Listening sources and strategies. Pre-, while- and post-listening tasks.
9. Teaching reading. Intensive reading. Pre-, while- and post-reading activities.
10. Teaching reading II. Extensive reading activities.
11. Teaching writing. Spelling and punctuation. Instant writing. Collaborative writing. Journal writing. Teaching and practicing several genres. Responding to written work.
12. Integrating the skills. Lesson observation.
13. Developing communication, collaboration, presentation, problem solving, negotiation, critical and creative thinking skills. Lesson observation.

Literature:

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

Ur, Penny. 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.

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.

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.

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
26.67	25.0	21.67	16.67	6.67	3.33

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

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ MET4/25	Name: The Methodology of Teaching English as a Foreign Language II.
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 2 / 1 For the study period: 13 / 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student load: 125 - 150 hours Out of this, lectures represent 13 hours, seminars 26 hours and practical classes 13 hours. Preparation of portfolio and microteaching 4 - 10 hours, preparation of lesson plans 30 - 35 hours, preparation of 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: - mandatory attendance of lectures, seminars and practical classes, active participation - compiling a portfolio: 4 communication activities (first conditional, used to, simple future tense, past continuous), Activities include description, resources, materials, flashcards, worksheets, etc. - microteaching: Students teach a 45-minute lesson. Before the micro-teaching, the student submits the lesson plan in printed or electronic form together with all aids, worksheets, flashcards and others. - submission of 10 short (200 words) reflections (students choose 10 articles from the collection provided by the teacher and write a reflection (critical opinion, advantages/disadvantages, benefits) for each, - preparation and submission of lesson plans: The student submits four 45-minute lesson plans for the selected target group. Lesson plans must be submitted together with teaching materials, worksheets, etc. and should not be identical with the lesson plan submitted for microteaching. After meeting the criteria, students take a practically oriented 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: <ul style="list-style-type: none"> • The student characterizes and explains all elements of the teaching process and the lesson. • The student has broad-spectrum knowledge about teaching English for different target groups. 	

- The student can explain the concepts and principles of assessment and testing and can list the most effective methods and forms of alternative assessment.
- The student characterizes the system of career development and the possibilities of the development of English language teachers.

Skills:

- The student critically evaluates and solves the most urgent problems of modern foreign language teaching.
- The student applies and flexibly adapts techniques for presenting language content and techniques for developing language skills in practice.
- The student writes lesson plans for specific English lessons for different target groups, taking into account the different needs of learners.
- The student uses the material background of educational activities at school, school facilities, knows how to use didactic and audio-visual aids, information and communication technologies.
- The student critically evaluates and selects appropriate didactic activities and materials for teaching English in various environments.

Competencies:

- The student organizes and ensures educational activities with an emphasis on the fulfilment of learning tasks based on acquired knowledge and skills.
- The student integrates, adapts and improves the content and didactics of teaching activities in English as a foreign language classes.
- The student evaluates the achievement of goals according to the established criteria for the success of learners, taking into account their developmental and individual differences and possibilities.
- The student has basic practical experience in managing educational activities and teaching various groups and entire classes.

Brief syllabus:

1. Games in language teaching.
2. Drama in the language classroom. Teaching English through drama techniques.
3. Task-based and content-based language teaching. Cooperative learning.
4. Literature in the language classroom.
5. Teaching different classes. GE, ESP, Business English
6. Teaching young learners.
7. Teenage classes. Teaching adults.
8. Teaching exam classes. Common European Framework of Reference (CEFR)
9. Teaching multi-level and large classes.
10. Learners with special needs.
11. Evaluation and assessment. Testing, test types, test design. Validity and reliability. Placement tests. Giving a grade. Alternative assessment.
12. Technology, innovation and future directions in language teaching and learning. Teaching online courses. Web-based applications in teaching EFL. Blended learning.
13. Teacher development. The first year of teaching. Lesson observation. English teachers' associations and professional journals.

Literature:

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

Ur, Penny. 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
- Puskás, A. 2021 Gifted and Talented Learners in the Foreign Language Classroom. Brno: Tribun EU s.r.o.
- 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.
- 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.
- 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. Using Literature for Teaching Language in the EFL Classroom. In: Trendy a výsledky v biologických vedách a v edukácii biológie: vedecký zborník. = Trends and Results in Biological Sciences and Education - scientific proceedings Komárno: Univerzita J. Selyeho, 2016, CD-ROM, s. 94-101. ISBN 978-80-8122-197-2.
- Puskás, Andrea. "The Case for the Defence"... of Literature in the Language Classroom: Teaching Crime and Punishment Through Literature. KATEDRA. roč. 20., č. 1. (2012), s. 22-23. ISSN 1335-6445.
- 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.,
- Harmer, J.: The Practice of English Language Teaching. London: Longman, 1991.
- 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.
- 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.
- 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.
- Maley, Alan – Duff, Alan. Drama Techniques: A Resource Book of Communication Activities for Language Teachers. Cambridge : Cambridge University Press, 2005.

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

English

Notes:

Evaluation of subjects					
Total number of evaluated students: 44					
A	B	C	D	E	FX
43.18	22.73	20.45	6.82	6.82	0.0
Teacher: doc. PaedDr. Andrea Puskás, PhD., Mgr. Klaudia Pauliková, PhD., doc. PaedDr. Andrea Puskás, PhD., Mgr. Renáta Lengyel-Marosi, PhD.,					
Date of last update: 28.03.2025					
Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ OB/25	Name: Master's Thesis and Defense
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 8	
Recommended semester/trimester of study: 3., 4..	
Level of study: II.	
Prerequisites: KAJ/AJdm/DS/25	
Conditions for passing the subject: <p>While writing the Master's 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 Master's thesis is 50 to 70 pages (90000 to 126 000 characters with spaces). The deadline for submission of the Master's thesis is specified in the timetable for the academic year. The Master's 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 Master's thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Master's thesis.</p> <p>The Master's 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 Master's 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 Master's 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 Master's 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 organise and apply the theoretical knowledge acquired by him (her) in teaching practice,
- The student is able to select research methods and procedures appropriately and to apply them effectively.

Skills:

- The Master's thesis demonstrates the student's knowledge of the theoretical and practical aspects of the problem under study,
- The student is able to present and defend his/her own professional viewpoints on issues related to teaching, and is able to find solutions to these problems,
- The student is able to learn independently, enabling him (her) to continue his (her) studies,
- The student is able to understand the complexity of phenomena and to make decisions even when information is limited, including his (her) social and ethical responsibility in making decisions,
- 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 Master's 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,
- apply his (her) knowledge in a creative way in the performance of basic tasks, furthermore, the student is able to analyse the problem and to organise new knowledge,
- answer the questions of the supervisor and the assessor to the required standard and thus be able to defend their Master's thesis successfully.

Brief syllabus:

The procedure for defending the Master's 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 Master's Thesis, when the student answers questions.

The presentation of the Master's 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

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: 19

A	B	C	D	E	FX
52.63	15.79	26.32	5.26	0.0	0.0

Teacher:

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ POE/25	Name: 20th and 21st Century English and American Poetry
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student workload: 25-30 hours Out of this, seminars represent 26 hours and preparation for essay writing 1-4 hours. The course ends with evaluation. A large part of the work is carried out in seminars, outside of them students only prepare for writing an essay, which is also carried out in a seminar. During the semester, students fulfil the following requirements: - active participation in seminars, reading and analysis of selected works - writing an essay (50 points): The student chooses and analyses a poem from Anglo-American literature of the twentieth or twenty-first century from the available options according to the criteria determined by the teacher. Assessment is based on: content (information based on class discussions) - 10 points, own interpretation - 20 points, style - 10 points and comprehensibility (grammar and spelling) – 10 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: <ul style="list-style-type: none"> • The student names, defines and describes the characteristic features of Anglo-American poetry of the 20th and 21st century. • The student names and characterizes famous English and American poets of the 20th and 21st centuries (e.g. W.C. Williams, A. Ginsberg, S. Plath, Anne Sexton). • The student describes and defines the main idea of the analysed literary works and the social, political and cultural context in which they were written. Skills: <ul style="list-style-type: none"> • The student critically analyses literary texts of Anglo-American poetry in the 20th and 21st century. 	

- The student collects, analyses and synthesizes information about poets and poems of the 20th and 21st century in various publications and on the Internet.
- The student formulates own opinions and attitudes, critically revises them.
- The student implements different literary-critical approaches when interpreting poems (e.g. feminist, psychoanalytic or biographical literary criticism).

Competencies:

- The student masters and utilizes the historical, cultural and social characteristics of Anglo-American poetry of the 20th and 21st century on a practical level while further developing his/her knowledge and skills.

Brief syllabus:

The course provides an overview of 20th and 21st century Anglo-American poetry:

1. Introduction to the course (introduction of the poets)
2. William Carlos Williams: The Red Wheelbarrow
3. Charles Bukowski: So you want to be a writer?
4. e e cummings: dying is fine)but Death
5. Theodore Roethke: The Waking
6. Carl Sandburg: Who am I?
7. Sylvia Plath: Mirror
8. Allen Ginsberg: A Supermarket in California
9. Anne Sexton's The Abortion
10. Seamus Heaney: Digging
11. Gerald Costanzo: The Meeting
12. Derek Walcott: A City's Death By Fire
13. Carol Ann Duffy: Little Red-Cap

Literature:

Beach, Christopher. The Cambridge Introduction to Twentieth-Century American Poetry. Cambridge: CUP, 2003.

Brooks, Cleanth, and Robert Penn Warren. Understanding Poetry. Thomson Learning, 2000.

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

Cook, Jon. Poetry in Theory: Anthology 1900-2000. USA: Blackwell Publishing, 2004.

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

English

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: Mgr. Renáta Lengyel-Marosi, PhD.,

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ PPX4/25	Name: Teaching Practice IV.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 20s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX4). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: 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: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills: The student	

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during 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 his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity).
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.
- is able to plan independently activities that develop knowledge in the context of the teaching profession.

- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

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.

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

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

Literature:

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

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

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

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

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

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

English, Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 33

A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
Teacher: doc. PaedDr. Andrea Puskás, PhD., Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD.,					
Date of last update: 28.03.2025					
Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ PPX5/25	Name: Teaching Practice V.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 20s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX5). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: 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: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills: The student	

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during 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 his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity).
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.
- is able to plan independently activities that develop knowledge in the context of the teaching profession.

- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

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.

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

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

Literature:

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

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

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

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

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

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

English, Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 20

A	B	C	D	E	FX
80.0	20.0	0.0	0.0	0.0	0.0
Teacher: doc. PaedDr. Andrea Puskás, PhD., Mgr. Klaudia Pauliková, PhD., Mgr. Renáta Lengyel-Marosi, PhD.,					
Date of last update: 28.03.2025					
Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ PPX6/25	Name: Teaching Practice VI.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 40s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX6). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: 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: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills: The student	

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during 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 his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity).
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.
- is able to plan independently activities that develop knowledge in the context of the teaching profession.

- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

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.

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

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

Literature:

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

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf

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

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

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

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

English, Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 42

A	B	C	D	E	FX
97.62	2.38	0.0	0.0	0.0	0.0
Teacher: doc. PaedDr. Andrea Puskás, PhD., Mgr. Klaudia Pauliková, PhD., Mgr. Renáta Lengyel-Marosi, PhD.,					
Date of last update: 28.03.2025					
Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/SS/25	Name: English Language, Literature and Methodology
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3., 4..	
Level of study: II.	
Prerequisites: KAJ/AJdm/APLI/25 and KAJ/AJdm/DAL2/25 and KAJ/AJdm/DAM2/25 and KAJ/AJdm/MET3/25 and KAJ/AJdm/DELI/25 and KAJ/AJdm/MET4/25 and KAJ/AJdm/PPX6/25	
Conditions for passing the subject: <p>All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule. In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. He/she demonstrates the ability to select the content of education in accordance with the required and expected educational objectives and to enrich it with school and regional characteristics. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience.</p> <p>The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit.</p> <p>The results of the state examination and the thesis defence are publicly announced by the chair of the board.</p>	
Results of education: Knowledge: <ul style="list-style-type: none"> - the student has acquired knowledge in the compulsory and profile subjects of the study programme, - the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan, - the student is able to analyse and evaluate the knowledge acquired in the subject. - be able to characterise the concept of teaching, to list the different types of teaching and to describe the framework for teaching and learning for 11-19 year olds. Skills: <ul style="list-style-type: none"> - the student is able to present his/her expertise, - the student is able to hand over his/her knowledge 	

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

Competences:

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

Brief syllabus:

I. The methodology of teaching English as a foreign language

II. Applied linguistics

III. English and American literature of the twentieth and twenty-first century, Children's and young adult literature

Literature:

Recommended literature indicated in the information sheets of the study programme

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

English

Notes:

Evaluation of subjects

Total number of evaluated students: 41

A	B	C	D	E	FX
43.9	19.51	14.63	7.32	7.32	7.32

Teacher:

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJdm/ TYL/25	Name: Teaching Young Learners
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars 2-4 hours, compiling the portfolio 18-22 hours, preparing for micro-teaching 4-8 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> - mandatory and active participation in seminars - compiling a portfolio (80 points): <ul style="list-style-type: none"> • Description of 20 activities for practicing vocabulary for young learners (description and source of each activity, materials, flashcards, worksheets, etc.) – 20 points • Description of 20 activities for practicing grammar structures for young learners (description and source of each activity, materials, flashcards, worksheets, etc.) – 20 points • Collection of language games - for young learners (description and source of each game, materials, cards, rules of the game, etc.) - 20 points • Collection of teaching aids, materials for teaching thematic areas: our city, body parts, jobs, clothes, our house, school supplies, daily routine, animals, hobbies, means of transport - 20 points - micro-teaching (20 points): Students do micro-teaching, where they teach a 45-minute lesson designed for young learners. Before the micro-teaching, the student submits a list of activities in printed or electronic form together with all aids, worksheets, flashcards and others. Variability, content, language level and balanced teacher talking time and student talking time are evaluated. 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: <ul style="list-style-type: none"> • The student names and characterizes the basic specific features and needs of pupils in the lower level of primary schools. 	

- The student has basic knowledge about teaching the English language to young learners.
- The student names, defines and describes the methods, approaches and forms of teaching the English language to young learners.

Skills:

- The student critically evaluates the most urgent problems of teaching English language to young learners.
- The student applies techniques for presenting language content and techniques for developing the language skills of young learners in practice.
- The student integrates knowledge into writing lesson plans for specific English language lessons for young learners, taking into account the unique needs of this target group.
- The student uses the material background of educational activities at school, school facilities, knows how to use didactic and audio-visual aids, information and communication technologies.
- The student evaluates and selects appropriate didactic activities and materials for young learners.

Competencies:

- The student organizes and provides educational activities in English language classes for young learners.
- The student evaluates the achievement of goals according to the established criteria for the success of the learners, taking into account their developmental and individual differences and possibilities.

Brief syllabus:

1. The young language learner. Approaches to teaching young learners.
2. Creativity and the young language learner.
3. Teaching vocabulary to young learners.
4. Teaching grammar. Approaches to teaching grammar to young learners.
5. Teaching the oral language. Speaking
6. Improving listening skills with young learners.
7. Teaching reading and writing to young learners.
8. Using games with young learners. Types of games.
9. Drama techniques with young learners
10. Total Physical Response
11. Coursebooks for the primary classroom.
12. Assessment and language learning with young learners. General rules for assessment. The principles of alternative assessment.
13. Project work with young learners. Cooperative learning.

Literature:

- Puskás, A. 2018. Teaching Young Learners: A textbook for EFL teacher trainees. Zsigárd: Bymoon
- Puskás, A. 2016. The Challenges and Practices of Teaching Young Learners - 1. vyd. - Komárno: Univerzita J. Selyeho.
- Puskás, A. 2017. Assessing Young Learners in the English Language Classroom. 1. vyd. - Szeged: Belvedere Meridionale.
- Puskás, A. 2021 Gifted and Talented Learners in the Foreign Language Classroom. Brno: Tribun EU s.r.o.
- Puskás, Andrea. Improving Creativity in the EFL Classroom. 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.
- 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: "Súčasné aspekty 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.,

- Hallivell, Susan: Teaching English in the Primary Classroom. England : Longman Group Ltd., 2004.
- Scott, Walter: Teaching English to Children. England : Longman Group Ltd., 1990.
- Gordon Lewis, Hans Mol. Grammar for young learners / - 1. vyd. - Oxford: Oxford University Press, 2009.
- Colin Granger. Play Games With English 2 : Teacher's Resource Book. Oxford : Oxford University Press, 1998.
- Caroline Nixon. Primary Activity Box Games and activities for younger learners. Cambridge University Press, 2000.
- Diane Phillips; Sarah Burwood; Helen Dunford. Projects with young learners - 1. vyd. - Oxford: Oxford University Press, 1999.

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

English

Notes:

Evaluation of subjects

Total number of evaluated students: 27

A	B	C	D	E	FX
77.78	7.41	0.0	11.11	3.7	0.0

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

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJm/ MOB1-AJ/25	Name: Student mobility related to graduate profile - Teaching of English language and literature
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1., 2., 3., 4..	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: 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.	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student acquires an overview of subject-specific topics that broaden or complement their graduate profile in an international and intercultural context. - They acquire knowledge gained during mobility that is not directly part of their study plan but is relevant to their field of expertise. - They understand how professional knowledge is applied in various academic or work environments abroad. Skills: <ul style="list-style-type: none"> - The student is able to apply the knowledge acquired during mobility in further studies or professional practice. - They can communicate and collaborate in an international team, in a foreign language, and in a culturally diverse environment. - They are capable of reflecting on their own educational needs and adapting to new academic or professional settings. Competences: <ul style="list-style-type: none"> - The student develops competences necessary for lifelong learning, flexibility, and adaptability. - They strengthen their ability to actively participate in international educational activities and projects. 	

- 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: 2

a	n
100.0	0.0

Teacher:

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KAJ/AJm/ MOB2-AJ/25	Name: Experience equivalent to academic mobility - Teaching of English language and literature
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1., 2., 3., 4..	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: 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.	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student acquires subject-specific knowledge in line with the graduate profile, delivered by a foreign academic staff member in an international context. - The student becomes familiar with various approaches, concepts, and methods used in foreign academic and research environments. - The student gains an overview of current trends and findings in the relevant field from an international perspective. Skills: <ul style="list-style-type: none"> - The student is able to communicate and work in a foreign language, developing their language and intercultural communication skills. - The student can actively apply the acquired knowledge in their own academic and professional context. - The student develops the ability to critically analyse and apply new insights from the international academic environment. - The student enhances the ability to integrate new knowledge from international research into their own research or practice. Competences: <ul style="list-style-type: none"> - The student strengthens their ability to navigate the international academic environment and actively participate in it. 	

- 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: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ ABT/22	Name: Applied biology and fieldwork in agricultural production
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 3 For the study period: 13 / 39 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Evaluation of the applied biology section: The condition for passing the subject is active participation in the lessons, which consists of a theoretical and practical part. During the practical part, the student completes laboratory experiments to observe microscopic organisms using a microscope and further observe them during cultivation and inoculation. Students will also develop practical experiments for homework; while these procedures will be simple and do not require complex material and equipment, students will be able to master these experiments later in their practice. The protocols should contain their photo documentation. From the practical part of the subject, the student submits protocols for checking at the end of the semester (40%). Students write a test based on this knowledge (60%) in the credit week. To be awarded credits, achieving 50% of the total number of points is necessary. Evaluation of part of fieldwork from agricultural production: The condition for passing the subject is active participation in the lessons, consisting of a practical and theoretical part. During the practical part, the student attends several demonstrations and visits agricultural enterprises. Get acquainted with the function and practical knowledge of agricultural production. The student will prepare a protocol for each practical part, which will be a condition for completing the subject. The protocols will be documented with their photo documentation. From the practical part of the subject, the student submits protocols for inspection at the end of the semester (5x20 points). 50% of the total points (100) are required to be awarded credits. Total student workload: 4 credits = 100-120 hours 39 hours of participation in contact lessons; 30 hours of preparation of projects and protocols of educational activity and tasks assigned in class; 30-50 hours of self-study; The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points)	

- E = 50-59% (50-59 points)
- FX = 0 – 49% (0 – 49 points)

Results of education:

The practical part of applied biology will allow students to acquire basic skills in the microbiology laboratory and an overview of the techniques used in the laboratory and the school environment. The practical part of agricultural production will ensure that students acquire knowledge from agricultural practice, transfer it to everyday life, and orient themselves in agricultural procedures. Students will also be familiar with the system of growing cultural plants on agricultural land or with breeding technology systems of individual species of farm animals.

Knowledge:

- The student can list the most frequently used materials and equipment of the microbiology laboratory and characterize the methods of sterilization and disinfection.
- The student can describe cultivation techniques, types of nutrient soils divided according to different criteria, preparation of nutrient soils, inoculation techniques of nutrient media, their meaning, types and procedures.
- The student knows the principles of microscopy, the procedure for preparing native preparations and staining techniques, and how to document the obtained results.
- The student can classify and recognize individual growing practices
- The student can classify and recognize technological systems and technologies for growing plants and raising farm animals
- The student knows how to navigate the current common agrarian policy of the European Union with an emphasis on sustainable practices in agriculture

Abilities:

- The student can apply his theoretical knowledge in practical experiments focused on the practical use of microorganisms in everyday life, especially bacteria, fungi, yeast, algae and protozoa, which the student may encounter at home or school.
- The student can subsequently use his/her practical skills in school practice and in his/her profession in the teaching process, which is helped by creating protocols with photo documentation and a sufficient theoretical explanation of the experiment.

Competencies:

- The student has a positive attitude toward using microorganisms in ecological processes in the food industry, medicine, biotechnology and agriculture.
- The student has an overview of pathogenic and non-pathogenic microorganisms, which he can incorporate into practice in everyday life. In the teaching process, he can also explain and characterize the emergence of a specific disease caused by microorganisms, viruses, bacteria, protozoa or fungi.
- The student can explain the principle of infection by microorganisms to future generations.
- The student has a positive attitude towards agricultural practices and understands modern technologies and their use in agriculture.
- Based on practical visits, the student can explain individual husbandry procedures for raising farm animals and apply them in the home environment.
- The student has a conscious attitude to the standard agrarian policy and its impact on agricultural production in Slovakia.
- The student has a conscious attitude towards agriculture and its impact on the environment
- The student is active in the pedagogical areas of education within his competencies; he takes responsibility for forming prejudices against microbiological techniques and scientific fields connected with microbiology.

- The student is active in pedagogical areas of education within his competencies and takes responsibility for forming prejudices against agricultural techniques and procedures and their impact on people's everyday life.

Brief syllabus:

1. Laboratory rules, microbiological laboratory equipment.
2. Sterilization by dry and wet heat, filtration, radiation, and pasteurization. Disinfection with chemical agents.
3. Cultivation techniques, nutrient soils, their distribution according to origin, consistency, use, and preparation of nutrient media. Vaccination techniques, vaccination using a vaccination loop, vaccination by hockey.
4. Microscopy, on a dark field, observation of native preparations.
5. Microscopy, observation of permanent microscopic preparations of bacteria and fungi.
6. Staining techniques, vital staining and Gram staining, fixation of preparations.
7. Identification of microorganisms according to morphological characteristics.
8. Inhibition of the growth of microorganisms using radiation and antibiotics, inhibition of the growth of bacteria.
9. Food microbiology in practice. Observation of fungi of the genus *Aspergillus* and *Penicillium*. Monitoring the effect of yeast in different food samples.
10. Observation of the growth of penicillin on fruit and microscopy
11. Effect of preservatives on the reproduction of bacteria.
12. Fermentation process, acceleration and deceleration of the process, microscopic fungi, yeast.
13. Evaluation of homework, a summary of protocols.

A brief outline of fieldwork in agricultural production - practical part:

1. Introduction to agricultural practice and familiarization with procedures for drawing up protocols
2. Practical inspection of an agricultural farm - focus on agrarian policy
3. Practical inspection of an agricultural farm - focus on plant production
4. Practical inspection of the agricultural farm - focus on plant production
5. Practical inspection of an agricultural farm - focusing on livestock breeding
6. Practical inspection of an agricultural farm – focusing on livestock breeding
7. Submission of protocols

A brief outline of fieldwork in agricultural production - seminar part:

1. Origin and development of agriculture.
2. Basic tillage models.
3. Basic sowing procedures in agriculture.
4. Treatment and maintenance of crops.
5. The origin of cultivated plants and their current division.
6. Harvesting field crops.
7. Protection of plants against diseases and pests.
8. Basics of horticulture (vines, fruits, vegetables).
9. Basics of agricultural mechanization.
10. Storage of cultivated plants and storage procedures.
11. Livestock breeding I.
12. Livestock breeding II.
13. The impact of agriculture on the environment.

Literature:

- KEVEI F. KUCSERA J.: Mikrobiológiai gyakorlatok I. 1. vyd. – Szeged: JATEPress, 2002, 134 s.
- KEVEI F., KUCSERA J.: Mikrobiológia I. 1. vyd. – Szeged: JATEPress, 2002, 301 s.

KEVEI F., KUCSERA J.: Mikrobiológia II. 1. vyd. – Szeged: JATEPress, 1999, 226 s.
 CSETE L, LÁNG I.: A fenntartható agrárgazdaság és vidékfejlesztés : Magyarország az ezredfordulón. - 1. vyd. - Budapest : MTA, 2005. - 313 s. - ISBN 9635084382.
 DERMOT A.: Developing active welfare policy : An Evaluation of the Back To Work Allowance Scheme: WRC Social and Economic Consultant, 2003. - 164 s. - ISBN 0266236.
 KOMONYI E. : Mezőgazdasági alapismeretek. - 1. vyd. - Ungvár : Lira Poligráfcentrum, 2013. - 184 s. - ISBN 978-617-596-129-2.
 NAGY, M., BALÁZS, P.: A jászói kolostorkert = Jasovká kláštorná záhrada. - 1. vyd. - Komárno : Selye János Egyetem, 2017. - 127 s. - ISBN 978-80-8122-228-3.
 MAKOVICKÝ, P.: A mezőgazdaság alapjai: Állattenyésztés. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. 94 s. ISBN 978-80-8122-139-2.
 MAKOVICKÝ, P.: Mikrobiológia. 1. vyd. – Komárno: Univerzita J. Selyeho, 2018, 115 s., ISBN 978 80 8122 235 1.
 SZÉLES, G.: Az agrárgazdaság aktuális kérdései. Budapest : Akadémiai, 2002, 184 s. ISBN 9630560976.

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

Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 24

A	B	C	D	E	FX
54.17	16.67	20.83	8.33	0.0	0.0

Teacher: Ing. Iveta Szencziová, PhD., RNDr. Štefan Balla, PhD.,

Date of last update: 06.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ ANT/22	Name: Integral anthropology
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: General conditions for passing the subject: active student participation in the lessons, which consist of a theoretical and practical part. <ul style="list-style-type: none"> - student participation in assigned tasks (20%) - involvement in analysis and discussions during lectures (10%) - proposal of an educational activity project (10%) - oral exam (60%) Criteria for evaluation of written works <ul style="list-style-type: none"> - contents (90%) - formal page (10%) Total student workload: 4 credits = 100-120 hours <ul style="list-style-type: none"> - 26 hours of participation in contact lessons; 20 hours of preparation of the educational activity project and tasks assigned in the lessons; 54-74 hours of self-study; The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: <ul style="list-style-type: none"> - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points) 	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student can characterize the basic concepts of anthropology, explain the basic principles of anthropology - The student will gain knowledge of the evidence for human evolution, theories of origins, human cultures, methods of dating findings, primate taxonomy, human morphological variation, and research methods in anthropology. Abilities: <ul style="list-style-type: none"> - The student will understand and comprehend the laws of evolutionary development. 	

- The student can explain and apply his/her knowledge of anthropology in his/her teaching practice.
- The student can practically perform basic laboratory exercises in anthropology
- The student can explain the importance of anthropology

Competencies:

- The student will gain insight into the human phylogeny and also our origins, thus developing a tolerant attitude towards intra-species variability and other species.

Brief syllabus:

1. Introduction to integral anthropology. Creationism and Evolutionism and Human vs Animal - Differences and Parallels
2. Rudiments and atavisms
3. Anatomical, cellular, molecular-biological and genetic evidence of evolution
4. Ethological, psychological, pathological and direct evidence of evolution
5. mt-MRCA and Y-MRCA and other theories of human origin
6. Relative and absolute methods of dating findings of human remains
7. The most important cultures of prehistory and antiquity
8. Systematics and general characteristics of primates
9. Prosimii and Anthropeidea – characteristics of recent representatives
10. Hominidae – characteristics of fossil representatives
11. Anthropotaxonomy – physical and ethnic characteristics of the inhabitants of individual continents, racism, ethics.
12. Morphological variability of man - factors of origin, classification, static and dynamic anthropometric measurements
13. Scientific research – sample selection and statistical processing of data from the field of anthropology

Literature:

- BODZSÁR, E., ZSÁKAI, A.: Humánbiológia: Gyakorlati kézikönyv. - 1. vyd.- Budapest: Elte CICHÁ, M. Integrální antropologie - 1. vyd. - Praha : Triton, 2014. - 421 s. - ISBN 978-80-7387-816-0. Eötvös Kiadó, 2004 – 300 s. – ISBN 963 463 653 5.
- FARKAS L., GY. Fejezetek a biológiai antropológiából 1 - 1. vyd. - Szeged : JATEPress, 2000. - 265 s.
- FARKAS L., GY. Fejezetek a biológiai antropológiából 2 - 1. vyd. - Szeged : JATEPress, 2000. - 125 s.
- GYENIS, Gy. Humánbiológia : A hominidák evolúciója - Budapest : Nemzeti Tankönyvkiadó, 2001. - 228 s. - ISBN 963 1921 11 5.
- MADER, S. S.: Human biology. - 11. vyd. - Boston: Wm. C. Brown Publishers, USA, – 2008. - 600 s. - ISBN 0-978-0-07-016778-0.
- NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.
- WULF, Ch. Az antropológia rövid összefoglalása - 1. vyd. - Budapest : Enciklopédia Kiadó, 2007. - 323s. - ISBN 963 9655 09 0.

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

Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 24

A	B	C	D	E	FX
58.33	16.67	12.5	4.17	8.33	0.0
Teacher: Dr. habil. PaedDr. Melinda Nagy, PhD.,					
Date of last update: 06.03.2025					
Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ CDB/25	Name: Exercises in biology didactics
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the student must meet the following requirements. Writing a test from the theoretical knowledge (50 points) is necessary. The student must develop two lesson plans. A complete written lesson plan for elementary school (based on the general model) and a complete lesson plan for high school subjects. Two lesson plans are evaluated according to the given criteria: lesson plan (15-15 points), presentation (5-5 points), and formal requirements, with annexes (5-5 points). Total student load: 2 credits = 50-60 hours The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points)	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student is familiar with the current state of biology education at the primary and secondary school levels, including its connection to the subject “Man and Nature” in the lower grades of primary school. • The student understands the importance of educational planning and pedagogical work. • Is able to analyze curriculum content from educational, instructional, methodological, and value-based perspectives. • Knows the theoretical foundations of preparing lesson plans and is able to prepare effectively for teaching. • Understands various forms of illustration and the organization of practical classroom activities and experiments. • Recognizes the significance of extracurricular education in science learning. 	

- Understands the importance of differentiated instruction to support school success and reduce early school leaving.
- Is familiar with the didactic tools used in biology education and their proper application.
- Has knowledge of international assessments of scientific competencies and is aware of current national and international findings.

Skills:

- Can didactically analyze biology content related to a selected topic.
- Can independently prepare a lesson plan using established didactic models.
- Can plan biology instruction at the primary and secondary school levels in line with national curriculum goals.
- Can design differentiated instruction in biology based on students' individual needs, abilities, and age.
- Can work with professional literature on biological didactics and apply it in teaching practice.

Competences:

- Can credibly advocate for the importance of biology education as a key component of general education.
- Demonstrates a positive attitude toward expanding students' scientific knowledge and encouraging their engagement in exploring natural phenomena.
- Is prepared to teach biology at the 3rd cycle of primary education and at the secondary level, and contribute to teaching the subject "Man and Nature" in the 2nd and 3rd cycles in cooperation with other science teachers.

Brief syllabus:

1. The current state of biology in primary and secondary education. Causes of structural and conceptual changes.
2. Didactic system of biology, compulsory and optional subjects.
3. Objectives of teaching biology in primary and secondary schools.
4. Planning educational work. Planning the annual educational program.
5. Types of learning tasks and performance in terms of the difficulty of cognitive processes, their role and application in acquiring and consolidating knowledge and repetition.
6. Didactic analysis of the curriculum (content, education, upbringing and methodology) and a specific presentation on the chosen topic.
7. Preparation for lessons - written preparation of the complete curriculum of the lesson (general model), presentation for a lecture and interpretation of the curriculum of primary and secondary school.
8. The meaning of illustration and its organisation methods, tools, learning experiments, and practical tests.
9. Opportunities for extracurricular education and extracurricular activities.
10. Differentiation in biological education, catching up, study competitions, talent management.
11. Tools - practical use of tools at individual levels of education. Textbooks, workbooks, worksheets and worksheets.
12. International surveys: PISA (Program for International Student Assessment) measuring science literacy at 15, TIMSS (Trends in International Mathematics and Science Study) in elementary school's fourth and eighth years.
13. The importance of STEM (science + technology + engineering + mathematics, science + technology + engineering + mathematics) and STEAM (+ art, art) in the education of the 21st century in positively shaping children's abilities and attitudes.

Literature:

ALBERT, S., FALUS, I., KOVÁTSNÉ NÉMETH, M., NAGY, M., PUKÁNSZKY, B., SOMOGYI, A.: A tanári kompetenciákról /. - 1. vyd. - Komárom : Selye János Egyetem, 2011. - 134 s. - ISBN 978-80-8122-015-9.

BÓNUS, L., NAGY, L. (2020). Didaktikus játékok használata a természettudományos gondolkodás fejlesztésére biológiaórán. Iskolakultúra, 30(1-2), 3-13. <https://doi.org/10.14232/ISKKULT.2020.1-2.3>

KRISKA GYÖRGY KARKUS ZSOLT: A biológia tanításának elmélete és gyakorlata. Eötvös Kiadó, Budapest, 2015. ISBN 978-963-312-217-4 https://www.eltereader.hu/media/2015/03/Kriska_Karkus_READER.pdf

NAGY, L., NAGY, M. T. (2016). Kutatásalapú tanítás-tanulás a biológiaoktatásban és a biológiatanár-képzésben. Iskolakultúra, 26(3), 57-69. <https://doi.org/10.17543/ISKKULT.2016.3.57>

NAGY, M. In: ALBERT, S.: Az iskolai és óvodai oktatási programok kialakításáról. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2009. - 121 s. - ISBN 978-80-89234-79-0.

Štátny vzdelávací program pre základné vzdelávanie. <https://www.minedu.sk/statny-vzdelavaci-program-pre-zakladne-vzdelavanie/>

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

Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 10

A	B	C	D	E	FX
30.0	50.0	20.0	0.0	0.0	0.0

Teacher: Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Mgr. Zsófia Kocsis, PhD.,

Date of last update: 30.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ CDE/22	Name: Exercise in ecology didactics
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the student must meet the following requirements. The student must write a test from the theoretical knowledge (50 points). The student must plan a study trip and prepare a presentation for it. The study trip is evaluated according to the specified criteria: design of the study trip (30 points), presentation (10 points), formal requirements, and appendices (maps, worksheets) (10 points). Total student load: 2 credits = 50-60 hours The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: <ul style="list-style-type: none"> - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points) 	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student has basic biological and ecological education and responsible critical thinking. - The student sees ecological processes and interactions in the system and can consciously organize ecologically related pedagogical processes. - The student knows the tasks of teaching and educating ecological, conservation and environmental knowledge. - The student knows the importance of ecological, conservation and environmental knowledge in the institutional program of biological education. - The student knows the scenes of ecologically conscious thinking and action and the formation of environmental culture in school and extracurricular education. - The student knows the concept, goals, tasks, methods and tools of zoopedagogy, museum pedagogy and forest pedagogy. - The student knows the tasks involved in planning, organizing, leading, documenting and evaluating the study trip, eco-walks and thematic days. 	

Abilities:

- The student can recognize ecological processes and interactions in the system, the main stages of the transformational action of man on the environment, and understands their natural, social and economic consequences.
- The student can consciously organize ecologically related pedagogical processes.
- The student can participate in pedagogical planning.
- The student can design practical tasks related to environmental culture, taking into account children's individual characteristics, needs and age characteristics.
- The student can develop the environmental culture and eco-awareness of children and youth with the principles of sustainability education

Competencies:

- The student has a positive approach to implementing the strategy of educating children and youth towards environmental sustainability.
- The student commits to developing environmentally conscious behaviour and sustainable life with a personal role model for his environment.
- The student is open to possible cooperation, application and integration of new theories and methods in environmental culture and ecological awareness.

Brief syllabus:

1. The importance of ecological, conservation and environmental knowledge, education for environmental sustainability in the Anthropocene period, and its current status in primary and secondary education.
2. Goals of ecological knowledge, eco-knowledge, environmental culture and education for environmental sustainability, didactic system, connection with the subject of natural science and non-natural science in primary and secondary schools. Individual and community responsibility prevents human transformation's natural, social and economic consequences.
3. A complete institutional approach to the formation of environmentally conscious behaviour, the role of institutional management, and its place in the annual educational program of schools. The subject of biology and places of implementation of teaching inside and outside the institution.
4. Pedagogical methods in informal and formal educational environments. Concept, purpose, tasks, methods and tools of zoopedagogy, museum pedagogy and forest pedagogy. Theory and practice of responsible animal husbandry.
5. Values of national and local natural heritage, place and role of traditional ecological knowledge in environmental sustainability.
6. Biodiversity in school, conditions for planning a school garden, planning and organization, collection of suitable methods from practice.
7. School and local government, institutions, non-governmental organizations, etc. The importance of cooperation in local education about environmental sustainability. The importance of the citizen science method in ecological research in the formation of ecologically conscious thinking.
8. Planning, organizing, leading, documenting and evaluating the discovery tour, eco-walk, forest school, field exercise, and green-themed days.
9. Study trip, eco-walk, teaching and educational tasks, presentation at a specific, selected place of the school or extracurricular environment.
- 10-13. Presentation and assessment of students.

Literature:

ALBERT, S., FALUS, I., KOVÁTSNÉ NÉMETH, M., NAGY, M., PUKÁNSZKY, B., SOMOGYI, A.: A tanári kompetenciákról / . - 1. vyd. - Komárom : Selye János Egyetem, 2011. - 134 s. - ISBN 978-80-8122-015-9.

HORTOBÁGYI T, SIMONS T.: Növényföldrajz, társulástan és ökológia. Nemzeti Tankönyvkiadó, 2000. - 538 s. - ISBN 963 19 1100 4.
 KERÉNYI A.: Európa természet és környezetvédelme. Nemzeti Tankönyvkiadó, Budapest, 2003
 KOVÁTS-NÉMETH, M., BODÁNE KENDROVICS RITA.: A környezetpedagógia elmélete és gyakorlata. Palatia Nyomda és Kiadó, Győr, 2015. - 279 s. - ISBN 978-963-7692-64-2.
 KOVÁTS-NÉMETH, M.: Fenntarthatóság, pedagógia, kutatás. - 1. vyd. – Győr, NyugatMagyarországi Egyetem Apáczai Csere János Kar, 2007. - 227 s. - ISBN 978-963-9364-85-1
 KOVÁTS-NÉMETH, M.: Az erdőpedagógiától a környezetpedagógiáig. Comenius Kft, Pécs, 2010, ISBN 978-963-9687-18-9
 NAGY, M. In: ALBERT, S.: Az iskolai és óvodai oktatási programok kialakításáról. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2009. - 121 s. - ISBN 978-80-89234-79-0.

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

Hungarian or 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.,

Date of last update: 06.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ DIB/25	Name: Didactics of biology
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 2 For the study period: 13 / 26 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: General conditions for passing the subject: active student participation in the lessons, which consist of a theoretical and practical part. <ul style="list-style-type: none"> - student participation in assigned practical and theoretical tasks (20%) - involvement in analysis and discussions during lectures and seminars (10%) - proposal of an educational activity project (10%) - oral exam (60%) Evaluation criteria for written works Processing of selected thematic units from the teaching material of the biology subject for 5th - 9th grades. Primary and secondary school years: educational tasks, methods and tools: <ul style="list-style-type: none"> - contents (90%) - formal page (10%) Total student workload: 4 credits = 100-120 hours <ul style="list-style-type: none"> - 39 hours of participation in contact lessons; 20 hours of preparation of the educational activity project and tasks assigned in the lessons; 35-60 hours of self-study; The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: <ul style="list-style-type: none"> - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points) 	
Results of education: Knowledge: The student can characterize the basic concepts and structure of the teaching process in science education. Has mastered key issues in biology subject didactics with a focus on the planning, management, and improvement of the educational process.	

Understands the specifics of biology teaching within lower secondary, lower vocational, upper secondary vocational, and general upper secondary education, including the subject Man and Nature in the 2nd cycle of primary education.

Skills:

Acquires basic pedagogical skills and can develop didactic models of biology lessons.

Can adapt biological knowledge appropriately for the target age group of 10–19 years.

Can explain the importance and role of biology didactics in the development of scientific thinking among students.

Competences:

Understands how the teaching process functions, the goals of education, and current trends in curriculum reform.

Can plan and implement teaching of biological and related subjects, including cross-curricular themes.

Is prepared to teach biology at the 3rd cycle of primary and at secondary school level, and to contribute to the teaching of the subject Man and Nature in the 2nd and 3rd cycles in cooperation with teachers of other science disciplines.

Brief syllabus:

1. Types of lessons. Motivational lessons. Expository lessons - aimed at acquiring new knowledge.

Fixation hours - consolidating knowledge. Evaluation hours - checking and evaluating knowledge.

2. Organizational forms in the teaching of biology. Distribution, essential characteristics, types of lessons: teaching in the classroom, teaching in specialized areas of the school (laboratory, computer classroom, etc.), teaching outside the classroom (in the museum, in the zoo, etc.).

3. Teaching and education in the field. Division, essential characteristics, types of lessons: Walk, excursion, trip. Education of the gifted and talented. Club of biologists at elementary school, G or high school. Biology competitions. Extracurricular activities.

4. Students' theoretical knowledge of biology. Key competencies of the pupil. Pupil motivation. A number of students in the teaching process. Frontal (mass) form of teaching. Group form of teaching. The individual form of teaching.

5. Information-receptive teaching methods in biology - concept, division. Essential characteristics of the methods – continuous interpretation with demonstration, description, narration, and explanation. Give an example of a curriculum where and how they would apply it.

6. Dialogic teaching methods in biology. Essential characteristics and classification - interview method with demonstration, heuristic, free working interview. Give an example of a curriculum where and how they would apply it.

7. Research teaching methods in biology: Observation, experiment, project - essential characteristics, function, tasks and classification. Give an example of a curriculum where and how they would apply it.

8. Working with literature in teaching biology. Secondary sources of information – textbooks, atlases, keys, maps, explanatory dictionaries, lexicons, etc. Primary sources of information – scientific and professional publications, monographs, anthologies, lectures, etc.

9. Didactic means teaching biology. ICT in biology teaching. Learning aids. Laboratory aids. Live material.

10. Objective of the lesson and examination methods. Assess and control knowledge, skills and habits and their application in elementary, middle and high school. Teacher preparation for a biology lesson at elementary, middle and high school - components and structure of the lesson. Theoretical preparation, written preparation, technical preparation.

11. The current status of biology in the Slovak educational system. Biology in the State educational program and the school educational program. The current position of biology in the curricula of

primary and secondary schools. Causes of structural and conceptual changes. Changes after the school reform in the teaching of natural history and biology.

12. Planning educational work. Didactic system of biology, compulsory and optional subjects. Objectives of biological education in elementary school and gymnasiums (final, staged, partial). Year-round work plan, time-thematic plan. Biology teacher. The personality of the biology teacher. Biology teacher education. Further education and lifelong learning of a biology teacher.

13. Realization of educational aspects in the teaching of biology and natural history - sex education and parenting education, health education, ecological and environmental education in biology - possibilities of application in the curriculum of elementary schools and high schools.

Literature:

BAJTOŠ, J., HAMBALÍK, A. Didaktika laboratórných predmetov. - Bratislava : STU - Slovenská Technická Univerzita, 1998. - 44 s. - ISBN 8022710881

BERNÁTOVÁ, R., BERNÁT, M., PORÁČOVÁ, J., NAGY, M. Teaching of the thematic unit photosynthesis in the natural sciences with didactics for teacher training programmers in primary education with the support of the interactive whiteboard. 2020. Journal of Science Education = Revista de Educacion en Ciencias = Revista de Educacion en Ciencias. - ISSN 0124-5481, Vol. 21, no. 2 (2020), p. [1-10].

BERNÁTOVÁ, R., BERNÁT, M., PORÁČOVÁ, J., NAGY, M. a kol. Visualization of the logical structure of biologically and ecologically oriented curriculum and its application in teaching to increase the level of understanding of causality (Coherence of cause and effectin) in the curriculum. 2019. In: Journal of Science Education = Revista de Educacion en Ciencias = Revista de Educacion en Ciencias. - ISSN 0124-5481, Vol. 20, no. 2 (2019), p. 54-75. SCOPUS.

BODZSÁR, É.: Kézikönyv a biológiatanítás módszertanához, Trefort Kiadó, Budapest 2005

FALUS, I.: Didaktika. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 552 s. - ISBN 9631952967

CHOCHOLOUŠKOVÁ, Z. Didaktika biologie ve vztahu mezi obecnou a oborovou didaktikou - 1. vyd. - Plzeň : Západočeská univerzita v Plzni, 2019. - 280 s. - ISBN 978-80-261-0846-7.

KALHOUS, Z., OBST, O.: Školní didaktika. - 2. vyd. - Praha : Portál, 2009. - 448 s. - ISBN 978-80-7367-571-4

KRISKA, GY., KARKUS, ZS. A biológia tanításának elmélete és gyakorlata - 1. vyd. - Budapest : ELTE Eötvös Kiadó, 2015. - 344 s. - ISBN 978-963-312-217-4.

NAGY, M. Egészségfejlesztő iskolai oktatási program kialakításáról. In: Albert, S. Az iskolai és óvodai oktatási programok kialakításáról. Komárno: Univerzita J.Selyeho, 2009, S. 17-51. ISBN 978-80-89234-79-0.

Štátny pedagogický ústav (2015): Štátny vzdelávací program BIOLÓGIA. (Vzdelávacia oblasť: Človek a príroda), Posúdila a schválila ÚPK pre biológiu pri ŠPÚ, Bratislava 2015, Dostupný na: <http://www.statpedu.sk/sk/Statny-vzdelavaci-program/Statny-vzdelavaciprogram-pre-2-stupen-zakladnych-skol-ISCED-2/Clovek-a-priroda.alej>

Štátny vzdelávací program pre základné vzdelávanie. <https://www.minedu.sk/statny-vzdelavaci-program-pre-zakladne-vzdelavanie/>

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

Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 34

A	B	C	D	E	FX
32.35	32.35	23.53	11.76	0.0	0.0

Teacher: Dr. habil. PaedDr. Melinda Nagy, PhD.,

Date of last update: 30.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ DS-B/22	Name: Master's Thesis Seminar
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Submission of a selected bibliography and research plan related to the thesis topic and drafting of a part of the thesis (about 15 pages). Attendance at the seminar is compulsory. The student prepares part of the Master's 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 seven days after the deadline, he/she will not receive the credits for the course. The tutor determines the length of the ready part of the thesis to be handed in, and the formal requirements are specified in the Rector's Directive 2/2021. The work must comply with the technical rules and ethics of citation. Criteria for the evaluation of the work: – the student's analytical-synthetic thought process, – an expression of personal opinion supported by theoretical knowledge, – the definition of the problem and the aim of the work, how 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, – the aesthetic and linguistic quality of the essay. Percentages for each task: Work done in seminars: 20 %. Seminar paper: 80 %. The student must complete at least 50 % of all assignments. The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points)	

- E = 50-59% (50-59 points)
- FX = 0 – 49% (0 – 49 points)

Results of education:

Knowledge:

The student can:

- list and explain the general requirements for the preparation of the Master's thesis, describe and characterise the content structure of the Master's 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 Master's 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 Master's 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, and plagiarism, distinguish between quotation 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.

Abilities:

The student can:

- write a draft of his (her) own Master's thesis,
- explain the methodological rules for writing a Master's thesis,
- define the main question and the aim of the thesis, formulate hypotheses where appropriate,
- plan a timetable for the preparation of the Master's 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 Master's 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 the various methods of citation correctly 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,
- conclude 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 the presence of the tutor, the outputs of the activity and justify their relevance and practical use,
- complete the Master's 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,
- applying theoretical knowledge to teaching practice.

Competences:

The student

- is aware of the importance of respecting academic ethics and the ethical implications for his/her student and future teaching activities,
- acts following 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 straightforwardly and honestly while accepting that the other party has the right to form his/her own opinion,
- bears and accepts the consequences of his/her actions.

Brief syllabus:

1. Requirements for the Master's thesis in the JSU guidelines.
2. Importance of the Master's thesis. The importance of scientific research and publishing.
3. Scientific integrity and research ethics.
4. Selection of the Master's thesis topic.
5. Tasks and objectives of the Master's thesis.
6. Choice of final thesis methodology.
7. Content of the thesis. Conceptualization and strategy of processing individual parts - chapters.
8. Work with book and magazine literature.
9. Use of the Internet and online publications
10. Citing the used literature and making a list of the literature.
11. Preparation and implementation of research. Processing and evaluation of results. Graphical and tabular and image tools and their use. Documentation of scientific work. Appendices of the final thesis.
12. Discussion of the results, conclusions and summary.
13. Presentation of results using PowerPoint and poster. Preparation for the defence of the final thesis.

Literature:

- A magyar helyesírás szabályai. 2015. Budapest: Akadémiai Kiadó. 12. kiadás. ISBN 978 963 05 9631 2
- ECCO, U.: Hogyan írjunk szakdolgozatot? Kairosz, 1987. - 255. - ISBN 9639137537
- CHAJDIÁK, J.: Štatistika jednoducho v Exceli. - 1. vyd. - Bratislava : Statis, 2013. - 340 s. - ISBN 978-80-85659-74-0.
- KATUŠČÁK, D.: Ako písať záverečné a kvalifikačné práce. 5. vyd. - Nitra : Enigma, 2007. - 164 s. - ISBN 978-80-89132-45-4
- MADARÁSOVÁ, J. (red.) 2000. Pravidlá slovenského pravopisu. Bratislava: VEDA. ISBN 8022406554
- MARKO J.: Ako písať záverečnú prácu. - 1. vyd. - Zvolen : TU, 2010. - 66 s. - ISBN 978-80-228-2112-4.

MURRAY R.: How to Write a Thesis - 3. vyd. - England : McGraw-Hill Open University Press, 2011. - 326 s. - ISBN 978-0-33-524428-7.
 NAGY-GYÖRGY, J.: Valószínűségyszámítás és statisztika példatár : POLYGON Jegyzettár - 1.vyd. - Szeged : Szegedi Egyetemi Kiadó POLYGON, 2010. - 111 s.
 SILVERMAN, D.: Ako robiť kvalitatívny výskum /. - Bratislava : Ikar a.s., 2005. - 328 s. – ISBN 80-551-0904-4.
 Smernica rektora č. 2/2021 o úprave, registrácii, sprístupnení a archivácii záverečných, rigorózných a habilitačných prác na Univerzite J. Selyeho. 2021. Komárno: UJS

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

Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 8

A	B	C	D	E	FX
50.0	12.5	12.5	0.0	25.0	0.0

Teacher: Ing. Pavol Balázs, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., Ing. Iveta Szencziová, PhD., RNDr. Štefan Balla, PhD.,

Date of last update: 06.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ EKO/22	Name: Ecology
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: At the end of the semester, the student writes a test (50 points) from the theoretical part of the subject. Furthermore, he will prepare a seminar paper and a presentation on a selected ecological topic during the semester. The evaluation will be carried out: relevance of the literature used (5 points), presentation of the literature (25 points), maximum of 10 pages, with pictures, graphs (10 points), and presentation (10 points). The student also passes an oral exam. Total student workload: 4 credits = 100-120 hours 26 hours of participation in contact lessons; 30 hours of preparation of the educational activity project and the tasks assigned in the lessons; 44-64 hours of self-study; The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points)	
Results of education: Knowledge: - The student knows the professional terminology of the scientific discipline. - The student has a basic ecological education. - The student knows ecological events and sees mutual influences in contexts. - The student sees the interaction of man and nature and the place of man in nature. - The student understands the risks of an excessive human reshaping of the environment. Abilities: - Based on his own information, the student can independently identify ecological problems. - The student recognizes ecological phenomena in practice. - Based on his ecological knowledge, the student is capable of critical thinking. - With the help of his basic ecological education, the student can evaluate the consequences of the devastating human activity in context.	

-The student is capable of more thorough knowledge of the systems of nature to create ecological thinking.

Competencies:

- The student takes a positive attitude towards ecological phenomena.
- The student's ecological mindset; he respects his living and non-living surroundings.
- The student leads his surroundings to a positive and ethical perception of the environment.

Brief syllabus:

Lecture:

1. Concept, content and division of ecology. The place of ecology among the natural sciences
- 2., Autecology. Ecological factors and their role.
3. Global climate change and its ecological consequences.
- 4., Water as an abiotic ecological factor.
- 5., Soil and relief.
- 6., Biotic environmental factors: trophic, intraspecific and interspecific influences
- 7., Anthro - zoogenic factors
- 8., Demecology, Population definition, population structure, factors regulating populations.
9. Population size - mechanisms of regulation.
- 10., Synecology. Biocenosis and biotope. Properties of biocenoses. Food chains.
- 11., Ecological niche. Bioregions (ecoregions) and ecosystem.
- 12., Basics of biogeography. I. - phytogeography
- 13., Basics of biogeography. II. - zoogeography

Seminar:

- 1., A living organism and its environment.
- 2., Ecological importance of abiotic ecological factors of the environment - light, temperature.
- 3., Changing the atmosphere's composition and the ecological consequences of this change.
- 4., Ecological consequences of water pollution.
- 5., Factors endangering the soil.
- 6., Biogeochemical cycles.
- 7., Human population as an ecological factor.
- 8., Natural resources.
- 9., The country and its changes. Biodiversity and its changes - flora.
- 10., Biodiversity and its changes - flora.
- 11., Biodiversity and its changes - fauna.
- 12., Protected areas and their ecological importance.
- 13., Final test

Literature:

- HORTOBÁGYI T, SIMON T.: Növényföldrajz, társulástan és ökológia. Nemzeti Tankönyvkiadó, 2000. - 538 s. - ISBN 963 19 1100 4
- KERÉNYI A.: Európa természet és környezetvédelme. Nemzeti Tankönyvkiadó, Budapest, 2003
- KLINDA J. Environmentalistika a právo II.2003. - 0. - ISBN 808883304
- SZABÓ M., ANGYAL Zs. A környezetvédelem alap ja i. Typotex, 2012. https://ttk.elte.hu/dstore/document/1134/EJ-A_kornyeztvedelem_alapjai_OK.pdf
- TEREK J., VOSTAL Z., (2009): Základy ekológie a environmentalistiky. PU v Prešove FHPV, Prešov, ISBN 978-80-555-0094-2.

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

Hungarian or Slovak

Notes:

Evaluation of subjects					
Total number of evaluated students: 24					
A	B	C	D	E	FX
58.33	12.5	4.17	25.0	0.0	0.0
Teacher: Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Ing. Pavol Balázs, PhD.,					
Date of last update: 06.03.2025					
Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ ENV/22	Name: Environmental education and sustainability
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the student must meet the following requirements. Writing a test from the theoretical knowledge (50 points) is necessary. The student develops a project and creates a presentation. It is evaluated according to the specified criteria: project proposal (30 points), presentation (10 points), formal requirements, and attachments (project diary, reflection) (10 points). Total student load: 2 credits = 50-60 hours The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points)	
Results of education: Knowledge: - The student can use his ecological knowledge to interpret global and local problems of the Anthropocene period - The student knows the sustainable development goals of the United Nations and related educational tasks - The student is aware of the possibilities of environmental sustainability education in school and outside of school - The student knows the term project pedagogy, organizational forms, methods, tools, types of pedagogy - The student knows the theoretical foundations and practical tasks related to project planning and implementation Abilities: - The student can identify the causal connections of fundamental problems in nature-society - economy and their relationship and identify their causes with students	

- The student can design practical tasks for environmental sustainability, taking into account children's individual characteristics and the age group's characteristics.
- The student can plan and implement an environmental sustainability project in group work. The student can complete the project documentation and has self-reflection
- The student can apply the acquired knowledge in the transmission of an ecologically conscious approach and in the transmission of a sustainable way of life.
- The student knows how to help his students to become responsible citizens in environmental studies.

Competencies:

- The student commits to a productive lifestyle and is responsible for himself, his peers and the environment.
- The student consciously and credibly represents the values of environmental sustainability education.

Brief syllabus:

1. The causes of the unsustainable world order of the Anthropocene era, the consequences of ecological, social and economic impacts and the goals of sustainable development of the United Nations.
2. Conceptual framework of education for environmental sustainability, development of the concept, connection of education for environmental sustainability with sustainable development goals.
3. Global and local level of environmental problems, local problems of our environment, and our responsibility in solving problems.
4. Opportunities for education about environmental sustainability in and outside of school.
5. The concept of project pedagogy, its role in imparting knowledge, developing skills and attitudes.
6. Forms, methods and tools of organizational, task-oriented activities of project pedagogy.
7. Steps of the teaching-educational strategy in project pedagogy.
8. Project teaching techniques, techniques based on student initiative; cooperation techniques; creative inquiry, research techniques.
9. Types of projects: aesthetic-artistic creation, intellectual creation, creation of a material tool.
10. Implementation of project pedagogy in a natural learning environment, goal, role and methods of forest pedagogy.
11. Project planning and implementation process.
12. The role of self-reflection in project pedagogical work.
13. Test writing

Literature:

- KERÉNYI Attila.: Európa természet és környezetvédelme. Nemzeti Tankönyvkiadó, Budapest, 2003
- KOVÁTS-NÉMETH, Mária., BODÁNE KENDROVICS RITA.: A környezetpedagógia elmélete és gyakorlata. Palatia Nyomda és Kiadó, Győr, 2015. - 279 s. - ISBN 978-963-7692-64-2.
- KOVÁTS-NÉMETH, Mária.: Fenntarthatóság, pedagógia, kutatás. - 1. vyd. – Győr, NyugatMagyarországi Egyetem Apáczai Csere János Kar, 2007. - 227 s. - ISBN 978-963-9364-85-1
- KOVÁTS-NÉMETH, Mária.: Az erdőpedagógiától a környezetpedagógiáig. Comenius Kft, Pécs, 2010, ISBN 978-963-9687-18-9.

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

Hungarian or Slovak

Notes:

Evaluation of subjects					
Total number of evaluated students: 24					
A	B	C	D	E	FX
95.83	4.17	0.0	0.0	0.0	0.0
Teacher: Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD.,					
Date of last update: 06.03.2025					
Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ EPI/22	Name: Basics of epidemiology
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 1., 2., 3., 4..	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Total student load: 1 credit = 25-30 hours Students participate in 13 hours of teaching. Through self-study, in the range of 15 hours, they prepare for the final test for 50 points. The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points)	
Results of education: Knowledge: - The student knows the task's subject and epidemiology's history. - The student knows the epidemiology of non-infectious (civilized) diseases, - Knows the role of epigenetic factors in the development of diseases. - The student knows the systematic classification of pathogens. - The student knows the most important infectious diseases. - The student has basic epidemiology knowledge and knows prevention tips. - The student knows the role of the school in the prevention process. Abilities: - The student can analyze epidemiological indicators of domestic and international epidemiological statistics. - The student can apply his knowledge of health science in practice. - The student can organize and implement the activities necessary to manage epidemics, taking into account the peculiarities of the age categories of the youth. Competencies: - The student positively approaches the tasks of epidemiological prevention and the tasks during the epidemic at schools.	

- The student is a role model in preventing diseases by personal example.

Brief syllabus:

1. The subject of epidemiology, its role, and history.
2. Development of the epidemiological situation in Slovakia compared to international, mainly European, development.
3. Epidemiology of the essential non-infectious diseases. The role of epigenetic factors in the development of diseases.
4. Epidemiology of the most important infectious diseases. System of pathogens. Bacteriology, virology, mycology, parasitology.
5. The concept of infection and influencing factors. Infectious disease, epidemic. Basics of statistics.
6. Basic concepts of immunology, the concept of immunity, and its types.
7. Classification of infectious diseases based on their entry into the human body 1. Respiratory infections, diseases of the digestive tract, infections from food, infectious diseases of the bloodstream and lymphatic system.
8. Classification of infectious diseases based on their entry into the human body 2. Infectious diseases penetrate through the immune system, and diseases spread through sexual contact.
9. Classification of infectious diseases based on their entry into the human body 3. Zoonoses.
10. Basic epidemiological knowledge, subject of epidemiology, its importance.
11. Driving forces of the epidemic. Necessary activities in the event of epidemics.
12. Possibilities of prevention. The role of schools in prevention.
13. Final test.

Literature:

- BETINA, V.: Mikrobiológia 1.,2. Bratislava : Slovenská Technická Univerzita, 1993, 472 p. ISBN 8022705764.
- HORÁKOVÁ, K.: Mikrobiológia 2. Bratislava : Slovenská Technická Univerzita, 1993, 214 s. ISBN 802270525
- KEVEI F., KUCSERA J.: Mikrobiológia I. 1. vyd. – Szeged: JATEPress, 2002, 301 s.
- KEVEI F., KUCSERA J.: Mikrobiológia II. 1. vyd. – Szeged: JATEPress, 1999, 226 s.
- KOPP M.: Epigenetika, epidemiológia és magatartásorvoslás. Magyar Tudomány, 2012, 923-930. <http://www.matud.iif.hu/2012/08/06.htm>
- MAKOVICKÝ, P.: Mikrobiológia. 1. vyd. – Komárno: Univerzita J. Selyeho, 2018, 115 s., ISBN 978 80 8122 235 1.
- NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.

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

Hungarian or 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: Ing. Pavol Balázs, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD.,

Date of last update: 06.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ ETO/22	Name: Ethology
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for passing the subject is active participation in the seminars, which consist of a theoretical and practical part. As part of the practical part, the student will have to prepare a seminar paper based on the knowledge he acquired while teaching the subject. The seminar paper will consist of professional terms and topics of an ethological nature. The seminar paper must meet the content and formal requirements of scientific writing. At the end of the semester, the student submits the seminar paper for review and presents it as a presentation (20%). Final written test on theoretical knowledge during the exam period (80%). Total student workload: 3 credits = 75-90 hours. 26 hours of participation in contact lessons; 20 hours of preparation of the educational activity project and tasks assigned in the lessons; 35-45 hours of self-study; The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: <ul style="list-style-type: none"> - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points) 	
Results of education: The student acquires new knowledge about ethology, expands knowledge of professional terms and can understand and perform basic ethological procedures. Knowledge: <ul style="list-style-type: none"> - The student can apply the acquired knowledge in the teaching-learning process of biology. - The student becomes familiar with ethology as a science, its meaning and the correct application of ethological procedures. - The student will expand his knowledge about animal behaviour and the principles of keeping individual species of animals. - The student can draw up an ethogram. Abilities:	

- The student can understand ethological concepts, procedures, and valid legislative standards.
- The student can develop a complex seminar work and use the knowledge from it in practice.
- The student knows how to work with an ethogram and observation tools for creating an ethogram.
- The student can use the acquired knowledge in practice and is also able to interpret it for other persons or students in the future teaching process.

Competencies:

- The student will develop a more positive relationship and understanding with animals and gain more self-confidence in his abilities.
- By better understanding individual types of animal behaviour, the student will acquire lifelong knowledge that will positively affect his attitude towards nature and living creatures.
- The student is active in pedagogical areas of education within his competencies and takes responsibility for forming prejudices against ethological procedures and their effective use in practice. Presentation and submission of semester papers.

Brief syllabus:

1. Introduction to ethology.
2. Ontogeny of behaviour.
3. Brain and higher nervous activity.
4. Forms of learning.
5. Optical communication.
6. Means of non-verbal communication.
7. Acoustic communication.
8. Contact behaviour.
9. Olfactory communication.
10. Mutilating behaviour.
11. Food behaviour.
12. Reproductive behaviour.
13. Presentation and submission of semester papers

Literature:

- CSÁNYI V.: Etológia. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2002. - 755 s. - ISBN 963 19 3230 3.
- CSÁNYI V.: Kis etológia. - 1. vyd. - Budapest : Kossuth Kiadó, 2002. - 263 s. - ISBN 963 09 4309 3.
- CSÁNYI V.: Etológia és társadalom : Apró írások / Csányi Vilmos. - 1. vyd. - Budapest : Ulpiusház Könyvkiadó, 2005. - 374 s. - ISBN 963 7253 89 0.
- BREED, M.D., MOORE, J.: Animal Behavior. Academic Press, Jan 4, 2011 - Science - 496 pages, ISBN 978-0-12-372581-3
- LEWIS, D., REZEK, J.: Tajná řeč těla. - 1. vyd. - Praha : Nakladatelství Bondy, 2010. - 256 s. - ISBN 978-80-904471-7-2

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

Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 33

A	B	C	D	E	FX
12.12	27.27	18.18	39.39	3.03	0.0

Teacher: Ing. Iveta Szencziová, PhD.,

Date of last update: 06.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ EVO/22	Name: Evolutionary biology
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Completing the subject is conditional on a final knowledge test for 100 points and preparing a seminar paper on the subject. Total student workload: 3 credits = 75-90 hours The student will participate in 26 hours of teaching. He works for 20 hours preparing the seminar paper and learning to test by self-study in the range of 30-45. The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: <ul style="list-style-type: none"> - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points) 	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student will consider evolution as a natural process establishing and maintaining the existence of life on Earth. - He is familiar with the main mechanisms of evolutionary processes. - He can recognize and understand the evolutionary process in nature based on current scientific knowledge. Abilities: <ul style="list-style-type: none"> - The student can compare creationist and evolutionary theories of the development of the Earth. - The student can critically evaluate opinions about evolution and accept conclusions in its favour. Competencies: <ul style="list-style-type: none"> - The student can take a well-founded position on the issue. - The student in his environment can present the evolutionary theory of development soundly. 	
Brief syllabus:	

1., Evolutionary theories and creationism 2., Biological evolution 3., Heredity of mutation 4., Natural selection 5., Genetic drift, gene flow 6., Origin of life 7., Evolution of ontogenesis and life cycle 8., Evolution of sexual reproduction and its evolutionary consequences 9., Evolution of behaviour 10., Coevolution, the evolution of parasites 11., Species, speciation 12., Extinction, phylogenetics 13., Taxonomy, macroevolution												
Literature: CSÁNYI, V., MIKLÓSI, Á.: Fékevesztett evolúció : Megszaladási jelenségek az emberi evolúcióban. - 1. vyd. - Budapest : Typotex, 2010. - 180 s. - ISBN 978 963 279 287 3. FAZEKAS, GY., SZERÉNYI, G.: Biológia I.: Molekulák, élőlények, életműködések. - 3. vyd. - Budapest : Scolar, 2015. - 591 s. - ISBN 978-963-244-568-7. FAZEKAS, GY., SZERÉNYI, G.: Biológia II.: Ember, bioszféra, evolúció. - 3. vyd. - Budapest : Scolar, 2015. - 573 s. - ISBN 978-963-244-569-4. FORRÓ, L.: A Kárpát-medence állatvilágának kialakulása. Magyar Természettudományi Múzeum, Budapest, 2007. LARSON, E. J.: Az evolúció. - 1. vyd. - Budapest : Európa Könyvkiadó, 2009. - 369 s. - ISBN 978 963 07 8697 3. MUEHLENBEIN, M.P: Human Evolutionary Biology, Cambridge Un. Press, 2011.												
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak												
Notes:												
Evaluation of subjects Total number of evaluated students: 1												
<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>100.0</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	100.0	0.0	0.0	0.0	0.0	0.0
A	B	C	D	E	FX							
100.0	0.0	0.0	0.0	0.0	0.0							
Teacher: Ing. Pavol Balázs, PhD.,												
Date of last update: 06.03.2025												
Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.												

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ GEN/22	Name: Genetics
Types, range and methods of educational activities: Form of study: Lecture / Practical Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: General conditions for passing the subject: active student participation in the lessons, which consist of a theoretical and practical part. <ul style="list-style-type: none"> - student participation in assigned practical and theoretical tasks (30%) - involvement in analysis and discussions during lectures (5%) - proposal of an educational activity project (5%) - oral exam (60%) Protocol evaluation criteria: <ul style="list-style-type: none"> - content page of protocols (50%) - formal protocol page (10%) - manual skills (40%) Total student load: 5 credits = 125-150 hours <ul style="list-style-type: none"> - 39 hours of participation in contact lessons; 11 hours of preparation of protocols; 20 hours of practice of the educational activity project and tasks assigned in the lessons; 55-70 hours of self-study; The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: <ul style="list-style-type: none"> - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points) 	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student can characterize the basic concepts of genetics, explain the basic principles of genetics - The student will gain knowledge of the symptomatology of selected mutations, types of inheritance, the basics of cytogenetics, population genetics and methods of genetic analysis Abilities:	

- The student will understand the laws of heredity (classical and population genetics)
- The student can explain and use his knowledge of genetics in his pedagogical practice.
- The student can practically perform basic laboratory exercises in genetics
- The student can explain the importance of genetics

Competencies:

- The student will gain an overview of the functioning of genetic principles as well as the diseases that can most often affect health, thereby gaining a positive attitude towards protecting and maintaining their health.

Brief syllabus:

1. Introduction to genetics. Basics of genetic terminology.
2. Molecular basis of genetic information – structure and types of DNA and RNA.
3. Replication, transcription, translation of DNA, genetic code (examples, solving assigned tasks).
4. Laws of cell division - cell cycle, cell cycle regulation, cell differentiation. Programmed cell death - apoptosis, unprogrammed cell death - necrosis, cell senescence.
5. Laws of reproduction, asexual, sexual reproduction types. Gametogenesis, spermatogenesis, apomixis, fertilization in vitro.
6. Chromosome basis of heredity – structure and number of chromosomes, prokaryotic and eukaryotic chromosomes.
7. Heredity of organisms - monogenic inheritance, multifactorial inheritance, polygenic inheritance, extranuclear inheritance.
8. Mendel's rules of heredity - laws, examples, solving assigned tasks. Morgan's rules - binding of genes, forms, phases, examples, solving assigned tasks.
9. Mutations - classification of mutations (spontaneous, induced, mitochondrial, somatic, gene), mutagens, mutations and the environment. Chromosome aberrations – numerical, structural causes of chromosome aberrations.
10. Gene regulation of ontogenesis – regulation during zygote furrowing, cell differentiation and embryonic induction, the ontogenesis of sex in mammals, humans, etc. Morphological, developmental defects - natural, pharmaceutical, industrial, agricultural, metabolic teratogens.
11. Mutants with malformative and lethal effects. Genetically conditioned pathological conditions – numerical aberrations of autosomes, gonosomes, structural aberrations of chromosomes.
12. Genetics of populations - a genetic structure of the population, model of autogamous and panmictic population, Hardy-Weinberg law of genetic balance (examples, solution of assigned tasks), the population's gene pool, migration, adaptive value and a genetic load of the population.
13. Investigation methods used in genetics include hybridological, genealogical, gemeliological, cytogenetic, and molecular-genetic. Prenatal diagnosis - invasive and non-invasive methods of prenatal diagnosis, Fetal DNA Diagnosis from Maternal Blood method

Literature:

- CAMPBELL, A. M., HEYER, L. J. Genomika, proteomika, bioinformatika - 1. vyd. - Budapest : Medicina Könyvkiadó Rt., 2004. - 381 s. - ISBN 963 242 882 X.
- HOFMANOVÁ, B., MAJZLÍK, I., MACH, K., VOSTRÝ, L. Genetika se základy biometriky : Návody na cvičení. - 1. vyd. - Praha : Česká zemědělská univerzita v Praze, 2008. - 126 s. - ISBN 978-80-213-1800-7.
- MARÓY, P. Genetika BS - 3. vyd. - Szeged : Jate Press, 2014. - 281 s. - ISBN 978-963-306-003-2.
- MARÓY, P. Haladó genetika - 1. vyd. - Szeged : JatePress, 2010. - 135 s. - ISBN 978-963-482-977-5.
- PECSENYE K. Populációgenetika - 1. vyd. - Nagykovácsi : Pars Kft., 2006. - 401 s. - ISBN 963 06 0325 X.

PORÁČOVÁ, J., NAGY, M. a kol.: General and Applied Biochemistry for Natural-Sciences – 1. vyd. – Budapest: Műszaki Pedagógia Tanszék, 2021. – 223 s. – ISBN 978-963-421-847-0.

PORÁČOVÁ, J., VAŠKOVÁ, J., NAGY, M. a kol. 2015. Všeobecná genetika. Prešov: FHPV PU. 397 s. ISBN 978-80-555-1523-6.

PORÁČOVÁ, J., MARIYCHUK, R., NAGY, M. a kol.: Základné biochemické procesy organizmov – 1. vyd. – Prešov: Prešovská univerzita v Prešove, Fakulta humanitných a prírodných vied - 2015. – 343 s. – ISBN 978-80-555-1514-4.

PORÁČOVÁ, J., NAGY, M., ZAHATŇANSKÁ, M. et al.: Biometria živočíchov a človeka. Prešovská univerzita v prešove, FHPV, Univerzita J. Selyeho v Komárne, PF, Centrum excelentnosti

SNUSTAD, D. P., SIMMONS, M. J. 2009. Genetika. Brno: Masaryková univerzita. 894 s. ISBN 978-80-210-8613-5.

SRŠEŇ, Š., SRŠŇOVÁ, K. 2005. Základy klinickej genetiky a jej molekulárna podstata. 4. prepracované a rozšírené vydanie. Martin: Osveta. 445 s. ISBN 80-8063-185-9.

YONG-KYU KIM. Handbook of Behavior Genetics - 1. vyd. - New York : Springer, 2009. - 560 s. - ISBN 978-0-387-76726-0.

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

Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 34

A	B	C	D	E	FX
41.18	11.76	8.82	20.59	14.71	2.94

Teacher: Dr. habil. PaedDr. Melinda Nagy, PhD.,

Date of last update: 06.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ KRZ/22	Name: Cultivated plants and farm animals
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Cultivated plants part At the end of the semester, the student writes a test (50 points) from the theoretical part of the subject. Next, he will prepare a seminar paper and a presentation about the selected cultural plant. The evaluation will take place: relevance of the used literature (25 points), presentation (25 points). Final grade: 90-100% is required to achieve an A grade; for grade B 80-89%; for grade C 70-79%; for D rating 60-69% and for E rating 50-59% of the total number of points. Farm animals part The condition for passing the subject is active participation in the lessons, which consists of a theoretical and practical part. As part of the practical part, the student will have to prepare a seminar work based on the knowledge he acquired while teaching the subject. The seminar work will consist of professional terms and topics of a breeding nature. The seminar work must meet the content and formal requirements of scientific writing. At the end of the semester, the student presents the seminar work as a visual presentation and submits the text part for review (100%). Point distribution of the seminar work: presentation of the topic and scope (20%), presentation of the literature review and citations (20%), analysis and graphic evaluation of the topic (20%), drawing conclusions and formulating proposals (20%), elaboration and formal requirements (20%). Total student load: 2 credits = 50-60 hours 26 hours of participation in contact lessons; 20 hours of preparation of the educational activity project and tasks assigned in the lessons; 10-20 hours of self-study; The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points)	
Results of education:	

The student acquires new knowledge about cultivated plants and farm animals, expands his knowledge of technical terms and can pass on his knowledge.

Knowledge:

- The student can apply the acquired knowledge in the teaching-learning process of biology.
- The student learns about cultivated plants, their origin, and their economic groups.
- The student will become familiar with the basic types of farm animals and the technological procedures of their breeding.
- The student will acquire basic knowledge about the ecological aspects of running agricultural production in Slovakia.
- The student will acquire knowledge of the interdependence of crop production with animal production, farming methods in the country and their sustainability.

Abilities:

- The student can understand agrotechnical concepts, procedures, and agriculturally essential works.
- The student can develop a complex seminar work and use the knowledge from it in practice.
- The student can use the acquired knowledge in practice and is also able to interpret it for other persons or students in the future teaching process.

Competencies:

- The student will develop a more positive relationship with cultivated plants, farm animals and husbandry practices and gain more self-confidence in their abilities.
- Through a better understanding of animal husbandry, the student will acquire lifelong knowledge that will positively affect his attitude towards nature and the soil.
- The student is active in pedagogical areas of education within his competencies; he takes responsibility for forming prejudices against agrarian procedures and their effective use in practice.

Brief syllabus:

Part of cultivated plants

1. Nomenclature of cultivated plants,
2. The place of cultivated plants in the plant system. - Species, varieties.
3. Development centres of cultivated plants.
4. Cereals.
5. Oil products.
6. Fodder.
7. Vegetables (fruit and root).
8. Vegetables (other groups of vegetables)
9. Fruits (seeds and nuts)
10. Fruits (other groups of fruits)
11. Spices.
12. Medicinal plants.
13. Ornamental plants.

Part of farm animals

1. Origin and development of agriculture.
2. Domestication of livestock and development of livestock breeds.
3. Modern technologies in cattle breeding.
4. Modern technologies in pig breeding.
5. Modern technologies in sheep breeding.
6. Modern technologies in poultry farming.
7. Modern technologies in the breeding of small farm animals.
8. Modern technologies in beekeeping.

9. Modern technologies in horse breeding.
10. Animal welfare
11. Ecological aspects of livestock breeding
12. Presentation of seminar papers
13. Presentation of seminar papers

Literature:

- TUBA Z, - SZERDAHELYI T.,- ENGLONER A., - NAGY J.: Botanika II. - Rendszertan : Bevezetés a növénytanba, algológiába, gombatanba és a funkcionális növényökológiába - 1. vyd. - Budapest : Nemzedékek Tudása Tankönyvkiadó, 2007. - 523 + 62 s. - ISBN 978-963-19-5849-2.
- GOJDIČOVÁ E., MÁRTONFI P., MÁRTONFIOVÁ L.: Botany - Vascular Plants = Botanika - Cievnaté rastliny - 1. vyd. - Ružomberok : Institute of the High Mountain Biology University of Žilina, 2008. - 167 s. - ISBN 978-80-88923-12-1.
- ANTAL J. : A növénytermesztés alapjai = Gabonafélék. - 1. vyd. - Budapest : Mezőgazda, 2005. - 391 s. - ISBN 963 286 205 8.
- ANTAL J.: Gyökér- és gumós növények, hüvelyesek, olaj- és ipari növények, takarmánynövények. - 1. vyd. - Budapest : Mezőgazda, 2005. - 595 s. - ISBN 963 286 206 6.
- ÁNGYÁN JÓZSEF, MENYHÉRT ZOLTÁN. : Alkalmazkodó növénytermesztés, környezet- és tájgazdálkodás / - 1. vyd. - Budapest : Szaktudás Kiadó Ház, 2004. - 559 s. - ISBN 963 9553 14 X.
- SZABÓ F.: Általános állattenyésztés. - 1. vyd. - Budapest : Mezőgazda Kiadó, 2015. - 478 s. - ISBN 978-963-286-711-3.
- NAGY, M., BALÁZS, P.: A jászói kolostorkert = Jasovká kláštorná záhrada. - 1. vyd. - Komárno : Selye János Egyetem, 2017. - 127 s. - ISBN 978-80-8122-228-3.
- MAKOVICKÝ, P.: A mezőgazdaság alapjai: Állattenyésztés. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. 94 s. ISBN 978-80-8122-139-2. SZÉLES, G.: Az agrárgazdaság aktuális kérdései. Budapest : Akadémiai, 2002, 184 s. ISBN 9630560976.
- KOMONYI É.: Mezőgazdasági alapismeretek. - 1. vyd. - Ungvár : Líra Poligráfcentrum, 2013. - 184 s. - ISBN 978-617-596-129-2.
- BEDNÁR V.: Moje najmilovanejšie zvieratá. - 1. vyd. - Bratislava : Regent, 2016. - 75 s. - ISBN 978-80-88904-92-2.
- DERMOT A.: Developing active welfare policy : An Evaluation of the Back To Work Allowance Scheme: WRC Social and Economic Consultant, 2003. - 164 s. - ISBN 0266236.

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

Hungarian or 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: Ing. Iveta Szencziová, PhD., Ing. Pavol Balázs, PhD.,

Date of last update: 06.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ OB/22	Name: Master's Thesis and Defense
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 8	
Recommended semester/trimester of study:	
Level of study: II.	
Prerequisites: KBIO/Bdm/DS-B/22	
Conditions for passing the subject: <p>While writing the Master's 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 Master's thesis is 50 to 70 pages (90000 to 126 000 characters with spaces). The deadline for submission of the Master's thesis is specified in the timetable for the academic year. The Master's 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 Master's thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Master's thesis.</p> <p>The Master's 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 Master's 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 Master's 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 Master's 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 organise and apply the theoretical knowledge acquired by him (her) in teaching practice,
- The student is able to select research methods and procedures appropriately and to apply them effectively.

Skills:

- The Master's thesis demonstrates the student's knowledge of the theoretical and practical aspects of the problem under study,
- The student is able to present and defend his/her own professional viewpoints on issues related to teaching, and is able to find solutions to these problems,
- The student is able to learn independently, enabling him (her) to continue his (her) studies,
- The student is able to understand the complexity of phenomena and to make decisions even when information is limited, including his (her) social and ethical responsibility in making decisions,
- 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 Master's 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,
- apply his (her) knowledge in a creative way in the performance of basic tasks, furthermore, the student is able to analyse the problem and to organise new knowledge,
- answer the questions of the supervisor and the assessor to the required standard and thus be able to defend their Master's thesis successfully.

Brief syllabus:

The procedure for defending the Master's Thesis is as follows:

1. The student presents his/her thesis.

<p>2. The main points of the thesis supervisor' and opponent's reviews are presented.</p> <p>3. The student answers the questions of the supervisor and the opponent.</p> <p>4. Professional discussion of the Master's Thesis, when the student answers questions.</p> <p>The presentation of the Master's thesis should mainly include the following points:</p> <p>1. A brief justification of the choice of topic, its relevance and practical utility.</p> <p>2. Explanation of the objectives of the thesis and the methods used.</p> <p>3. The main content of the thesis.</p> <p>4. The conclusions and proposals drawn by the student.</p> <p>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.</p> <p>The final thesis is available to the committee before and during thesis defence.</p>					
<p>Literature: KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004. Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf</p>					
<p>Language, knowledge of which is necessary to complete a course: Hungarian or Slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects Total number of evaluated students: 57</p>					
A	B	C	D	E	FX
45.61	29.82	19.3	5.26	0.0	0.0
<p>Teacher:</p>					
<p>Date of last update: 06.03.2025</p>					
<p>Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ PED/22	Name: Pedology
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Completion of the subject is conditional upon passing the final written examination for 100 points. Total student load: 2 credits = 50-60 hours The student will participate in 26 contact lessons. He prepares for the test by self-study for 25-35 hours. The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: <ul style="list-style-type: none"> - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points) 	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student understands the processes of soil formation. - The student has basic knowledge of soil genesis and its classification - The student knows the properties of extended soil groups and their types. Abilities: <ul style="list-style-type: none"> - The student can evaluate some soil properties. - The student understands the importance of land for human society. - The student is sensitive to the devastating soil treatment in his surroundings and draws attention to the harmful effects of further soil degradation. Competencies: <ul style="list-style-type: none"> - The student takes a positive attitude toward preserving the quality of the soil fund in his surroundings. - The student perceives soil as a dynamic and ever-evolving system that needs to be protected, and he also leads his surroundings to protect it. 	

Brief syllabus:

- 1., Soil, definition, formation, development and composition of the soil.
2. Soil properties and indicators of soil condition.
- 3., Soil profile and its morphological characteristics,
- 4., Physical and chemical properties of soils.
- 5., Biological properties of soils.
- 6., Micro- and macro-edaphone.
- 7., Soil classifications. A morphogenetic classification system of soils I.
- 8., Morphogenetic classification system of soils II. Soil maps.
- 9., Land in agriculture. Land in horticulture.
- 10., Land in forestry. Land in protected areas.
- 11., Land in other sectors of the national economy. Soil and environment.
12. Land acquisition by human society for settlement development, municipal waste storage.
- 13., Sustainable use versus soil erosion.

Literature:

- CSERNI, I.: Talajtan és agrokémia. 1. vyd. Kertészeti és Élelmiszeripari Egyetem : Kecskemét, 1995. 206 s.
- STEFANOVITS, P.- MICHÉLI, E.: A talajok jelentősége a 21. században - 1. vyd. Budapest : MTA Társadalomkutató Központ, 2005. 403s. ISBN 963 508 477 3.
- STREĎANSKÝ, J.: Zabezpečenie kvality životného prostredia. Nitra : Vysoká Škola Poľnohospodárska, 1997. 114 s. ISBN 80-7137-340-0.
- SZENDREI, G.: Talajtan. Egyetemi jegyzet. 1. vyd. Budapest : Elte Eötvös Kiadó, 1998. 300 s. ISBN 0003191.

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

Hungarian or 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: Ing. Pavol Balázs, PhD.,

Date of last update: 06.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ PPX4/22	Name: Teaching Practice IV.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 20s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX4). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: 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: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills: The student	

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during 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 his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity).
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.
- is able to plan independently activities that develop knowledge in the context of the teaching profession.

- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

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.

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

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

Literature:

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

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

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

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

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

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

Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 15

A	B	C	D	E	FX
80.0	13.33	0.0	6.67	0.0	0.0
Teacher: Dr. habil. PaedDr. Melinda Nagy, PhD.,					
Date of last update: 06.03.2025					
Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ PPX5/22	Name: Teaching Practice V.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 20s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX5). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: 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: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills: The student	

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during 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 his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity).
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.
- is able to plan independently activities that develop knowledge in the context of the teaching profession.

- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

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.

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

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

Literature:

Pozorovanie a hodnotenie interiéru a exteriéru cvičnej ZŠ a SŠ.

Poznávanie a práca s pedagogickou dokumentáciou triedy a školy.

Pozorovanie vytvárania podmienok, realizácie a hodnotenia vyučovacích hodín na 2. stupni ZŠ a na SŠ.

Odborný rozbor pozorovaných vyučovacích hodín spoločne s cvičným učiteľom.

Dokumentovanie priebehu a výsledkov jednotlivých pozorovaných vyučovacích hodín.

Didaktické postupy pri vyhotovení písomných príprav (so všetkými jeho súčasťami), prekonzultovanie s cvičným učiteľom.

Príprava podmienok na realizáciu vyučovacej hodiny.

Realizovanie naplánovanej a pripravenej vyučovacej hodiny s aplikáciou inovatívnych stratégií, s využitím adekvátnych učebných zdrojov ZŠ a SŠ.

Hodnotenia vyučovacej hodiny naplánovanými a vybranými metódami a prostriedkami hodnotenia z vlastného pohľadu, z pohľadu žiakov (a s prvkami sebahodnotenia).

Odborný rozbor s cvičným učiteľom: dokumentovanie, hodnotenie prípravy a jej využitia a ostatných súčastí vyučovacej hodiny.

Príprava portfólia z hospitačnej činnosti so všetkými jeho súčasťami na základe vopred stanovených kritérií vedúcim pedagogickej praxe s uplatnením samostatnosti a alternatívnosti vychádzajúc zo súčasných trendov didaktiky.

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

Hungarian or Slovak

Notes:					
Evaluation of subjects					
Total number of evaluated students: 11					
A	B	C	D	E	FX
72.73	27.27	0.0	0.0	0.0	0.0
Teacher: Dr. habil. PaedDr. Melinda Nagy, PhD.,					
Date of last update: 06.03.2025					
Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ PPX6/22	Name: Teaching Practice VI.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 40s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX6). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: 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: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills: The student	

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during 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 his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity).
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.
- is able to plan independently activities that develop knowledge in the context of the teaching profession.

- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

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.

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

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Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

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

Literature:

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

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

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

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

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

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

Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 23

A	B	C	D	E	FX
65.22	17.39	4.35	8.7	4.35	0.0
Teacher: Dr. habil. PaedDr. Melinda Nagy, PhD.,					
Date of last update: 06.03.2025					
Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ VEZ/22	Name: Earth Sciences
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 2 / 1 For the study period: 13 / 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for passing the subject is active participation in the lessons, which consist of a lecture, two seminars and one practical lesson. Within the seminars, student presentations on selected geological topics are also evaluated; at the same time, during the semester, the student continuously works on a seminar paper, which he submits at the end of the seminar. During the semester, the student passes two written examinations, in the middle and at the end of the semester. In the final exam, the student proves his theoretical knowledge with an oral and written exam on the subject. Total student workload: 5 credits = 125-150 hours The student will participate in 26 hours of teaching. He works for 20 hours on the presentation and another 20 on the seminar work. He prepares for the interim study checks and the final exam by self-study in 60-80 hours. The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject. Overall evaluation of the success of the subject: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points)	
Results of education: Knowledge: - The student knows the basics of the professional terminology of the scientific field. - The student can identify the subject's basic conceptual, categorical and methodological apparatus. - After completing the subject, the student has the basic knowledge of geological disciplines necessary for teaching in primary and secondary schools. - The student knows the exospheres and endospheres of the Earth and their characteristics. - The student knows the opinions supported by scientific evidence about the origin and development of the Earth and life on it.	

Abilities:

- The student can perceive inanimate nature as a prerequisite for the existence of living things, including humans.
- The student can identify the problems of the devastation of inanimate nature and take a stand in the interest of its protection.

Competencies

- The student has a positive attitude towards the diversity of inanimate nature.
- The student understands the connections of the phylogeny.
- The student leads his surroundings to a considered attitude about the extraction of raw materials.

Brief syllabus:

- 1., Introduction to the issues of mineralogy and crystallography, historical development, basic terms
 - 2., Lattice and crystal structure, Bravais basic cells, symmetry, crystal shapes,
 - 3., Laws of crystal morphology (from the constancy of angles, from the rationality of parameters, from the band)
 - 4., Crystallographic systems I.
 - 5., Crystallographic systems II.
 - 6., Structural properties of crystals.
 - 7., Crystal chemistry - properties of atoms in crystalline substances, chemical bonds and their properties.
 - 8., Physical properties of minerals,
 - 9., Bowen's reaction scheme of gradual crystallization - formation of minerals and rocks in the initial phase of magma solidification
 - 10., Bowen's reaction scheme of gradual crystallization - formation of rock-forming minerals (olivines, pyroxenes, amphiboles, phyllosilicates) and rocks in the primary phase of magma solidification I.
 - 11., Bowen's reaction scheme of gradual crystallization - formation of minerals (tectosilicates, zeolites) and rocks in the primary phase of magma solidification II.
 - 12., Bowen's reaction scheme of gradual crystallization - formation of minerals and rocks in the final phase of magma solidification.
 - 13., Minerals as raw materials.
- Earth sciences – seminar I. – part geology
- 1., Introduction to the study of geological sciences, the concept and tasks of geology, and a brief history of geology.
 - 2., Exospheres of the Earth.
 - 3., Earth's endosphere.
 - 4., Basic characteristics of the lithosphere.
 - 5., Magmatic rock system, magmatism - formation of magma, its characteristics, types of magmatism and volcanism.
 6. Sedimentary rock system - factors of weathering, physical and chemical.
 - 7., Erosion, transport and accumulation of weathered material, transport mechanisms and their manifestations.
 - 8., Types of sediments and their characteristics.
 - 9., Sedimentary environments on the oceanic and continental crust.
 - 10., Diagenesis and formation of sedimentary rocks.
 - 11., Metamorphic rock system - metamorphic process, metamorphic environments, mineral transformations, metamorphoses of selected rocks.
 - 12., Mutual transformations of rock types.
 - 13., Applied geology

Earth sciences – seminar II. – part of palaeontology

- 1., The origin and development of the universe and the Earth in it.
- 2., The origin and development of the Earth in cosmic contexts.
- 3., Origin and development of the theory of plate tectonics.
- 4., Global geological phenomena related to plate movements.
- 5., Age determination methods. Basics of stratigraphy.
- 6., Geohistoric age and geochronology.
- 7., Development of the Earth and life on it in the Archaic.
- 8., Development of the Earth and life on it in the Proterozoic.
- 9., Development of the Earth and life on it in the Paleozoic - mountain-forming processes, rocks.
- 10., Development of the Earth and life on it in the Paleozoic - living nature (general characteristics).
- 11., Development of the Earth and life on it in the Mesozoic and Cainozoic - mountain-forming processes, rocks.
- 12., Development of the Earth and life on it in the Mesozoic and Cainozoic - living nature (general characteristics).
- 13., Development of the Carpathians and the Carpathian Basin in geohistoric times.

Earth sciences - practical lesson - part palaeontology

- 1., Theories of the origin of life on Earth - creationist, scientific
- 2nd, Conditions enabling the creation of the biosphere on Earth.
 1. Fossilization - a condition for obtaining knowledge about extinct organisms.
 2. Evolution – the driving force behind the development of living organisms.
 3. Extinction of taxons - geohistorical boundaries.
- 6., Review of studies in earth sciences.
- 7., Development of taxonomic groups of plants and animals, and man-lower plants and invertebrates.
- 8., Development of taxonomic groups of plants and animals, and man - invertebrates.
- 9., Development of taxonomic groups of plants and animals, and man - higher plants.
- 10., Development of taxonomic groups of plants and animals, and man.- vertebrates I. (fish, amphibians, reptiles, birds).
- 11., Development of taxonomic groups of plants and animals, and humans - vertebrates II. (mammals and man).
- 12., Review of studies in earth sciences.
- 13., Possible scenarios of the action of geological factors and man on the development of the Earth and life on it.

Literature:

- BÁLDI T. (2003): A történeti földtan alapjai - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 308 s. - ISBN 963 19 4514 6.
- ČABALOVÁ D. a kol.: Geológia. - 3. vyd. dotlač. - Bratislava : STU, 2012. - 211 s. - ISBN 978-80-227-3644-2.
- FARIEL, R. E. a kol.: Earth Science. - 1. vyd. - Menlo Park : Addison-Wesley, 1987. - 642 s. - ISBN 0-201-21451-2.
- GÉCZY B., (1986): Őslénytan. Tankönyvkiadó, Budapest, ISBN 963 17 9501 2.
- GÉCZY B., (1993): Ősállattan. Invertebrata Paleontologia, Nemzeti Tankönyvkiadó, Budapest. ISBN 963 18 46007 5
- GÉCZY B., (1994): Ősállattan. Vertebrata Paleontologia, Nemzeti Tankönyvkiadó, Budapest. ISBN 963 18 4325 4
- HÁLA, J. (2006): Ásványok, kőzetek, hagyományok. 2. vyd. - Budapest, 2006. - 262 s. - ISBN 963 567 034 6.

MIKLÓS, L., IZAKOVIČOVÁ, Z.: Atlas of representative geosystems of Slovakia. - 1. vyd. - Banská Štiavnica : Slovak Academy of Sciences, 2006. - 123 s. - ISBN 80-969272-5-6.
 PÁPAY L.: Kristályok, ásványok, kőzetek. - 1. vyd. - Szeged : JATEPress, 1998. - 382 s.
 SÜMEGI P.: A negyedidőszak földtani és öskörnyezettani alapjai. - 1. vyd. - Szeged : JATEPress, 2001. - 262 s. - ISBN 963 482 524 9.
 SZAKÁLL S.: Ásványrendszertan. - 1. vyd. - Miskolc : Miskolci Egyetemi Kiadó, 2005. - 336 s. - ISBN 963 661 672 1.
 SZEDERKÉNYI T.: Ásvány-kőzettan. - 1. vyd. - Szeged : JatePress, 2001. - 112 s.

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

Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 27

A	B	C	D	E	FX
3.7	18.52	14.81	14.81	48.15	0.0

Teacher: Ing. Pavol Balázs, PhD.,

Date of last update: 06.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bdm/ ŠS/22	Name: Biology and Methodology of Teaching
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study:	
Level of study: II.	
Prerequisites: KBIO/Bdm/DIB/25 and KBIO/Bdm/GEN/22 and KBIO/Bdm/EKO/22 and KBIO/Bdm/VEZ/22 and KBIO/Bdm/ABT/22 and KBIO/Bdm/ANT/22 and KBIO/Bdm/PPX6/22	
Conditions for passing the subject: <p>All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule. In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. He/she demonstrates the ability to select the content of education in accordance with the required and expected educational objectives and to enrich it with school and regional characteristics. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience.</p> <p>The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit.</p> <p>The results of the state examination and the thesis defence are publicly announced by the chair of the board.</p>	
Results of education: Knowledge: <ul style="list-style-type: none"> - the student has acquired knowledge in the compulsory and profile subjects of the study programme, - the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan, - the student is able to analyse and evaluate the knowledge acquired in the subject. - be able to characterise the concept of teaching, to list the different types of teaching and to describe the framework for teaching and learning for 11-19 year olds. Skills: <ul style="list-style-type: none"> - the student is able to present his/her expertise, - the student is able to hand over his/her knowledge - the student is able to organise and apply the theoretical knowledge acquired in practical teaching activities, 	

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

Competences:

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

Brief syllabus:

- I. Genetics, anthropology and applied biology
- II. Earth Sciences and Ecology
- III. Didactics of biology

Literature:

Literature indicated in the information sheets of the study programme

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

Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 23

A	B	C	D	E	FX
21.74	26.09	4.35	26.09	21.74	0.0

Teacher:

Date of last update: 06.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bm/ MOB1-B/25	Name: Student mobility related to graduate profile - Teaching of biology
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1., 2..	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: 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.	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student acquires an overview of subject-specific topics that broaden or complement their graduate profile in an international and intercultural context. - They acquire knowledge gained during mobility that is not directly part of their study plan but is relevant to their field of expertise. - They understand how professional knowledge is applied in various academic or work environments abroad. Skills: <ul style="list-style-type: none"> - The student is able to apply the knowledge acquired during mobility in further studies or professional practice. - They can communicate and collaborate in an international team, in a foreign language, and in a culturally diverse environment. - They are capable of reflecting on their own educational needs and adapting to new academic or professional settings. Competences: <ul style="list-style-type: none"> - The student develops competences necessary for lifelong learning, flexibility, and adaptability. - They strengthen their ability to actively participate in international educational activities and projects. 	

- 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: 30.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KBIO/Bm/ MOB2-B/25	Name: Experience equivalent to academic mobility - Teaching of biology
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1., 2..	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: 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.	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student acquires subject-specific knowledge in line with the graduate profile, delivered by a foreign academic staff member in an international context. - The student becomes familiar with various approaches, concepts, and methods used in foreign academic and research environments. - The student gains an overview of current trends and findings in the relevant field from an international perspective. Skills: <ul style="list-style-type: none"> - The student is able to communicate and work in a foreign language, developing their language and intercultural communication skills. - The student can actively apply the acquired knowledge in their own academic and professional context. - The student develops the ability to critically analyse and apply new insights from the international academic environment. - The student enhances the ability to integrate new knowledge from international research into their own research or practice. Competences: <ul style="list-style-type: none"> - The student strengthens their ability to navigate the international academic environment and actively participate in it. 	

- 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: 30.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ DOC-m/25	Name: Volunteering, helping activities
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 20s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio, i.e. based on the work produced during the volunteering activity (30 points). The conditions for completing the course are set and regulated by the Directive of the Dean of the Faculty of Education UJS: Principles of pedagogical practice at the Faculty of Education UJS student is obliged to follow the relevant part of this document, related to the pedagogical practice. Students shall prepare the following documents during their volunteer activity. He/she is obliged to submit an accurately and bilingually completed protocol on the completion of the volunteer activity and to create a portfolio based on a previously created and consulted structure. Mandatory components of the portfolio: - The portfolio must include a bilingually completed volunteering protocol. - The portfolio must include the structure of the volunteering organisation (observation of the different 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 load: 1 credit = 30 hours Participation in 13 hours of practicum (contact hours); 10 hours of preparation for, and participation in, volunteer activities; 7 hours of portfolio preparation.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student can monitor, analyse, volunteer activities. • The student will be able to document the activities observed in the volunteer organization, • The student will be able to plan, organize and conduct individual education and leisure activities in the organization. • The student is able to build positive interpersonal relationships with the organization's leadership and to establish positive relationships with people. Skills:: <ul style="list-style-type: none"> • The student will be able to work with members of the volunteer organization. • The student will be able to participate actively in the activities of the organization. 	

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

Brief syllabus:

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

Literature:

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS, https://www.ujs.sk/documents/SHK_2017_24_04_18_Fin3.doc.pdf Cserepesová. Erika: A nonprofit szervezetek sikerének kulcsa Komárno : Selye János Egyetem, 2010. - DM.3301-EF.10.30A.5A. - 108 s. Pusztai Gabriella, Lukács Ágnes: Közösségteremtők : Tisztelgés a magyar vallásszociológusok nagy nemzedéke előtt / - 1. vyd. – Debrecen, Debreceni Egyetemi Kiadó, 2014. - 406 s. - ISBN 978-963-318-424-0. Salamon Judit , Papp Zsolt: Önkéntesség és önszerveződés segítése- Civil ifjúsági munka, 2012, Salamon Judit, Papp Zsolt: Önkéntesség és önszerveződés segítése, Civil ifjúsági munka Az ifjúságsegítő képzés interprofesszionális fejlesztése, TÁMOP-5.4.4.-09/2-C-2009-0002,2012, ISBN 978-615-5192-09-8, https://oszkdk.oszk.hu/storage/00/00/51/50/dd/1/onkentesseg_v2.pdf Szentpétery Daniel: A Diákhálózat szervezeti kultúrájának elemzése- Komárno : Univerzita J. Selyeho, 2015. - 107 s. Ministerstvo vnútra Slovenskej Republiky - https://www.minv.sk/?ros_dobrovolnictvo Dobrovoľnícke združenia v Komárne - <https://www.azet.sk/katalog/obcianske-zdruzenia/komarno/>

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 13

a	n
100.0	0.0

Teacher: PaedDr. Alexandra Nagyová, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Katalin Sýkora Hernády, PhD.,

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ EDU/25	Name: Pedagogical tools
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: A prerequisite for successful completion of the course is active participation in class, active involvement in discussion and active resolution of the intermediate tasks. The conditions for completing the course are regulated by the Dean's Regulation on the Principles of Pedagogical Practice. The student is required to comply with the Pedagogical Practicum (EDU) sections of this document. Evaluation of the subject: passed 100-50%, failed 49-0%. Total student workload: 1 credit = 30 hours 13 hours participation in exercises (contact hours), 17 hours self-study.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student is able to professionally evaluate and document lessons using the EduPage app. • The student can find his/her way around school documents. • The student is aware of the specific activities carried out by the teacher in the EduPage application related to the educational process.. Skills: <ul style="list-style-type: none"> • Teacher's knowledge of the specific activities carried out in the EduPage application when teaching subjects in his/her field of specialisation. • Describes the student assessment process in the EduPage app. • The learner recognises his/her own level of competence. • The student will be able to identify common professional problems, to find, formulate and solve them from a theoretical and practical background (using practical procedures in practice). Competencies: <ul style="list-style-type: none"> • Takes a position on observed phenomena on the basis of previous theoretical knowledge. • The student will be able to independently plan activities that will enhance knowledge in the context of the teaching profession. • The student will be able to analyse pedagogical situations using the EduPage application. • The student will be able to manage the teaching-learning process through the EduPage application. 	

- The student will be able to work with the e-learning interface.

Brief syllabus:

Stručná osnova predmetu:

Log in to the EduPage app

Designing the school's EduPage interface, using the "guest" mode

Documenting lessons, student assessments and grade checks via EduPage

Checking attendance, class register, timetable

Gallery (pictures), payments, catering

Communication with students and parents via EduPage

The e-learning interface, development of interactive tests

Literature:

Ako používať EduPage: <https://help.edupage.org/?lang=sk>

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

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

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 145

a	n
97.93	2.07

Teacher: PaedDr. Tamás Török, PhD.,

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ GPZ/25	Name: Global environmental problems
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for passing the subject is active participation in the lecture, and at the end of the semester, we will summarize the new knowledge using a written test. 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 credit = 60 hours (13 hours: participation in lectures, 17 hours: self-study and 30 hour preparation for the exam).	
Results of education: The aim of the subject is for the student to acquire knowledge about global environmental problems, with the help of which he will be able to learn about natural systems and their interactions. Likewise, his behaviour's consequences impact his immediate and broader environment globally. According to this knowledge, another goal is to create environmentally conscious behaviour and a sustainable lifestyle. Knowledge: <ul style="list-style-type: none"> - The student knows the concept of sustainable development. - The student knows the relationship between the environment, society, and the economy and can think at the system level. - The student knows the current state of the biosphere and can describe the causes and consequences of the destruction of nature by human activity. - The student knows the main principles of sustainability, the principles of sustainability education, and the possibilities of developing children's environmental culture. Abilities: <ul style="list-style-type: none"> - The student can collect independently and process information in the field of sustainability and will be able to identify problems. - The student can identify sustainable and unsustainable processes and their causes. - The student can recognize the connections between global and local problems. - The student can identify changes he can make based on local solutions. - The student can develop and implement a sustainability program in his/her institutional environment. Competencies: <ul style="list-style-type: none"> - The student has a positive relationship with the phenomena of the biosphere. 	

- The student has a sense of responsibility for the future, an environmentally aware approach, and respect for the living and non-living nature.
- The student undertakes to form a positive emotional and ethical attitude towards the environment in his life and surroundings.
- The student can make responsible decisions about nature protection in his own life, which will impact the lives of future generations as well, as he will serve as a role model in environmental awareness.
- As an active citizen, the student is active in pedagogical areas of education within his competencies; he takes responsibility for the ecological formation of his environment, living space, and community.

Brief syllabus:

Subject, factors, and concept of global environmental problems. The concept of the environment. The concept of sustainable development, the origin of the concept, the history of its creation, and individual systems for creating sustainability.

Air characteristics, air problems, sources of air pollution.

Characteristics of the hydrosphere, problems of the hydrosphere, sources of pollution of the hydrosphere.

Characteristics of the lithosphere and pedosphere, problems of the lithosphere and pedosphere, sources of pollution of the pedosphere.

Territorial protection in the nature protection framework and the possibility of reducing environmental pollutants.

Species protection within nature protection - factors threatening plants and animals, ecological impacts of environmental pollution.

General problems of human population growth, noise in big cities, traffic, and construction.

Environmental problems of human settlements, waste, its types, selective collection of waste and its recycling, composting.

Environmental risk factors of human settlements - buildings and their impact on human health, food, contaminants.

Environmental protection - protection of the air, hydrosphere, and pedosphere on a global and individual level

Environmental monitoring, ecological footprint, international cooperation in environmental protection.

Literature:

DARVAY, S., NEMCSÓK, J., FERENCZY, Á.: Fenntartható fejlődés. Polgári szemle: Gazdasági és társadalmi folyóirat, 2016 - 12 (4-6). pp. 88-104. ISSN 1786-6553 https://polgariszemle.hu/images/content/pdf/psz_2016_4-6.szam_7.pdf

HAAS, M., ONDROVÁ, E., ŠVAJDA, J.: Environmentálna výchova/Environmental education. Vydavateľstvo: Ústav vysokohorskej biológie Žilinskej univerzity, 2008, 135 strán

KERÉNYI, A.: Európa természet és környezetvédelme. Nemzeti Tankönyvkiadó, Budapest, 2003

KOVÁTS-NÉMETH, M.: Az erdőpedagógiától a környezetpedagógiáig. Comenius Kft, Pécs, 2010, ISBN 978-963-9687-18-9

KOVÁTS-NÉMETS, M.: Fenntarthatóság, pedagógia, kutatás. - 1. vyd. - Győr :

NyugatMagyarországi Egyetem Apáczai Csere János Kar, 2007. - 227 s. - ISBN 978-963-9364-85-1

KRISKA, Gy., MAKLÁRI, J., SCHEUER, ZS.: Gyertek velünk erdei iskolába! Farkaserdei erdei iskola projekt /. - 1. vyd. : Flaccus Kiadó, 2002. - 186 s. - ISBN 963 94 12 07 4.

LÜKŐ, I.: Környezetpedagógia. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 252 s. - ISBN 9631933768.

Language, knowledge of which is necessary to complete a course: hungarian, slovakian					
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: Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Ing. Pavol Balázs, PhD.,					
Date of last update: 28.03.2025					
Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ KKV/25	Name: Quantitative and qualitative pedagogical research methods
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Conditions for passing the subject: <ul style="list-style-type: none"> • active participation in lectures and seminars, • participation in assigned tasks, analyzes and discussions during lectures and seminars, • preparation and submission of a small semester paper presenting your own pedagogical research, using the selected quantitative or qualitative research method. • - successful completion of the exam. Detailed conditions for completing the subject: <ul style="list-style-type: none"> • Preparation and submission of a semester thesis, in which the student individually presents a chosen pedagogical research/project using the quantitative or qualitative method. The work must meet the criteria and rules of scientific writing, it must be 8-10 pages long. Semester thesis evaluation (50 points): <ul style="list-style-type: none"> • - Choice of topic, originality 10 points • - Correctness, appropriateness of the choice of research methodology 10 points, • - Implementation of pedagogical research 10 points, • - Content of the thesis 10 points, • - Work with professional literature 10 points. Evaluation of the submitted thesis/pedagogical research: <ul style="list-style-type: none"> • 50 – 46 points A, • 45 – 41 point B, • 40 – 36 points C, • 35 – 31 points D, • 30 – 26 points E, • 25 – 0 point FX. Evaluation of successful completion of the exam (50 points): <ul style="list-style-type: none"> • 50 – 46 points A, • 45 – 41 point B, • 40 – 36 points C, • 35 – 31 points D, • 30 – 26 points E, • 25 – 0 point FX. 	

The student's total workload in terms of the distribution of working hours: 3 credits = 90 hours
26 hours of participation in lectures and seminars (contact hours); 30 hours of reading literature;
34 hours of preparing and writing the pedagogical research project.

The condition for successful completion of the subject is obtaining at least 50% of the maximum score (100 points) of the subject.

Rating scale:

- A = 90 – 100% (90 – 100 points)
- B = 80 – 89% (80 – 89 points)
- C = 70 – 79% (70 – 79 points)
- D = 60 – 69% (60 – 69 points)
- E = 50 – 59% (50 – 59 points)
- FX = 0 – 49% (0 – 49 points)

Results of education:

The subject provides an insight into the methods of quantitative and qualitative pedagogical research, provides an overview of their main types, characteristics, and peculiarities.

Knowledge

The student...

- knows the methodological connections of empirical research in pedagogical sciences.
- can name the main types of quantitative research, knows their characteristics and rules of application.
- can name the main types of qualitative research, knows their characteristics and rules of application.
- knows the relationship between quantitative and qualitative research methods.
- knows the ethical rules used in pedagogical research.

Abilities

The student...

- can independently apply appropriate quantitative and qualitative research methods.
- can choose the appropriate research method for their own pedagogical research.
- can analyze and evaluate the chosen pedagogical research.
- can formulate the conclusions of their own pedagogical investigation.
- can process quantitative and qualitative pedagogical research in accordance with the rules of academic writing.
- can examine pedagogical phenomena in the field of education.

Competencies

The student...

- can prepare, implement and interpret pedagogical research responsibly and professionally.
- carry out their pedagogical and research work creatively and responsibly.
- strives to continuously renew their knowledge of pedagogy and research methodology.
- has the competences to adapt the results of their pedagogical research in practice.

Brief syllabus:

The main types and characteristics of quantitative research. The main types and characteristics of qualitative research.

The methodology and research practice of quantitative research. Methodology and research practice of qualitative research. Phases of the 8-step research model.

Selection of pedagogical research methods.

Preparation and procedure for the implementation of pedagogical research, scheduling of the research plan. Defining and formulating research goals and hypotheses.

Defining the research questions.

Means of obtaining input and output data, sample selection.

Implementation of pedagogical research - data collection and processing of the planned and defined work phases.

Quantitative / qualitative data analysis. Data evaluation, data processing, illustration.

Interpretation of results, formulation of conclusions and recommendations for pedagogical practice.

Literature:

ALBERT, S. 2005. A pedagógiai kutatások alapjai. Dunaszerdahely: Lillium Aurum.

BABBIE, E. 2003. A társadalomtudományi kutatás gyakorlata. Budapest: Balassi Kiadó. ISBN 978-963-506-764-0.

BAČÍKOVÁ, M. & JANOVSÁ, A. 2018. Základy metodologie pedagogicko-psychologického výskumu. Sprievodca pre študentov učiteľstva. ŠafárikPress. Košice. Dostupné na: <https://unibook.upjs.sk/img/cms/2018/ff/zaklady-metodologie-ped-psych-vyskumu-web.pdf>

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STOFFA, V., CSÍZI, L., TÓTH, K., SZŐKÖL, I. 2008. Információs és kommunikációs technológiák a gyakorlatban II.: Adatbázis rendszerek, Elektronikus prezentáció, Információk és kommunikáció. Komárom: Selye János Egyetem. ISBN 978 80 8923469 1

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TÓTH, P. & BENEDEK, A. 2013. Új kutatások a neveléstudományokban: A munka és nevelés világa a tudományban. Budapest: MTA Pedagógiai Tudományos Bizottság. ISSN 2062-090X.

UNIVERZITA J. SELYEHO: Smernica rektora č. 7/2011 o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho. Komárno: UJS, 2011.

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

hungarian , slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 158

A	B	C	D	E	FX
29.75	32.91	14.56	9.49	4.43	8.86

Teacher: prof. Krisztián Józsa, DSc., prof. Péter Tóth, PhD., doc. dr. univ. Agáta Csehiová, PhD.,

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ MKU/25	Name: Metacognitive learning
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Successful completion of the course requires active participation in lectures and seminars, submission of interim assignments during the semester and successful completion of a written examination. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 20 points for participation, max. 40 points for the intermediate assignments and max. 40 points for the exam. A student may obtain a maximum of 100 points in total. Final course grade: 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 workload: 3 credits = 90 hours (26 hours: attendance at lectures and seminars, 32 hours: preparation of continuous assignments during the semester, 32 hours: self-study and preparation for the exam).	
Results of education: After completing the course the student Knowledge: <ul style="list-style-type: none"> - Knows and understands the concept of metacognition and metacognitive learning strategies. - He/she is familiar with metacognitive methods and the possibilities of their application in the educational process. - Knows the social needs of pupils. - Knows the difficulties and problems of pupils' learning. - Knows the principles of non-violent and constructive communication. - Knows how to work independently (searching and citing relevant sources) with specialist literature. - Is familiar with the professional knowledge, developmental criteria and psychological guidelines for public education participants (preschool, primary and school age, adolescence, adulthood and lifelong learning). - Becomes familiar with methodological approaches, structure and aspects of job descriptions.. - It orients itself to the system, criteria and possibilities of further education of the teaching career. Skills: <ul style="list-style-type: none"> - Is able to independently and professionally evaluate a variety of teaching situations. 	

- Is able to apply and apply adequate methods, aids, organizational forms in the educational process.
- Has basic practical experience in the application of metacognitive methods.
- Can cooperate and consult with other professionals, work in a team.
- Can apply the acquired theoretical knowledge in pedagogical practice.

Competences:

- Reflects own pedagogical skills and forms an independent opinion.
- The learner is able to develop his/her own practices and achieve the set goals.
- Applies non-violent and constructive strategies in solving problems and conflicts.
- Takes responsibility for the mission of his/her school institution.
- Feels responsible for effective resolution of individual learning problems.
- Strives for purposeful development in the area of self-knowledge, continually coaches self.
- 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.

Brief syllabus:

A pedagogical-psychological interpretation of learning.

Types of learning and teaching activities within the educational process.

Interpretation of the process of metacognition.

Metacognition and self-regulatory learning.

Cognitive and metacognitive strategies, methods, possibilities of their development in the processes of teaching and learning.

Metacognition and learning, planning and organizing lessons using metacognition.

Attitude formation and motivation.

The role of motivation in self-regulated learning.

Optimizing the atmosphere of the educational process (Rogers principles).

Methods based on pupils' activity (activation methods) in the educational process.

Cooperative organization of the educational process (LMS): constructive interdependence, individual and collective responsibility, equal participation - equivalence, parallel interaction, project-based learning, individual differentiation.

Developing critical thinking.

Other roles of the teaching profession: roles of the class teacher, cooperation with parents, family and school relations and communication opportunities

Professional issues in the teaching career: possible difficulties for the beginning teacher, integration, building a professional career, forms and possibilities for further teacher education.

Literature:

ARATÓ Ferenc – VARGA Aranka (2008): Együtt tanulók kézikönyve. Bevezetés a kooperatív tanulás szervezés rejtelmeibe. Educatio, Budapest. ISBN 978-963-9795-00-6
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KOVÁCS Zsuzsa (2013): Önszabályozó tanulás: értelmezési módok a kutatási metodológiák tükrében. Neveléstudomány, 1. sz. 124-136. http://nevelestudomany.elte.hu/downloads/2013/nevelestudomany_2013_1_124-136.pdf [2022. 02. 05.]

<p>M. NÁDASI Mária (szerk., 2006): Hatékony tanulás. A gyakorlati pedagógia néhány alapkérdése 3. k. ELTE, Budapest. http://www.jgypk.hu/mentorhalo/tananyag/A_tanulasban_akadalyozottak/hatekony_tanulas.pdf ISBN 963 970 464 4</p> <p>MOLNÁR Éva (2002): Önszabályozó tanulás: nemzetközi kutatási rányatok és tendenciák. Magyar Pedagógia, 102/1. 63-77. https://www.magyarpedagogia.hu/document/Molnar_MP1021.pdf [2022. 02. 05.]</p> <p>NAGY József (2002): XXI. század és nevelés. Osiris, Budapest. ISBN 963 379 769 1</p> <p>RÉTHY Endréné (2003): Motiváció, tanulás, tanítás: miért tanulunk jól vagy rosszul? Nemzeti Tankönyvkiadó, Budapest. ISBN 963 19 4466 2</p> <p>HORVÁTHOVÁ Kinga, NÉMETH András, STRÉDL Terézia, SZABÓOVÁ Edita, TÓTH-BAKOS Anita : Szlovák-magyar pedagógiai terminológiai kézikönyv = Slovensko-maďarská pedagogická terminologická príručka : Komárno : Univerzita J. Selyeho, 2015. - 132 s. - ISBN 978-80-8122-160-6</p> <p>GADUŠOVÁ, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.</p>					
<p>Language, knowledge of which is necessary to complete a course: hungarian, slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects Total number of evaluated students: 117</p>					
A	B	C	D	E	FX
5.98	23.08	28.21	26.5	15.38	0.85
<p>Teacher: Mgr. Anita Tóth-Bakos, PhD., prof. Péter Tóth, PhD., prof. Krisztián Józsa, DSc., Dr. habil. Aranka Híves-Varga, PhD.,</p>					
<p>Date of last update: 28.03.2025</p>					
<p>Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PHR/25	Name: Assessment and development in education
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Lecture – Written colloquium based on the topics of the lecture and the indicated literature. Seminar – Completion of all assignments submitted during the semester (max 3 points/ assignments) and their submission by a specified deadline (max 1 points/assignments). At the end of the semester, students create a portfolio of the classroom developmental assessment tools adapted to the subject context they have learned. The categories of the portfolio evaluation are: submission by the deadline, formal requirements (orderliness, logical interdependence, aesthetics) and content requirements (methodology of a developmental evaluation tool, evaluation tool placed in a specific subject context and its educational methodological elaboration) are taken into account. The points obtained from the assignments make up 30% of the subject performance, while the portfolio makes up 70% of the subject performance. The summative evaluation of the subject is calculated from the exam and the seminar based on the following: $((2 \times \% \text{ result of written colloquium}) + (1 \times \% \text{ result of seminar}))/3$ Total student workload: 3 credits = 90 hours 26 hours of participation in lectures and seminars (contact hours); 26 hours of working on assignments, 26 hours of self-study/self-training, 12 hours of writing a portfolio. 90-100% for the "A" evaluation, 80-89% for the "B" evaluation, 70-79% for the "C" evaluation, 60-69% for the "D" evaluation and the "E" evaluation requires a success rate of 50-59%.	
Results of education: Students gain the following learning outcomes within the course Knowledge The student... <ul style="list-style-type: none"> - knows the methodological foundations of the theory and practice of assessment, the forms and types of student assessment and their psychodidactic aspects, - knows the importance of assessment and feedback in learning, - can provide an overview of the current assessment trends in education, - knows the purpose and method of diagnostic, formative and summative assessment, - knows the role of educational assessment in development, - knows the methodological guidelines for the evaluation and grading of students, 	

- knows the strategies of formative assessment in lessons and the methodology of their implementation in the subject context.

Abilities

The student...

- recognizes the differences based on developmental and individual characteristics of students, the need for differentiated development,
- can apply different developmental evaluation forms and methods in a subject context,
- can design and implement assessment tools that provide feedback on learning outcomes,
- can create pedagogical assessment tools for own educational purposes,
- can reflect on the real outcome of learning compared to the learning goals set in advance and take corrective steps in order to achieve those goals.

Competencies

The student...

- has an active and responsible attitude in the performance of tasks,
- able to evaluate without prejudice and stereotypes,
- has basic competencies in the implementation of pedagogical evaluation,
- capable of self-reflection in order to increase their own professional development and efficiency,
- can work independently, creatively and efficiently,
- can identify with their own profession,
- 's suitability in the field of evaluation meets the professional requirements for teachers starting their careers.

Brief syllabus:

Pedagogical assessment.

Evaluation of the teaching-learning process.

Attributes of a reflective teacher.

Characterization of diagnostic and formative tests.

The methodological practice of assessment and development:

- The relationship between educational assessment and development.
- Methodology of developmental tasks.
- Methodology of assessment tools providing simple feedback for the whole classroom.
- Assessment tools of cognitive skills.
- Tools for developmental assessment of cooperative learning process.
- The role of metacognition in learning.
- Assessment as a form of learning. Strategies for self-regulated learning.
- Methodology of writing and evaluating a portfolio.

Literature:

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 109

A	B	C	D	E	FX
24.77	43.12	25.69	4.59	0.92	0.92

Teacher: prof. Krisztián Józsa, DSc., Mgr. Katarína Szarka, PhD., PaedDr. Alexandra Nagyová, PhD.,

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PKI/25	Name: Pedagogical communication and interaction
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The student reflects on the communication situation in the classroom or performs an observational analysis of the interaction situation in the classroom, for which he/she receives a maximum of 100 points. Assessment criteria for reflection: - Reflection of the classroom communication situation reflects that the student has consciously thought about its effectiveness, causes and consequences and has taken into account any problems that may have arisen. (50 points) - For the reflection, the student will use at least 5 literary sources to support his/her own opinion. (10 points) - The reflection includes references to analysis of the student's own work, learning from it, and application of experience (40 points). Evaluative aspects of observing and documenting classroom interaction: - Presentation of lesson analyzed (link to lesson analyzed, short instructional video to be saved in moodle system) (20 points) - Choice of method to be used, justification (40 points) - The observation experience includes references to analysis of the student's own work, learning from it, and application of the experience (40 points). Total student workload - distribution of work hours: 2 credits = 60 work hours: - Attendance at lectures: total for the semester (13 hours). - Research work related to the student's written thesis and its completion (57 working hours). The maximum number of points is 100. A minimum of 50 points, i.e. 50% of the total, is required to pass the course, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve an A grade, you must obtain 90-100%; for a B grade, 80-89%; for a C grade, 70-79%; for a D grade, 60-69%; and for an E grade, 50-59% of the total points.	
Results of education: Knowledge - The student learns verbal and non-verbal communicative expressions characteristic for social communication, - The student gains experience in standard pedagogical situations (e.g. introducing a new pupil, praising a pupil, specifics of communication with parents, etc.).	

- The student becomes familiar with models for describing classroom interaction and methods for examining it.

Skills

The student will:

- be able to analyze a classroom lesson in terms of pedagogical communication and interaction.

Competencies:

The student will:

- be able to correctly apply the tools of non-verbal communication and paralinguistics in standard pedagogical situations and analyze classroom interactions.

Brief syllabus:

An introduction to communication as a science. Concept, types and dimensions of communication; theories of communication. Historical features of social communication. Man and communication; communication skills of the individual. Verbal communication; practice of verbal expressions. Non-verbal communication and its means of expression.

General characteristics of pedagogical communication. Characteristics and functions of pedagogical communication. Teacher's activity and interaction skills in terms of the effectiveness of teaching and educational work. Teacher's communication style. Effectiveness of teacher communication; characteristics of the symmetrical teacher-pupil relationship. Correspondence between verbal and non-verbal channels. Educational goals and pedagogical communication. Relationships between pedagogical communication and teaching methods. Levels of pedagogical communication.

Communication in the school classroom. Trends in classroom communication: behavioral and quantitative logical-empirical, intuitive and qualitative. Forms of organization and teaching (didactic) methods as a function of pedagogical communication. Pedagogical communication as a function of spatial arrangement, organizational forms and educational (didactic) methods. Monological and dialogical forms of communication. Speech behaviour of pupils. Cooperation between teacher and pupils. Motivation. Presentation and explanation by the teacher. Types of questions for teachers. Discussion based on arguments. Assessment. Praise. Humour and irony in communication. Communication characteristics of cooperative learning organization and project work; communication aimed at promoting critical and reflective thinking. Visual signs, illustration, use of ICT tools in pedagogical communication. Speech behaviour of pupils.

Management and resolution of communicative conflict situations. Regulation of pupils' communication. Expression of expectations. Communication barriers and their release. Assertive communication, non-violent communication, conflict management and communication in practice. Characteristics of communication between teachers and parents.

Written forms of pedagogical communication. Advantages and disadvantages of written communication; genres of scientific communication and their main features.

Pedagogical interaction. Interpretation of the theory and psychology of communication. Pedagogical significance of interaction. Methods that can be used in interaction research: observation by category (Flanders and Bales interaction analysis), investigation of interpersonal behaviour by questionnaire (QTI). Wubbels' model of teacher-pupil interaction and typological personality characteristics. Teacher interpersonal style.

Literature:

DANEK, J. (2014). Pedagogická komunikácia na vysokej škole. 1. vyd. - Trnava : Univerzita sv. Cyrila a Metoda v Trnave, 2014. - 127 s. - ISBN 978-80-8105-614-7.

FORGÓ, S. (2011): A kommunikációelmélet alapjai. Eger: Eszterházy Károly Főiskola. https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0005_03_a_kommelmelet_alapjai_scorm_12/index.html

HORVÁTHOVÁ, K., SZŐKÖL, I. (2016). A pedagógiai kommunikáció. 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 137 s. [7,87 AH]. ISBN 978-80-8122-175-0.

HORVÁTHOVÁ, K., TÓTH, P. (2018). Interakciós stílusról alkotott nézetek vizsgálata pedagógushallgatók körében. In: Új kihívások és pedagógiai innovációk a szakképzésben és a felsőoktatásban: A 8. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia tanulmánykötete: 2018, P. 21-55. ISBN 978-963-449-148-4.

HORVÁTHOVÁ, K., TÓTH, P. (2019). Milyen az ideális tanári interakció a pedagógushallgatók szerint?. In: Oktatás - Gazdaság - Társadalom. Juhász Erika, Endrődy Orsolya. Budapest: Magyar Nevelés- és Oktatáskutatók Egyesülete, 2019, P. 389-408. ISBN 978-615-5657-03-0.

HORVÁTHOVÁ, K., TÓTH, P. (2020). Határon túli pedagógushallgatók véleménye a tanári interakcióról. In: Prevenció, intervenció és kompenzáció. Gabriella Hideg, Szilvia Simándi, Irén Virág. Budapest: Debreceni Egyetem, 2020, P. 260-275. ISBN 978-963-318-857-6.

NÉMETH, E. (2002). Az önismeret és a kommunikációs készség fejlesztése. Budapest: Századvég Kiadó, 2002. - 138 s. - ISBN 963 9211 31 1.

ŠUPŠÁKOVÁ, B. a kol. (2016). Slovo a obraz v komunikácii: Komunikačné dimenzie slova a obrazu v primárnom vzdelávaní. 1. vyd. - Brno: Tribun EU, 2016. - 174 s. - ISBN 978-80-263-1026-6.

VAŇKO, J. (1999). Komunikácia a jazyk. 1. vyd. - Nitra: Univerzita Konštantína Filozofa, 1999. - 203 s. - ISBN 80-8050-253-6.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 144

A	B	C	D	E	FX
85.42	3.47	7.64	0.0	0.69	2.78

Teacher: prof. Péter Tóth, PhD., Dr. habil. Erika Kopp, PhD., Mgr. Anita Tóth-Bakos, PhD.,

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PKU/25	Name: Teacher competencies
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Prerequisites: The student will reflect on a communication or interaction situation in the classroom or conduct an observational analysis related to an individual treatment or learning problem for which a maximum of 100 points will be earned. Assessment criteria for reflection: - Reflection that reflects that the student has consciously thought about its effectiveness, causes and consequences and has taken into account any problems that may have arisen. (50 points) - For the reflection, the student will use at least 5 literary sources to support his/her own opinion. (10 points) - The reflection includes references to analysis of the student's own work, learning from it, and application of experience (40 points). Total student workload - distribution of work hours: 2 credits = 60 work hours: - Attendance at lectures: total for the semester (13 hours). - Research work related to the student's written thesis and its completion (47 working hours). The maximum number of points is 100. A minimum of 50 points, i.e. 50% of the total, is required to pass the course, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve an A grade, you must obtain 90-100%; for a B grade, 80-89%; for a C grade, 70-79%; for a D grade, 60-69%; and for an E grade, 50-59% of the total points.	
Results of education: Knowledge - The student learns verbal and non-verbal communication expressions characteristic for social communication, - the student gains experience in standard pedagogical situations (e.g. introducing a new pupil, praising a pupil, specifics of communication with parents, etc.). - The student becomes familiar with models for describing classroom interaction and methods for examining it. Skills The student will: - be able to analyze a classroom lesson in terms of pedagogical communication and interaction. Competencies:	

The student will:

- be able to correctly apply the tools of non-verbal communication and paralinguistics in standard pedagogical situations and analyze classroom interactions.
- Be professionally prepared in practice to identify pupils with individual treatment needs.

Brief syllabus:

An introduction to communication as a science. Concept, types and dimensions of communication; theories of communication. Historical features of social communication. Man and communication; communication skills of the individual. Verbal communication; practice of verbal expressions. Non-verbal communication and its means of expression.

General characteristics of pedagogical communication. Characteristics and functions of pedagogical communication. Teacher's activity and interaction skills in terms of the effectiveness of teaching and educational work. Teacher's communication style. Effectiveness of teacher communication; characteristics of the symmetrical teacher-pupil relationship. Correspondence between verbal and non-verbal channels. Educational goals and pedagogical communication. Relationships between pedagogical communication and teaching methods. Levels of pedagogical communication.

Communication in the school classroom. Trends in classroom communication: behavioral and quantitative logical-empirical, intuitive and qualitative. Forms of organization and teaching (didactic) methods as a function of pedagogical communication. Pedagogical communication as a function of spatial arrangement, organizational forms and educational (didactic) methods. Monological and dialogical forms of communication. Speech behaviour of pupils. Cooperation between teacher and pupils. Motivation. Presentation and explanation by the teacher. Types of questions for teachers. Discussion based on arguments. Assessment. Praise. Humour and irony in communication. Communication characteristics of cooperative learning organization and project work; communication aimed at promoting critical and reflective thinking. Visual signs, illustration, use of ICT tools in pedagogical communication. Speech behaviour of pupils.

Management and resolution of communicative conflict situations. Regulation of pupils' communication. Expression of expectations. Communication barriers and their release. Assertive communication, non-violent communication, conflict management and communication in practice. Characteristics of communication between teachers and parents.

Written forms of pedagogical communication. Advantages and disadvantages of written communication; genres of scientific communication and their main features.

Pedagogical interaction. Interpretation of the theory and psychology of communication. Pedagogical significance of interaction. Methods that can be used in interaction research: observation by category (Flanders and Bales interaction analysis), investigation of interpersonal behaviour by questionnaire (QTI). Wubbels' model of teacher-pupil interaction and typological personality characteristics. Teacher interpersonal style.

The development of the pupil's personality, the promotion of individual treatment, appropriate methodological preparedness for the successful education and training of a disadvantaged child with special educational needs or difficulties in integration, learning and behaviour together with other children and pupils. Ongoing assessment and analysis of pupils' personal development.

Facilitating and developing the development of pupil groups and communities, creating opportunities, openness to diverse socio-cultural diversity, integrative activities.

Promoting learning. Arousing and sustaining interest. Creating a confident atmosphere in the classroom. Recognizing and eliminating learning problems.

Literature:

DANEK, J. (2014). Pedagogická komunikácia na vysokej škole. 1. vyd. - Trnava : Univerzita sv. Cyrila a Metoda v Trnave, 2014. - 127 s. - ISBN 978-80-8105-614-7.

FORGÓ, S. (2011): A kommunikációelmélet alapjai. Eger: Eszterházy Károly Főiskola. https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0005_03_a_kommelmélet_alapjai_scorm_12/index.html

HORVÁTHOVÁ, K., SZŐKÖL, I. (2016). A pedagógiai kommunikáció. 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 137 s. [7,87 AH]. ISBN 978-80-8122-175-0.

HORVÁTHOVÁ, K., TÓTH, P. (2018). Interakciós stílusról alkotott nézetek vizsgálata pedagógushallgatók körében. In: Új kihívások és pedagógiai innovációk a szakképzésben és a felsőoktatásban: A 8. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia tanulmánykötete: 2018, P. 21-55. ISBN 978-963-449-148-4.

HORVÁTHOVÁ, K., TÓTH, P. (2019). Milyen az ideális tanári interakció a pedagógushallgatók szerint?. In: Oktatás - Gazdaság - Társadalom. Juhász Erika, Endrődy Orsolya. Budapest: Magyar Nevelés- és Oktatókutatók Egyesülete, 2019, P. 389-408. ISBN 978-615-5657-03-0.

HORVÁTHOVÁ, K., TÓTH, P. (2020). Határon túli pedagógushallgatók véleménye a tanári interakcióról. In: Prevenció, intervenció és kompenzáció. Gabriella Hideg, Szilvia Simándi, Irén Virág. Budapest: Debreceni Egyetem, 2020, P. 260-275. ISBN 978-963-318-857-6.

NÉMETH, E. (2002). Az önismeret és a kommunikációs készség fejlesztése. Budapest: Századvég Kiadó, 2002. - 138 s. - ISBN 963 9211 31 1.

ŠUPŠÁKOVÁ, B. a kol. (2016). Slovo a obraz v komunikácii: Komunikačné dimenzie slova a obrazu v primárnom vzdelávaní. 1. vyd. - Brno: Tribun EU, 2016. - 174 s. - ISBN 978-80-263-1026-6.

VANĀKO, J. (1999). Komunikácia a jazyk. 1. vyd. - Nitra: Univerzita Konštantína Filozofa, 1999. - 203 s. - ISBN 80-8050-253-6.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 2

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

Teacher: prof. Péter Tóth, PhD., Dr. habil. Erika Kopp, PhD., Mgr. Anita Tóth-Bakos, PhD., Dr. habil. Aranka Híves-Varga, PhD.,

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ POA/25	Name: Movement activities
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The following conditions shall apply to the subject: General conditions for the performance of the subject: <ul style="list-style-type: none"> • active participation in the course is at least 80%, • various forms of kinesthetic activities: play balls, sultanas, swimming, aerobic exercise, body construction, exercise (kinesthetic activity selected by the student). General conditions for the performance of the subject: <ul style="list-style-type: none"> • active participation in the course is at least 80%, • course evaluation criteria: active participation, completed — not completed. • Demonstration Of the sporting activity chosen By the student: In the case of game games - demonstration of the training of an attacker and defense; in the case Of swimming, - demonstration of the technical features of different swimming pools; fitness - demonstration of certain basic practices for different muscle groups and without devices; Assessment: Presentation of the elements of the selected sport activity - 20p. Final assessment: A: 100-91% B: 90-81 % C: 80 % TO 71 % D: 70 TO 61 % E: 60-51% FX: 50 % Total student workload: 1 credits = 30 hours participation in 13 hours of practical training (contact); 17 hours of self-training for the specific sport.	
Results of education: Knowledge: The student shall be able to apply the practical skills of the chosen sport. The student recognizes the relationship between the chosen sport and a healthy lifestyle. Capabilities: The student is familiar with the basic features and practices of the chosen sport. The student can expand his knowledge and self-training. Competences: The student can also apply the knowledge acquired to the active use of leisure time. The student is able to independently plan the activity and expand his knowledge.	
Brief syllabus:	

Understand the importance of physical activity as an essential part of everyday life and its impact on mental and physical health. Learn about football/football, table tennis, basketball, flyball rules (according to selected sports activities). Speech - different muscle groups of the body, from several aspects. Preparation of a series of practice in aerob aerobic and step aerobic, aerobic vessels. Stand-alone balls in my gymnasium. According to the selected ball roll. Kinesthetic activities in different load zones — according to the sport activities selected. Preparation of a weekly microcycle plan to improve aerobic capacity.

Literature:

1005 röplabda játék és gyakorlat / Edi Bachmann, Martin Bachmann. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2000. - 344 s. - ISBN 963 9123 84 6.

1006 kosárlabda játék és gyakorlat / Peter Vary. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2001. - 317 s. - ISBN 963 9123 85 4.

1008 torna játék és gyakorlat : Kézikönyv tanároknak, edzőnek, játékosoknak / Ursula Häberling-Spöhel. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2003. - 271 s. - ISBN 963 9310 93 x.

1014 asztalitenisz játék és gyakorlat : Kézikönyv tanároknak, edzőknek, játékosoknak / Harry Blum. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2004. - 323 s. - ISBN 963 9542 07 5.

Die fitnesspyramide / Bob Anderson, Ed Burke. - Ulm : Franz Spiegel Buch GmbH, 1997. - 117 s. - ISBN 3585335258.

Sport a családban / Takács László. - Budapest : Sport, 1973. - 380 s. - ISBN 963 253 512 x.

Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia/ Beáta Dobay-Elena Bendíková, 2016. ISBN 978-963-12-7613-8

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 27

A	B	C	D	E	FX
92.59	0.0	0.0	0.0	0.0	7.41

Teacher: prof. Krisztián Józsa, DSc.,

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ POP/25	Name: Comparative pedagogy
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Overall student workload: - didactic test on the theory of the subject (50 points), and a comparative written paper of at least 5 pages (50 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 - distribution of work hours: 1 credit = 30 work hours: - Class attendance: total for the semester (13 hours). - Work related to the student's written work and its elaboration (17 working hours).	
Results of education: Knowledge: Upon completion of the course, the student will know - the basic concepts, methods and didactic means of comparative pedagogy and international education - the most important methods and results of comparative pedagogy in its historical scope - the connection between different cultures and education - the economic, political, social and historical contexts of education - the educational practice of the Member States of the European Union - the link between globalisation and education - the challenges of education in developing countries - conclusions drawn from major international surveys - the educational practice of major international schools Skills: The student is able to - study, analyze literature sources of comparative pedagogy and international education, expertly select methods and aspects of analysis	

- formulate conclusions after studying comparative pedagogy
- apply their own experience in practice

Competencies:

The student should be

- be open to learning about the education of other historical periods, cultures, states
- be open to critically evaluate new educational experiences and to try them out
- be independent in his/her knowledge of the educational practice of other countries, cultures, historical periods
- analyses educational practice responsibly in the light of economic, social and demographic changes

Brief syllabus:

Basic concepts, methods of comparative pedagogy
 Methods and results of historical comparative pedagogy
 Culture and education in the past and present
 Economic and political dimensions of comparative pedagogy
 Social and historical dimensions of comparative pedagogy
 Globalisation and education
 Education in the European context
 Educational practice in developing countries
 Experiences from large international surveys
 Key concepts, methods of international education
 Multicultural education
 International schools in the world

Literature:

- # Összehasonlító pedagógia: A nevelés és oktatás nemzetközi perspektívái / Bábosik István, Kárpáti Andrea. - 1. vyd. - Budapest: BIP, 2002. - 345 s. - ISBN 963 86244 2 6.
- # Összehasonlító pedagógia / Henk van Daele. - Debrecen: Kossuth Egyetemi Kiadó, 2001. - 100 s. - ISBN 9634725732.
- # Comparative and International Education: An Introduction to Theory, Method, and Practice / David Phillips, Michele Schweisfurth. - 2. vyd. - London: Bloomsbury, 2014. - 222 s. - ISBN 978-1-4411-2242-1.
- # Neveléstörténet / Pukánszky Béla, Németh András. - 1. vyd. - Budapest: Nemzeti Tankönyvkiadó, 1994. - 584 s. - ISBN 963 18 5716 6.
- # Két évszázad gyermekei: A tizenkilencedik-huszedik század gyermekkorának története / Pukánszky Béla. - 1. vyd. - Budapest: Eötvös József Könyvkiadó, 2003. - 308 s. - ISBN 963 9316 65

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

hungarian , slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 112

A	B	C	D	E	FX
90.18	7.14	1.79	0.0	0.89	0.0

Teacher: prof. Péter Tóth, PhD., Dr. habil. Aranka Híves-Varga, PhD., prof. Krisztián Józsa, DSc., Dr. habil. Erika Kopp, PhD.,

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PPA/25	Name: Pedagogical and psychological aspects of educational process
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Successful completion of the course requires active participation in lectures and seminars and successful completion of written and oral examinations. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 10 points for participation, max. 40 points for the written exam and max. 50 points for the oral 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: 3 credits = 90 hours (26 hours: attendance at lectures and seminars, 64 hours: self-study and preparation for written and oral examinations).	
Results of education: Knowledge: <ul style="list-style-type: none"> - Can identify the developmental and individual characteristics of the learner. - Can identify the psychological and social determinants of pupil learning. - Knows and can characterize the biological, psychological, and sociological aspects of development in young school-age children. - Knows and understands the concept of the institutional socialisation process in a broader social scientific context. - Knows and understands pupils' learning styles, methods of diagnosing them and the factors that influence them. - Knows the typology, classification and types of learning styles. - Understands the process of motivation, the system of motives and the specifics of motivation in the educational process. - Knows and can identify methods and tools for identifying factors of student learning. - Understands the differences of pupils without prejudices and stereotypes and identify them in the content and process of education. - Has knowledge and skills in his/her field, including interdisciplinary links and reflection on the development of relevant disciplines. - He/she is familiar with the basic concepts of educational (teaching, learning, motivation, learner personality, teacher personality, learning techniques and strategies) and social psychology (social learning, social environment, social influence, small and large social groups, socialisation). 	

- The student is able to implement the acquired knowledge and insights in the educational process.
- Can define the main phenomena of the educational process from the perspective of educational psychology and the main phenomena occurring in the context of interpersonal relationships from the perspective of social psychology.

Skills:

- Has basic practical experience in identifying the individual characteristics of school-age and adolescent pupils.
- Has basic practical experience in identifying the psychological and social determinants of pupil learning.
- Basic practical experience in identifying the special educational needs of pupils in a socio-cultural context.
- Can accept the diversity of pupils in a socio-cultural context.
- Can identify the learning style and individual educational needs of pupils (intact pupils, pupils with special needs) and specific developmental learning disabilities.
- Understands the different ways in which pupils learn depending on psychological, physical and social conditions.
- Can work independently with social psychology literature and will be able to collect and evaluate professional information.
- Is able to apply the acquired theoretical knowledge in pedagogical practice.
- The student will be able to recognise and evaluate phenomena of educational and social psychology in pedagogical practice.
- The student will be able to analyse and evaluate situations occurring in pedagogical practice from the point of view of educational and social psychology.
- Can recognise the level of own competence.

Competences:

- Establishes correct attitudes towards the concepts and phenomena of educational and social psychology.
- Correctly identifies his/her own profession.
- Solves educational problems professionally and empathetically.
- Shapes the learning environment in such a way as to positively influence the learning process.
- Accepts psychological regularities in the educational process.
- Adopts strategies and measures to protect pupils' mental and social health.
- The graduate is characterised 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 Teaching for Primary Education.

Brief syllabus:

The subject and system of educational psychology.

Basic concepts of educational psychology: teaching, learning, lifelong learning, formal, non-formal and informal learning, learning, memory, thought operations, motivation, motivation to learn, skills, abilities, skills.

Students personality in the context of educational and school psychology.

Performance characteristics of the pupil's personality.

Teacher's personality in the context of educational and school psychology.

Social learning, the process of socialization.

Subject and system of social psychology, basic concepts of social psychology: group, socialization, social environment, communication

Social psychological characteristics of personality

Social groups. A pupil from a socially disadvantaged background.

Attitudes, stereotypes, prejudices and their changes
Socialisation and personalisation at school
Methods of understanding social relations in the classroom, school
Social influence, leadership and power

Literature:

- PUKÁNSZKY Béla : Iskola és pedagógusképzés : Budapest : Gondolat Kiadó, 2014. - 182 s. - ISBN 978-963-693-544-3.
- GARAI, Imre, NÉMETH András : Changes in and challenges of the secondary teacher training system in Budapest during the Great War and the period immediately following it. History of Education & Children's Literature. Vol. 14, no. 1 (2019), p. 449-464. ISSN 1971-1093. CCC, WoS, SCOPUS.
- NÉMETH András : Magyar pedagógusképzés és pedagógus szakmai tudásformák I. 1775-1945: Nemzeti fejlődési trendek, nemzetközi recepciós hatások : Budapest: ELTE - Eötvös Kiadó, 2012. 112 s. ISBN 978-963-312-0934.
- TÓTH-BAKOS, Anita : Výsledky analýzy hodnotenia vybraných webových aplikácií : In: Inovácie v pregraduálnej príprave učiteľov s využitím webových aplikácií / Szarka Katarína. - 1. vyd. - Komárom : KOMPRESS Nyomdaipari Kft., 2018. - ISBN 978-615-00-2597-1, S. 33-50
- HORVÁTHOVÁ Kinga, NÉMETH András, STRÉDL Terézia, SZABÓOVÁ Edita, TÓTH-BAKOS Anita : Szlovák-magyar pedagógiai terminológiai kézikönyv = Slovensko-maďarská pedagogická terminologická príručka : Komárno : Univerzita J. Selyeho, 2015. - 132 s. - ISBN 978-80-8122-160-6
- ĎURICĚ, Ladislav, S. HOTÁR, Viliem, PASTIER, Jozef: Pedagogická psychológia : Terminologický a výkladový slovník - Bratislava : SPN. - 464 s. - ISBN 80-08-02498-4.
- Štefan VENDEL : Pedagogická psychológia - Bratislava : Epos, 2007. - 447 s. - ISBN 978-80-8057-710-0.
- HVOZDÍK, Stanislav a kol. : Vybrané kapitoly zo školskej psychológie I. - Prešov : FF PU, Katedra psychológie, 1999. - 402 s. - ISBN 80-88922-03-8.
- BALOGH Katalin : Pedagógiai pszichológia - Budapest : Nemzeti Tankönyvkiadó, 2003. - 143 s.
- ARONSON Elliot: A társas lény. 1. vyd. Budapest : Akadémiai Kiadó, 2011. 504 s. ISBN 978963 05 86283
- KELEMEN László : Pedagógiai pszichológia - Budapest : Tankönyvkiadó, 1988. - 694 s. - ISBN 9631808521.
- ARONSON Elliot: Columbine után : Az iskolai erőszak szociálpszichológiája. 1.vyd. Budapest : Ab Ovo Kiadó. 2009. 191 s. ISBN 978-963-9378-72-8.
- BOROŠ Július: Zákklady sociálnej psychológie : pre študujúcich humánne, sociálne a ekonomické vedy 1. vyd. : IRIS,2001. 227 s. ISBN 8089018203
- CSEPELI György: A meghatározatlan állat : Szociálpszichológia kezdőknek és haladóknak. 1. vyd. Budapest : Jászöveg Műhely Kiadó, 2005. 324 s. ISBN963 7052 25 9
- CSEPELI György: A szociálpszichológia vázlatja. Budapest : Jászöveg Műhely Könyvkiadó. 2001.160 s. ISBN 963 048 678 4
- GOLEMAN, Daniel: Társas intelligencia = Az emberikapcsolatok új tudománya. 3. vyd. Budapest. 506 s. ISBN 9789633100349
- SCHMERCZ István. Pedagógiai szociálpszichológia - Nyíregyháza : Élmény 94 Bt., 2002. - 232 s. - ISBN 963853334x.
- CSEPELI György. Szociálpszichológia - Budapest : Osiris Kiadó, 2003. - 572 s. - ISBN 963 379 563 X.
- LENGYEL Zsuzsanna. Szociálpszichológia : szöveggyűjtemény - Budapest : Osiris, 2002. - 534 s. - ISBN 963 379 183 9.

Eliot R. SMITH, Diane M. MACKIE, Heather M. CLAYPOOL. Szociálpszichológia - Budapest : ELTE Eötvös Kiadó, 2016. - 873 s. - ISBN 978 963 312 251 8.					
Language, knowledge of which is necessary to complete a course: hungarian, slovak					
Notes:					
Evaluation of subjects Total number of evaluated students: 146					
A	B	C	D	E	FX
82.88	11.64	3.42	0.0	1.37	0.68
Teacher: PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., PaedDr. Alexandra Nagyová, PhD.,					
Date of last update: 28.03.2025					
Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PPU/25	Name: Supportive learning environment
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Overall student workload: - didactic test on the theory of the subject (50 points), where it is necessary to obtain at least 50% of the possible points - use an arbitrary questionnaire to investigate the cognitive or learning style of a group of students/students (minimum 15 persons), evaluate, assign learning methods, summarise the results and conclusions in a written paper of at least 4 pages (50 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 of lecture attendance; 47 hours of independent study and preparation of written work)	
Results of education: Knowledge: Upon completion of the course, the student will know - Concepts and theories related to cognitive functions and their disorders and metacognition - concepts and theories related to self-regulated learning - the personality foundations of learning styles - the most important learning styles, their neurological bases - the connection between learning style, learning environment and learning motivation - the most important concepts of learning methodology Skills: The student is able to - evaluate, on the basis of questionnaires, the cognitive and learning styles of others and his/her own - based on the results, to recommend a method of learning to others Competencies:	

The student should be

- be committed to learning methods that take into account the peculiarities of students' cognitive and learning styles
- be open to analyze different learning problems professionally, using theories of cognitive and learning styles, formulate conclusions and solve problems
- be responsible when learning difficulties and individual pupil characteristics are encountered
- can independently plan learning environments that take into account the unique learning styles of learners

Brief syllabus:

Cognitive functions and their development
Cognitive disorders and their neurological basis
The first theories of metacognition
Metacognition, metacognitive strategies and styles
Self-regulatory learning
Object relations of self-regulatory learning
Learning: ability and style
Foundations of learning style based on theories of personality
Neurological bases of learning style, hemispheric laterality
Learning style and learning-supportive environment, Internet-based learning
Learning and emotions, motivation for learning
Learning methodology
Linking teaching style and learning style

Literature:

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.
Engage: The Trainer's Guide to Learning Styles / Jeanine O'Neill-Blackwell. - 1. vyd. - San Francisco: Pfeiffer, 2012. - 357 s. - ISBN 978-1-118-02943-5.
Tanulás és motiváció / Barkóczy Ilona, Putnoky Jenő. - Budapest : Tankönyvkiadó, 1967. - 282 s. - ISBN 0008081.
A tanulás tanítása: Péter Oroszlány. - Budapest : Független Pedagógiai Intézet, 2004. - 326 s. - ISBN 9632100972.
Hogyan tanítsuk gyermekeinket tanulni? / Robert Fisher. - 1. vyd. - Budapest : Műszaki Kiadó, 2007. - 192 s. - ISBN 978-963-16-2531-8.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 71

A	B	C	D	E	FX
70.42	22.54	7.04	0.0	0.0	0.0

Teacher: prof. Péter Tóth, 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., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PSO/25	Name: Psychology of personality
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for successful completion of the course is active participation in lectures, as well as successful completion of written examinations. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for exam. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 1 credit = 30 hours (13 hours: attendance at lectures, 17 hours: self-study and exam preparation).	
Results of education: Upon completion of the course, the student will Knowledge: <ul style="list-style-type: none"> • master the basics of the scientific field of personality psychology, • know how to navigate the basic terminology of the given issue, know different theoretical directions and practical outcomes in practice, • understand different concepts and definitions of the term personality, • acquire professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education, • transform theory into practice, become familiar with progressive trends in the field of personality psychology, • become familiar with methodological approaches, structure and aspects of job descriptions. Skills: <ul style="list-style-type: none"> • be able to independently evaluate the child's personality assumptions in the educational process, • compile psychological criteria according to physical and mental age, • knows how to navigate various personality theories, • knows and is able to differentiate personality determinants, • research and formulate the theoretical and practical approaches necessary to solve the problems encountered, • be able to cooperate and consult with other experts, work in a team. Competences: <ul style="list-style-type: none"> • take into account the determinants and characteristics of personality in his pedagogical practice, 	

- differentiate the personality assumptions, character, characteristics and temperament of the students during working with students,
- react adequately and differentiates the individual personality traits of pupils in his pedagogical practice,
- apply a humanistic and person-oriented approach in his pedagogical practice,
- react flexibly and well-founded to problems, acts democratically and acts tolerantly,
- apply the principles of inclusive index, optimal working climate, cooperative methodology,
- implement targeted development of self-knowledge, participate in further education
- independently plan activities that expand knowledge about social services, creates an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior towards students.

Brief syllabus:

Characterization and definition of the term personality, personality traits.

Psychological, social and biological determinants of human personality.

The mutual influence of heredity and environment.

Continuity and discontinuity of personality.

Intelligence and creativity in relation to personality and from the perspective of personality psychology.

Basics of personality psychology - basic terms (character, temperament, properties, features, abilities, skills, givens, predispositions).

Personality theories - behavioral, integrated, humanistic theories and their representatives - Adler, Hippocrates, Pavlov, Jung, Eysenck, Spranger, Big Five.

Personality structure.

Gardner's theory of abilities and its importance for education.

Rogers' theory of person-oriented approach.

The latest trends in personality psychology and their impact on the educational process.

Salovey's theory of emotional intelligence - its development in the educational environment.

Literature:

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

BAKOS, A. 2011. Spoločnosť Williamsovho syndrómu na Slovensku – význam ich 20-ročnej činnosti v domácom a európskom kontexte. In: Ars Sonans 3 – Osobnosť a inštitúcia – Symbióza dvoch fenoménov hudobnej kultúry Slovenska. Nitra : KH PF UKF. 2011. ISBN 978-80-8094-999-0

BUDA, B. 1994. Mentálhigiéne. Tanulmánygyűjtemény. (Duševná hygiena. Zborník štúdií). Budapest : Animula. 1994.

CARVEL, Ch.S. - SHEIER, M.F. 2006. Személyiséglélektan. Budapest: Osiris Kiadó. ISBN 9789633897096

GOLEMAN, D. 2019. Érzelmi intelligencia. Budapest: Háttér Kiadó. EAN 9786155124617

GAJDOŠOVÁ, E. 1995. Školská psychológia. Bratislava : SPN. 1995. ISBN 8007010297

STRÉDL, T. 2017. Terápiák és nevelés. A terápia szocializációs hatása a nevelésben. Komárno: UJS. 87p. ISBN ISBN 9788081222276

STRÉDL, T. 2013. A szociális kompetencia professzionális dimenziói. (Profesionálne dimenzie sociálnej kompetencie). In Új kihívások a tudományban és az oktatásban. Nové výzvy vo vede a vo vzdelávaní. Medzinárodná vedecká konferencia Univerzity J. Selyeho v Komárne. Komárno : UJS. 2013. ISBN 978-80-8122-073-9

VAJDA, ZS., KÓSA, É. 2005. Neveléslélektan. (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: 5					
A	B	C	D	E	FX
40.0	40.0	0.0	20.0	0.0	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., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ STZ/25	Name: Professional training
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 20s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 2., 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The conditions of professional training are set and regulated by the current Directive of the Dean of the Faculty of Education of the University of J Selye: Principles of pedagogical practice at the Faculty of Education of the University of J Selye. The student is obliged to follow the relevant part of this document related to the professional training (STZ). The requirements for taking the course are as follows: - active participation of the student in the professional training in the scope of 20 hours in accordance with the directive, - submission of a completed and certified protocol of professional training, - 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 internship (contact hours); 10 hours analysis and preparation of the portfolio. Prerequisite for successful completion of the course: 1.) submission of a completed and certified School Internship Completion Report, 2.) obtaining at least 50% of the maximum course grade (50 points). Overall course pass mark: - Pass = 50 - 100% (25 - 50 points) - Fail = 49 - 0% (0 - 24 points)	
Results of education: Learning Outcome: 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, the student, in addition to the educational process, will be involved in activities such as administrative tasks, working with parents, participating in meetings, planning and implementation of interest activities, extracurricular activities, interest groups, preparing students for competitions, organizing competitions, organizing exhibitions, preparing projects, preparing teaching materials for work with an interactive whiteboard or smartphone, working with children in nature, participating in excursions. During the professional training, the student has the opportunity to teach more consecutive lessons, or to carry out interest activities and other activities, which will improve the quality of practical preparation for the teaching profession.

Ethical principles of professional training.

Organisational requirements of the professional training.

Material, technical, hygiene and safety requirements of the professional training.

Planning and designing the work, preparation for the activity.

Pedagogical reflection. Evaluation. Self-evaluation.

Pedagogical documentation.

Literature:

CINDLEROVÁ, I,- CSEHIOVÁ, A. et al. 2021. Mentor Training: Materials and Tasks. 1. vyd. Ostrava: Ostravská univerzita, 268 s. ISBN 978-80-7599-294-9.

FRÝDKOVÁ, Eva. Metódy a formy spolupráce rodiny a školy. In Manažment školy v praxi: odborný mesačník pre manažment škôl, školských a predškolských zariadení. Bratislava:

IURA EDITION, 2010, (12), 21-27. ISSN 1336-9849. [online]. Dostupné na internete: https://sekarl.euba.sk/arl-eu/sk/detail-eu_un_cat-0124951-Metody-a-formy-spoluprace-rodiny-a-skoly/

<p>FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.</p> <p>ORSOVICS, Y. a kol. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : UJS, 2018. 161 s. ISBN 978-80-8122-282-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. [online]. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/>.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácii a ďalšej dokumentácii. [online]. Dostupné na internete: https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/</p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Ostatné dokumenty: Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho. Pedagogická dokumentácia a ostatná dokumentácia školy alebo zariadenia</p>					
<p>Language, knowledge of which is necessary to complete a course: hungarian, slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects Total number of evaluated students: 41</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>87.8</td> <td>12.2</td> </tr> </tbody> </table>		a	n	87.8	12.2
a	n				
87.8	12.2				
<p>Teacher: PaedDr. Alexandra Nagyová, PhD., PaedDr. Tamás Török, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Katalin Sýkora Hernády, PhD.,</p>					
<p>Date of last update: 28.03.2025</p>					
<p>Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ TEE/25	Name: Theory and methodology of ecology and environmental studies
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for passing the subject is active participation in the lecture, and at the end of the semester, we will summarize the new knowledge using a written test. 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: 1 credit = 30 hours (13 hours: participation in lectures, 17 hours: self-study and preparation for the exam).	
Results of education: The aim of the subject is for the student to acquire knowledge about ecology and environmental studies, with the help of which he can learn about natural systems and their interactions, to create environmentally conscious behaviour, and create a sustainable lifestyle. Knowledge: <ul style="list-style-type: none"> - The student knows ecological processes and interactions in the system and consciously organizes ecologically relevant pedagogical processes. - The student has an overview of the relationship between man and nature and man's position in nature. - The student knows the main phases of the transformational action of the human environment and understands their natural, social and economic consequences. - The student knows the main principles of sustainability, the principles of sustainability education, and the possibilities of developing children's environmental culture. Abilities: <ul style="list-style-type: none"> - The student can get to know natural systems more and more perfectly, develop ecological thinking, and collect and process independent information to identify ecological problems. - The student can convey a sustainable way of life. - The student can establish and develop relationships with various institutions and effectively collaborate to make sustainability a reality. - The student can develop and implement a sustainability program in his/her institutional environment. Competencies: <ul style="list-style-type: none"> - The student can create a positive relationship with the ecological phenomena of the environment. 	

- The student can engage in an emotional, ethical approach and positive culture formation in his own life and the lives of the people around him.
- The student is open to possible collaborations, participatory programs, new theories and methods, and their application and integration in the field of sustainability.
- As an active citizen, the student is active in pedagogical areas of education within his competencies; he takes responsibility for the ecological formation of his environment, living space, and community.
- The student demonstrates a responsible approach to building ecological awareness and the environmental culture of the people around him and developing the necessary competencies.

Brief syllabus:

Subject, factors, and concept of ecology. Ecological systems. The concept of ecosystems.

Earth as a unified system. Criteria and main types of systems. Properties of environmental systems. Cyclic and linear systems. Ecological balance. Abiotic environmental factors (sunlight, temperature, water, soil, air) impact living organisms.

Biotic environmental factors and their impact on living organisms. Populations. Their group characteristics and interactions between populations.

Properties of biocenoses. The flow of substances and energy in biocenoses. Food chains, food networks. Biological production and use of energy. Biomass.

The origin and development of the biosphere concerning terrestrial conditions. Biogeochemical cycle of elements.

Basic concepts and contexts of environmental protection.

The concept of sustainable development. Environmental, social and economic aspects of sustainability.

The history of humankind in the light of its impact on the planet/biosphere is a description of changes in man's mentality toward the environment.

Problems of the Anthropocene age, the main environmental-social-economic megatrends in the world and Central Europe.

Human reactions and reactions to problems from the global level to the individual level. Possible solutions and best practices for social participation. Elements of the circular economy.

Pedagogy of sustainability, principles that must be followed when forming a relationship with the environment, rules for creating, preserving, and further developing a cultured environment.

Literature:

DARVAY, S., NEMCSÓK, J., FERENCZY, Á.: Fenntartható fejlődés. Polgári szemle: Gazdasági és társadalmi folyóirat, 2016 - 12 (4-6). pp. 88-104. ISSN 1786-6553 https://polgariszemle.hu/images/content/pdf/psz_2016_4-6.szam_7.pdf

HAAS, M., ONDROVÁ, E., ŠVAJDA, J.: Environmentálna výchova/Environmental education. Vydavateľstvo: Ústav vysokohorskej biológie Žilinskej univerzity, 2008, 135 strán

KERÉNYI, A.: Európa természet és környezetvédelme. Nemzeti Tankönyvkiadó, Budapest, 2003

KOVÁTS-NÉMETH, M.: Az erdőpedagógiától a környezetpedagógiáig. Comenius Kft, Pécs, 2010, ISBN 978-963-9687-18-9

KOVÁTS-NÉMETS, M.: Fenntarthatóság, pedagógia, kutatás. - 1. vyd. - Győr :

NyugatMagyarországi Egyetem Apáczai Csere János Kar, 2007. - 227 s. - ISBN 978-963-9364-85-1

KRISKA, Gy., Maklári Jenőné, Scheuer, Zs.: Gyertek velünk erdei iskolába! Farkaserdei erdei iskola projekt /. - 1. vyd. : Flaccus Kiadó, 2002. - 186 s. - ISBN 963 94 12 07 4.

LÜKŐ, I.: Környezetpedagógia. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 252 s. - ISBN 9631933768.

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

hungarian, slovak					
Notes:					
Evaluation of subjects					
Total number of evaluated students: 78					
A	B	C	D	E	FX
88.46	1.28	6.41	1.28	0.0	2.56
Teacher: Ing. Pavol Balázs, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD.,					
Date of last update: 28.03.2025					
Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ UIP/25	Name: Applying an interdisciplinary approach in regional education
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for successful completion of the course is active participation in seminars, as well as handing in ongoing assignments during the semester. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for ongoing tasks. 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 credits = 30 hours (13 hours: attendance at seminars, 17 hours: self-study and preparation of ongoing assignments during the semester).	
Results of education: Upon completion of the course, the student will Knowledge: <ul style="list-style-type: none"> • Master basic concepts: interdisciplinary relationships, educational areas, cross-cutting topics, interdisciplinary and intradisciplinary approaches. • Know how to navigate teaching methods, strategies and techniques of appropriate application of an interdisciplinary approach. • Can transform theory into practice. • Know progressive trends in the field of pedagogy, didactics and alternative pedagogy. Skills: <ul style="list-style-type: none"> • Be able to plan and prepare an activity for pupils in the spirit of an interdisciplinary approach. • Be able to implement activities for students in the spirit of an interdisciplinary approach within the educational process. • Be able to subsequently evaluate and reflect on the completed activity with elements of self-reflection. • Understand his approval subject/s in interdisciplinary contexts, find possibilities of connection with other subjects. • Be able to cooperate and consult with other experts, work in a team. Competences: <ul style="list-style-type: none"> • Applie in his teaching cross-subject links and an interdisciplinary approach. 	

- Focus on his pedagogical activities on creating a comprehensive image of students, developing independence and critical thinking.
- Respond flexibly and well-founded to problems, acts democratically, acts tolerantly.
- Apply the principles of inclusive index, optimal working climate, cooperative methodology.
- Implement targeted development of self-knowledge, participate in further education.
- Independently plan activities that expand knowledge about social services, can create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior towards students.

Brief syllabus:

An inter-subject and supra-subject approach to designing the content of education according to content-based educational areas and their corresponding subjects.

Intersubject relationships and cross-cutting topics as means of shaping and creating a comprehensive image of students, systematizing knowledge and knowledge and further creating a comprehensive picture of reality

School documents, state educational programs, educational areas from an interdisciplinary and intradisciplinary perspective.

Framework curriculum and cross-cutting topics.

Methodology and didactics of interdisciplinary approach.

Methods, strategies, techniques, and forms of work with students supporting an interdisciplinary approach and cross-subject relationships.

Possibilities of applying an interdisciplinary approach in the educational process

Intersubject relationships and cross-cutting topics.

Planning, preparation, implementation and subsequent evaluation of educational activities in the spirit of an interdisciplinary approach.

Inclusion of activities and methods of an interdisciplinary nature in the educational process, specifically within the lesson.

Modern approaches, progressive and alternative directions and concepts in pedagogy supporting interdisciplinarity.

Literature:

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

Štátny vzdelávací program pre gymnázia úplné stredné všeobecné vzdelávanie, dostupné: https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/statny_vzdel_program_pre_gymnazia.pdf

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 46

A	B	C	D	E	FX
69.57	19.57	8.7	0.0	2.17	0.0

Teacher: Mgr. Anita Tóth-Bakos, PhD., Dr. habil. Erika Kopp, PhD., PaedDr. Alexandra Nagyová, PhD.,

Date of last update: 28.03.2025

Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ VKZ/25	Name: Education for health
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: General conditions for passing the course: active participation of the student in lectures - participation of the student in the assignments and participation in the analysis and discussions during the lectures - proposal of an educational activity project with the aim of developing the student's health and human-ecological competences (50 points) - a test on the theoretical part of the course (50 points). Criteria for evaluation of the educational activity project proposal: - content (20 points) - originality (10 points) - formality (10 points) - presentation of the literature review (10 points) Total student workload: 2 credit = 60 hours - 13 hours participation in lectures (contact hours); 47 hours independent study, preparation of term papers and assignments assigned in class. The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade. Overall course pass mark: - A = 90 - 100% (90 - 100 points) - B = 80-89% (80-89 points) - C = 70 - 79% (70 - 79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points)	
Results of education: Knowledge: - The student will be able to explain basic concepts in health education for school-age students. - The student will be familiar with school hygiene, ergonomics and proper human lifestyle and other areas listed in the course syllabus. Skills: - The student will be able to identify environmental risk factors that threaten health	

- The student will be able to identify and analyze current issues in maintaining the health of children in the school environment.
- The student will be able to independently search, compare and work with relevant literature sources.

Competencies:

- The student will be able to design an educational activity project to develop the student's health and human-ecological competencies.
- The student will be able to design various didactic activities and games to develop the health and human-ecological competences of the pupil.

Brief syllabus:

Daily regimen of school-age pupils, identification and elimination of possible health risks in the school environment, pupil workload, civilization diseases, correct composition of the menu, basic foods and their composition, drinking regime, prevention of common diseases, basics of ergonomics, biorhythms and daily regimen, human ecology, indoor and outdoor school environment, hygiene of the school environment. Health education in schools.

Literature:

- ÁDÁNY RÓZA. Megelőző orvostan és népegészségtan - 1. vyd. - Budapest : Medicina, 2006. - 678 s. - ISBN 963 226 070 8.
- ASZMANN ANNA. Fiatalok egészségi állapota és egészségmagatartása Országos Tisztifőorvosi Hivatal. - 65 s. - ISBN 9630052466.
- ASZMANN ANNA, ERDÉLYI ISTVÁN, MATEJKA ZSUZSANNA. Tények könyve MEDICINA - 1. vyd. - Budapest : Greger-Delacroix Kiadó, 1998. - 416s. - ISSN 1418-5253.
- DÉSI ILLÉS. Népegészségtan - 1. vyd. - Budapest : Semmelweis Kiadó, 2001. - 583 s. - ISBN 963 9214 20 5.
- FOSTER RUSSEL, KREITZMAN LEON. Rhythms of Life : The Biological Clocks that Control the Daily Lives of Every Living Thing - London : Profile Books, 2005. - 278 s. - ISBN 1 86197 571 6.
- GÁBORNÉ SÁRVÁRI. Egészségvédelem - Budapest : Nemzeti Tankönyvkiadó, 2000. - 106 s. - ISBN 9631950980.
- MACHOVÁ JITKA, KUBÁTOVÁ DAGMAR a kol. Výchova ke zdraví - 2. akt. vyd. - Praha : Grada, 2015. - 312 s. - ISBN 978-80-247-5351-5.
- MÁLEK BOHUSLAV a kol. Hygiena práce - 1. vyd. - Praha : Sobotáles, 2014. - 279 s. - ISBN 978-80-86817-46-0.
- NAGY MELINDA. Humánökológia - 1. vyd. - Komárno : Univerzita J. Selyeho, 2012. - 188 s. - ISBN 978-80-8122-056-2.
- NAGY MELINDA. Humánbiológia - 1. vyd. - Dunaszerdahely : Lilium Aurum, 2006. - 250 s. - ISBN 80-8062-283-3.
- NÁNÁSI IRÉN. Humánökológia : A természetvédelem, a környezetvédelem és az embervédelem tudományos alapjai és módszerei - 1. vyd. - Budapest : Medicina, 1999. - 514 s. - ISBN 963 242 088 8.
- UNGVÁRY GYÖRGY. Munkaegészségtan - Budapest : Medicina Könyvkiadó, 2004. - 985. - ISBN 9632429273.
- VIDA GÁBOR. Humánökológia - 1. vyd. - Budapest : ELTE Eötvös Kiadó, 1996. - 65 s. - ISBN 963-462-858-3.
- VÍZVÁRI LÁSZLÓ. Egészségtan - 3. vyd. - Budapest : Műszaki Könyvkiadó, 2003. - 167 s. - ISBN 963 16 1886 2.

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

hungarian ,slovak

Notes:					
Evaluation of subjects Total number of evaluated students: 115					
A	B	C	D	E	FX
92.17	3.48	2.61	0.0	0.0	1.74
Teacher: Dr. habil. PaedDr. Melinda Nagy, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Ing. Pavol Balázs, PhD.,					
Date of last update: 28.03.2025					
Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ VPU/25	Name: Learning disabilities
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Successful completion of the course requires active participation in lectures, submission of interim assignments during the semester and successful completion of a written examination. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 10 points for participation, max. 40 points for intermediate assignments and max. 50 points for the review. A student may receive a maximum of 100 points in total. Final course grade: 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 workload: 2 credits = 60 hours (13 hours: attendance at lectures, 17 hours: preparation of continuous assignments during the semester, 30 hours: self-study and preparation for revision).	
Results of education: After completing the course the student Knowledge: <ul style="list-style-type: none"> - Can differentiate specific developmental disorders and indications for inclusion. - The student is able to orient himself/herself in the basic terminology of the subject, knows different theoretical directions, stimulation programs, basics of correction. - Acquire professional knowledge, learn pedagogical guidelines for the school population. - Know how to transform theory into practice, apply the social function and importance of education of pupils with SEN, become familiar with progressive trends in the field of pedagogy and psychology. - Become familiar with methodological approaches, structure and aspects of job descriptions. Skills: <ul style="list-style-type: none"> - Is able to draw up an individual education plan for pupils and to gestate, if he/she will be a class teacher, to draw up an individual education programme and to apply the principles of differentiation. - Able to navigate incentive programs, obtain an overview of the literature. - Is able to demonstrate and apply techniques of correction, relaxation, stimulation. - Is able to plan a consultation process for an individual or a group, recognising the level of own competences, 	

<ul style="list-style-type: none"> - research and formulate the theoretical and practical background necessary to solve the problems encountered, - Able to collaborate and consult with other professionals, work in a team <p>Competencies:</p> <ul style="list-style-type: none"> - Responds flexibly and knowledgeably to problems, speaks democratically, acts tolerantly. - Applies the principles of an inclusive school, optimal working climate, cooperative methodology. - Implements targeted development of self-knowledge, participates in further education. - Independently plans activities that expand knowledge of social services, can create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behaviour towards pupils.
<p>Brief syllabus:</p> <p>Developmental learning disabilities and forms of occurrence Characteristics of partial performance impairments Dyslexia, dysgraphia, dysorthography Dyscalculia, dyspraxia, dyspinxia, dysmusia ADD, ADHD Conners Hyperactivity Scale - screening Methodological guidelines for inclusion and indications, forms of integration Development of an individual education plan Classification and assessment of pupils with SEND Correction, re-education - overview of stimulation programmes The role of the school special educator, school psychologist, teaching assistant Cooperation with centres: CPPPpP, CŠPP</p>
<p>Literature:</p> <p>F. FÖLDI Rita. Hiperaktivitás és tanulási zavarok. 1. vyd. Pécs : Comenius Bt. 2004. 155 s. ISBN 9638643277</p> <p>PORKOLÁBNÉ Balogh Katalin. Készségfejlesztő eljárások tanulási zavarral küzdő kisiskolásoknak. 3. vyd. Budapest : ELTE, 2005. 45s.</p> <p>STRÉDL Terézia. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. 1. vyd. Komárno: Univerzita J. Selyeho, 2013. 148 s. ISBN 9788081220890</p> <p>VAŠEK Štefan: Špeciálno pedagogická diagnostika. 4. vyd. : Sapiaientia s.r.o, 2004. 168 s. ISBN 8096911201</p> <p>ZELINKOVÁ Oľga: Poruchy učení : dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, ADHD. 1. vyd. Praha : Portál, 2009. 263 s. ISBN 9788073675141 www.statpedu.sk.</p> <p>STRÉDL, T. 2013. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. Komárno : UJS. ISBN</p> <p>STRÉDL, T. 2016. A tolerancia és a kommunikáció jelentősége az oktatásban : Etika az edukációban - tanulmánykötet = Etika v edukácii - vedecký zborník. - Komárno : Univerzita J. Selyeho, 2016. - ISBN 978-80-8122-196-5, CD-ROM, s. 96-110.</p>
<p>Language, knowledge of which is necessary to complete a course: hungarian, slovak</p>
<p>Notes:</p>
<p>Evaluation of subjects Total number of evaluated students: 85</p>

A	B	C	D	E	FX
60.0	14.12	9.41	8.24	3.53	4.71
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., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ ŠSM/25	Name: School pedagogy
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study:	
Level of study: II.	
Prerequisites: KPD/UZ/KKV/25 and KPD/UZ/PPA/25 and KPD/UZ/MKU/25 and KPD/UZ/PHR/25	
Conditions for passing the subject: Conditions for qualifying for the State examination: a) completion of all compulsory courses (12 credits), b) obtaining at least 7 credits from the compulsory elective courses of the program, c) obtaining 3 credits from elective courses, d) obtaining 22 credits in the prescribed composition (to complete the subject of the state examination, the student has get 2 credit). In the oral state examination, the student gives an account of his own pedagogical, psychological and biological knowledge as components of education and training. The state examination takes the form of a colloquium, in which the student's pedagogical knowledge is evaluated by the state final examination committee. The oral exam is evaluated on the basis of the following grading scale: A – 100–90%, B – 90–80%, C – 80–70%, D – 70–60%, E – 60–50%. A student who does not reach 50% does not receive credit.	
Results of education: Knowledge: - the student can explain the biological and social psychological aspects of the personal development of school-aged students, - the student knows and interprets the concept of the institutional socialization process in the wider context of social sciences, - the student knows the topic of multiculturalism in relation to students, - the student knows the methodology of pedagogical research, - the student knows the current state education programs, - the student knows the philosophical and methodological starting points of student evaluation, the forms and types of evaluation and its psycho-didactic aspects, - the student knows the system of career development of teachers and the possibilities of career development, - the student knows the methods of self-education, - the student knows the research methods used in the field of pedagogical practice. Skills:	

<ul style="list-style-type: none"> - the student is able to navigate in the general legislation, pedagogical documentation, other documentation, and other conceptual and strategic documentation related to teacher work, - the student is able to define and formulate educational goals in the form of learning requirements, - the student has basic practical experience in the didactic analysis of the teaching process- in the basic breakdown of the content of the course material (facts, concepts, connections, procedures), - the student is able to choose the basic and developmental content in accordance with the educational goals and the individual needs of the students, - the student is able to convey his own pedagogical and professional knowledge to the lay and professional community, - the student is able to set the goals of his own professional development, - the student is able to apply research and development methods. <p>Competencies:</p> <ul style="list-style-type: none"> - the student is able to evaluate the students in terms of their development and individual characteristics, - the student is able to use different evaluation forms and methods, - the student is able to evaluate and compare the actual learning process with the planned process, - the student is able to evaluate students without prejudices and stereotypes, - 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. 												
<p>Brief syllabus:</p> <ul style="list-style-type: none"> - not relevant 												
<p>Literature:</p> <p>Literature indicated in the information sheets of the study program.</p>												
<p>Language, knowledge of which is necessary to complete a course:</p> <p>hungarian , slovak</p>												
<p>Notes:</p>												
<p>Evaluation of subjects</p> <p>Total number of evaluated students: 102</p> <table border="1" style="width: 100%; text-align: center;"> <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>44.12</td> <td>29.41</td> <td>17.65</td> <td>6.86</td> <td>1.96</td> <td>0.0</td> </tr> </tbody> </table>	A	B	C	D	E	FX	44.12	29.41	17.65	6.86	1.96	0.0
A	B	C	D	E	FX							
44.12	29.41	17.65	6.86	1.96	0.0							
<p>Teacher:</p>												
<p>Date of last update: 28.03.2025</p>												
<p>Approved by: doc. PaedDr. Andrea Puskás, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.</p>												