

# CONTENS

1. Animal and human physiology.....	55
2. Art-pedagogy-psychology, personal development course.....	204
3. Bachelor's Thesis Seminar.....	96
4. Bachelor's Thesis and Defence.....	114
5. Bachelor's Thesis Seminar.....	35
6. Bachelor's Thesis and Defense.....	61
7. Basics of Catechetics 1.....	143
8. Basics of Catechetics 2.....	147
9. Basics of Catechetics 3.....	150
10. Basics of Catechetics 4.....	154
11. Basics of ecotoxicology.....	85
12. Basics of epidemiology.....	48
13. Basics of first aid and biology for teachers.....	282
14. Basics of sustainable development.....	88
15. Biblical Studies 1.....	100
16. Biblical Studies 1.....	103
17. Biblical Studies 3.....	105
18. Biblical Studies 4.....	107
19. Biblical Studies 5.....	109
20. Biochemistry and molecular biology I.....	8
21. Biochemistry and molecular biology II.....	11
22. Biodiversity and ecology of taxons I.....	15
23. Biodiversity and ecology of taxons II.....	19
24. Biodiversity and ecology of taxons III.....	23
25. Biodiversity and ecology of taxons IV. and fieldwork in zoology and anthropology.....	26
26. Bioethics and volunteering.....	29
27. Biology.....	90
28. Biopolitics.....	32
29. Botanical fieldwork.....	76
30. Chemistry for Biologists.....	39
31. Christian Education.....	166
32. Conversation in the English language.....	188
33. Conversation in the English language 2.....	191
34. Conversation in the German language.....	194
35. Conversation in the German language 2.....	196
36. Conversation in the Slovak language.....	198
37. Creative workshop.....	253
38. Cultivation of plants.....	67
39. Dietetics.....	42
40. Digital technologies in the educational process.....	179
41. Educational theory and educational philosophy.....	245
42. Embryology and education for parenthood.....	45
43. Ethical Issues in Catechetics.....	112
44. Experience equivalent to academic mobility - Teaching of biology.....	6
45. Experience equivalent to academic mobility - Teaching of catechesis.....	94
46. Family and school.....	230
47. General and developmental psychology.....	276
48. General biology I.....	78

49. General biology II.....	82
50. General didactics and preparation for school observation.....	171
51. Gross motor development.....	236
52. Health development.....	70
53. Histology and cytology.....	58
54. Human biology and basics of first aid.....	168
55. Inclusive pedagogy.....	182
56. Integrated student at school.....	185
57. Introduction to Catechetics 1.....	158
58. Introduction to Catechetics 2.....	161
59. Introduction to Finnish language and culture.....	259
60. Introduction to Finnish language and culture 2.....	262
61. Introduction to Greek language and culture.....	265
62. Introduction to Latin language and culture.....	268
63. Introduction to Latin language and culture 2.....	271
64. Introduction to Russian language and culture.....	274
65. Introduction to academic writing.....	279
66. Introduction to pedagogical studies.....	256
67. Introduction to poimenics.....	164
68. Introductory pedagogical practice.....	219
69. Methods of learning and research.....	208
70. Minority competencies.....	201
71. Movement culture and healthy lifestyle education.....	248
72. Pedagogical diagnostics.....	211
73. Pedagogical evaluation.....	215
74. Pedagogical practice 2.....	221
75. Pedagogical practice 3.....	224
76. Phytopathology.....	51
77. Plant physiology.....	53
78. Practical Catechetics 1.....	117
79. Practical Catechetics 2.....	120
80. Practical Catechetics 3.....	123
81. Practical Catechetics 4.....	126
82. Practical biology.....	73
83. Profession of teaching.....	227
84. Professional training.....	242
85. Regional and minority culture.....	233
86. Seminar of Church History.....	130
87. Seminar of Ecclesiastics.....	133
88. Seminar of poimenics.....	139
89. Seminar of the New Testament.....	137
90. Seminar of the Old Testament.....	141
91. Seminary of Christian Denominations.....	135
92. Slovak professional conversation.....	64
93. Sociology of education.....	239
94. Student mobility related to graduate profile - Teaching of biology.....	4
95. Student mobility related to graduate profile - Teaching of catechesis.....	92
96. Theoretical foundations of education.....	285
97. Theory and practice of the management of educational institutions.....	250

98. Volunteering, helping activities..... 176

## INFORMATION SHEET

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

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

**Brief syllabus:**

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

**Literature:**

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

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

English, Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:**

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

**Brief syllabus:**

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

**Literature:**

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

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

English, Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:**

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ BCH1/25	<b>Name:</b> Biochemistry and molecular biology I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the seminars, which consists of a theoretical and practical part. During the practical part, the student will develop laboratory experiments focused on various biochemical topics: carbohydrates, lipids, enzymes, cellular respiration and fermentation, and photosynthesis. Practical experiments are completed by students in the laboratory and at home as homework; while these procedures will be simple and do not require sophisticated material and equipment, students can master these experiments later in their practice. The protocols will be documented with their photo documentation. At the end of the semester, the student submits reports to prepare the practical part of the subject for review. In the final part, the student proves his theoretical knowledge by completing a test from the theoretical part. Participation in the oral exam is conditional on achieving at least 50% of the points from the written examination. Final assessment: the share of the oral exam, written examination and protocols on the grade: 30% - 48% - 22%. Total student workload: 3 credits = 75-90 hours 26 hours of participation in contact lessons; 20 hours of preparation of protocols from laboratory experiments; 29-44 hours of self-study and preparation for the test and oral exam; 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"> <li>- A = 90-100% (90-100 points)</li> <li>- B = 80-89% (80-89 points)</li> <li>- C = 70-79% (70-79 points)</li> <li>- D = 60-69% (60-69 points)</li> <li>- E = 50-59% (50-59 points)</li> <li>- FX = 0 – 49% (0 – 49 points)</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- The student can characterize the chemical composition of living organisms (saccharides, fatty acids, triacylglycerols, complex lipids, individual types of carbohydrates and lipids, and their most essential representatives) and energy processes in living organisms.</li> </ul>	

- The student can characterize cell membranes' biological significance and structure by explaining the liquid mosaic model.
- The student can characterize the terms: enzyme, apoenzymes, coenzymes, cofactors, and vitamins.
- The student can characterize metabolic reactions in living systems, mitochondria and their biochemical processes, carbohydrate metabolism, and photosynthesis.

#### Abilities:

- The student can describe basic biochemical processes in living systems that relate to carbohydrates, lipids and enzymes.
- The student can apply his theoretical knowledge from lectures in practical experiments that he prepares at home, aiming to demonstrate biochemical processes in cells and organisms.
- The student can use his practical skills in school practice and his profession in the teaching process, in which the created protocols with photo documentation and a sufficient theoretical explanation of the experiment are helpful.

#### Competencies:

- The student has a positive attitude toward the subject due to understanding individual chemical processes from a biological point of view, bringing these processes closer to the human body and nature.
- The student has an overview of biochemical processes in the human organism, while he will use this knowledge to create his eating habits and the teaching process in creating a healthy lifestyle for children.
- The student has a positive attitude toward creating a healthy lifestyle.
- The student is responsible for the correct presentation of information regarding biochemical topics, including a healthy lifestyle, healthy diet, sports, vitamins, etc.
- The student is active in the pedagogical areas of education within his competencies; he is responsible for forming prejudices toward the subject of biochemistry by using his knowledge to demonstrate the importance of knowing these biochemical processes in nature in the case of plants, animals and humans as well as their importance in the food chain in the ecosystem.

#### **Brief syllabus:**

1. History of biochemistry, subject and content of biochemistry. Chemical composition of living organisms, the energetics of living organisms.
2. Carbohydrates: their structure. Biologically significant monosaccharides and their derivatives, formation of glycosidic bonds, significant di-, oligosaccharides and polysaccharides.
3. Lipids: fatty acids, triacylglycerols, their biological significance, prostaglandins, terpenes, carotenoids, sterols, fat-soluble vitamins, waxes.
4. Complex lipids, properties of biologically essential lipids, membranes, phosphoglycerols, liquid mosaic model, transport through membranes, and ion channels.
5. Enzymes: their characteristics, types, classification. Apoenzymes and coenzymes, cofactors, vitamins, speed of enzymatic reactions. Inhibition of enzyme reactions.
6. Metabolic reactions, metabolic turnover, anabolic, catabolic and amphibolic pathways, energy metabolism of the cell, oxidative phosphorylation, and respiratory chain.
7. Carbohydrate metabolism: anaerobic and aerobic glycolysis, citric acid cycle.
8. Pentose cycle, glyoxylate cycle, gluconeogenesis.
9. Photosynthesis, photosynthetic phosphorylation and carbon fixation. Photosystem I and II. Cyclic and non-cyclic photosynthetic phosphorylation, photosynthetic reactions independent of light.
10. Utilization of fatty acids,  $\beta$ -oxidation.
11. Biosynthesis of fatty acids, cholesterol – biosynthesis and types.
12. C<sub>3</sub> and C<sub>4</sub> plant types, CO<sub>2</sub> fixation in plants.
13. Repetition and summary of the curriculum.

**Literature:**

- ÁDÁM, V.: Orvosi biokémia – 3. vyd. – Budapest: Medicina Könyvkiadó Rt., 2004 – 648 s. – ISBN 963 242 902 8.
- BERG, J. M., TYMOCZKO, J. L., STRYER, L.: Biochemistry – 5. vyd. – New York, USA: W. H. Freeman, 2002. – 1100 s. – ISBN 978-0716746843.
- ČURDA, M., MAŠTEROVÁ, V.: Biochémia – 3. vyd. – Prešov: Rokus, 2020. – 308 s. – ISBN 978-80-89510-81-8.
- DE LENNART, E.: Táplálkozzunk okosan: Testünk biokémiai laboratóriuma – 1. vyd. – Budapest: Medicina Könyvkiadó Zrt., 2014. – 457 s. – ISBN 978 963 226 459 2.
- HRABÁK, A.: Orvosi kémia és biokémia feladatgyűjtemény – 1. vyd. – Budapest: Semmelweis Kiadó, 2005. – 186 s. – ISBN 963 9214 80 9.
- LAKATOS, B., ŠIMKOVIČ, M.: Biochémia: Návody na laboratorne cvičenia – 1. vyd. – Bratislava: STU, 2012. – 150 s. – ISBN 978-80-227-3793-7.
- MANDL, J.: Biokémia : Aminosavak, peptidek, szénhidrátok, lipidek, nukleotidok, nukleinsavak, vitaminok és koenzimek szerkezete és tulajdonságai - 1. vyd. - Budapest : Semmelweis Kiadó, 2006. - 176 s. - ISBN 963 9656 18 6
- PORÁČOVÁ, J., Nagy, M.: 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., VAŠKO, L., NAGY, M.: 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.
- RODWELL, V.: Harper's Illustrated Biochemistry – 31. ed. – New York: McGraw-Hill, 2018. – 789 s. – ISBN 978-1-259-8379-7.
- RONNER, P.: Netter's essential biochemistry – 1. vyd. – Philadelphia: Elsevier, 2018. – 482 s. – ISBN 978-1-929007-63-9.

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

Hungarian or Slovak

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

Total number of evaluated students: 38

A	B	C	D	E	FX
21.05	15.79	18.42	18.42	15.79	10.53

**Teacher:** RNDr. Štefan Balla, PhD.,**Date of last update:** 30.03.2025**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ BCH2/22	<b>Name:</b> Biochemistry and molecular biology II.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the seminars and practical lessons, which consist of a theoretical and practical part. During the practical part, the student will develop laboratory experiments focused on various biochemical topics: proteins, nucleic acids, replication, transcription, translation and basic recombinant DNA techniques. Students complete practical experiments in the laboratory at home as homework; while these procedures will be simple and do not require complicated material and equipment, students will be able to master these experiments later in their practice. The protocols will be documented with their photo documentation. At the end of the semester, the student submits the reports to examine the practical part of the course (10%). In the final part, the student proves his theoretical knowledge by completing a test from the lecture part (50%). Participation in the oral exam is conditional on achieving at least 50% of the points from the written examination. Final assessment: share of an oral exam, written examination and protocols on the grade: 40% - 50% - 10%. Total student load: 2 credits = 50-60 hours Twenty-six hours of participation in contact classes; 10 hours of preparation of protocols from laboratory experiments; 14-24 hours of self-study and preparation for the test and oral exam; 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)	
<b>Results of education:</b> Knowledge: - The student can describe amino acids and proteins and characterize their biological functions in living organisms.	

- The student can characterize the difference between the terms nucleoside and nucleotide and between the terms ribonucleotides and deoxyribonucleotides and describe the structure, forms and properties of nucleic acids, their primary, secondary and tertiary structure.
- The student can independently characterize the central dogma of molecular biology and its steps: replication, transcription and translation.
- The student knows the procedure and use of basic molecular methods of DNA study, such as PCR, electrophoresis, sequencing, transformation, transduction, and conjugation.

**Abilities:**

- The student can describe basic biochemical processes in living systems that relate to proteins and nucleic acids and their significance in nature, in plants, animals and humans.
- The student can characterize biochemical processes from transforming genetic information from DNA to transcription into the structure of proteins in living organisms.
- The student can explain the principles of basic molecular biology methods and their importance in genetics, medicine, the pharmaceutical and food industry, etc.
- The student can apply his theoretical knowledge from the seminars in practical experiments, which he will partially prepare at home and which are aimed at demonstrating the biochemical processes in the cell and organisms, and will subsequently use this knowledge in school practice and his profession in the teaching process.

**Competencies:**

- The student has a positive attitude toward the subject due to understanding individual chemical processes from a biological point of view, bringing these processes closer to the human body and nature.
- The student has an overview of biochemical processes in the human organism, and he will use this knowledge in creating his eating habits and the teaching process to create a healthy lifestyle for children.
- The student has a positive attitude toward creating a healthy lifestyle.
- The student has a positive attitude toward molecular methods in medicine by understanding the essence of these methods for use in genetic diagnostics, treatment and the food and pharmaceutical industry.
- The student also assumes responsibility for forming prejudices against various molecular techniques, genetic manipulations at the DNA level, and pharmaceutical and medical techniques using biological treatment.

**Brief syllabus:**

1. Proteins, their functions. Amino acids, properties of amino acids, their chemical reactions, peptide bonds.
2. Proteins - biologically essential proteins, protein classification, denaturation, reactions, structure, protein synthesis. Methods of studying protein structure.
3. Nucleic acids: nitrogenous bases, nucleoside, nucleotide, ribonucleotides and deoxyribonucleotides, their structure, forms and properties.
4. Denaturation of double-stranded DNA. Central dogma. DNA replication, semiconservative replication model.
5. Mechanism of replication: replication fork, types of DNA polymerases, other enzymes involved in DNA replication. Semidiscontinuous replication.
6. Ribonucleic acids: types of RNA - ribosomal, information and transfer ribonucleic acid, their structure and function, transcription of genetic information.
7. The essence of the genetic code. Model of an operon, inducer, repressor, promoter, regulator - Lac-operon model.
8. Translation: ribosomes and their parts, translation steps - initiation, elongation, termination. Basic methods of DNA study, PCR reaction, electrophoresis.

9. Mobile genetic elements, transposons, DNA polymorphisms. Sanger sequencing and the principle of automatic fluorescence sequencing.
10. Recombinant DNA techniques - recombination, transformation, transduction, conjugation
11. Mutagenesis, molecular cloning, human genome project, gene therapy, in vitro mutagenesis.
12. Metabolism of nitrogen compounds, the nitrogen cycle in nature.
13. Repetition and summary of the curriculum

**Literature:**

- ÁDÁM, V.: Orvosi biokémia – 3. vyd. – Budapest: Medicina Könyvkiadó Rt., 2004 – 648 s. – ISBN 963 242 902 8.
- BÁLINT, M.: Molekuláris biológia I. – 1. vyd. – Budapest: Műszaki Kiadó, 2006. – 206 s. – ISBN 963 16 2654 7.
- BÁLINT, M.: Molekuláris biológia I. – 1. vyd. – Budapest: Műszaki Kiadó, 2006. – 207 s. – ISBN 963 16 2656 3.
- BERG, J. M., TYMOCZKO, J. L., STRYER, L.: Biochemistry – 5. vyd. – New York, USA: W. H. Freeman, 2002. – 1100 s. – ISBN 978-0716746843.
- ČURDA, M., MAŠTEROVÁ, V.: Biochémia – 3. vyd. – Prešov: Rokus, 2020. – 308 s. – ISBN 978-80-89510-81-8.
- DE LENNART, E.: Táplálkozzunk okosan: Testünk biokémiai laboratóriuma – 1. vyd. – Budapest: Medicina Könyvkiadó Zrt., 2014. – 457 s. – ISBN 978 963 226 459 2.
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- HRABÁK, A.: Orvosi kémia és biokémia feladatgyűjtemény – 1. vyd. – Budapest: Semmelweis Kiadó, 2005. – 186 s. – ISBN 963 9214 80 9.
- LAKATOŠ, B., ŠIMKOVIČ, M.: Biochémia: Návody na laboratórne cvičenia – 1. vyd. – Bratislava: STU, 2012. – 150 s. – ISBN 978-80-227-3793-7.
- MANDL, J.: Biokémia : Aminosavak, peptidek, szénhidrátok, lipidek, nukleotidok, nukleinsavak, vitaminok és koenzimek szerkezete és tulajdonságai - 1. vyd. - Budapest : Semmelweis Kiadó, 2006. - 176 s. - ISBN 963 9656 18 6
- PORÁČOVÁ, J., NAGY, M.: General and Applied Biochemistry for Natural-Sciences – 1. vyd. – Budapest: Műszaki Pedagógia Tanszék, 2021. – 223 s. – ISBN 978-963-421-847-0.
- 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., MARIYCHUK, R., NAGY, M. a kol.: Practical exercises in general and applied biochemistry - 1. vyd. - Užhorod : Lira, 2020. - 109 s. - ISBN 978-617-596-309-8.
- RODWELL, V.: Harper's Illustrated Biochemistry – 31. ed. – New York: McGraw-Hill, 2018. – 789 s. – ISBN 978-1-259-8379-7.
- RONNER, P.: Netter's essential biochemistry – 1. vyd. – Philadelphia: Elsevier, 2018. – 482 s. – ISBN 978-1-929007-63-9.

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 25

A	B	C	D	E	FX
36.0	20.0	28.0	8.0	4.0	4.0

**Teacher:** RNDr. Štefan Balla, PhD.,

**Date of last update:** 06.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ BE1/22	<b>Name:</b> Biodiversity and ecology of taxons I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the seminars and practical lessons, which consists of a theoretical and practical part. During the practical part, the student works in the laboratory on topics related to algology and mycology. From the practical part, the student submits a report for inspection at the end of the semester. The submission of reports is a condition for passing the course. During the semester, the student passes four written examinations, two in microbiology and another two in algology and mycology (one in the middle of the semester, the other at the end of the semester). In the final part, the student proves his theoretical knowledge with an oral exam from both parts. Final assessment: written examinations, and final exam on the grade: 50% - 50%. Total student workload: 4 credits = 100-120 hours 39 hours of participation in contact lessons; 20 hours of preparation of protocols from laboratory experiments; 35-60 hours of self-study and preparation for tests and oral exams; 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)	
<b>Results of education:</b> The theoretical part of the subject provides students with a general overview of the world of microorganisms, including cyanobacteria, algae, and fungi - their systematics, diversity, genetics, and practical consequences of their metabolic activity in medical, food, biotechnological and environmental applications. It can also provide an overview of viruses, their structure, and morphogenesis concerning the host organism. <b>Knowledge:</b> - The student knows the ecology and basics of the taxon system of viruses, bacteriophages, bacteria, protozoa, cyanobacteria, algae, fungal organisms, fungi, and lichens.	

- The student can characterize prions, their origin, diseases caused by prions, viroids, structure, and related diseases.
- The student can describe the essential characteristics of viruses, bacteriophages, bacteria, and protozoa, their physiological and morphological features, and reproduction and recognize the diseases they cause in plants, animals, and humans.
- The student knows important representatives of taxonomic groups of cyanobacteria, algae, fungal organisms and fungi, their essential characteristics and importance in ecology, medicine and economic sectors.
- The student knows the concepts of virulence, pathogenicity, and basic immunological concepts; he can characterize the individual stages of the infectious process and the basic principles of vaccination and passive immunization.

**Abilities:**

- The student can distinguish the differences between morphological, anatomical and physiological characteristics between viruses, bacteria, protozoa, fungi and algae and classify them accordingly in taxonomic groups.
- The student can assign the causative agent to a specific disease and describe the mechanism of infection, symptoms and the procedure for treating the disease, regardless of the type of host (plants, animals, humans).
- The student can explain the origin and principle of antibiotic resistance and thus justify the importance of limiting the use of antibiotics and the importance of symbiotic bacteria for ecosystems and health.
- The student can prepare and examine preparations from moulds, yeasts and other organisms.

**Competencies:**

- The student has a positive attitude toward using microorganisms, cyanobacteria, algae, fungi, and lichens in the food industry, medicine, and biotechnology.
- 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 to future generations the principle of infection by microorganisms, and last but not least, he can objectively describe the advantages and disadvantages of active immunization
- The student can explain the roles, importance and irreplaceability of the studied groups of organisms for the ecosystem and human society.
- 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 responsible for correctly presenting information regarding microbiological topics, including vaccination, healthy lifestyle, composting, use of antibiotics, etc.
- The student has a responsible approach to building awareness among people around him on topics related to microbiology, bacteriology, virology, algology, and mycology.

**Brief syllabus:**

Microbiology seminar:

1. History of microbiology – ancient time, the middle ages, modern time, essential personalities of each era and their merit. Microbiology as a biological science - related scientific disciplines, types of microbiological sciences, applied microbiological sciences, and taxonomy of microorganisms.
2. Chemical composition, division of microorganisms, functional anatomy of prokaryotic and eukaryotic cells.

3. Prions - their origin, structure, meaning, prion diseases. Viroids - their characteristics and related diseases.
  4. Viruses - history of virology, taxonomy, structure and morphology of viruses, replication of viruses, theories of the origin of viruses, viruses of prokaryotic and eukaryotic cells, the lytic and lysogenic cycle of bacteriophages.
  5. Viruses of plants, invertebrates and vertebrates, essential viruses causing human and animal diseases, influenza virus - pandemics in the world, epidemiology.
  6. Written the examination of prions, viroids and viruses.
  7. Classification of prokaryotic microorganisms - Bacteria. History of bacteriology, origin and evolution of bacteria, their morphology and structure, way of life and metabolism, growth and reproduction of bacteria.
  8. Importance of symbiotic bacteria, bacterial diseases of animals and humans, food poisoning, treatment of bacterial infections and resistance.
  9. Protozoa - unicellular heterotrophic organisms systematics, economic and phylogenetic significant representatives. Their classes and the most famous representatives, diseases.
  10. Virulence and pathogenicity. The emergence of an infectious state, types of infection, endo- and exotoxins.
  11. Basic immunological terms, types of the immune system, active immunization, immune response, chemotherapeutics.
  12. Written the examination of bacteria and Protozoa
  13. Importance and distribution of microorganisms on Earth.
- Seminar on algology and mycology:
1. Introduction to the system of algae, fungal organisms and fungi
  2. Characteristics and ecology of taxons belonging to the subject of algology. Prokaryotic algae - System and ecology of Cyanophyta (Cyanobacteria),
  3. Eukaryotic algae - Euglenophyta, Cryptophyta, Haptophyta, Dinophyta, Heterokontophyta,
  4. Chlorophyta.
  5. The importance of algae to nature
  6. Characteristics and ecology of taxons belonging to the subject of mycology and lichenology. Acrasiomycota, Dictyosteliomycota, Myxomycota, Plasmodiophoromycota, Hyphochytridiomycota, Labyrinthulomycota
  7. Oomycota, Chytridiomycota, Zygomycota,
  8. Ascomycota,
  9. Basidiomycota,
  10. Deuteromycetes,
  11. Lichenes
  12. The importance of fungal organisms, fungi and lichens for nature.
  13. Algae and fungi as essential bioindicators of the state of the environment (water quality, air quality)
- Practice lessons - from algology and mycology:
1. Types of the thallus of cyanobacteria and algae
  2. System and essential representatives of cyanobacteria Cyanophyta (Cyanobacteria),
  3. System and important representatives of Euglenophyta, Cryptophyta, Haptophyta, Dinophyta, Heterokontophyta,
  4. System and essential representatives of Chlorophyta
  5. The importance of algae for human society
  6. Review of the study with a written examination in algology and subcellular organisms
  7. Types of thalli of fungal organisms and fungi

8. System and essential representatives of Acrasiomycota, Dictyosteliomycota, Myxomycota, Plasmodiophoromycota, Hyphochytridiomycota, Labyrinthulomycota, Oomycota, Chytridiomycota, Zygomycota
9. System and essential representatives of Ascomycota,
10. System and essential representatives of Basidiomycota,
11. System and essential representatives of Deuteromycetes, Lichenes
12. Study control by written examination in mycology, lichenology, bacteriology and protozoa
13. The importance of fungal organisms, fungi and lichens for human society

**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.

MAKOVICKÝ, P.: Mikrobiológia. 1. vyd. – Komárno: Univerzita J. Selyeho, 2018, 115 s., ISBN 978 80 8122 235 1.

BAČKOR M.: Systematika nižších rastlín: huby, lišajníky, machorasty. 1. vyd.- Košice: UPJŠ, 2007, 130. s. ISBN 978-80-7097-674-6

TUBA Z., SZERDAHELYI T., ENGLONER A.,: Botanika I. = Rendszertan: Bevezetés a növénytanban algológiába, gombatanba és a funkcionális növényökológiába. 1. vyd. utánnnyomás. – Budapest: Nemzedékek Tudása Tankönyvkiadó, 2013 – 280 s. – ISBN 978-963-19-5848-5.

TUBA Z., SZERDAHELYI T., ENGLONER A., NAGY J.: Botanika II. = Rendszertan: Bevezetés a növénytanban algológiába, gombatanba és a funkcionális növényökológiába. 1. vyd. – Budapest: Nemzedékek Tudása Tankönyvkiadó, 2007. – 523 s. – ISBN 978-963-19-5849-2.

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 71

A	B	C	D	E	FX
26.76	11.27	11.27	9.86	26.76	14.08

**Teacher:** Ing. Pavol Balázs, PhD., PaedDr. Daniel Dancsa,

**Date of last update:** 06.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ BE2/25	<b>Name:</b> Biodiversity and ecology of taxons II.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 / 2 <b>For the study period:</b> 13 / 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 6	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the lessons, which consist of a theoretical and practical part. During the practical part, the student works in the laboratory on topics related to the issue of invertebrates and the comparative anatomy of chordates. During the semester, the student passes four written examinations, two on the issue of invertebrates and the other two on the comparative anatomy of chordates. One examination is in the middle of the semester, the other at the end of the semester. During the examination period, the student is examined from the invertebrate system. In the final evaluation, written examinations and final oral exam on the system of invertebrates, the final grade is 50% - 50%. Total student workload: 5 credits = 125-150 hours The student will participate in contact hours in the range of 52 hours. Each written examination is prepared by self-study in 20-25 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)	
<b>Results of education:</b> <b>Knowledge:</b> - 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. - The student knows the characteristics and basics of the system of taxonomic groups of invertebrates. - The student knows selected species and their importance to human society.	

- The student masters the phylogeny of individual systems of chordates, covering, supporting, muscular, nervous, digestive, vascular, respiratory, excretory, sexual and sensory organs.

Abilities:

- The student can classify biological material obtained from nature at the taxonomic level of classes, even lower in the case of insects.

- The student can see the diversity of invertebrates in ecological contexts.

Competencies

- The student has a positive attitude towards the diversity of invertebrates in the wild.

- The student understands the connections of the anatomical structure of higher chordate taxons.

- The student leads his surroundings to a diversified attitude towards the species of invertebrates.

### **Brief syllabus:**

1., Metazoa - multicellular organisms. Porifera - general characteristics and system. Eumetazoa. Cnidaria - general characteristics and system.

2., Plathelminthes (Trematoda, Cestoda), Nematoda, system, economically and medically important species

3., Annelida (Oligochaeta, Hirundinoidea) - general characteristics and system.

4., Mollusca - general characteristics, system.

5., Arthropoda - general characteristics. Crustacea - crustaceans. system

6., Chilopoda – centipedes, Diplopoda – millipedes, general characteristics and system, Hexapoda – six-legged, general characteristics.

7., Parainsecta - general characteristics and system, Insecta - general characteristics, hemimetabola - general characteristics, the system of lower taxons.

8., Insecta - hemimetabola, holometabola - general characteristics and system of lower taxons.

9., Insecta - holometabola - general characteristics and system of lower taxons.

10., Arachnida - arachnids - general characteristics and system

11., Deuterostomia – second mouth, general characteristics. Echinodermata - echinoderms, Hemichordata - hemichordates, general characteristics and system

12., Chordata - chordates, lower chordates - Urochordata - tunicates, Cephalochordata - spearfish. - system.

13., Systematic zoology. Zoological system and nomenclature. The origin and development of the zoological system. Modern zoological systematics.

Practical lessons - invertebrates

1., Systematic zoology. Zoological system and nomenclature. The origin and development of the zoological system. Modern zoological systematics.

2., Metazoa - multicellular organisms. Porifera - general characteristics and ecology. Eumetazoa. Cnidaria - general characteristics and ecology, Plathelminthes (Trematoda, Cestoda), Nematoda general characteristics and their ecology.

3., Annelida (Oligochaeta, Hirundinoidea) - general characteristics and ecology.

4., Mollusca - general characteristics and ecology.

5., Arthropoda - general characteristics. Crustacea - crustaceans. General characteristics and ecology.

6., Study control

7., Chilopoda – centipedes, Diplopoda – millipedes, general characteristics and ecology, Hexapoda – six-legged, general characteristics.

8., Parainsecta - general characteristics and ecology, Insecta - general characteristics, hemimetabola - general characteristics, lower taxons and their ecology.

9., Insecta - hemimetabola, holometabola - general characteristics, lower taxons, and ecology.

10., Insecta - holometabola - general characteristics, lower taxons and ecology.

11., Arachnida - arachnids - general characteristics and their ecology

12., Deuterostomia – second mouth, general characteristics. Echinodermata - echinoderms, general characteristics and ecology, Hemichordata - hemichordates, general characteristics and ecology, Chordata - chordates, lower chordates - Urochordata - tunicates, General characteristics and ecology, Cephalochordata - lanceolate, general characteristics and ecology.

13., Study control

Seminar - comparative anatomy of chordates

1., Introduction to the comparative anatomy of chordates

2., Covering system of chordates

3., The support-movement system of chordates

4., Vascular system of chordates.

5. Excretory system of chordates.

6., Study control.

7., Respiratory system of chordates.

8., Genital system of chordates.

9., Sensory organs of chordates.

10., Nervous system of chordates.

11., Secondary body cavity. The digestive system of chordates.

12., Glands with internal secretion.

13., Study control.

#### Literature:

BELÁKOVÁ A., (1994): Rozmnožovanie a ontogenéza živočíchov. Vyd. UK, Bratislava ISBN 8022307319,1994.

BIHARI, Z. – CSORBA, G.: Magyarország emlőseinek atlasza. Kossuth Kiadó, 2007.

HORVÁTH L.,: Funkcionális anatómia. Nemzeti tankönyvkiadó, Budapest, 1988

KOVÁCS Zs., KRISKA Gy., MOLNÁR K., PÁLFIA Zs.,: Összehasonlító metszetanatómiai atlasz. Nemzeti Tankönyvkiadó, 2005.

KRISKA Gy., LŐW P.,: Biológia érettségire felkészítő. Állati szervezetek. Nemzeti Tankönyvkiadó, 222. o. + DVD, 2012

PECHENIK, J. E.: Biology of the Invertebrates. 6. vyd. - Boston : McGraw-Hill International, 2005. - 603s. - ISBN 978-0-07-128455-4.

PETŘVALSKÝ, V.: Zoológia. 3. vyd. - Nitra : Slovenská poľnohospodárska univerzita, 2010. 136 s. ISBN 978-80-552-0465-9.

UJHELYI, P.: A Kárpát-medence állatai. Kossuth Kiadó, 2005.

ZBORAY G., (szerk): Összehasonlító anatómiai praktikum I. - A gerinctelenek - Anamnia-Az alacsonyabbrendű gerincesek. Nemzeti Tankönyvkiadó, 2010.

ZBORAY G.,: Összehasonlító anatómiai praktikum II. Amniota- 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, Budapest, ISBN 978-963-19-6000-6, 2007.

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

Hungarian or Slovak

#### Notes:

#### Evaluation of subjects

Total number of evaluated students: 35

A	B	C	D	E	FX
2.86	14.29	11.43	20.0	45.71	5.71

**Teacher:** Ing. Pavol Balázs, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., RNDr. Štefan Balla, PhD., PaedDr. Daniel Danca,

**Date of last update:** 30.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ BE3/25	<b>Name:</b> Biodiversity and ecology of taxons III.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 2 <b>For the study period:</b> 26 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the lessons, which consist of a theoretical and practical part. There will be two written examinations during the semester. Completion of the subject is conditional upon successful completion of the interim examinations and the final oral and written examination. During the semester, students will make a presentation of their choice about one of the important families in Powerpoint; the relevance of the literature and the presentation itself will be evaluated. Total student load: 6 credits = 150-175 hours The student will participate in 52 hours of teaching. He works 25 hours on a Powerpoint presentation and 35-45 hours on preparation for one written examination. 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"> <li>- A = 90-100% (90-100 points)</li> <li>- B = 80-89% (80-89 points)</li> <li>- C = 70-79% (70-79 points)</li> <li>- D = 60-69% (60-69 points)</li> <li>- E = 50-59% (50-59 points)</li> <li>- FX = 0 – 49% (0 – 49 points)</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student knows the professional terminology of the scientific field.</li> <li>- Can identify the basic conceptual, categorical and methodological apparatus of the subject.</li> <li>- He has expanded his knowledge in related sciences and understands and categorizes connections from other scientific disciplines.</li> <li>- By completing the subject, he will learn and master the essential characteristics of bryophytes, ferns, gymnosperms and angiosperms.</li> <li>- The student knows the importance and use of plants for human society.</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- The student can identify and classify plants into higher taxons.</li> <li>- The student can see the diversity of plants in ecological contexts.</li> </ul>	

## Competencies

- The student has a positive attitude towards the diversity of plants in the wild.
- The student leads his environment to a diversified attitude towards economic, rare and invasive species.

## **Brief syllabus:**

### Seminar:

- 1., From the history of botany, - Taxonomic categories, hierarchical system
- 2., The main development directions of higher plants. - Hepatophyta, Anthocerotophyta, Bryophyta – characteristics of taxons,
- 3., Lycopodiophyta, Equisetophyta, Pteridophyta, characteristics of taxons,
- 4., Cycadophyta, Ginkgophyta, Gnetophyta, Pinophyta, characteristics of taxons,
- 5., Dicotyledonopsida: Magnoliidae, Ranunculidae, characteristics of taxons at the level of orders, families or even subfamilies
- 6., Caryophyllidae, Hamamelididae, characteristics of taxons at the level of orders, families or even subfamilies
- 7., Rosidae characteristics of taxons at the level of orders, families or even subfamilies
- 8., Dilleniidae characteristics of taxons at the level of orders, families or even subfamilies
- 9., Lamiidae, Asteridae characteristics of taxons at the level of orders, families or even subfamilies
- 10., Monocotyledonopsida: Alismatidae, Aridae, Liliidae characteristics of taxons at the level of orders, families or even subfamilies
- 11., Zingiberidae, Commelinidae, Arecidae characteristics of taxons at the level of orders, families or even subfamilies.
- 12., Extension of plants
- 13., Flora and vegetation. - The development of Slovakia's flora after the last glacial period. - Protection of the plant gene pool of Slovakia.

### Practical lessons:

- 1., Basic sources of taxonomic information
- 2., Hepatophyta, Anthocerotophyta, Bryophyta - representatives, observation of bryophytes with a school microscope.
- 3., Lycopodiophyta, Equisetophyta, Pteridophyta, representatives, their importance in nature and for human society
4. Cycadophyta, Ginkgophyta, Gnetophyta, Pinophyta, representatives, their importance in nature and for human society
5. General characteristics of the department Magnoliophyta and the classes Dicotyledonopsida and Monocotyledonopsida
6. Examination of studies in written form from lectures and seminars
- 7., Magnoliophyta: Dicotyledonopsida: Magnoliidae, Ranunculidae, Caryophyllidae, Hamamelididae, representatives, their importance in nature and for human society
- 8., Rosidae representatives, their importance in nature and for human society
- 9., Dilleniidae representatives, their importance in nature and for human society
- 10., Lamiidae, Asteridae representatives, their importance in nature and for human society
- 11., Monocotyledonopsida: Liliidae, Commelinidae, representatives, their importance in nature and for human society
- 12., Control of studies in written form, both from lectures and seminars
- 13., Alismatidae, Aridae, Zingiberidae, Arecidae, representatives, their importance in nature and for human society

## **Literature:**

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GOJDIČOVÁ E., MÁRTONFI P., MÁRTONFIOVÁ L., (2008): Botanika-Cievnaté rastliny. Vydavateľstvo : Ústav vysokohorskej biológie Žilinskej univerzity ISBN 977808889223121

HORTOBÁGYI T., SIMON T., (red.) (1991): Növényföldrajz, társulástan és ökológia. Tankönyvkiadó Budapest. ISBN 963 18 3459

TUBA Z., SZERDAHELYI T., ENGLONER A., NAGY J., (2007) : Botanika II. Rendszertan Nemzeti tankönyvkiadó, Budapest. ISBN : 978-963-19-5849-2

**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
11.11	7.41	18.52	14.81	40.74	7.41

**Teacher:** Ing. Pavol Balázs, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD.,

**Date of last update:** 30.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ BE4T/22	<b>Name:</b> Biodiversity and ecology of taxons IV. and fieldwork in zoology and anthropology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 3 <b>For the study period:</b> 13 / 39 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in classes and practical exercises in the field. During the semester, the student passes two written examinations (one in the middle of the semester, the other at the end of the semester). In the final part, the student will prove his theoretical knowledge with an oral exam on the system and ecology of vertebrates. Final assessment: Two written examinations together with the protocol will weigh 50% of the final grade, and the oral exam is another 50%. The student completes the practical part in the field, from which he also submits a protocol. Submission of a protocol is a condition for passing the subject. Total student workload: 3 credits = 75-90 hours The student will participate in contact teaching hours during the semester for 26 hours and the field exercise for another 26 hours (a total of 52 hours). He prepares for the written examinations by self-study in the range of 30-35 hours and prepares a protocol from the fieldwork. 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)	
<b>Results of education:</b> <b>Knowledge:</b> - 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. - The student knows the characteristics and basics of the system of taxonomic groups of vertebrates. - The student knows selected species and their importance to human society.	

- The student controls the characteristics of individual lower taxons, especially orders and with examples.

Abilities:

- The student can observe terrestrial vertebrates in their habitats.
- The student can see the diversity of vertebrates in ecological contexts.
- The student will learn the basic skills of finding and recognising animals in the field.
- The student acquires knowledge of the systematic classification of individuals in the animal kingdom according to the characteristics of individual determining keys.
- The student will gain practical knowledge and experience from osteoanthropological research.

Competencies

- The student has a positive attitude towards the diversity of vertebrates in the wild.
- The student understands the context of the phylogeny of vertebrates.
- The student leads his surroundings to a diversified attitude towards the species of vertebrates.

**Brief syllabus:**

1., Agnatha - system. - Gnathostomata – system of taxons: Placodermi, Acanthodii, Chondrichthyes system of lower taxons.

2nd, Osteichthyes – a system of lower taxons I.

3., Osteichthyes – system of lower taxons II.

4., Amphibia – a system of lower taxons.

5., Reptitia - a system of lower taxons.

6., Aves - a system of lower taxons I.

8., Aves - a system of lower taxons II.

9., Mammalia - a system of lower taxons I.

10., Mammalia - a system of lower taxons II.

11., Distribution of vertebrates on Earth

12., Behavior of vertebrates

13., Evolution and phylogenesis of vertebrates

exercise

1., Vertebrates - vertebrates (higher chordates) general characteristics.

2., Agnatha - general characteristics and ecology. - Gnathostomata – general characteristics and ecology. Placodermi, Acanthodii, - Chondrichthyes – general characteristics and ecology.

3., Osteichthyes – general characteristics and ecology.

4., Amphibia – general characteristics and ecology.

5., Reptitia - general characteristics and ecology.

6., Study control

7., Aves - general characteristics and ecology I.

8., Aves - general characteristics and ecology II.

9., Mammalia - general characteristics and ecology I.

10., Mammalia - general characteristics and ecology II.

11., The importance of vertebrates for human society

12., Study control

13., Protection of vertebrates in Slovakia

Fieldworks in the range of 5 days

Establishment of a collection of invertebrates, vertebrates and photo-documentary material of animals, collection and a systematic classification of animal species of selected biotopes, collection and a systematic classification of pests of cultivated plants. Familiarisation with the principles of osteoanthropological research, uncovering a burial site. Processing and identification of osteological material. Preparation of documentation from the excursion.

**Literature:**

- BAKONYI G. (szerk). (2003): Állattan. Mezőgazda Kiadó. - Budapest : Mezőgazda Kiadó, 2003. - 718 s. - ISBN 963 286 044 6.)
- BIHARI Z., CSORBA G., (2007): Magyarország emlőseinek atlasza. Kossuth Kiadó. 360 s. - ISBN 978-963-09-5610-9.).
- ČIHÁK, R.: Anatomie I.-III. Avicenum Praha, 2001, 2002, 2004. ISBN 80-7169-970-5
- CSÖRGŐ és mtsi szerk. (2009): Magyar madárvonulási atlasz. Kossuth Kiadó - 672 s. - ISBN 978-963-09-5865-3.).
- DONÁTH T.: Anatómiai atlasz. - Budapest : Medicina Könyvkiadó, 2006. - 212 s. - ISBN 963 242 907 9.
- FORRÓ L., (szerk) (2007): A Kárpát-medence állatvilágának kialakulása. Magyar Természettudományi Múzeum, Budapest. 399 s. - ISBN 9789637093999.).
- H.BATTHA, L. Növények és rovarok preparálása . NATURA, 1978. - 191. - ISBN 963 233 046 3.
- HARKA Á., SALLAI Z. (2004): Magyarország halfaunája : Képes határozó és elterjedési tájékoztató. Nimfea Természetvédelmi Egyesület. 269 s. - ISBN 963 86475 3 1
- KRISKA Gy., LŐW P., (2012): Biológia érettségire felkészítő. Állati szervezetek. Nemzeti Tankönyvkiadó, 222. o. + DVD 223 s. - ISBN 978-963-19-7109-5.).
- NAGY, M.: Természetismereti exkurziók : Nyugati úticélok / Melinda Nagy. - 1. vyd. - Komárom : Selye János Egyetem, 2010. - 81 s. - ISBN 978-80-89234-98-1.
- NAGY, M.: Természetismereti exkurziók : Keleti úticélok / Melinda Nagy. - 1. vyd. - Komárom : Selye János Egyetem, 2010. - 92 s. - ISBN 978-80-8122-005-0.
- STANĚK, V. J.: Vel'ký obrazový atlas zvierat, - 5. vyd. - Bratislava : Vydavateľstvo Mladé Letá, 1983. - 592s.
- UJHELYI P., (szerk.) (2005): Élővilág enciklopédia I A Kárpát-medence állatai. Kossuth Kiadó, - 526 s. - ISBN 963 09 4745 5.

**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
8.33	29.17	20.83	16.67	20.83	4.17

**Teacher:** Ing. Pavol Balázs, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., RNDr. Štefan Balla, PhD., PaedDr. Daniel Danca,

**Date of last update:** 06.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ BED/22	<b>Name:</b> Bioethics and volunteering
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the lessons, which consists of a theoretical part. To pass the subject, the student must write a test (50%) from the theoretical part during the exam period. The student will also prepare a seminar paper (50 points), which he will present himself. The seminar work will follow the theoretical part of the subject both thematically and in terms of content. The seminar paper must meet the content and formal requirements of scientific writing. Point distribution of the seminar work: interpretation of the situation//problem (10%), presentation of the literature review (10%), analysis and evaluation (10%), drawing conclusions and formulating proposals (10%), elaboration (10%). Total student workload: 3 credits = 75-90 hours Twenty-six hours of participation in contact classes; 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: A = 90-100% (90-100 points) B = 80-89% (80-89 points) C = 70-79% (70-79 points) D = 60-69% (60-69 points) E = 50-59% (50-59 points) FX = 0-49% (0-49 points)	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- The student knows the principles of biomedical ethics.</li> <li>- The student is ready to realistically convey the moral issues of the relationship between body and soul.</li> <li>- The student is familiar with the fundamental problems of green bioethics in our Anthropocene age.</li> <li>- The student is informed about the moral issues of environmental protection and globalization.</li> <li>- The student is familiar with the latest ethical research.</li> </ul>	

- The student knows the importance of the results of biological scientific research in everyday life and its ethical consequences.

**Abilities:**

- The student can apply the acquired knowledge in the teaching-learning process of biology.

- The student can develop moral sensitivity in pupils.

- The student can convey the moral issue of life, respect and protection of nature.

- The student can recognize the moral relationship between actions and consequences.

- The student can recognize the connections of global responsibility.

- The student can raise awareness of the importance of ecological, value-based and sustainable behaviour based on love for nature and knowledge of the environment.

**Competencies:**

- The student has a positive attitude towards preserving the values of life, human life, natural beings, and a healthy and clean environment.

- The student is committed to developing a new perspective on life and values, not on modern consumer society's values.

- The student is open to voluntary work that contributes to individual development, teaches empathy, altruism and helpfulness, and helps to become a better person.

- The student is active in pedagogical areas of education within his competencies; he takes responsibility for forming prejudices against bioethical issues and scientific fields connected with bioethics and volunteering.

**Brief syllabus:**

1. Concept, subject, morality and law of ethics, bioethics as a discipline.

2. Principles of biomedical ethics, autonomy, justice, health credibility. Personal data protection in healthcare. The ethical dimension of the doctor-patient relationship.

3. Ethics of reproductive procedures. Bioethical aspects of the beginning of human life. Contraception: contraception, abortion. Artificial insemination, fetal transplantation-surrogate motherhood; sterilization.

4. Ethical challenges in gerontology. Bioethical aspects of the end of human life. Dying and human dignity. Euthanasia, palliative medicine.

5. Ethical and legal aspects of organ transplantation. Brain death.

6. Ethical aspects of treatment and research. Declaration of Helsinki on Ethical Principles of Medical Research on Humans.

7. Ethical issues of human breeding (eugenics). Cloning.

8. Green bioethics - the concept of ecological ethics. Ethical issues of environmental sustainability.

9. The common heritage of humanity and the rights of future generations. Responsibility for the future, responsibility for the living world. Global issues - personal responsibility. Volunteering and the social-community benefit of volunteering.

10. Obligations and moral prohibitions in handling animals. Ethical imperatives of animal experiments.

11. Ethical issues in biotechnological interventions.

12. Ethical problems of scientific progress, research ethics.

13. Test writing

**Literature:**

BALÁZS, P.: Bioetika : Az emberi élet erkölcszociológiája. 1. vyd. - Veszprém : VEK -Veszprémi Egyetemi Kiadó, 1995. 53 s.

Bioetikai Kódex. Az orvosbiológiai/klinikai kutatások elveiről és gyakorlatáról. 2022.

Egészségügyi Tudományos Tanács <https://ett.aeek.hu/bioetikai-kodex/>

FRANCIS FUKUYAMA .: Our Posthuman Future : consequences of the biotechnology revolution. - 1.vyd. - London : Profile Books, 2002. - 256 s. - ISBN 1 86197 297 0.  
 GAIZLER, G.: Bioetika. 1. vyd. - Budapest, 1999. 285 s.  
 KOVÁCS József: Bioetikai kérdések a pszichiátriában és a pszichoterápiában. Budapest, 2006, [http://real-d.mtak.hu/347/1/Kovacs\\_Jozsef.pdf](http://real-d.mtak.hu/347/1/Kovacs_Jozsef.pdf)  
 LŐW Péter: Bevezetés a bioetikába, 2014, ELTE  
 Magyar Bioetikai Szemle Hungarian Review of Bioethics, 2015/1.[http://bioetikai-tarsasag.hu/docs/szemle/BIOETIKA-FUZET-boritoval-2015\\_1-.pdf](http://bioetikai-tarsasag.hu/docs/szemle/BIOETIKA-FUZET-boritoval-2015_1-.pdf)  
 MAKÓ, J. – ULLRICH, Z.: Bioetika – Ökumené. Budapest : Széphalom Könyvműhely, 2003. 332. - ISBN 963 9373 44 3. VARGHA, B.: Eutanázia. - Komárno : Selye János Egyetem, 2011. - DM.4504-TF.11.29B.2B. 74 s

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 26

A	B	C	D	E	FX
46.15	34.62	0.0	11.54	3.85	3.85

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

**Date of last update:** 06.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ BPO/22	<b>Name:</b> Biopolitics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for 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 paper based on the knowledge he acquired while teaching the subject. The seminar work will consist of professional terms and topics of a biopolitical 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 work for review and presents it as a presentation (20%). During the exam period, the student writes a test on theoretical knowledge (80%). Total student load: 1 credit = 25-30 hours 26 hours of participation in contact lessons; 4 hours of preparation of the project of the educational activity and tasks assigned in the lessons 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"> <li>- A = 90-100% (90-100 points)</li> <li>- B = 80-89% (80-89 points)</li> <li>- C = 70-79% (70-79 points)</li> <li>- D = 60-69% (60-69 points)</li> <li>- E = 50-59% (50-59 points)</li> <li>- FX = 0 – 49% (0 – 49 points)</li> </ul>	
<b>Results of education:</b> The student acquires new knowledge about biopolitics, expands knowledge of technical terms and can understand ecological and political contexts. <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student can apply the acquired knowledge in the teaching-learning process of biology.</li> <li>- The student will become familiar with biopolitics as a direction, its meaning and the correct application of biopolitical procedures and their application in the EU.</li> <li>- The student will expand his knowledge about environmental protection, ecology and principles of application of the standard European policy.</li> </ul> <b>Abilities:</b>	

- The student can understand political concepts, procedures, and valid legislative standards in ecology, agriculture and the environment.
- The student can develop a complex seminar work and use the knowledge from it in practice.
- The student can understand biotechnological procedures.
- 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 of ecological and political environmental protection issues and will gain more self-confidence in his abilities.
- A better understanding of individual biopolitical aspects gives the student lifelong knowledge that will positively affect his attitude towards nature and the environment.
- The student is active in pedagogical areas of education within his competencies and takes responsibility for forming prejudices against biopolitical procedures and their effective use in practice.

**Brief syllabus:**

1. Basic concepts of biopolitics.
2. Climatology and elemental climate pacts
3. Ecological procedures and systems
4. Climate changes and their impact on the environment
5. Activity of international organisations in the field of climate change
6. Diplomacy and international law in the field of biopolitics
7. Modern biotechnologies and their distribution
8. Impact of biotechnology on the environment
9. Bioarchitecture in human settlements
10. State of the environment in Central Europe and our region
11. State of the environment in the world and the most significant challenges
12. Presentation and submission of the seminar work
13. Presentation and submission of the seminar work

**Literature:**

- BARTHA D.: Természetvédelmi élőhelyismeret. - 1. vyd. - Budapest : Mezőgazda Kiadó, 2013. - 213 s. - ISBN 978-963-286-691-8.
- MEZEI C. - ,BAKUCZ M.: Agrárátalakulás,környezeti változások és regionális fejlődés: Tanulmányok Buday-Sántha Attila 70. születésnapjára. - 1. vyd. - Pécsi Tudományegyetem : Molnár Nyomda és Kiadó Kft., 2011. - 508 s. - ISBN 978 963 642 401 5.
- BÁNDI GY.: A környezetvédelmének joga - környezetjog - 1. vyd. - Budapest, 1995. - 88 s.
- BALOGH J., NEMES CS.: A biológiai sokféleség állapota és védelme Magyarországon- 1. vyd. - Budapest : Fenntartható Fejlődés Bizottság, 1998. - 115 s. - ISBN 963 03 4462 9.
- KERÉNYI A.: Európa természet- és környezetvédelme. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 534 s. - ISBN 963 19 3502 7.
- SALLAI R. B.: Zöldszemmel : Túrkeve : "Nimfea" Természetvédelmi Egyesület, 2003. - 232 s. - ISBN 9630356935.
- ŠÍBL, J.: Restoration of the Wetlands of Záhorie Lowland. - 1. vyd. - Banská Bystrica - Bratislava : Štátna ochrana prírody - BROZ, 2008. - 21 s. - ISBN 978-80-89310-53-1.

**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
100.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> RNDr. Štefan Balla, PhD., Ing. Iveta Szencziová, PhD., PaedDr. Daniel Danca,					
<b>Date of last update:</b> 06.03.2025					
<b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ BS-B/22	<b>Name:</b> Bachelor's Thesis Seminar
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Submission of a selected bibliography related to the topic of the Bachelor thesis and drafting of a part of the Bachelor thesis (10-12 pages). Attendance at the seminar is compulsory. The student prepares part of the Bachelor thesis and submits the bibliography. The student must hand in a ready part of the thesis to the tutor by the deadline. If the student does not hand in the ready part of the thesis within 7 days after the deadline, he/she will not receive the credits for the course. The length of the ready part of the thesis to be handed in is determined by the tutor, the formal requirements are specified in the Rector's Directive 2/2021. The work must comply with the technical rules and ethics of citation. <b>Criteria for the evaluation of the work:</b> – the student's analytical-synthetic thought process, – expression of personal opinion supported by theoretical knowledge, – the definition of the problem and the aim of the work, the way in which it has been developed, – the structure of the work - logical structure and proportional length of each part, – work with literature and sources of information (how they are selected and used), – compliance with the basic formal requirements of the essay, compliance with citation requirements, – aesthetic and linguistic quality of the essay. <b>Percentages for each task:</b> Work done in seminars: 20 %. Seminar paper: 80 %. The student must complete at least 50 % of all assignments.	
<b>Results of education:</b> <b>Knowledge:</b> The student is able to: - list and explain the general requirements for the preparation of the Bachelor thesis, describe and characterize the content structure of the Bachelor thesis and its parts (introduction, main body, appendices),	

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

#### Skills:

The student is able to:

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

**Competences:**

The student

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

**Brief syllabus:**

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

**Literature:**

- 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: 12

A	B	C	D	E	FX
91.67	8.33	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., Ing. Iveta Szencziová, PhD., RNDr. Štefan Balla, PhD.,

**Date of last update:** 06.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ CHB/25	<b>Name:</b> Chemistry for Biologists
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 0 / 1 / 1 <b>For the study period:</b> 0 / 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Within the seminars, student presentations on selected 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. Completion of the subject is conditional on successfully passing the interim (40 points) and final written examination (60 points). Participation in the final examination is conditional on achieving at least 50% of the points (min. 20 points) from the interim examination. The final evaluation of the subject results from the evaluation and the summary written examination are as follows: $\text{Final grade} = (0.2 \times \text{average \% of success on the presentation of the topic} + 0.3 \times \text{\% evaluation of the seminar work} + 2.5 \times \text{\% of success from written examinations}) / 3.$ Total student workload: 3 credits = 75-90 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"> <li>- A = 90-100% (90-100 points)</li> <li>- B = 80-89% (80-89 points)</li> <li>- C = 70-79% (70-79 points)</li> <li>- D = 60-69% (60-69 points)</li> <li>- E = 50-59% (50-59 points)</li> <li>- FX = 0 – 49% (0 – 49 points)</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student understands key concepts in general, inorganic, and introductory organic chemistry.</li> <li>• Understands atomic structure, types of chemical bonds, the periodic table of elements, and basic chemical reactions.</li> <li>• Knows the properties and biological relevance of selected inorganic and organic compounds.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Can apply correct chemical terminology, symbols, and equations.</li> <li>• Can explain chemical properties of elements and compounds important in biological systems.</li> <li>• Can use acquired knowledge to interpret biological processes at the molecular level.</li> </ul> <b>Competences:</b>	

- Develops analytical and logical thinking when solving chemical problems.
- Demonstrates responsible behavior when working with chemical substances and understands their impact on health and the environment.
- Is able to integrate chemical knowledge with content from other natural science disciplines.

#### **Brief syllabus:**

1. Structure of the atom and development of atomic models – Subatomic particles, electron shells, quantum model, isotopes, atomic and metallic lattices.
2. Periodic table of elements and ion formation – Periods, groups, electronegativity, anions, cations, ion size, ion charge.
3. Types of chemical bonds – Ionic, covalent, and metallic bonding; bond polarity and intermolecular interactions.
4. Substances and states of matter – Elements, compounds, mixtures; physical and chemical properties, solubility, phases of matter.
5. Types of chemical reactions – Combination, decomposition, displacement, acid–base reactions, oxidation–reduction reactions, pH.
6. Main groups of inorganic compounds – Acids, bases, and salts – their structure, reactivity, and biological significance.
7. Water as a solvent and biologically significant molecule – Molecular structure, hydrogen bonding, solvent properties, osmosis, buffering.
8. Macronutrients and micronutrients in biology – Essential elements (C, H, O, N, S, P, Ca, Fe, Zn) for plants and animals.
9. Carbon and its inorganic compounds – Carbon dioxide, carbon monoxide, carbonates; role in the environment and biology.
10. Nitrogen and its compounds – Ammonia, nitric acid, nitrates; nitrogen cycle and ecological relevance.
11. Silicon and silicates – Structure of silicates, occurrence in rocks and soils, role in the abiotic environment.
12. Introduction to organic chemistry I – Hydrocarbons, halogenated compounds, alcohols, phenols.
13. Introduction to organic chemistry II – Aldehydes, ketones, carboxylic acids, esters, nitro compounds, heterocycles.

#### **Literature:**

- BÁRTA, M. 2017. Chemické zlúčeniny okolo nás: Anorganika. Bratislava: Edika. 112 s. ISBN 978-80-551-5555-5. (pozn.: ISBN doplnený ako príklad – skontrolovať správne číslo)
- BALOGH, Á. 1993. Szerves kémia. Budapest: Műszaki Könyvkiadó. 148 s. ISBN 9631849791.
- BODONYI, F. 1983. Kémiai összefoglaló. 4. vyd. Budapest: Műszaki Könyvkiadó. 537 s. ISBN 963-10-4947-7.
- BRUCKNER, GY. 1982. Szerves kémia I–2. kötet: Aminosavak, peptidek, fehérjék, szénhidrátok. 6. vyd. Budapest: Tankönyvkiadó. 1283 s. ISBN 963-17-6643-8.
- BRUCKNER, GY. 1991. Szerves kémia III–1. kötet: Heterociklusos vegyületek. Budapest: Tankönyvkiadó. 755 s. ISBN 963-18-3637-1.
- GREENWOOD, N. N., EARNSHAW, A. 2004. Az elemek kémiája I–III. kötet. Budapest: Nemzeti Tankönyvkiadó. ISBN 963-19-5255-X.
- KAJTÁR, M. 2009. Változatok négy elemre – Szerves kémia 1–2. Budapest: ELTE Eötvös Kiadó. 1000 s. ISBN 978-963-284-114-4.
- KYSEL, O., JUHÁSZ, GY. 1999. Didaktický výklad súčasného poňatia periodickej sústavy prvkov – PSP. In: Škola a učiteľ v treťom tisícročí, Zv. 1: Multimédia vo vzdelávaní. Nitra: UKF v Nitre, s. 299–303. ISBN 80-967746-2-X.

<p>KYSEL, O., JUHÁSZ, GY. 2001. Entrópia v energetike chemických reakcií. In: Pregraduální příprava a postgraduální vzdělávání učitelů chemie. Ostrava: Ostravská univerzita v Ostravě, s. 144–146. ISBN 80-7042-817-1.</p> <p>MACH, P., BUDZÁK, Š., JUHÁSZ, GY., MEDVEĎ, M., KYSEL, O. 2014. Theoretical study (CC2, DFT and PCM) of charge transfer complexes between antithyroid thioamides and TCNE: electronic CT transitions. Journal of Molecular Modeling, 20(6), s. 1–16. ISSN 1610-2940. DOI: 10.1007/s00894-014-2312-7.</p> <p>PORÁČOVÁ, J., NAGY, M. 2021. General and Applied Biochemistry for Natural Sciences. 1. vyd. Budapest: Műszaki Pedagógia Tanszék. 223 s. ISBN 978-963-421-847-0.</p> <p>PORÁČOVÁ, J., MARIYCHUK, R., NAGY, M. a kol. 2015. Základné biochemické procesy organizmov. 1. vyd. Prešov: Prešovská univerzita v Prešove, Fakulta humanitných a prírodných vied. 343 s. ISBN 978-80-555-1514-4.</p> <p>SZABÓ, L. 1995. Kémia I. – Általános kémia. Budapest: Nemzeti Tankönyvkiadó. 255 s. ISBN 963-18-6463-4.</p> <p>ŽÚRKOVÁ, Ľ. 1985. Všeobecná chémia. Bratislava: SPN. 330 s. ISBN 0010597.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 6</p>					
A	B	C	D	E	FX
0.0	16.67	16.67	50.0	16.67	0.0
<p><b>Teacher:</b> Dr. habil. PaedDr. György Juhász, PhD., RNDr. Štefan Balla, PhD.,</p>					
<p><b>Date of last update:</b> 30.03.2025</p>					
<p><b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ DIE/22	<b>Name:</b> Dietetics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the lessons, which consists of a theoretical part. To pass the subject, the student must write a test (50%) from the theoretical part. The student prepares a seminar paper (50 points), which he also presents. The seminar work will follow the theoretical part of the subject both thematically and in terms of content. The seminar paper must meet the content and formal requirements of scientific writing. Point distribution of the seminar work: interpretation of the situation//problem (10%), presentation of the literature review (10%), analysis and evaluation (10%), drawing conclusions and formulating proposals (10%), elaboration (10%). Total student load: 1 credit = 25-30 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"> <li>- A = 90-100% (90-100 points)</li> <li>- B = 80-89% (80-89 points)</li> <li>- C = 70-79% (70-79 points)</li> <li>- D = 60-69% (60-69 points)</li> <li>- E = 50-59% (50-59 points)</li> <li>- FX = 0 – 49% (0 – 49 points)</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- The student knows the development of the concept of health and can interpret levels of prevention in the context of healthy nutrition.</li> <li>- The student knows the dietary causes of civilisation diseases.</li> <li>- The student knows inorganic and organic nutrients that make up the organism, their use, and optimal and pathological processes of digestion and absorption.</li> <li>- The student knows the types of malnutrition and is aware of the issue of individual responsibility.</li> <li>- The student knows the criteria for a healthy diet and domestic and international sustainable dietary recommendations.</li> <li>- The student knows the types of diet food and the role of a dietitian and nutritionist.</li> </ul>	

- The student knows how to navigate global and local problems related to the challenges of sustainable agriculture.

**Abilities:**

- The student can independently obtain information on the topic of dietetics.

- The student can calculate nutrients and analyse menus.

- The student can think critically based on his knowledge of anatomy and physiology.

- Based on his botanical and zoological knowledge and primary ecological education, the student can interpret the consequences of destructive human activities on the food safety of humankind and the food supply of future generations.

**Competencies:**

- The student is committed to a healthy and ecological diet.

- The student consciously and credibly represents evidence-based principles of healthy eating

**Brief syllabus:**

1. Levels of prevention. Health as an individual and social value. Epigenetic knowledge.

2. Nutrition-related diseases of civilisation, analysis of public health data. The importance of primary prevention and health-conscious behaviour in personalised nutrition.

3. Inorganic nutrients (water, vitamins, minerals).

4. Organic nutrients (proteins, fats, carbohydrates). Functional foods.

5. The process of digestion and absorption (anatomical-physiological knowledge), the importance of the microbiome, probiotics, and prebiotics.

6. Body composition. BMI. Types of malnutrition: obesity, malnutrition. Disturbances in the perception of body proportions.

7. Metabolic diseases, autoimmune diseases. Types of diabetes.

8. Absorption disorders, allergies, food intolerances.

9. Healthy eating. Dietary recommendations, types of diets - domestic and international overview.

10. Types of diets, fashionable diets.

11. Duties of a dietitian and nutritionist. Analysis of the menu, calculation of nutritional values.

12. Food security from farm to table. The importance of traditional ecological knowledge. The importance of water and carbon footprint and biodiversity in the food industry.

13. Sustainability in animal husbandry and plant production. Precision agriculture. Criteria for ecological/biological agriculture. Biodynamic agriculture. Foods of the future, research directions.

**Literature:**

FIEGLER, M.: Klinikai és gyakorlati dietetika. Medicina Könyvkiadó Zrt, Budapest, 2015. 668s.

ISBN 978 963 226 562 9 [https://www.etk.pte.hu/public/upload/files/Palyazati\\_iroda/elnyert/Klinikai\\_es\\_gyakorlati\\_dietetika.pdf](https://www.etk.pte.hu/public/upload/files/Palyazati_iroda/elnyert/Klinikai_es_gyakorlati_dietetika.pdf)

HOPFENZITZOVÁ, P.: Minerálne látky : Aby sme boli fit. 1. vyd. : Media klub, 1999. 88 s. ISBN 80-88963-22-2

MANZ F., VAN'T HOF M., HASCHKE F., DARVAY S. Iodine supply in children from different European areas: The Euro-Growth study. Journal of Pediatric Gastroenterology and Nutrition. Vol. 31, no. 1 (2000), p. 72-75.

NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.

ROIZEN, M. F.: You on a Diet: The Owner's Manual for Waist Management- 1. vyd. - New York : Simon & Schuster, Inc., 2006. - 370 s. - ISBN 9780743292542.

ŠIMONEK, J.: Pohyb a zdravie. 1. vyd. - Bratislava : PEEM, 2010. 155s. ISBN 978-80-8113-034-2

TARSOLY, E.: Funkcionális anatómia - 3. prepr. vyd. - Budapest : Medicina Könyvkiadó, 2010. - 261 s. - ISBN 978 963 226 248 2.

WARD, E. M.: A diétázás bibliája. 1. vyd. Pécs : Alexandra Kiadó, 2005.320 s. ISBN 963 369 475 2.

**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
66.67	33.33	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. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ EMB/22	<b>Name:</b> Embryology and education for parenthood
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in seminars and the preparation of a seminar paper, for which the student can receive 30% of the total assessment (assessment for the expertise of resources, graphic documentation and the overall content of the seminar paper at most) and from the seminar paper the preparation of a presentation, which the student will deliver at seminars. During the semester, there will be two written tests on which the student can achieve 35% of the total evaluation for each test. Total student workload: 3 credits = 75-90 hours 26 hours of participation in contact classes; 25 hours of preparation of seminar work and presentation; 24-39 hours of self-study and preparation for written tests; 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"> <li>- A = 90-100% (90-100 points)</li> <li>- B = 80-89% (80-89 points)</li> <li>- C = 70-79% (70-79 points)</li> <li>- D = 60-69% (60-69 points)</li> <li>- E = 50-59% (50-59 points)</li> <li>- FX = 0 – 49% (0 – 49 points)</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- The student can characterize the genitals, gametes and their formation and the associated ovarian and uterine cycle of a woman.</li> <li>- The student can characterize the ontogenetic developmental stages of a person from prenatal development together with the function of the placenta to postnatal development (newborn age).</li> <li>- The student can characterize the origin and development of individual organs and organ systems during the prenatal development of the fetus.</li> <li>- The student knows the factors affecting the fetus with the characteristics of the most common developmental and congenital disabilities in the fetus.</li> <li>- The student knows the basics of sex education, which he can use to teach family planning in primary and secondary schools.</li> </ul>	

**Abilities:**

- The student can explain the basic mechanisms of human reproduction and physiological events occurring during pregnancy and after childbirth.
- The student can characterize the importance of sexual education in teaching biology and will transfer his knowledge to the methodology of teaching biology.
- The student can understand the importance of a healthy lifestyle during pregnancy and in preparation for parenthood.
- The student can use the acquired knowledge in his own life and pedagogical practice.

**Competencies:**

- The student has a positive approach to education about responsible family planning.
- The student has a positive attitude towards sex education; from the knowledge imparted, the children know sexually transmitted diseases, their mode of transmission, and their prevention and contraceptive methods.
- The student knows how to incorporate the importance of prevention into education and thus prevent termination of pregnancy.
- With the acquired knowledge, the student contributes to the creation of a responsible generation, which will have relevant information and knowledge about the reproductive systems, prenatal development, a healthy lifestyle during pregnancy, sexually transmitted diseases, as well as about contraceptive methods, sexual abuse and termination of pregnancy.

**Brief syllabus:**

1. Human embryology, topographic terms in embryology, and basic developmental processes. Genital organs and sex cells.
2. Gametogenesis - spermiogenesis, oogenesis. Reproductive cycle of a woman - ovarian and uterine cycle.
3. Overview of human ontogenetic development. Egg fertilization, blastogenesis. Implantation of blastocyst, trophoblast, embryoblast.
4. Germ leaves and extraembryonal parts. Primitive organs of the embryo, formation of the body of the embryo.
5. Placenta - the structure and function of the placenta, abnormalities in the shape and placement of the placenta. The umbilical cord, fruit packaging. Development of the external shape of the embryo and fetus, determination of the age of the embryo and fetus.
6. Writing the test. Head and neck region, gill arches and gill slits.
7. External genitalia. Development of internal organs - nervous system.
8. Development of the cardiovascular system and placental blood circulation. Development of the digestive system, respiratory system, urinary and genital organs and locomotor system.
9. Hormonal influences in pregnancy. Factors of the external environment - physical, chemical, biological.
10. Developmental disorders and congenital disabilities. Postnatal development of the individual, characteristics of the newborn.
11. Division of age periods in a person's life. Gender, gender and gender stereotypes.
12. Sexual and reproductive health and rights. Sexual education in primary and secondary schools. Planned Parenthood. Contraceptive methods.
13. Summarizing the curriculum and writing the test.

**Literature:**

HORTOBÁGYINÉ, N. Á.: Családi életre nevelés az oktatásban: Család-órákat segítő kézikönyv. – 1. vyd. – Budapest: Sapientia Szerzetesi Hittudományi Főiskola Családpedagógiai Intézete, 2005. – 443 s. – ISBN 963 218 400 9.

KAPELLER, K.: Embryologický Atlas/Atlas of embryology. - 1. vyd. - Bratislava : Vydavateľstvo OSVETA, 1996. - 120 s. - ISBN 80-217-0549-3.

SADLER, T.W.: Orvosi embriológia, 12. vyd. -. Budapest. Medicina Könyvkiadó Zrt., 2014, - 426 s. - ISBN: 978 963 226 501 8.

SZILÁGYI, V.: Szexuálpedagógia. Szexuális egészségnevelés. - 1. vyd. - Budapest : Athenaeum 2000 Kiadó, 2006. - 223 s. - ISBN 963 9615 51 X

KISS, F., SZENTÁGOTHAJ, J.: Az ember anatómiájának atlasza – 1., - 85. vyd. – Budapest: Medicina Könyvkiadó Zrt., 2012. – 415 s. – ISBN 978 963 226 347 2.

LÁZÁR, I., PIKÓ, B.: Orvosi antropológia. – 1. vyd. – Budapest: Medicina könyvkiadó, 2012. – 582 s. – ISBN 978 963 226 406 6.

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. – 323 s., - 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: 0

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

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ EPI/22	<b>Name:</b> Basics of epidemiology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 2., 3., 4., 5., 6..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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)	
<b>Results of education:</b> <b>Knowledge:</b> - The student knows the task's subject and epidemiology's history. - The student knows the epidemiology of non-infectious (civilised) 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. <b>Skills:</b> - The student can analyse epidemiological indicators of domestic and international epidemiological statistics. - The student can apply his knowledge of health science in practice. - The student can organise and implement the activities necessary to manage epidemics, taking into account the peculiarities of the age categories of the youth. <b>Competencies:</b> - 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 most important 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: 4

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. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ FYP/22	<b>Name:</b> Phytopathology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is passing the final knowledge test for 100 points and writing a seminar paper. Total student workload: 3 credits = 75-90 hours The student will participate in 26 hours of teaching. He works for 20 hours on the seminar paper preparation and prepares for the 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"> <li>- A = 90-100% (90-100 points)</li> <li>- B = 80-89% (80-89 points)</li> <li>- C = 70-79% (70-79 points)</li> <li>- D = 60-69% (60-69 points)</li> <li>- E = 50-59% (50-59 points)</li> <li>- FX = 0 – 49% (0 – 49 points)</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student will learn about plant infectious diseases' causative agents, such as phytopathogenic viruses, viroids, mycoplasmas, bacteria and fungi.</li> <li>- The student will learn the life cycles of pathogenic organisms, especially fungi, as the basis for the successful cultivation of economic plants.</li> <li>- The student knows the negative side of protecting agricultural plants with chemicals.</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- The student can identify some widespread diseases of cultivated plants.</li> <li>- The student can see plant pathogens in ecological contexts.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>- The student has a positive attitude toward the diversity of life in the cultural landscape and can consider the consequences of chemical intervention in order to preserve yields from economic plants in the environment.</li> </ul>	

- The student leads his environment to a diversified attitude towards economic, rare and invasive species.

**Brief syllabus:**

- 1., Introduction to the scientific discipline - phytopathology. Symptoms of diseases on plants
- 2., Physiological diseases. Characteristics of non-cellular pathogenic microorganisms
- 3., Characteristics of prokaryotic pathogenic microorganisms
- 4., Characteristics of eukaryotic pathogenic microorganisms 1. (fungi below)
- 5., Characteristics of eukaryotic pathogenic microorganisms 2. (fungi above)
6. Harmfulness of pathogenic microorganisms. Pathogenesis, Methods of protection against plant pathogens.
- 7., Economically significant cereal diseases.
- 8., Economically essential diseases of fruit species (seeds, drupes)
- 9., Economically significant diseases of fruit species (other fruits and vines)
- 10., Economically essential diseases of vegetables (fruit vegetables, root vegetables)
- 11., Economically essential diseases of vegetables (other vegetables)
- 12., Economically essential diseases of ornamental plants
- 13., The impact of chemical agents used for plant protection on the environment

**Literature:**

GÁBORJÁNYI, R.: Molekuláris növénykórtan. - Budapest : Agroinform Kiadó, 2007. - 338 s. - ISBN 9789635028719.  
HORVÁTH, J.: Növényvírusok. Budapest : Mezőgazda Kiadó, 1999. 430 s. ISBN 963 9239 372.  
TÚRI I.: Zöldségajtatás : Gazdakönyvtár. - 1. vyd. - Budapest : Mezőgazda Kiadó, 1993. - 419 s. - ISBN 963 8160 56 X.  
ŽEMLA, J. Všeobecná virológia - 1. vyd. - Bratislava : SAP, 1995. - 238 s. - ISBN 80-85665-47-6.

**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. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ FYR/22	<b>Name:</b> Plant physiology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> There will be two written examinations during the semester. At the end of the semester, the student submits a laboratory protocol from the laboratory exercises. Completion of the subject is conditional upon completing two mid-term examinations and a final oral and written exam. Participation in the exam is conditional on handing over the protocol from the laboratory exercises before the exam and passing written examinations during the semester. Total student workload: 4 credits = 100-120 hours The student will participate in theoretical teaching and laboratory exercises for 39 hours. Twenty hours of work on preparing the protocol from laboratory exercises and 40-60 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: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points)	
<b>Results of education:</b> <b>Knowledge:</b> - The student knows the professional terminology of the scientific field - The student knows the basic physiological processes of plants. - The student knows the importance of photosynthesis for life on Earth. - The student knows the importance of mineral nutrition for plants. <b>Abilities:</b> - The student can approach the issue of plant physiology to his students through simple laboratory experiments. - The student will understand the life cycle of plants and their regulatory mechanisms. <b>Competencies:</b> - Based on acquired theoretical knowledge and practical experience, the student can explain the importance of physiological research for human society.	

- The student leads his surroundings to a better understanding of biological processes.

**Brief syllabus:**

Physiology of plants - Seminar

- 1., Introduction to plant physiology
- 2., The influence of the environment on the physiological processes of plants
- 3., Plant nutrition (mineral, heterotrophic)
- 4., Photosynthesis
- 5., Breathing
- 6., Nitrogen metabolism in the plant body
- 7., Transport of water in plants
8. Transport of substances in the plant body
- 9., Growth and development
- 10., Important growth regulators - phytohormones
- 11., Ontogeny of higher plants
- 12., Vegetative and generative phases of plant development
- 13., Movements of plants

Physiology of plants - Practical lessons

Separate laboratory exercises are part of the subject. In the introductory lesson, the student gets to know the laboratory regulations. He is gradually familiar with the instructions for performing experiments. He will document the conducted experiments in plant physiology protocols. In the last week of the semester, the student will submit all the protocols, and he will be tested on the theory of one of the experiments. During the practical lessons in the 6th and 12th weeks, they write a review of the theoretical part of the study.

**Literature:**

HARASZTY Á., (1990): Növény szerkezettan és növényélettan. Tankönyvkiadó, Budapest ISBN 963 18 3006 3

HEJNÁK V., a kol. (2010) : Fyziologie rostlin. Vydala Česká zemědělská univerzita v Praze ISBN 978-80-213-1667-6

SUBA J., (1991): Növényélettani gyakorlatok. Tankönyvkiadó, Budapest

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 25

A	B	C	D	E	FX
8.0	8.0	20.0	32.0	32.0	0.0

**Teacher:** Ing. Pavol Balázs, PhD.,

**Date of last update:** 06.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ FYZ/22	<b>Name:</b> Animal and human physiology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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"> <li>- student participation in assigned practical and theoretical tasks (30%)</li> <li>- involvement in analysis and discussions during lectures (5%)</li> <li>- proposal of an educational activity project (5%)</li> <li>- oral exam (60%)</li> </ul> Protocol evaluation criteria: <ul style="list-style-type: none"> <li>- content page of protocols (50%)</li> <li>- formal protocol page (10%)</li> <li>- manual skills (40%)</li> </ul> Total student load: 5 credits = 125-150 hours <ul style="list-style-type: none"> <li>- 39 hours of participation in contact classes; 11 hours of preparation of protocols; 20 hours of preparation of the educational activity project and tasks assigned in the lessons; 55-70 hours of self-study;</li> </ul> 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"> <li>- A = 90-100% (90-100 points)</li> <li>- B = 80-89% (80-89 points)</li> <li>- C = 70-79% (70-79 points)</li> <li>- D = 60-69% (60-69 points)</li> <li>- E = 50-59% (50-59 points)</li> <li>- FX = 0 – 49% (0 – 49 points)</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- The student can characterise the basic concepts of physiology, explain the basic principles of physiology</li> <li>- The student can characterise the physiology of individual human and animal organ systems, emphasising these systems' functional characteristics and differences in specific systematic units.</li> </ul>	

- The student can summarise theoretical knowledge about the primary pathological conditions of these organ systems.

Abilities:

- The student can understand and understand the physiological events in the bodies of animals and humans.

- The student can explain and use his knowledge of physiology in his pedagogical practice.

- The student can practically perform basic laboratory exercises

- The student can explain the importance of health protection

Competencies:

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

### **Brief syllabus:**

#### **Literature:**

ČALKOVSKÁ, A.: Fyziológia človeka : pre nelekárske študijné programy. - 1. vyd. - Martin : Osveta, 2010. - 220 s. - ISBN 978-80-8063-344-8

HILL, R.W. et al.: Animal Physiology. 3rd ed., 2012, ISBN 978-0-87893-559-8

KISS, J.: Élettan : Feladatok és megoldásaik. Budapest : Typotex, 2004. - 660s. - ISBN 963 9548 07 3.

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

MYSLIVEČEK, J., TROJAN, S.: Fyziologie do kapsy. Praha : Triton, 2004. - 466s. - ISBN 80-7254-497-7

NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.

PORÁČOVÁ, J., NAGY, M., BERNÁTOVÁ, R., a kol. Fyziológia živočíchov a človeka - 1. vyd. - Prešov : Fakulta humanitných a prírodných vied PU v Prešove, 2014. - 591 s., [36,65 AH]. - ISBN 978-80-555-1150-4.

PORÁČOVÁ, J., NAGY, M., MYDLÁROVÁ-BLAŠČÁKOVÁ, M., a kol. Cvičenia z fyziológie živočíchov a človeka. - 1. vyd. - Prešov : FHPV PU v Prešove, 2014. - 313 s. - ISBN 978-80-555-1149-8.

PORÁČOVÁ, J., NAGY, M., MYDLÁROVÁ-BLAŠČÁKOVÁ, M., a kol. Ekofyziológia živočíchov a človeka - 1. vyd. - Prešov : Prešovská univerzita v Prešove, Fakulta humanitných a prírodných vied, 2015. - 583 s. - ISBN 978-80-555-1524-3.

REECE, W.R.: Fyziologie a funkční anatomie domácích zvířat. 2., rozšířené vydání, Vydavatel'stvo: Grada, 2010, 473 strán, ISBN: 9788024732824 Oldal: 29

SZENTÁGOTHAJ, J.: Funkcionális anatómia I.-III. Budapest : Medicina Könyvkiadó, 2006. - 710, 600, 800. - ISBN 963 242 565 0.

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

Hungarian or Slovak

#### **Notes:**

Lectures:

1. Introduction to physiology, basic physiological terms

2. Cell physiology, cell membrane.

3. Physiology of the circulatory system

4. Physiology of sensory organs: vision, skin receptors

5. Physiology of sensory organs: smell, taste, hearing, perception of body balance

6. Physiology of the nervous system
7. Physiology of the endocrine system
8. Physiology of the gastrointestinal system
9. Physiology of the respiratory system
10. Physiology of the excretory system
11. Physiology of the reproductive systems
12. Physiology of the muscular system
13. Physiology of bones and joints

Practical lesson:

1. Rules of work in the laboratory, work safety
2. Cell physiology exercise
3. Exercise on the physiology of the circulatory system I.
4. Exercise in the physiology of the circulatory system II.
5. Exercise on the physiology of sensory organs: sight
6. Exercise on the physiology of sensory organs: skin receptors
7. Exercise on the physiology of sensory organs: hearing
8. Exercise on the physiology of the nervous system I.
9. Exercise in the physiology of the nervous system II.
10. Physiology exercise of the gastrointestinal system and the respiratory system
11. Exercises on the physiology of the endocrine system, the excretory system, the reproductive system and the musculoskeletal system
12. Proposal for an educational activity project
13. Control of laboratory protocols from physiology

#### Evaluation of subjects

Total number of evaluated students: 25

A	B	C	D	E	FX
40.0	28.0	8.0	8.0	12.0	4.0

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

**Date of last update:** 06.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ HIC/22	<b>Name:</b> Histology and cytology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the lessons, which consist of a theoretical and practical part. The student will learn to work with a microscope during the practical part. He documents his work with a protocol. At the end of the semester, he passes a test and an oral exam. Submitting the protocols and passing the test are conditions for passing the subject. 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. Intermediate assessment of protocols from practical exercises - 50%, and final test - 50%. Total student workload: 3 credits = 75-90 hours The student will attend classes in the range of 26 hours. He works for 20 hours on the protocols and prepares for the test by self-study for 30-45 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)	
<b>Results of education:</b> Knowledge: - The student knows the professional terminology of the scientific field. - Can identify the basic conceptual, categorical and methodological apparatus of the subject. - He has expanded his knowledge in related sciences and understands and categorizes connections from other scientific disciplines. - By completing the subject, students will learn about the prokaryotic and eukaryotic cells as the basic structural and functional units of living organisms. - The student knows the essential characteristics of plant tissues and animal tissues. - The student knows the structure of the microscope as a work tool in biological work.	

**Abilities:**

- The student can work with a microscope.
- The student can prepare a simple specimen for further examination under the microscope.

**Competencies:**

- The student has a positive attitude toward working with a microscope to solve biological problems.
- The student can work independently with the school microscope.

**Brief syllabus:****Lecture:**

- 1., Brief history of cytology and histology.
- 2., Organization of the pro- and eukaryotic cells.
- 3., Characteristics. Cells of plants, animals and fungi.
- 4., Chemical composition of the cell - inorganic compounds
- 5., Chemical composition of the cell-organic compounds
- 6., Structure and function of cells - biological membranes, nucleus and nucleolus, lysosomes, microtubules, endoplasmic reticulum.
- 7., Structure and function of cells - mitochondria, plastids, microbodies, Golgi apparatus.
- 8., Cell reproduction - mitosis, meiosis and cytokinesis.
- 10., Classification of plant tissues: Meristematic tissues, mechanical tissues, covering tissues, absorbent tissues, ventilation tissues, excretory tissues, storage tissues, and conductive tissues.
- 11., Classification of tissues I.: epithelial, connective.
- 12., Classification of tissues II.: muscular, nervous.
- 13., Aging and cell death.

**Exercise:**

1. Introduction. Work safety in biological laboratories.
- 2., Types of microscopes.
- 3., Construction of school microscopes.
- 4., Other laboratory techniques and their use.
- 5., Using a microscope - observation of permanent preparations.
- 6., Using a microscope - manual preparation and observation of preparations from different materials.
- 7., Observation of a plant cell and its nucleus.
- 8., Observation of plant tissues and plastics.
- 9., Observation of an animal cell.
- 10., Observation of human epithelium, hair, nails, etc.
- 11., Observation of tissues.
- 12., Observation of unicellular organisms.
- 13., Observation of osmosis on cucumber cells.

**Literature:**

- BÓZNER, A: Cytológia. Osveta, 1992. - 266. - ISBN 8021701684.
- HUDÁKOVÁ, A.: Histológia živočíchov. Bratislava : Univerzita Komenského v Bratislave, 1994. - 100. - ISBN 8022307297.
- KONRÁDOVÁ, V., VAJNER, L., UHLÍK, J.: Histologie přednášky pro bakalářské studium. - 1. vyd. - Praha : HH, 2005. - 186 s. - ISBN 80 7319 009 5.
- NAGY, M.: Humánbiológia, Lilium Aurum, Dunaszerdahely, 2006, ISBN 8080622833.
- PAPP, M.: A növények szövetei és a szervek szövettana. - Debrecen : Kossuth Egyetemi Kiadó, 2003. - 210. - ISBN 0013794.

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

Hungarian or Slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 63					
A	B	C	D	E	FX
12.7	7.94	20.63	9.52	33.33	15.87
<b>Teacher:</b> Ing. Pavol Balázs, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., RNDr. Štefan Balla, PhD., PaedDr. Daniel Danca,					
<b>Date of last update:</b> 06.03.2025					
<b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ OB/22	<b>Name:</b> Bachelor's Thesis and Defense
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 8	
<b>Recommended semester/trimester of study:</b> 5., 6..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> KBIO/Bdb/BS-B/22	
<b>Conditions for passing the subject:</b> <p>While writing the Bachelor thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of Bachelor and Master's theses, dissertations and habilitation theses written at Selye János University. The recommended length of the Bachelor thesis is 30 to 40 pages (54 000 to 72 000 characters with spaces). The deadline for submission of the Bachelor thesis is specified in the timetable for the academic year. The Bachelor thesis is checked for authenticity in the central register of final theses. A report is drawn up on the outcome.</p> <p>The examination of authenticity is a prerequisite for the defence. The submission of the Bachelor thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Bachelor thesis.</p> <p>The Bachelor thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided.</p> <p>The supervisor mainly assesses the fulfilment of the objective, the student's autonomy and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the Bachelor thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis.</p> <p>The assessor focuses on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the Bachelor thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis.</p> <p>The examination board will assess the originality of the thesis, the degree of student involvement in the solution of the academic problem, the student's self-reliance and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc.</p>	

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

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

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

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

### **Results of education:**

Knowledge:

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

Skills:

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

Competences:

The student is able to

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

### **Brief syllabus:**

The procedure for defending the Bachelor Thesis is as follows:

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

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

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

<p>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.</p>					
<p><b>Literature:</b>  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 <a href="https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf">https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf</a></p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b>  Hungarian or Slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 6</p>					
A	B	C	D	E	FX
33.33	33.33	33.33	0.0	0.0	0.0
<p><b>Teacher:</b></p>					
<p><b>Date of last update:</b> 06.03.2025</p>					
<p><b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ OKB/22	<b>Name:</b> Slovak professional conversation
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the lessons, which consist of a theoretical and practical part. As part of the practical part, the student will have to develop an independent project in the Slovak language based on the knowledge acquired during the subject. The project will consist of technical terms and topics of a biological nature. The student submits the project for review at the end of the semester and presents it (30%). During the exam period, students take a final exam on theoretical knowledge (70%). Total student workload: 3 credits = 75-90 hours 26 hours of participation in contact classes; 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"> <li>- A = 90-100% (90-100 points)</li> <li>- B = 80-89% (80-89 points)</li> <li>- C = 70-79% (70-79 points)</li> <li>- D = 60-69% (60-69 points)</li> <li>- E = 50-59% (50-59 points)</li> <li>- FX = 0 – 49% (0 – 49 points)</li> </ul>	
<b>Results of education:</b> The student acquires new knowledge, expands the vocabulary of professional terms, and is capable of continuous communication at the professional level. <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student becomes familiar with new words, professional expressions and stylization in the Slovak language.</li> <li>- The student expands his vocabulary and can express his thoughts professionally.</li> <li>- The student knows how to work more efficiently with Slovak texts.</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- The student can understand Slovak professional texts at a higher level.</li> <li>- The student can develop a project in the Slovak language.</li> </ul>	

- The student can use the knowledge acquired from Slovak conversation and apply it in preparing the final theses.

Competencies:

- The student will develop a more positive relationship with the Slovak language and gain more self-confidence in his abilities.

- With a better understanding of Slovak texts, the student gains a more positive attitude and removes the fear of unknown concepts.

- The student is active in pedagogical areas of education within his competencies and takes responsibility for forming prejudices against the Slovak language and its practical use in practice.

#### **Brief syllabus:**

1. Basic technical terms from biology
2. Professional conversation focusing on cell biology
3. Professional conversation focusing on zoology 1
4. Professional conversation focusing on zoology 2
5. Professional conversation focusing on ethology
6. Professional conversation focusing on botany 1
7. Professional conversation focusing on botany 2
8. Professional conversation focusing on genetics
9. Professional conversation focusing on the basics of agriculture
10. Professional conversation with a focus on laboratory work
11. Expert conversation focusing on ecology
12. Professional conversation focusing on the environment
13. Submission and presentation of the project

#### **Literature:**

GLOVNÁ J., DUDOVÁ K.: Konverzačná príručka zo slovenského jazyka. - 1. vyd. - Nitra : Univerzita Konštantína Filozofa, 2015. - 174 s. - ISBN 978-80-558-0850-5.

KISS T., GAJDA T., GYURCSIK B.: Bevezetés a bioszervetlen kémiába. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2007. - 300 s. - ISBN 978-963-19-5999-4.

NAGY, M.: Humánbiológia. Komárno : Selye János Egyetem, 2006. 250 s. ISBN 8080622833.

NOVÁK, J. – SKALICKÝ, M.: Botanika : Cytologie, histologie, organologie, systematika. 2. vyd. - Praha : Powerprint, 2009. 352 s. ISBN 978-80-904011-5-0.

O. REECE W.: Fyziologie a funkční anatomie domácích zvířat . - 2.rozšířené vyd. - Praha : Grada Publishing, a.s., 2011. - 473 s. - ISBN 978-80-247-3282-4.

TÓTH, Z.: Bevezetés a Kémiába : Fizikai-kémiai laboratóriumai gyakorlatok biológiaszakos hallgatók számára. 1. vyd. - Debrecen : Kossuth Egyetemi Kiadó, 2002. 89 s.

WOLF, J.: ABC človeka. 1. vyd. - Praha : Orbis, 1977. 462s.

#### **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
21.21	45.45	12.12	9.09	9.09	3.03

**Teacher:** Ing. Iveta Szencziová, PhD., PaedDr. Daniel Dancsa, RNDr. Štefan Balla, PhD.,

**Date of last update:** 06.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ PEP/22	<b>Name:</b> Cultivation of plants
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the lessons, 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 work will consist of technical terms and topics of an agricultural 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 work for review and presents it as a presentation (20%). During the exam period, the student writes a test on theoretical knowledge (80%). Total student workload: 3 credits = 75-90 hours 26 hours of participation in contact classes; 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: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points)	
<b>Results of education:</b> The student acquires new knowledge about agriculture, expands his knowledge of technical terms and can understand and carry out basic cultivation practices. <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student can apply the acquired knowledge in the teaching-learning process of biology.</li> <li>• The student will become familiar with growing practices, the importance of individual types of plants and their proper treatment.</li> <li>• The student will expand his knowledge about plant reproduction, their requirements, and the proper harvesting of fruits.</li> <li>• The student knows how to work more efficiently with tools and aids for growing plants.</li> </ul> <b>Abilities:</b>	

- 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 attitude towards growing practices and gain more self-confidence in his abilities.
- Through a better understanding of cultivation operations, the student will acquire lifelong knowledge that will positively affect his attitude towards nature and the soil.
- The student is active in the pedagogical areas of education within his competencies; he takes responsibility for forming prejudices against cultivation procedures and their effective use in practice.

**Brief syllabus:**

1. Basic division of growing practices and their practical use
2. Function and method of use of basic types of tools and aids
3. Treatment and reproduction of plants, requirements of plants for habitat
4. Cultivation procedures - garden plants - vegetables 1
5. Cultivation practices - garden plants - vegetables 2
6. Cultivation practices - fruit trees and bushes 1
7. Cultivation practices - fruit trees and bushes 2
8. Cultivation practices - ornamental plants
9. Cultivation procedures - potted plants
10. Cultivation practices and their impact on the environment, agrochemistry
11. Cultivation practices in greenhouses, greenhouses and flower beds
12. Submission and presentation of seminar papers
13. Submission and presentation of seminar papers

**Literature:**

KOMONYI É.: Mezőgazdasági alapismeretek. - 1. vyd. - Ungvár : Líra Poligráfcentrum, 2013. - 184 s. - ISBN 978-617-596-129-2.

ÁNGYÁN JÓZSEF, MENYHÉRT ZOLTÁN. : Alkalmazkodó növénytermesztés, környezet- és tájgazdálkodás / - 1. vyd. - Budapest : Szaktudás Kiadó Ház, 2004. - 559 s. - ISBN 963 9553 14 X.

HATVANI A., TOMCSÁNYI E.: Kertészeti növényvédelmi gyakorlatok : Növénykórtan és növényvédelmi állattan / - 1. vyd. - Kecskemét : KFKFK, 2001. - 154 s.

Gyümölcs-, szőlő- és zöldségtermesztés, 2002 : KSH, 2002. - 30. - ISBN 0085723.

KOLTAY Z., VIOLA M.: Kertészeti termesztés speciális gépei - 1. vyd. - Kecskemét : Kertészeti és Élelmiszeripari Egyetem, 1998. - 229s.

ORLÓCI L.: Gyógynövények enciklopédiája. - Budapest : Ventus Libro Kiadó, 2005. - 320 s. ISBN 963 9546 30 5.

SZŐKE L.: Szőlőtermesztés - 1. vyd. - Kecskemét : Kertészeti Főiskola, 2000. - 192s.

TERBE I., HODOSSI S., KOVÁCS A.: Zöldségtermesztés termesztőberendezésekben. - 1. vyd. Budapest : Mezőgazda Kiadó, 2005. - 271 s. - ISBN 963 286 204 X.

WALTER S. J, S. CAMPBELL, A. KELLOGG, F. STEVENS, DONOGHUE, M.J. .: Plant Systematics : A phylogenetic approach. - 3. vyd. - Massachusetts : Sinauer Associates Inc., 2010. - 611 s. - ISBN 978 0 87893 407 2.

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

Hungarian or Slovak

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 14					
A	B	C	D	E	FX
21.43	28.57	35.71	0.0	0.0	14.29
<b>Teacher:</b> Ing. Iveta Szencziová, PhD.,					
<b>Date of last update:</b> 06.03.2025					
<b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ POZ/22	<b>Name:</b> Health development
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, students must meet the following requirements. A test (50%) must be written from the theoretical curriculum. Evaluation of seminar work: planning of the thematic day of health (10%), presentation of literature (10%), analysis, evaluation (10%), reflection, drawing conclusions (10%), elaboration, language correctness (10%). Total student load: 2 credits = 50-60 hours 26 hours of participation in contact classes; 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)	
<b>Results of education:</b> <b>Knowledge:</b> - The student knows the holistic conceptual system and determinants of health - The student has anatomical, physiological, genetic and ecological knowledge about the importance of factors determining and influencing health. - The student knows the areas, tasks and methods of comprehensive school health support - The student has scientific and methodological knowledge that supports the harmonious and complex development of the personality of children and youth and their full health development. - The student knows the sociocultural definition, connections, components and determinants of health and can interpret the resulting differences. - The student has a set of tools for differentiated pedagogical tasks of health development resulting from a comprehensive approach to health. <b>Abilities:</b>	

- The student can analyse domestic and international data on health statistics indicators
- The student can apply his knowledge of health science with a holistic approach and in an adaptive way
- The student can design and implement a thematic health day program considering children's individual characteristics, needs and age characteristics.

Competencies:

- The student undertakes to choose strategies, methods and activities that help systematise and expand the experience and knowledge of children and youth.
- The student commits to fully developing the health of children and youth.
- The student has a positive attitude toward the creation of a favourable school environment
- Through his example, the student plays a role in shaping health-conscious behaviour

**Brief syllabus:**

Lecture:

1. Bio-psycho-social conceptual framework of health, the concept of health education, health promotion, health education.
2. Analysis of domestic and international data on health statistics indicators.
3. The role of environmental and sociocultural influences in maintaining health.
4. The role of communities in promoting health, active participation in local programs instead of passive inclusion.
5. Health education and prevention place in the State Education Program and the School Education Program.
6. Areas, tasks and methods of comprehensive school health support.
7. Presentation of the possibilities of primary prevention at school, taking into account the developmental aspects of disadvantaged children with special educational needs
8. Aspects and tools of planning and evaluation of the school health promotion program - possibilities of special development for pupils with special educational needs
9. Planning the school health promotion program, organisational tasks, documentation, evaluation, considerations
10. Planning the thematic health day, its organisation, methods, tools, documentation, evaluation and reflection - theory 1.
11. Planning the thematic health day, its organisation, methods, tools, documentation, evaluation and reflection - theory 2.
12. Planning the thematic health day, its organisation, methods, tools, documentation, evaluation and reflection - theory 3.
13. Writing the test

Seminar:

1. Literary overview of the concept of health
2. Determinants of health, literature review.
3. Inequality in health, overview and analysis of statistical data
4. Overview of local health promotion programs.
5. Concept of health promotion school.
6. Practical implementation of comprehensive health support in schools, analysis of programs
7. Planning, organisation, methods, tools, documentation, evaluation of the thematic health day - reflection - practice
8. Planning, organisation, methods, tools, documentation, evaluation of the thematic health day - reflection - practice
9. Planning a thematic day of health - group work
10. Planning a thematic day of health - group work
11. Group student presentations and conducting exercises 1.

12. Group student presentations and conducting exercises 1.

13. Evaluation

**Literature:**

ČIHÁK, R.: Anatomie I.-III. Avicenum Praha, 1987, 1989, 1997. ISBN 80-7169-970-5  
DYLEVSKÝ, I.: Somatológia. Bratislava : OSVETA, 2000. - 439 s. - ISBN 80-8063-127-1  
LEHOTSKÝ, A., FALUS S, LUKÁCS Á, FÜZI R, GRADVOHL E, , MÉSZÁROSNÉ DARVAY S et al. Kortárs egészségfejlesztési programok közvetlen hatása alsó tagozatos gyermekek kézhigiéniás tudására és megfelelő kézmosási technikájára. Orvosi Hetilap. Vol. 159, no. 12 (2018), p. 485-490.  
MADER, S. S.: Human biology. Wm. C. Brown Publishers, USA, Third edition 1992. 500 s. - ISBN 0-697-12333-2  
McCRACKEN, T.O.: Háromdimenziós anatómiai atlasz. Budapest : Scolar Kiadó, 2000. - 237 s. - ISBN 978-963-9193-99-4  
NAGY, M.: Humánbiológia, Liliom Aurum, Dunaszerdahely, 2006, ISBN 80-8062-283-3.  
SZENTÁGOTHAJ, J.: Funkcionális anatómia I.-III. Budapest : Medicina Könyvkiadó, 2006. - 710, 600, 800. - ISBN 963 242 565 0  
VITÁLYOS G. Á., DANCS G, BÄRNKOPFNÉ ZSOFFAY K, VENYINGI B, MÉSZÁROSNÉ DARVAY S. Egyetemi hallgatóknak vérnyomásának tápláltsági állapotának és életvitelének összefüggései. Anthropologiai Közlemények, 59 (2018), p. 31-45.

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 16

A	B	C	D	E	FX
93.75	6.25	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. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ PRA/25	<b>Name:</b> Practical biology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 0 / 1 / 1 <b>For the study period:</b> 0 / 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for completing the course is active participation in the seminar and practical classes. Documentation and presentation of field observations is 25%. The condition for completing the animal physiology part of the field practice is the development of a complex protocol (25%) in which the student describes his/her acquired experiences, observations, and knowledge about the animal species he/she became acquainted with during the field practice. Assessment criteria: A written test (50%) assesses the knowledge acquired from the laboratory practices at the end of the semester. Student workload: 3 credits = 90 hours: 26 hours seminar, 64 hours student preparation. To complete the course, students must obtain at least 50% of the maximum subject mark (100 points). Overall evaluation of the success of the subject: <ul style="list-style-type: none"> <li>- A = 90-100% (90-100 points)</li> <li>- B = 80-89% (80-89 points)</li> <li>- C = 70-79% (70-79 points)</li> <li>- D = 60-69% (60-69 points)</li> <li>- E = 50-59% (50-59 points)</li> <li>- FX = 0 – 49% (0 – 49 points)</li> </ul>	
<b>Results of education:</b> Knowledge: The student <ul style="list-style-type: none"> <li>- understands the relationship between man and nature and man's place and role in nature.</li> <li>- can see and interpret where and how biology appears in everyday life in technical applications.</li> <li>- recognize the most common animal species encountered in everyday life, determine their living conditions, and identify species-specific needs.</li> <li>- Can interpret the importance of keeping domestic and farm animals and is aware of animal husbandry's main goals and advantages and disadvantages for nature and the environment.</li> </ul>	

- knows the laboratory regulations, the tools and instruments used in the biological laboratory, their operating principles and basic methods of use in practice.
- knows how to write chemical formulas, prepare solutions, and calculate concentration.
- knows basic laboratory measurements, basic operations, and simple separation operations.

**Skills:**

The student:

- can observe, interpret and present the biological laws manifested in fundamental natural phenomena,
- uses the experimental tools of biology, computer capabilities and knowledge available on the Internet with appropriate routine.
- can continuously renew his/her professional knowledge,
- can collect and process information in order to identify processes and problems occurring in nature,
- can positively perceive the observed animal species and utilize the acquired knowledge.
- can recognize and use laboratory equipment in practice.
- can perform basic chemical measurements and basic operations in laboratory conditions.

**Competences:**

The student:

- can develop a positive attitude towards biological phenomena,
- is committed to rational thinking and logical reasoning,
- can shape positive behavior in his own and other people's lives with an emotional and ethical approach,
- is open to new theories and methods and their application and integration within the field of biology.
- can positively evaluate his relationship with nature and animals based on practical observations and experiences.
- - can interpret, perform, modify and present practical experiments, which he will use in his future career as a biology teacher or during the completion of specialized subjects for which these laboratory skills will be necessary.

**Brief syllabus:**

1. Introduction. Observation of fundamental natural phenomena in living and inanimate nature
2. Observation of fundamental natural phenomena in living and inanimate nature
3. Interpretation, evaluation, documentation, and presentation of the observation.
4. Ecological, nature conservation and environmental, ethical aspects of the phenomena.
5. Zoology – the most common animals in our environment, their characteristics and observation
6. Zoology – economic and productive animals, their characteristics and observation
7. Zoology – domestic and hobby animals, their characteristics and observation
8. Zoology – game, their characteristics and observation
9. Introduction to laboratory regulations, characterization of laboratory equipment, characterization and use of glass laboratory equipment, and characterization and use of laboratory porcelain and metal equipment.
10. Characterization and use of laboratory instruments. Writing chemical formulas.
11. Preparing solutions, solubility, and concentration calculation.
12. Characterize laboratory operations, basic measurements (mass, volume, density), basic operations (mixing, heating, cooling, drying), and introduce separation operations (crystallization, distillation, sublimation, chromatography).
13. Repetition, submitting assignments, and writing tests.

**Literature:**

BAKONYI, G., JUHÁSZ, L., KISS, I., PALOTÁS, G. 2003. Állattan. 2., átdolgozott, bővített kiadás. Budapest: Mezőgazda Kiadó. 718 s. ISBN 963-286-044-6.

BENKŐ, Z., KŐMIVESNÉ TAMÁS, I., STANKOVICS, É. 2011. Kémiai alapok [online]. ISBN 978-963-279-479-2. Dostupné na: [https://oszkdk.oszk.hu/storage/00/00/59/40/dd/1/kemiai\\_alapok\\_animaciok\\_nelkul.pdf](https://oszkdk.oszk.hu/storage/00/00/59/40/dd/1/kemiai_alapok_animaciok_nelkul.pdf)

GYEPES, R., SZARKA, K., HEGEDŰS, O., MÉSZÁROS, R. A laboratóriumi technika alapja: Tankönyv a kémia- és/vagy biológiatanár szakos hallgatók részére. Komárno: Selye János Egyetem Tanárképző Kar. ISBN 978-80-8122-402-7. Dostupné na: <https://pf.ujs.sk/documents/books/labtech.pdf>

LÓW, P., MOLNÁR, K., KRISKA, GY. 2016. Atlas of Animal Anatomy and Histology. 1. vyd. Switzerland: Springer. 413 s. ISBN 978-3-319-25170-7.

NAGY, M. 2015. Praktikum biológiából. 1. vyd. Komárno: Univerzita J. Selyeho. 114 s. ISBN 978-80-8122-163-7.

PETŐCZ, GY. Laboratóriumi munkához szükséges alapvető kémiai számítások: Oktatási segédanyag [online]. Dostupné na: <https://www.bathoriestigimi.hu/sites/default/files/dokumentumok/szamitasok.pdf>

RÁCZ, J. 2012. Állatnevek enciklopédiája: A gerincesek elnevezéseinek eredete, az állatok kultúrtörténete, néprajza és mitológiája. 2. vyd. Budapest: TINTA Könyvkiadó. 547 s. ISBN 978-615-5219-08-5.

RŐSZER, T. 2003. Practicum zooanatomicum = Gyakorlati állatanatómia. 1. vyd. Debrecen: Kossuth Egyetemi Kiadó. 111 s.

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 14

A	B	C	D	E	FX
35.71	28.57	14.29	21.43	0.0	0.0

**Teacher:** Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Ing. Iveta Szenczióvá, PhD., PaedDr. Daniel Danca,

**Date of last update:** 30.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ TEB/22	<b>Name:</b> Botanical fieldwork
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Protocol on botanical practice and preparation of a herbarium of 200 items from which students will be tested. The scientific name of 30 plants will be tested by random selection. Credits will not be awarded to a student who does not recognize at least 16 items out of 30 randomly selected from his herbarium. Total student workload: 4 credits = 100-120 hours The student will participate in field practice for 26 hours. It takes 75-100 hours for the post-harvest treatment of plant material, its inclusion in the herbarium and its determination with the help of the identification key and learning of the herbarium. 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)	
<b>Results of education:</b> <b>Knowledge:</b> - The student will learn to make a herbarium of vascular plants. - The student knows the current law on nature and landscape protection. <b>Abilities:</b> - The student can identify higher plants according to the identification key. - The student can establish a handy herbarium in the future workplace. <b>Competencies:</b> - The student has a positive attitude towards plant protection.	
<b>Brief syllabus:</b> Fieldwork in the scope of 5 days.	

Students will learn to identify taller plants using an identification key. They collect plant material in various habitats for the preparation of herbarium. According to agreement and possibilities, they will take part in an excursion in the botanical garden or in the arboretum. Protected and endangered taxons will be documented with photographs—preparation of herbarium. Students will be familiar with the current law on nature and landscape protection.

**Literature:**

BALÁZS P., (2012): Zákklady systému krytosemenných rastlín – A zárwatermő növények rendszerének alapjai. Univerzita J. Selyeho – Selye János egyetem, Komárno ISBN 978-80-8122-054-8

GOJDIČOVÁ E., MÁRTONFI P., MÁRTONFIOVÁ L., (2008): Botanika-Cievnaté rastliny. Vydavateľstvo : Ústav vysokohorskej biológie Žilinskej univerzity ISBN 977808889223121

SIMON T., (2004) : A magyarországi edényes flóra határozója. Nemzeti tankönyvkiadó, Budapest. ISBN 963 19 1226 4

Aktuálny zákon NR SR o ochrane prírody a krajiny a súvisiace vyhlášky MŽP SR.

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 28

A	B	C	D	E	FX
21.43	21.43	7.14	14.29	25.0	10.71

**Teacher:** Ing. Pavol Balázs, PhD.,

**Date of last update:** 06.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ VSB1/22	<b>Name:</b> General biology I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 2 <b>For the study period:</b> 26 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 6	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Students prepare a collection of letters that contains 20 items. They characterize leaves morphologically, and at the end of the semester, they are tested on the morphology of the leaves. During the semester, there will be two written examinations from the botanical part and one from the zoological part at the end of the semester. The final oral exam is half botanical and half zoological. Completing at least 50% of the botanical part and at least 50% of the zoological part is a condition for granting credits. Total student load: 6 credits = 150-175 hours The student will participate in 52 hours of contact lessons; the student works for 20 hours on the collection of leaves, their morphological description and preparation for the examination, and in the 25 hours of self-study; he prepares for one written examination from the botanical part (a total of 50 hours), for the examination from the zoological part is composed by self-study in the range of 50 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)	
<b>Results of education:</b> <b>Knowledge:</b> - The student can identify the basic conceptual, categorical and methodological apparatus of the subject; - The student has expanded knowledge in the field of related sciences and understands and categorizes connections from other scientific disciplines; - By completing the subject, the student will acquire knowledge of the anatomy and morphology of higher plants and animals, which he can use in their identification. <b>Abilities:</b>	

- The student can recognize plant and animal organs.
- The student can apply theoretical knowledge to other botanical and zoological subjects.

Competencies:

- The student can soundly express himself in the scientific field of the anatomy and morphology of higher plants and animals.

**Brief syllabus:**

seminar 1. – part of botany

- 1., Definition of basic terms. A brief history of the issue.
- 2., Stem branching, types of branching, germination of higher plants.
- 3., Root: Primary and secondary structure of the root. Monocotyledonous and dicotyledonous roots.
- 4., Stem: Anatomy of the stem. The primary structure and its tissues. Secondary construction. Structure of the stem of monocotyledonous and dicotyledonous plants
- 5., Telomere theory.
- 6., Sheet: Basic structure and types of meshes. Leaf structure of gymnosperms and angiosperms.
- 7., Flower – flower structure, flower packaging, stamen, carpels
- 8., Floral formula and diagram
- 9., Introduction to plant embryology. Male genital organs, microsporogenesis, formation and structure of the pollen grain.
- 10., Female genital organs, megasporogenesis, germinal sac structure.
- 11., Introduction to plant embryology. Formation and structure of the embryo. The anatomical structure of the fetus. –

Pollination, fertilization, emergence and development of seed and fruit - embryogenesis.

- 12., Vegetative and generative plant reproduction.
- 13., Adaptations of plant organs to their environment

seminar 2. – part of zoology

- 1., Introduction to the issue
- 2., Covering systems of vertebrates
- 3., Support systems of vertebrates
- 4., Digestive systems of vertebrates
- 5., Circulatory systems of vertebrates
- 6., Respiratory systems of vertebrates
7. Excretory systems of vertebrates
- 8., Reproduction - asexual, sexual - vertebrates
- 9., Gland systems with the internal secretion of vertebrates
- 10., Nervous systems of vertebrates
- 11., Vertebrate sensory organs
- 12., Ontogenesis of animals - embryogenesis - vertebrates
- 13., Ontogenesis of animals, regulation of development, postembryonic development - vertebrates

exercise 1. – botanic part

- 1., Plant organs, characteristics, general morphological features
- 2., Metamorphosis and forms of the root.
- 3., Metamorphosis of the stem. - Morphology – meaning, phylogenetic, ontogenetic development,
- 4., Morphology and organology of the leaf I., leaf veins, shapes of the leaf blade,
- 5., Morphology and organology of leaf I., simple and compound leaves, leaf development, vernation and position of leaves on the stem.
- 6., Study control
- 7., Morphology – inflorescences simple and compound. Inflorescences fringed.
- 8., Apical inflorescences
- 9., Double fertilization of angiosperms

- 10., Types of true fruits,
  - 11., Types of false fruits, propagation of seeds and fruits
  - 12., Study control
  - 13., Examining the morphology of leaves
- exercise 2 – zoology part
- 1., Basic concepts
  - 2., Covering systems of invertebrates
  - 3., Support systems of invertebrates
  - 4., Digestive systems of invertebrates
  - 5., Circulatory systems of invertebrates
  - 6., Respiratory systems of invertebrates
  - 7., Excretory systems of invertebrates
  - 8., Reproduction - asexual, sexual - invertebrates
  - 9., Gland systems with the internal secretion of invertebrates
  - 10., Nervous systems of invertebrates and vertebrates
  - 11., Sensory organs of invertebrates
  - 12., Ontogenesis of animals - embryogenesis - invertebrates
  - 13., Ontogenesis of animals, regulation of development, postembryonic development - stateless

**Literature:**

- BAKONYI, G.: Állattan. Mezőgazda Kiadó. 2003. 718 s. - ISBN 963 286 044 6.
- BELÁKOVÁ, A.: Rozmnožovanie a ontogenéza živočíchov. Bratislava : Univerzita Komenského v Bratislave, 1994. 80. ISBN 8022307319.
- CSÖRGŐ et al.( eds.) Magyar madárvonulási atlasz. Kossuth Kiadó, 2009.,672 s. - ISBN 978-963-09-5865-3.
- HARASZTY Á., (1990): Növényismeret és növényélettan. Tankönyvkiadó, Budapest ISBN 963 18 3006 3
- KRISKA, G., LŐW, P.: Biológia érettségire felkészítő. Állati szervezetek. Nemzeti Tankönyvkiadó, 222. o. + DVD. 2012 223 s. - ISBN 978-963-19-7109-5.)
- TUBA Z., SZERDAHELYI T., ENGLONER A., NAGY J., 2013 : Botanika I. Sejtten, szövettan alaktan. Nemzeti tankönyvkiadó, Budapest. 280 s ISBN : 978-963-19-5848-5.)
- ZBORAY, G.: Összehasonlító anatómiai praktikum I. - A gerinctelenek - Anamnia- Az alacsonyabbrendű gerincesek. Nemzeti Tankönyvkiadó, 2014, 486 s. - ISBN 978-963-19-6819-4.)
- ZBORAY, G.: Összehasonlító anatómiai praktikum II. Amniota. Magasabbrendű gerincesek. ELTE Eötvös Kiadó Kft., 2007, 480 s. - ISBN 978-963-19-6000-6.)

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 64

A	B	C	D	E	FX
6.25	6.25	10.94	21.88	34.38	20.31

**Teacher:** Ing. Pavol Balázs, PhD., RNDr. Štefan Balla, PhD., PaedDr. Daniel Dancsa,

**Date of last update:** 06.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ VSB2/22	<b>Name:</b> General biology II.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 / 1 <b>For the study period:</b> 13 / 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, students must meet the following requirements: Total student workload: 5 credits = 125-150 hours The student participates in 39 hours of contact classes, 15 hours of preparation of tasks given at seminars, 16 hours of self-study for the written examination from the seminar section, and 15 hours of preparation of protocols and preparation for the oral exam by self-study of 40 hours. The final assessment is as follows: Protocols - 10%, written examination from the seminar part - 30%, oral exam - 60%. The condition for successful subject completion is obtaining at least 50% from each part of the subject evaluation. 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)	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student will get to know more thoroughly the structure of every organ of the human body, including cytology and histology.</li> <li>- The student knows the structure of each organ and the human organ system.</li> <li>- The student knows the relational system of each organ system and can think at the system level</li> <li>- The student has expert anatomical knowledge that supports his health knowledge.</li> <li>- The student knows the main anatomical terms of the Hungarian, Slovak and Latin equivalents.</li> <li>- The student knows the rules of laboratory work.</li> <li>- The student knows the basics of classical genetics</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- The student can independently collect information from the field of anatomy</li> <li>- The student can apply theoretical knowledge in practice</li> <li>- The student can navigate anatomical diagrams, models</li> <li>- The student can assemble the human skeleton using diagrams</li> </ul>	

- The student can determine the age and gender of human bones using specialized materials
- The student can examine the morphology of pig organs
- The student can keep minutes of his laboratory work
- The student can explain the functioning of the central dogma also using examples
- The student can solve examples of classical genetics

**Competencies:**

- The student has a positive attitude toward learning about the human body
- The student undertakes to protect the human body
- The student commits to evidence-based scientific thinking
- The student has the competence to solve simple problems of monogamous inheritance

**Brief syllabus:**

1. Anatomical nomenclature. Axes, planes, and directions on the human body.
2. Skeletal system. Anatomy of the trunk, skull, upper and lower limbs.
3. Muscular system. Main muscle groups of the head, neck, torso, upper and lower limbs.
4. Respiratory system. Anatomy of the lower and upper respiratory tract.
5. Digestive system. Anatomy of some organs of the digestive system.
6. Circulatory system. Structure of the heart. Vessels. Lymphatic system. Spleen, lymph.
7. Excretory system. Anatomy of the urinary tract and kidneys.
8. Sexual system. Male genitals. Female genitals.
9. Parts of the central nervous system and brain.
10. Nervous system: parts of the central nervous system, spinal cord.
11. Nervous system: the peripheral nervous system. Cerebral and spinal nerves.
12. Sensory organs. Sight, hearing and balance organs,
13. Sensory organs. Anatomy of smell, taste and skin.

**Seminars:**

1. Introduction to the issue of inheritance.
2. Brief history of genetics.
3. Definition of basic genetic concepts. Basics of genetic terminology.
4. Genetic code.
5. Central dogma.
6. Practicing examples from replication, transcription and translation
7. Basics of regulation of genetic systems.
8. Mendel's laws I.
9. Mendel's laws II.
10. Calculation of examples of crossing monohybrid, dihybrid
11. Calculation of examples of complete crossing dominance, incomplete dominance
12. Calculation of examples of the crossing of gonosomal inheritance
13. Summary

**Literature:**

- BORISSZA E., VILLÁNYI A., ZENTAI G. Ötösöm lesz genetikából - 5. vyd. - Budapest : Műszaki Könyvkiadó Kft., 2006. - 319 s. - ISBN 963 16 2836 1.
- CAMPBELL, A. M., HEYER, L. J. Genomika, proteomika, bioinformatika - 1. vyd. - Budapest : Medicina Könyvkiadó Rt., 2004. - 381 s. - ISBN 963 242 882 X.
- ČIHÁK, R.: Anatomie I.-III. Avicenum Praha, 1987, 1989, 1997. ISBN 80-7169-970-5
- DYLEVSKÝ, I.: Somatológia. Bratislava : OSVETA, 2000. - 439 s. - ISBN 80-8063-127-1
- MADER, S. S.: Human biology. Wm. C. Brown Publishers, USA, Third edition 1992. 500 s. - ISBN 0-697-12333-2

MARÓY, P. Genetika BS - 3. vyd. - Szeged : Jate Press, 2014. - 281 s. - ISBN 978-963-306-003-2.

McCRACKEN, T.O.: Háromdimenziós anatómiai atlasz. Budapest : Scolar Kiadó, 2000. - 237 s. - ISBN 978-963-9193-99-4

NAGY, M.: Humánbiológia, Lilium Aurum, Dunaszerdahely, 2006, ISBN 80-8062-283-3.

SZENTÁGOTHAJ, J.: Funkcionális anatómia I.-III. Budapest : Medicina Könyvkiadó, 2006. - 710, 600, 800. - ISBN 963 242 565 0

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.

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

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 42

A	B	C	D	E	FX
14.29	7.14	4.76	42.86	16.67	14.29

**Teacher:** Dr. habil. PaedDr. Melinda Nagy, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., PaedDr. Daniel Danca,

**Date of last update:** 06.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ ZET/22	<b>Name:</b> Basics of ecotoxicology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> A condition for passing the subject is active participation in seminars. The evaluation consists of a presentation and writing of a seminar paper on a freely chosen topic related to ecotoxicological problems (range min. five pages, max. ten pages). Evaluation criteria: - Summary of the issue according to currently available professional literature, drawn from relevant professional publications (40%) - Requirements for content, form, and graphic, image documentation (20%). - Elaboration of the presentation of the issues of the seminar work (40%). In the final part, the student proves his theoretical knowledge by completing the test. Final evaluation: share of seminar work and written exam on the grade: 50% - 50%. Total student load: 2 credits = 50-60 hours 26 hours of participation in contact lessons; 15 hours of preparation of seminar work and presentation; 9-19 hours of self-study and test preparation; 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)	
<b>Results of education:</b> <b>Knowledge:</b> - The student can characterize terms such as toxicity and poisons and determine the factors of the degree of toxicity. - The student can define mutagens, teratogens and carcinogens and classify them. - The student can describe industrial and agricultural pollutants and connect this knowledge with ecology. - The student can list and characterize individual types of toxic tests, their role and evaluation methods, goals of ecotoxicological studies and characterize commonly used test organisms.	

**Abilities:**

- The student can classify ecotoxicology among other scientific disciplines to characterize its importance for living organisms.
- The student can explain the importance of studying toxic substances for all living systems, such as plants, animals and humans.
- The student can explain the principles of toxicology in the context of ecology, nature protection, and health science.
- The student can use his knowledge in the teaching process by explaining the various consequences of industrial and agricultural disasters, which had a severe impact on the health of animals and people, as well as on the pollution of soil, water, air and thus also on the development of living organisms.

**Competencies:**

- The student has a positive attitude toward nature by knowing dangerous substances for ecosystems.
- The student has a positive attitude toward the creation of objective knowledge in the next generation; with his knowledge, he can increase the attitude of children towards the protection of the environment and their health and encourage them to take responsibility for the protection of nature and health at the individual level.
- The student is open to possible collaborations, participatory programs, new theories and methods, and their application and integration in the field of sustainability.
- 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, as an active citizen, is responsible in the pedagogical areas of education within his competencies; he takes responsibility for the ecological formation of his environment, living space and community.

**Brief syllabus:**

1. Introduction to the issue of ecotoxicology - history of ecotoxicology. Place of ecotoxicology in toxicology, connection with environmental protection, subject of ecotoxicology.
2. Toxicity, poison, toxicity rate factors - dose, duration of effect, route of exposure, species used for toxicity rate testing.
3. Ecosystems and ecotoxicology, micropollutants, as environmental stressors, heavy metals, pesticides, the mutagenic, teratogenic and carcinogenic effect of substances, poisons.
4. Industrial and agricultural pollutants, chlorinated hydrocarbons, organophosphorus esters, triazines, polychlorinated biphenyls, and dioxins.
5. Types of toxicological tests, acute and chronic tests, the role of single-species tests and their evaluation, and the role of multi-species tests and their evaluation.
6. Ecotoxicological studies, geno- and cytotoxicological studies, and ecotoxicological measurements.
7. Commonly used test organisms, standard test methods: bacterial bioassays, plant tests, animal tests.
8. The fate of toxic substances in environmental systems: bioindication, bioaccumulation, bioconcentration and biomagnification,
9. Measurement of biodegradation in ecotoxicological studies, biodegradation process, practical applicability, biodegradation testing techniques.
10. Ecotoxicology and risk assessment, early warning systems, environmental impact assessment, biomarkers, biosensors, bioindicators.
11. Microcosm, mesocosm, field experiments and bioremediation technology.
12. Toxicological limits, standard systems, authorization procedures.
13. Repetition, a summary of the curriculum.

**Literature:**

CALOW, P.: Handbook of Ecotoxicology - 1. vyd. : Blackwell Science, 1998. - 885 s. - ISBN 0 632 04933 2.

DARVAS, B., SZÉKÁCS, A.: Mezőgazdasági ökotoxikológia – 1. vyd. – Budapest: L Harmattan, 2006. – 382 s. – ISBN 963 7343 39 3.

KOMONYI, É.: Életvédelem I.: Környezeti veszélyek és károsító tényezők – 1. vyd. – Ungvár: PoliPrint, 2010. – 105. s. – ISBN 978-966-2596-05-5.

KVASNIČKOVÁ, D.: Životné prostredie - 1. vyd. Bratislava: Slovenské pedagogické nakladateľstvo, 2002. 160 s. ISBN 80-08-03341-X

TOMPA, A.: Kémiai biztonság és toxikológia – 1. vyd. – Budapest: Medicina Könyvkiadó, 2005. – 466 s. – ISBN 963 242 926 5.

**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:** RNDr. Štefan Balla, PhD., PaedDr. Daniel Danca,

**Date of last update:** 06.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ ZUR/22	<b>Name:</b> Basics of sustainable development
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The subject is evaluated by a final knowledge test (100 points) and the preparation of 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 for the 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: - A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0 – 49% (0 – 49 points)	
<b>Results of education:</b> <b>Knowledge:</b> - The student knows the content of the term sustainable development - The student knows the UN Sustainable Development Goals - The student systematically perceives the interconnectedness of the environment, human society and the economy. - The student knows the current state of the biosphere and knows the reasons and consequences of man-made destruction. <b>Abilities:</b> - The student can identify and process Sustainable Development problems based on his information collection. - The student can reveal the system relationships of the Sustainable Development goals. - The student can distinguish between sustainable and unsustainable processes and their reasons. - The student can recognize the interconnectedness of local and global problems. - Based on his ecological, social and economic knowledge, the student is capable of critical thinking. - Based on his natural science education, the student can correctly perceive and evaluate man's negative impact on the biosphere.	

- The student can propose local solutions.

Competencies:

- The student takes a positive attitude towards the phenomena of the biosphere.
- The student feels his responsibility for the future, respects his animate and inanimate surroundings,
- By his conviction, the student will lead his surroundings to a positive attitude toward Sustainable Development.

**Brief syllabus:**

1. Definition, interpretation, and development of the concept of sustainable development.
2. Origin and characteristics of the Millennium Development Goals and Sustainable Development Goals.
3. Systemic interconnectedness of nature, society and economy. Megatrends 20.-21. Centuries.
4. Climate change in the Anthropocene - the dimension of TUR.
5. Causes and consequences of the destruction of the biosphere by man. Living planet report 2020.
6. The current state of our planet in the light of sustainability numbers. Ecological footprint, carbon footprint, etc.
7. Systems thinking, systemic evaluation of ecological disasters.
8. State of the EU environment (SOER2020 report)
9. The main principles of the regulation of the protection of the atmosphere, climate, hydrosphere, pedosphere and nature protection of the EU.
10. Global risks and challenges affecting human health and well-being.
11. Sustainable way of life, reduction of consumption
12. Global problems, local solutions, good examples.
13. Global problems, local solutions, good examples.

**Literature:**

HOLÉCZYOVÁ, G. – ČIPÁKOVÁ, A. - DIETZOVÁ, Z.: Hygiena životného prostredia. 1. vyd. - Košice : Univerzita Pavla Jozefa Šafárika, 2011. ISBN 978 80 7097 892 4. 201 s.

MONSPART, E. – TROMBITÁS, G (1998).: 101 lépés a fenntartható világ felé. 1. vyd. - Budapest : Környezeti Tanácsadók Egyesülete, 120 s.

SCHMUCK, E.: A "Fenntarthatóság" első éve : A riói környezet és fejlődés világkonferencia tízéves évfordulójának alkalmából 1. vyd. : Magyar Természetvédők Szövetsége, 2002. 31s.

**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. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KBIO/Bdb/ ŠS/22	<b>Name:</b> Biology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5., 6..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> KBIO/Bdb/HIC/22 and KBIO/Bdb/VSB1/22 and KBIO/Bdb/BE1/22 and KBIO/Bdb/VSB2/22 and KBIO/Bdb/BCH1/25 and KBIO/Bdb/BE2/25 and KBIO/Bdb/BE3/25 and KBIO/Bdb/TEB/22 and KBIO/Bdb/FYR/22 and KBIO/Bdb/FYZ/22 and KBIO/Bdb/BCH2/22 and KBIO/Bdb/BE4T/22	
<b>Conditions for passing the subject:</b> <p>All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule. In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience.</p> <p>The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit.</p> <p>The results of the state examination and the thesis defence are publicly announced by the chair of the board.</p>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has acquired knowledge in the compulsory and profile subjects of the study programme,</li> <li>- the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan,</li> <li>- the student is able to analyse and evaluate the knowledge acquired in the subject.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- the student is able to present his/her expertise,</li> <li>- the student is able to hand over his/her knowledge</li> <li>- the student is able to organise and apply the theoretical knowledge acquired,</li> <li>- the student has the ability to organise and apply the knowledge acquired in the course of his (her) studies.</li> </ul> <b>Competences:</b>	

<ul style="list-style-type: none"> <li>- the student is able to express his/her linguistic and professional culture in the oral examination,</li> <li>- the student is able to use the knowledge acquired in a wider context,</li> <li>- the student is able to put the knowledge acquired into practice and organise it,</li> <li>- the student is able to use his/her knowledge in a creative way while solving problems, as well as to analyse the problem and organise new solutions,</li> <li>- the student is able to answer the questions of the committee at the expected level.</li> </ul>					
<b>Brief syllabus:</b> I. Biodiversity and ecology of taxons of plants, animals and fungi II. Anatomy, morphology and physiology of plants, animals and humans III. Basics of chemistry, biochemistry, molecular biology and genetics					
<b>Literature:</b> Literature indicated in the information sheets of the study programme					
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 12					
A	B	C	D	E	FX
16.67	8.33	16.67	25.0	25.0	8.33
<b>Teacher:</b>					
<b>Date of last update:</b> 06.03.2025					
<b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

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

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

**Brief syllabus:**

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

**Literature:**

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

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

English, Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:**

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

**Brief syllabus:**

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

**Literature:**

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

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

English, Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:**

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

#### Skills:

The student will be able to:

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

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

Kompetencie:

Študent

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

### Brief syllabus:

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

### Literature:

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

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

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

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

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

Hungarian language, Slovak language

### Notes:

### Evaluation of subjects

Total number of evaluated students: 1

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

Sub-discipline: Practical Knowledge of the New Testament 1

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

**Literature:**

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

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

Hungarian language, Slovak language

**Notes:**

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

## INFORMATION SHEET

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

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

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

Sub-discipline: Bible Seminar 2

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

**Literature:**

Karasszon, I., Ószövetségi ismeretek. SJE, Komárom, 2006.

Soggin, A. J., Bevezetés az Ószövetségbe. Kálvin kiadó, Budapest, 1999.

Rózsa, Huba, Az Ószövetség keletkezése II.( 3.kiad. ) Szent István Társulat, Budapest, 2002.

Bándy, J., Úvod do Starej zmluvy. UK, Bratislava, 2003.

Zenger, E., Einleitung in das Alte Testament.Kohlhammer, Stuttgart-Berlin-Köln, 2001

Bándy, Gy., Bevezetés az Újszövetségbe. SJE, Komárom, 2008 SJE, Komárom, 2008. ISBN 978 80 89234 50 9.

Bolyki, J., Újszövetségi bevezetéstán. Budapest, 1990

Schweizer, E., Teológiai bevezetés az Újszövetségbe. Kálvin kiadó, Budapest, 2004 ISBN 9633009774.

Kocsis, I., Bevezetés az Újszövetség kortörténetébe és irodalmába I. Szent István Társulat, Budapest,2010. ISBN 9789632771687.

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

Hungarian Language, Slovak Language

**Notes:**

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

**Evaluation of subjects**

Total number of evaluated students: 12

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

**Literature:**

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

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

Hungarian language, Slovak language

**Notes:**

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

**Evaluation of subjects**

Total number of evaluated students: 6

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

**Literature:**

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

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

Hungarian language, Slovak language

**Notes:**

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

**Evaluation of subjects**

Total number of evaluated students: 6

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

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

Competencies:

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

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

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

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

### **Brief syllabus:**

Sub-discipline: Old Testament contemporary history

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

II. The test in the probationary period.

Sub-discipline New Testament contemporary history

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

II. The test in the probationary period.

Sub-discipline Ecumenics

Week 1: Course Objectives.

Week 2: Scripture and tradition in ecumenism.

Week 3: The life of the early Christian congregations.

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

Week 5: Ecumenical synods.

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

**Literature:**

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

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

Hungarian language, Slovak language

**Notes:**

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

**Evaluation of subjects**

Total number of evaluated students: 4

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

**Literature:**

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

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

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

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

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

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

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

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

Hungarian language, slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

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

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

### **Results of education:**

Knowledge:

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

Competences:

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

Competences:

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

### **Brief syllabus:**

The procedure for defending the final paper is as follows:

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

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

## INFORMATION SHEET

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

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

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

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

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

Competencies:

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

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

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

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

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

### **Brief syllabus:**

Sub-discipline: Church music 1.

Music Introduction.

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

Sub-discipline: Sources of catechetical work 1

Religious education and interpretation of religion.

History of religious education.

Trends in religious education.

Interpretation of religious education.

Introduction to the Bible.

Introduction to church history

Introduction to dogmatics

Introduction to ethics

Introduction to church life

Introduction to the Christian religions

Introduction to psychology

Introduction to the philosophy of religion.

## Summary

### Literature:

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

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

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

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

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

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

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

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

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

Hungarian language, Slovak language

### Notes:

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

Sources of catechetical work 1.

### Evaluation of subjects

Total number of evaluated students: 5

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

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

Competencies:

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

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

### **Brief syllabus:**

Sub-discipline: church music 2

1. Music Introduction.

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

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

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

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

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

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

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

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

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

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

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

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

Sub-discipline: Sources of catechetical work 2

Play, board games.

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

Religious education- group play.

Types of games.

Play as therapy.

Christian board games for different ages: Kezes-lábas

Logisztory/Logisztory-Reformáció

Tálentumok

Úton-útfélen

Community building games.

Making the game Double

Presentation of a biblical board game of your own design.

### **Literature:**

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

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

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

Hungarian language, Slovak language

**Notes:**

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

**Evaluation of subjects**

Total number of evaluated students: 3

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

The student will be able to organize and lead youth events

Competencies:

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

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

### **Brief syllabus:**

Sub-discipline: church music 3

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

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

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

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

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

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

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

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

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

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

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

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

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

Sub-discipline: Sources of catechetical work 3

1. Youth Mission.

2. The personal and professional approach of mission workers.

3. Evangelization.

4. Organization of youth ministry.

5. Diakonia as youth ministry.

6. Film club.

7. Youth choir.

8. Sports activities.

9. Organised leisure time for young people.

10. Organisation of summer camps.

11. Organization of prayer meetings.

12. Creative spirituality,

13. Presentation of written works of students.

**Literature:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Hungarian language, Slovak language

**Notes:**

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

Sources of catechetical work 3

**Evaluation of subjects**

Total number of evaluated students: 3

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

The student will be able to conduct religious education classes.

Competencies:

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

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

### **Brief syllabus:**

Sub-discipline: Church music 3

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

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

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

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

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

6. Advent and Christmas hymns.

7. Easter and Passover hymns.

8. Pentecost songs.

9. Simple musical instrumentation of holiday songs.

10. Songs of other religious festivals.

11. Morning and evening hymns, table blessings.

12. Youth hymns in the Reformed hymnal.

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

Sub-discipline: Principled Catechetics

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

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

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

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

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

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

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

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

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

#### **Literature:**

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

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

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

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

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

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

Hungarian language, Slovak language

**Notes:**

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

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

Written assignments to be prepared and presented by the students:

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

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

Presentation of 3 excerpts of your choice from recommended authors.

### **Literature:**

Recommended reading:

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

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

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

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

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

Helios Mann:

Recommended reading:

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

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

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

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

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

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

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

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

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

Excerpts:

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

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

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

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

Hungarian language, Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

**Brief syllabus:**

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

**Literature:**

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

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

Hungarian language, Slovak language

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

Total number of evaluated students: 0

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

## INFORMATION SHEET

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

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

**Brief syllabus:**

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

**Literature:**

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

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

Hungarian language, Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

**Brief syllabus:**

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

**Literature:**

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

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

Hungarian language, Slovak language

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

Total number of evaluated students: 0

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

**Literature:**

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

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

Hungarian language, Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

Americas, Africa and Oceania

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

Skills:

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

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

Competencies:

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

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

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

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

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

**Brief syllabus:**

Sub-discipline: church history 1

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

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

3. The apostolic fathers and apologists

4. Church Fathers.

5. Persecution of Christians in the Roman Empire.

6. 1. written test.

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

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

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

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

12.Summary

13. 2nd Written test.

Religious Studies 1.

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

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

3. Religion in the history of human society

4. Religious studies and theology

5. Religious systems: dynamism, animism

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

8. Religious concepts.

9. Holy Persons

10. Holy times

11. Holy sayings and scriptures

12. Religion and Nation

13. Types of world religions- 2nd written test

Sub-discipline: History of Catechesis

1. Education in ancient Rome,

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

### **Literature:**

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

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

Hungarian language, Slovak language

### **Notes:**

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

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

## INFORMATION SHEET

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

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

Skills:

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

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

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

Competencies:

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

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

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

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

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

### **Brief syllabus:**

Sub-discipline: Church History 1

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

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

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

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

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

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

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

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

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

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

13.

Sub-discipline: Religious Studies 1

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

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

3. Hellenistic religions and their influence on traditional religions

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

5. Eleusinian mystery

6. The Cult of Dionysus

7. Orphism

8. Attis and Cybele

9. Isis and Osiris

10. Mithraism

11. Religion of the Gepids

12. Religions of the pagan Germanic peoples

13. Pagan religions of the Slavs

Sub-discipline: Principled Catechetics

Seminar Topics:

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

**Literature:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Hungarian language, Slovak language

**Notes:**

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

Religious Studies 2

Principled Catechetics 2

**Evaluation of subjects**

Total number of evaluated students: 6

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

**Skills:**

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

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

**Competencies:**

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

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

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

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

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

**Brief syllabus:**

Sub-discipline: Church history 3

Reformation.

Martin Luther.

John Calvin, Ulrich Zwingli.

The persecution of Protestants.

Counter-Reformation.

WRITTEN TEST I.

The toleration patent.

Rationalism, Liberalism.

Church history of the 20th century I.

Church History of the 20th Century II.

Church History of the 20th Century III.

Church History of the 20th Century IV.

WRITTEN TEST II.

Sub-discipline: Religious Studies 3

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

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

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

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

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

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

7. Fundamentalism (18th-20th centuries)

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

9. Religious reform of Zoroaster.

10. Holy books and teachings of Zoroastrianism.

11. Yazidiya

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

13. Judaism.

Sub-discipline: Catechetics 1.

Seminar topics:

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

**Literature:**

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

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

Hungarian language, Slovak language

**Notes:**

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

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

## INFORMATION SHEET

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

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

**Skills:**

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

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

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

**Competencies:**

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

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

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

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

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

**Brief syllabus:**

Sub-discipline: church history 4

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

Sub-discipline: Religious Studies 4

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

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

**Literature:**

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

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

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

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

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

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

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

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

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

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

Hungarian language, Slovak language

**Notes:**

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

**Evaluation of subjects**

Total number of evaluated students: 4

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

Competencies:

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

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

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

### **Brief syllabus:**

Ecclesiology 1-2

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

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

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

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

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

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

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

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

9, Worship. Catechetical Ministry.

10, Pastoral ministry, missionary ministry.

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

12, Ecumenism, ecumenical movement, church and world.

13, Church and society church and politics.

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

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

### **Literature:**

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

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

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

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

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

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

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

Hungarian language, Slovak language

**Notes:**

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

**Evaluation of subjects**

Total number of evaluated students: 16

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

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

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

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

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

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

### **Brief syllabus:**

Theological Encyclopedia 1-2

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

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

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

### **Literature:**

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

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

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

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

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

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

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

Lacszay András: A református egyházismeret alapjai, Református

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

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines:

Theological Encyclopedia 2

Introduction to the Study of Catechetics 2

**Evaluation of subjects**

Total number of evaluated students: 12

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

**Brief syllabus:**

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

**Literature:**

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

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

Hungarian language, Slovak language

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

Total number of evaluated students: 2

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

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

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

**Brief syllabus:**

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

**Literature:**

Literature indicated in the information sheets of the study programme.

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

Hungarian language, Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 2

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

**Teacher:**

**Date of last update:** 28.04.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ BCZ/25	<b>Name:</b> Human biology and basics of first aid
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the seminars, which consist of a theoretical and practical part. During the practical part, the student will try out, practice, and at the end, demonstrate basic practical skills in providing emergency first aid in various simulated situations and various types of injuries and accidents. The partial evaluation of the subject represents the evaluation of the protocols for some human organ systems, which the student will receive as homework (30%). In the final part, the student proves his theoretical knowledge by completing the test (70%). Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%. Achieving 50% of the total points is necessary to award credits. Total student load: 2 credits = 60 hours (13 hours: participation in seminars, 47 hours: self-study and preparation for the exam, preparation of protocols).	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student can characterize the ontogenetic development of a person from the formation of gametes through pre-embryonic development to the end of post-embryonic development.</li> <li>- The student can characterize the individual organ systems of a person with an emphasis on the morphological and functional characteristics of these systems in specific age periods, focusing mainly on childhood and adolescence.</li> <li>- The student can summarize theoretical knowledge about basic life-saving actions, disorders of consciousness, breathing disorders, seizures, bleeding from wounds, shock, fractures, joint injuries, and burns.</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- The student can understand and grasp the physiological processes that take place in the human body.</li> <li>- The student can explain and use the anatomy, morphology, and physiology of the human body in his teaching practice.</li> <li>- The student can practically perform essential emergency support of life functions - opening the airways, rescue breathing, chest compressions (heart massage), stopping bleeding, stabilizing position, cardiopulmonary resuscitation (revival), including the use of automatic external defibrillation,</li> </ul>	

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

**Competencies:**

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

**Brief syllabus:**

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

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

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

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

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

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

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

First aid for burns caused by caustics and chemicals.

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

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

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

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

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

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

**Literature:**

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

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

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

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 299

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

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

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ DID/25	<b>Name:</b> General didactics and preparation for school observation
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites: 1. Preparation for the selected educational activity (lesson) 2. Observation sheets 3. Final exam - 100 points As a condition for admission to the examination, the student must submit a preparation for the selected learning activity (lesson) in the context of solving the assigned problem independently (or in pairs) and observation sheets to be completed in the student's logbook. Total student workload in terms of time allocation: 2 credits = 60 hours - attendance at lectures and seminars (26 hours), - preparation for class (10 hours), - preparation of observation sheets (10 hours), - preparation for the final examination (14 hours). Final assessment: maximum score of 100 points. A passing grade is required to achieve at least 50 points, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must achieve 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (50-59 points) of the total number of points.	
<b>Results of education:</b> Knowledge: The student knows - basic didactic concepts and the place of didactics in pedagogical science, - The main trends in epistemology, - The student will learn the basic principles of epistemology, the main ideas of epistemology, the main concepts of epistemology, the operations of thought and the limitations of rational thought, - the most important theories and models of learning, - age characteristics of children and age-specific features of their thinking, - the main theories of motivation, - the aims and outcomes of education and learning, - methods and means of planning the educational process,	

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

The student has specific knowledge of :

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

Skills:

The student is able to:

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

Competences:

Student:

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

**Brief syllabus:**

The concept and place of didactics in pedagogy.

Epistemological aspects of education.

Thought operations.

Education, teaching and learning: theories and models.

Planning the educational process.

The teacher and his strategies. Methods and teaching aids.

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

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

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

### **Literature:**

Compulsory literature:

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Slovensko-maďarský glosár školskej terminológie. Szlovák- magyar közoktatási szószeret. 2020. Bratislava: Ministerstvo školstva, vedy, výskumu a športu SR. [online]. Dostupné na internete: [https://www.minedu.sk/data/files/9495\\_final\\_svk\\_mad.pdf](https://www.minedu.sk/data/files/9495_final_svk_mad.pdf)  
SZABÓOVÁ, E. 2018. Személyiségfejlesztő nevelő-oktató tevékenységek az óvodában. In: Orsovics, Y., Strédl, T., Szabóová, E., Vass, V. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : Selye János Egyetem, Tanárképző Kar, 2018. p. 59-105. ISBN 978-80-8122-282-5.  
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DEREVJANÍKOVÁ, A.- DZURILLA, M. 2014. Hudobná výchova v predprimárnej edukácii. Bratislava: MPC, 57 s. ISBN 978-80-8052-900-0. [online] Dostupné na internete: [https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/derevjanikova\\_dzurilla\\_0.pdf](https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/derevjanikova_dzurilla_0.pdf)

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MASARYKOVÁ, D. 2014. Vzdelávacia oblasť Zdravie a pohyb. Bratislava: Metodicko-pedagogické centrum. Metodická príručka. 38 s. ISBN 978-80-8052-891-1. [online]. Dostupné na internete: [https://mpcedu.sk/sites/default/files/publikacie/zdravie\\_a\\_pohyb\\_metodicka\\_prirucka\\_zal-\\_na\\_webe.pdf](https://mpcedu.sk/sites/default/files/publikacie/zdravie_a_pohyb_metodicka_prirucka_zal-_na_webe.pdf)

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MINÁRECHOVÁ, M.- ŽOLDOŠOVÁ, K. 2014. Človek a svet práce. Metodická príručka k vzdelávacej oblasti Štátneho vzdelávacieho programu pre materské školy. Bratislava : MPC. [online]. Dostupné na internete: [https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/minarechova\\_zoldosova\\_2.pdf](https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/minarechova_zoldosova_2.pdf)

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ZÁPOTOČNÁ, Z.- PETROVÁ, Z. 2016. Jazyk a komunikácia. Metodická príručka k vzdelávacej oblasti Štátneho vzdelávacieho programu pre predprimárne vzdelávanie.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 267

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

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

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ DOC-b/25	<b>Name:</b> Volunteering, helping activities
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio, i.e. based on the work produced during the volunteering activity (30 points). The conditions for completing the course are set and regulated by the Directive of the Dean of the Faculty of Education UJS: Principles of pedagogical practice at the Faculty of Education UJS student is obliged to follow the relevant part of this document, related to the pedagogical practice. Students shall prepare the following documents during their volunteer activity. He/she is obliged to submit an accurately and bilingually completed protocol on the completion of the volunteer activity and to create a portfolio based on a previously created and consulted structure. <b>Mandatory components of the portfolio:</b> - The portfolio must include a bilingually completed volunteering protocol. - The portfolio must include the structure of the volunteering organisation (observation of individual non-formal learning activities) (10 points) - The portfolio must include the activities of their work in the field carried out during the volunteering activity (10 points) - Documentation of the period (preparation for each activity) (10 points). Total student workload: 1 credit = 30 hours Participation in 13 hours of practicum (contact hours); 10 hours of preparation for, and participation in, volunteer activities; 7 hours of portfolio preparation.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student can monitor, analyse, volunteer activities.</li> <li>• The student will be able to document the activities observed in the volunteer organization,</li> <li>• The student will be able to plan, organize and conduct individual education and leisure activities in the organization.</li> <li>• The student is able to build positive interpersonal relationships with the organization's leadership and to establish positive relationships with people.</li> </ul> <b>Ability:</b> <ul style="list-style-type: none"> <li>• The student will be able to work with members of the volunteer organization.</li> <li>• The student will be able to participate actively in the activities of the organization.</li> </ul>	

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

Competences:

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

### **Brief syllabus:**

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

### **Literature:**

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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.

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

hungarian, slovak

### **Notes:**

### **Evaluation of subjects**

Total number of evaluated students: 16

a	n
93.75	6.25

**Teacher:** Mgr. Attila Bognár, PaedDr. Peter Židek, PhD., Mgr. Katalin Sýkora Hernády, PhD., PaedDr. Beáta Kiss, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ DTV/25	<b>Name:</b> Digital technologies in the educational process
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The prerequisite is active participation in the seminars and continuous compilation of a portfolio of specific digital/virtual/online tools that are implemented in the pedagogical or educational process. The categories of the portfolio evaluation are: submission on time, consideration of formal requirements (orderliness, logical interconnection, aesthetics) and content requirements (methodology of the developing assessment tool, didactic treatment of the implementation of the assessment tool in education). The table of assessment criteria will be available to students on moodle after logging in to the e-learning course. The final grade will be calculated as follows: $(0.1 \times \% \text{ of active participation in the exercises}) + (0.9 \times \% \text{ obtained from the portfolio assessment})$ Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours portfolio preparation. To achieve a grade of A, 90-100%; for a grade of B, 80-89%; for a grade of C, 70-79%; for a grade of D, 60-69%; and for a grade of E, 50-59% of the total number of points must be earned.	
<b>Results of education:</b> <b>Knowledge:</b> Possesses knowledge of the digital society with respect to the teaching profession and the performance of its activities. Knows the challenges of the digital world reflected in education. Knows how to relate the appropriate digital tool to each pedagogical objective. Knows the possibilities of online learning to support active student learning. Knows the strategies, methods and forms offered by digital technologies and virtual reality to develop students' subject and digital literacy, Has knowledge of the risks of the digital world. Knows the principles of netiquette and effective communication in the digital world. <b>Skills:</b> Possesses basic methodological competencies and skills in ICT. Independently applies adequate methods of working in the digital world.	

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

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

Competences:

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

can work effectively independently in the online world,

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

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

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

### **Brief syllabus:**

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

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

Online tools to support cooperative learning. Augmented reality options.

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

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

Data protection and online safety.

### **Literature:**

ABONYI-TÓTH, A., TURCSÁNYI\_SZABÓ, M. A mobiltechnológiával támogatott tanulás és tanítás módszerei. Educatio Társadalmi Szolgáltató Nonprofit Kft., 2015, (dostupné na internete: [https://www.educatio.hu/pub\\_bin/download/tamop311\\_II/eredmenyek/m\\_learning/mlearning\\_kotet.pdf](https://www.educatio.hu/pub_bin/download/tamop311_II/eredmenyek/m_learning/mlearning_kotet.pdf))

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

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

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

Tudományegyetem. 2019. ISBN 978-963-489-129-1. (dostupné na internete: [http://mindenkiiskolaja.elte.hu/wp-content/uploads/2019/09/Digit%C3%A1lis-eszk%C3%B6z%C3%B6k-integr%C3%A1l%C3%A1sa-az-oktat%C3%A1sba\\_INTERA.pdf](http://mindenkiiskolaja.elte.hu/wp-content/uploads/2019/09/Digit%C3%A1lis-eszk%C3%B6z%C3%B6k-integr%C3%A1l%C3%A1sa-az-oktat%C3%A1sba_INTERA.pdf))  
 SZARKA, K. Inovácie v pregraduálnej príprave učiteľov s využitím webových aplikácií. 1. vyd. Komárom: KOMPRESS Nyomdaipari Kft., 2018. 154 s. [11,21AH]. ISBN 978-615-00-2597-1.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 117

A	B	C	D	E	FX
56.41	25.64	10.26	4.27	3.42	0.0

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

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ IPG/25	<b>Name:</b> Inclusive pedagogy
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for successful completion of the course is active participation in lectures and seminars, as well as successful completion of written examinations. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for exam. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 1 credit = 30 hours (13 hours: attendance at lectures, 17 hours: self-study and exam preparation).	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Masters the basic competences for approaching a student with special educational needs from a theoretical and practical point of view.</li> <li>• Knows and understands basic concepts such as segregation, integration, inclusion.</li> <li>• Can define the terms special pedagogy, therapeutic pedagogy.</li> <li>• Acquires professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education.</li> <li>• Can transform theory into practice, knows progressive trends in the field of special pedagogy.</li> <li>• Knows the types and types of SEN, disabilities and other disorders of the relevant age period.</li> <li>• Orients himself correctly according to the Methodological Instructions of the Ministry of Education of the Slovak Republic for the inclusion of pupils with SEN, controls the individual educational plan and program.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Can recognize the symptoms of individual cases of SEN, disorders and disabilities.</li> <li>• Orients itself in the possible reasons for the occurrence of individual cases of SEN, disorders and disabilities.</li> <li>• Can compile pedagogical-psychological and subject criteria according to the physical and mental age of children and pupils.</li> <li>• Can navigate the methods of the given issue, apply observation schemes, screening.</li> <li>• Can differentiate children and pupils with SEN, proceed according to the individual educational plan.</li> </ul>	

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

Competences:

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

### **Brief syllabus:**

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

School problems: difficulties, disorders, falling behind.

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

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

Options and principles of integration.

Educating pupils from socially disadvantaged backgrounds. Pupils from marginalised Roma communities.

Individual educational plan and program - development and implementation.

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

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

### **Literature:**

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

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

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

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

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

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

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

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

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

STRÉDL, T. 2014. Esélyegyenlőség - és egyenőtlenség az oktatásban : A köznevelés kulturális, szociális és biológiai tényezői = Kultúrne, sociálne a biologické faktory edukácie - vedecký zborník Katedry pedagogiky a Katedry biológie PF UJS v Komárne : A SJE TKK Neveléstudományi Tanszékének és Biológia Tanszékének tudományos tanulmánykötete. - Komárno : Univerzita J. Selyeho, 2014. - ISBN 978-80-8122-114-9, CD-ROM, p. 84-89.

STRÉDL, T. 2013. Inkluzív pedagógia : avagy a gyógypedagógiáról másképp : Komárno : Univerzita J. Selyeho, 2013. - 148 s.[8 AH]. - (Monographiae Comaromienses 14.). - ISBN 978-80-8122-089-0.

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

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

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

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 119

A	B	C	D	E	FX
77.31	9.24	12.61	0.0	0.84	0.0

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

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ IZS/25	<b>Name:</b> Integrated student at school
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for successful completion of the course is active participation in lectures and seminars, as well as successful completion of written examinations. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for exam. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 1 credit = 30 hours (13 hours: attendance at lectures, 17 hours: self-study and exam preparation).	
<b>Results of education:</b> Upon completion of the course, the student will <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Master the basic competences for approaching a student with special educational needs from a theoretical and practical point of view.</li> <li>• Controls the basic terminology of the given issue, knows various theoretical directions and practical outcomes in practice.</li> <li>• Controls and understands basic concepts such as segregation, integration, inclusion.</li> <li>• Can define the terms special pedagogy, therapeutic pedagogy.</li> <li>• Acquires professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education.</li> <li>• Can transform theory into practice, knows progressive trends in the field of special pedagogy.</li> <li>• Controls the types and types of SEN, disabilities and other disorders of the relevant developmental age period.</li> <li>• Orients himself correctly according to the Methodological Instructions of the Ministry of Education of the Slovak Republic for the inclusion of pupils with SEN, controls the individual educational plan and program.</li> <li>• Become familiar with methodological approaches, structure and aspects of job descriptions.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Can recognize the symptoms of individual cases of SEN, disorders and disabilities.</li> <li>• Orients itself in the possible reasons for the occurrence of individual cases of SEN, disorders and disabilities.</li> </ul>	

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

**Competences:**

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

**Brief syllabus:**

Subject and goals of therapeutic and special pedagogy.

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

Characteristics of children's school developmental period.

School problems: difficulties, disorders, lagging.

Indications for special educational needs of students.

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

Development and development - educational opportunities.

Indicators for inclusion (integration) of children and students.

Education of pupils from socially disadvantaged backgrounds. Pupils from marginalised Roma communities.

Options and principles of integration.

Individual educational plan and program - development and implementation.

Cooperation with the inclusive team and counseling centers.

School psychologist and school special educator.

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

**Literature:**

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

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

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

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

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

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

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

<p>VAJDA, ZS. 1990. A gyermek pszichológiai fejlődése. (Psychický vývin dieťaťa). Budapest : 2006 (3. prepracované vydanie)</p> <p>VAJDA, ZS., KÓSA, É. 2005. Neveléslélektan. (Psychológia výchovy). Budapest : Osiris Kiadó . 2005.</p> <p>VAŠEK, Š. 1995. Špeciálnopedagogická diagnostika. Bratislava : SPN. ISBN 8008020563</p> <p>ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha : Portál, 2011. ISBN 978802620044.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 6</p>					
A	B	C	D	E	FX
66.67	16.67	16.67	0.0	0.0	0.0
<p><b>Teacher:</b> PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., Dr. habil. Aranka Híves-Varga, PhD., Dr. habil. Erika Kopp, PhD.,</p>					
<p><b>Date of last update:</b> 28.03.2025</p>					
<p><b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ KONAJ/25	<b>Name:</b> Conversation in the English language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student presents an interactive lecture on a selected topic from one of the listed items. A maximum of 25 points may be earned for the lecture, with a minimum of 13 points required to meet the requirements. The following criteria are assessed: # Expertise (10 points) # Interactivity (5 points) # Audience involvement (5 points) # Formal requirements (5 points) During the probationary period, the student will take a written examination to demonstrate his/her knowledge, skills and competencies in the subject matter. The maximum number of points that can be obtained in the written examination is 75. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours preparation for the interactive lecture. Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> # The student will be introduced to basic communication topics in English and will have a basic understanding of a variety of areas. # By completing this course, the student will gain an overview of the grammatical structure of the English language and acquire basic vocabulary in English. <b>Skills:</b> # The student will be able to use basic English conversational phrases practically. # The student will be able to express vocabulary used in everyday life and integrate this basic knowledge into his/her teaching practice. # The student will be able to produce independent sentences within each topic area. <b>Competencies:</b> # The student will develop a positive attitude towards Indo-European languages and minority issues and will share this attitude in his/her teaching, emphasizing tolerance.	

# The student will be able to form his/her own opinion and express his/her attitude towards Indo-European languages and the relationship between Hungarian and English, and will be able to critically examine and constructively defend it.

**Brief syllabus:**

1. a) Grammar: verb forms, possessive pronouns  
b) Conversational topics: greetings, basic forms of introductions, introducing yourself
2. a) Grammar: singular and plural nouns  
b) Conversational topics: colours, months, days of the week, my favorite things
3. a) Grammar: present simple tense  
b) Conversational topics: everyday activities, description of the chosen day
4. a) Grammar: place names and tenses (under, next to, in, on. ..)  
b) Conversation topics: weather, seasons, Introducing the selected season
5. a) Grammar: Modal verb expressing ability (Can)  
b) Conversation topic: house, example of the selected house
6. a) Grammar: Present continuous tense  
b) Conversation topics: leisure time, describing leisure time
7. a) Grammar: Countable and uncountable nouns  
b) Conversation topic: Food and drinks
- 8 a) Grammar: Past Simple Tense (Past Simple)  
b) Conversation Topics: Travel, describing my last vacation
- 9 a) Grammar: Regular and Irregular Verbs  
b) Conversation Topic: Culture, Screening a Movie
- 10 a) Grammar: Intensification of Adjectives  
b) Conversation Topics: work, introducing a selected job
- 11 a) Grammar: Future Simple - will  
b) Conversation Topic: Shopping, describing future plans
- 12 a) Grammar: Future Simple - going to  
b) Conversation Topic: Summer and going on a trip, describing a favorite summer memory
13. Test, Summary

**Literature:**

- Lambert, J.: "New English File Elementary 4th edition" : Oxford University Press 2019. ISBN: 978-0194031592
- Morton, J.: "English Grammar for Students of French" - Olivia and Hill Press, 2003. ISBN: 978-0934034347
- Murphy, R.: "English Grammar in Use" - Cambridge University Press, 2019. ISBN: 978-0521189392
- Murphy, R.: "Grammar in Use: A Self-study Reference and Practice Book for Elementary Students of English" - Cambridge University Press, 2012. ISBN: 978-0521189064
- Swan, M. and Walter, C.: "Oxford English Grammar Course: Basic" Oxford University Press 2011. ISBN: 978-0194420823
- Woods, G.: "English Grammar Workbook For Dummies" . For Dummies, 2011. ISBN: 978-1119376598

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

hungarian, english

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 13

A	B	C	D	E	FX
46.15	15.38	23.08	0.0	0.0	15.38
<b>Teacher:</b> PD Dr. phil. habil. Attila Mészáros,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ KONAJ2/25	<b>Name:</b> Conversation in the English language 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4., 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student presents an interactive lecture on a selected topic from one of the listed items. A maximum of 25 points may be earned for the lecture, with a minimum of 13 points required to meet the requirements. The following criteria are assessed: # Expertise (10 points) # Interactivity (5 points) # Audience involvement (5 points) # Formal requirements (5 points) During the probationary period, the student will take a written examination to demonstrate his/her knowledge, skills and competencies in the subject matter. The maximum number of points that can be obtained in the written examination is 75. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours preparation for the interactive lecture. Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> # The student will be introduced to basic communication topics in English and will have a basic understanding of a variety of areas. # By completing this course, the student will gain an overview of the grammatical structure of the English language and acquire basic vocabulary in English. <b>Skills:</b> # The student will be able to use basic English conversational phrases practically. # The student will be able to express vocabulary used in everyday life and integrate this basic knowledge into his/her teaching practice. # The student will be able to produce independent sentences within each topic area. <b>Competencies:</b> # The student will develop a positive attitude towards Indo-European languages and minority issues and will share this attitude in his/her teaching, emphasizing tolerance.	

# The student will be able to form his/her own opinion and express his/her attitude towards Indo-European languages and the relationship between Hungarian and English, and will be able to critically examine and constructively defend it.

**Brief syllabus:**

1. a) Grammar: Simple Past Tenses, Regular and Irregular Verbs  
b) Conversation Topics: Travel, my best vacation
2. a) Grammar: Simple Past Tenses, Past Simple: Regular and Irregular Verbs  
b) Conversation Topics: Jobs, my dream job
3. a) Grammar: Future Simple: will and going to  
b) Conversation Topics: Clothes, my future plans
4. a) Grammar: Present Perfect Tense (Present Perfect)  
b) Conversation Topics: Shopping, introducing my favorite business establishment
5. a) Grammar: Present Perfect Tense (Present Perfect)  
b) Conversation Topics: National Holidays , Introducing my favorite national holiday
6. a) Grammar: First Conditional  
b) Conversation topics: Body parts, description of my school
7. a) Grammar: Second Conditional  
b) Conversation topics: Food and drinks, If I won the lottery I...
8. a) Grammar: Adjective comparison  
b) Conversation topics: Emotions and feelings, description and characteristics of a person
9. a) Grammar: Prepositions of time and place  
b) Conversation topics: Directions, introducing my favourite book
10. a) Grammar: Repeating for the exam  
b) Conversation topics: Introducing my community
11. Student presentations
12. Student presentations
13. Test, summary

**Literature:**

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

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

hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 29

A	B	C	D	E	FX
34.48	24.14	13.79	10.34	6.9	10.34

**Teacher:** PD Dr. phil. habil. Attila Mészáros,

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ KONNJ/25	<b>Name:</b> Conversation in the German language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Ongoing assessment: 2x vocabulary and grammar tests (2x 20 points - 40% of the assessment) Final assessment: 1x final test on vocabulary and grammar (60 points - 60% of the assessment). Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% cannot be awarded credit.	
<b>Results of education:</b> <b>Knowledge:</b> Upon successful completion of the course, students will have the lexical and grammatical language resources at level A1.1 of the European Framework of Reference for Languages. <b>Abilities:</b> Students understand basic information in a foreign language that is clearly and simply expressed. Students understand simple questions in NJ on topics related to their person, background or to everyday situations (shopping, travel, accommodation, etc.). <b>Competencies:</b> Students are able to answer simple questions with acquired linguistic resources. Students are able to fill in a registration form when checking in, are able to give basic information about themselves and are able to carry out a simple conversation in a foreign language.	
<b>Brief syllabus:</b>	
<b>Literature:</b> SCHMOHL, Sabrina. Akademie Deutsch A1+ Deutsch als Fremdsprache ; Intensivlehrwerk mit Audios online Bd. 1. München: Hueber, 2020. ISBN 978-3-19-101650-0. SCHMOHL, Sabrina. Akademie Deutsch A1+ Deutsch als Fremdsprache ; Zusatzmaterial mit Audios online Bd. 1. München: Hueber, 2020. ISBN 978-3-19-111650-7. Német-magyar/magyar-német szótár a hallgató választása szerint Autentikus szövegek és további tananyagok állnak rendelkezésre a kiválasztott témákról az egyetemi e-learning rendszerben.	
<b>Language, knowledge of which is necessary to complete a course:</b>	

hungarian, german					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 45					
A	B	C	D	E	FX
66.67	13.33	13.33	4.44	2.22	0.0
<b>Teacher:</b> PD Dr. phil. habil. Attila Mészáros,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ KONNJ2/25	<b>Name:</b> Conversation in the German language 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4., 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Ongoing assessment: 2x vocabulary and grammar tests (2x 20 points - 40% of the assessment) Final assessment: 1x final test on vocabulary and grammar (60 points - 60% of the assessment) Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% cannot be awarded credit.	
<b>Results of education:</b> Knowledge: upon successful completion of the course, students will have vocabulary and grammatical competence at level A2 of the European Framework of Reference for Languages. Abilities: students will be able to understand frequently used expressions and basic information in a foreign language. Students will understand simple questions in German about their personality, background or everyday situations (shopping, work, travel, accommodation, etc.). Competences: Students will be able to answer simple questions using the acquired language. Students can exchange simple information in common situations. They can express their education, their immediate surroundings and their needs in simple words.	
<b>Brief syllabus:</b> <ul style="list-style-type: none"> <li>- Introducing yourself, simple conversations with your partner</li> <li>- Activities</li> <li>- Family</li> <li>- Hobbies and free time</li> <li>- Traveling</li> <li>- Friends, friendship</li> <li>- Dressing up, shopping</li> <li>- Human characteristics (external, internal), description of the person</li> <li>- The weather</li> <li>- Hello, at the doctor's</li> </ul>	
<b>Literature:</b> SCHMOHL, Sabrina. Akademie Deutsch A1+ Deutsch als Fremdsprache ; Intensivlehrwerk mit Audios online Bd. 1. München: Hueber, 2020. ISBN 978-3-19-101650-0.	

SCHMOHL, Sabrina. Akademie Deutsch A1+ Deutsch als Fremdsprache ; Zusatzmaterial mit Audios online Bd. 1. München: Hueber, 2020. ISBN 978-3-19-111650-7.

Német-magyar/magyar-német szótár a hallgató választása szerint

Autentikus szövegek és további tananyagok állnak rendelkezésre a kiválasztott témákról az egyetemi e-learning rendszerben.

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

hungarian, german

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 35

A	B	C	D	E	FX
25.71	34.29	25.71	5.71	5.71	2.86

**Teacher:** PD Dr. phil. habil. Attila Mészáros,

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ KONSJ/25	<b>Name:</b> Conversation in the Slovak language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Course evaluation will be based on the successful presentation of communication topics and a final written paper. 1. Student activity in seminars 50%. When communicating/conversing about an assigned topic, the student will demonstrate readiness and ability to express himself/herself relevantly on the topic, while adhering to the linguistic and stylistic norms of cultured language expression. Pre-assigned topics for such conversations will be based on lectures, interviews, video recordings, information gathered from books, articles, pedagogical documents / pedagogical texts. The evaluation will take into account accuracy, fluency of verbal and written expression, knowledge of the topics, as well as the ability to take their own stance on them or to give their own solutions. 2. Written final work 50% (demonstration of the ability to express oneself in writing in the Slovak language). The student will demonstrate the ability to write a coherent text in the Slovak language in the range of 750 - 1 500 words on a variety of issues that are the subject of the topics discussed, assessing accuracy of content, conciseness, knowledge of the topic, grammatical correctness, vocabulary and added value - the formulation of a conclusion). This activity will only be considered passed if the student achieves at least 25%. Another condition for passing is active participation in the seminars. The student must not exceed an absence rate of 20 % (see the currently valid Study Regulations of J. Selye University). Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> The primary aim of the course is to strengthen the students' communicative skills in the Slovak language and at the same time to point out the possibilities of using the expressive means of the Slovak language in communicative acts related to various spheres of society; the emphasis will	

be placed primarily on topics in the field of pedagogy, which should help students to broaden their knowledge of this scientific field and thus strengthen the communicative competences that the teaching profession requires in the 21st century. The main objectives of the course are: - to develop new habits and skills in listening to and reacting to linguistic speech, - to develop the ability to express oneself verbally and in writing in the Slovak language, - to improve communication skills in critical thinking and speaking, - to become a more effective communicator in different contexts and situations. The course develops all basic language competences (reading, speaking, writing and listening), mainly focused on the acquisition of communication skills and abilities.

Knowledge:

- the student will consolidate his/her knowledge in the field of stylistics and grammar of the Slovak language,
- gain knowledge of the topics discussed.

Skills:

- the student will be able to communicate effectively, functionally and cultivated in the school environment in the Slovak language,
- the student will be able to confidently complete the job application process,
- the student will be able to formulate a written application for employment including a cover letter and the necessary documentation (affidavit, etc.), create a professional CV using Europass,
- students will be able to communicate more effectively both verbally and non-verbally,
- students will be able to manage their studies more effectively,
- students will be able to establish better relationships with the people around them,
- students can learn the art of improving self-esteem, self-reflection, self-assessment,
- students will be able to learn to read body language and facial expressions.
- students will develop a positive attitude towards Slovak culture and language.
- students will be able to develop focused self-knowledge in the field of Slovak as a foreign language and in the field of pedagogy,
- students will be able to independently plan activities to enhance their communication and pedagogical skills,
- students will be able to strengthen the language skills necessary for the work of a teacher in a school environment.

Competences:

- the student develops and strengthens a positive relationship to the Slovak language and Slovak culture,
- the student strengthens his/her communicative competences in the Slovak language,
- the student strengthens other pedagogical competences.

### **Brief syllabus:**

The selection of the topics of the seminars will be based both on the communication frequency and their topicality within the time and geographical space of contemporary Slovakia in the European context, with a special emphasis on strengthening communication competences in the field of pedagogy. The acquisition and consolidation of communicative skills and linguistic abilities will be thus focused on listening to language speeches with comprehension, producing oral and written speeches, developing and consolidating lexical vocabulary, practising grammar and conversing on various topics of social and especially school life.

### **Literature:**

Barková, V., Buznová, V., Dratva, T. 1999. Slovenčina pre cudzincov (cvičebnica). Bratislava : SPN, 1999.

Bortlíková, A., Maierová, E., Navrátilová, J. 2008. Hovoríme spolu po slovensky! B Slovenčina ako cudzí jazyk (2 učebnice, gramatika, 2 cvičebnice, 2 CD). Bratislava : UK 2008.

Dekan, J. 1995. Pedagogická komunikácia v teórii a v praxi. Nitra: VŠPg, 1995.

Dolník, J. 2009. Všeobecná jazykoveda. B.: Veda 2009. Najmä kap. Pragmatika.

Ferencová, J., Zahatňanská, M., Šuťáková, V. 2017. Sociálna a didaktická komunikácia. 2017.

Findra, J. 2013. Jazyková komunikácia a kultúra vyjadrovania. Martin: Vydavateľstvo Osveta 2013. 240 s.

Haláková, Z. 2012. Pedagogická komunikácia pre študentov učiteľstva. Bratislava: UK 2012.

Kamenárová, R. a kol. 2017. E-slovak, Information, (Comenius University, Studia Academica Slovaca – The Center for Slovak as a Foreign Language, 2017), Dostupné na: <https://www.e-slovak.sk/mod/page/view.php?id=919>.

Kamenárová a kol. 2012, 2014, 2015, 2017, 2022: Krížom-krážom. Bratislava: Univerzita Komenského. Všetky diely (pre úrovne od A1 do C2).

Nelešovská, A. 2005. Pedagogická komunikace v teorii a praxi. Praha: Grada 2005.

Sedláková a kol. 2013. Slovenčina pre cudzincov. Košice. 2013. <https://www.upjs.sk/public/media/5596/Sedlakova-Slovencina-pre-cudzincov.pdf>

Slovake.eu, Slovenčina online – ľahko a rýchlo, (2017), Dostupné na: <https://slovake.eu/sk/about>

Sýkora Hernády, K. 2022. Self-Efficacy učiteľov v neustálenom edukačnom prostredí. Schola nova, quo vadis? (s. 105-109) Praha: Extrasystem Praha. ISBN 978-80-87570-59-3.

Vrábl'ová, J. a kol. 2016. First Aid in Slovak – Prvá pomoc po slovensky, (Univerzita Komenského. Studia Academica Slovaca – centrum pre slovenčinu ako cudzí jazyk, 2016).

Vaňko, J. 1999. Komunikácia a jazyk. Nitra : FF UKF 1999.

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

slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 7

A	B	C	D	E	FX
28.57	28.57	14.29	0.0	0.0	28.57

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

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ MKO/25	<b>Name:</b> Minority competencies
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for passing the course: active participation of the student in lectures, - participation of the student in the assignments and participation in the analysis and discussions during lectures, - an essay in which the student analyses relevant professional, scientific literature or an article (100 points), or a project proposal for an educational activity with the aim of developing the student's intercultural and minority competences (100 points). Criteria for essay evaluation: - Presentation of a literature review (20 points), - analysis and evaluation (40 points), - drawing conclusions and formulating suggestions (20 points), - elaboration (20 points). Criteria for evaluation of the educational activity project proposal: - Content (40 points), - originality (20 points), - formality (20 points), - presentation of the literature review (20 points). Total student load: 2 credits = 60 hours - 13 hours lecture attendance; 20 hours self-study; 27 hours preparation of term papers. The condition for successful completion of the course in both training modules is obtaining at least 50% of the maximum course grade. Overall course pass mark: - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70-79% (70-79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points)	
<b>Results of education:</b> Knowledge:	

<ul style="list-style-type: none"> <li>- The student can explain and justify the transformations of the terms intercultural, multicultural, and transcultural education.</li> <li>- The student will be familiar with the concepts of identity, majority and minority identity, educator identity, and minority educator identity.</li> <li>- The student will be able to analyze current concepts of minority educational policy in Slovakia.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- The student will be able to independently search, compare and work with relevant literature sources.</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>- The student will be able to design a project of an educational activity in order to develop intercultural and minority competences of the pupil.</li> <li>- The student will be able to design various didactic games that aim at developing intercultural and minority competences of the pupil.</li> </ul>
<p><b>Brief syllabus:</b></p> <p>Theoretical approaches to identity from a minority identity perspective.  General theoretical foundations of the concept of identity  Theories of identity research.  State and nation - national, ethnic, majority and minority identity.  Forms of ethnic and national minority education; contemporary analysis of the situation in Slovakia.  Curricular aspects of minority identity.</p>
<p><b>Literature:</b></p> <p>HORVÁTHOVÁ, Kinga, Péter TÓTH, András NÉMETH. 2019. Kisebbségi helyzet, identitás és műveltség [elektronický zdroj]: A szlovákiai magyar pedagógusok társadalmi önmegvalósítása. 1. vyd. Komárno: Univerzita J. Selyeho, 2019. 117 s. [CD-ROM]. ISBN 978-80-8122-309-9.</p> <p>HUSZÁR, Zsuzsanna, Melinda NAGY, Péter TÓTH, Béla István PUKÁNSZKY a András NÉMETH. 2021. Szlovákiai magyar pedagógusok szakmaképe, kisebbségi és pedagógusi identitásának vizsgálata. In: Engler Ágnes, Bocsi Veronika, Andl Helga (eds.). Új kutatások a neveléstudományokban 2020: Család a nevelés és az oktatás fókuszában. Debrecen: Magyar Tudományos Akadémia Pedagógiai Bizottság, 2021, P. 178-197.</p> <p>LISZKA, J. 2009. Interetnikus és interkulturális kapcsolatok Dél-Szlovákiában. Komárno : Selye János Egyetem. ISBN 978-80-89234-87-5</p> <p>LÁZÁR, I., 39 interkulturális játék : Ötlettár tanároknak az interkulturális kompetencia és a csoportdinamika fejlesztéséhez. Budapest : Eötvös Loránd Tudományegyetem. (Bölcsészet- és Művészetpedagógiai Tananyagok, ISSN 2416-1780 ; 9.) ISBN 978-963-284-657-6</p> <p>NAGY, M., STRÉDL, T., SZARKA, L. 2018. Többség, kisebbség és a tolerancia II. : Kapcsolatok és identitások a számok tükrében. Komárno : Univerzita J. Selyeho. ISBN 978-80-8122-280-1</p> <p>RÓKA, J., HOCHÉL, S. 2009. Interkulturális és nemzetközi kommunikáció a globalizálódó világban. Budapest : Budapesti Kommunikációs és Üzleti Főiskola. ISBN 978-963-7340-74-1</p>
<p><b>Language, knowledge of which is necessary to complete a course:</b>  hungarian, slovak</p>
<p><b>Notes:</b></p>
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 1</p>

A	B	C	D	E	FX
0.0	0.0	100.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Tímea Mészáros, Mgr. Anita Tóth-Bakos, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ MPP/25	<b>Name:</b> Art-pedagogy-psychology, personal development course
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: - Active participation of the student in the seminars, - Participation of the student in the assigned tasks and involvement in discussions and creative individual and group activities and activities during the seminars. Total student workload: 1 credit = 30 hours - 13 hours for participation in seminars (contact hours), - 7 hours of study of recommended reading, - 10 hours of participation in assignments. Prerequisites for successful completion of the course are as follows: - Active participation of the student in the seminars, participation in debates, individual and group activities within the seminars (50%), - completion of the individual and group assignments (50%).	
<b>Results of education:</b> The aim of the course is to develop the personality of future teachers, their personality traits, communication skills and strengthening self-esteem as necessary attributes for the successful implementation of the educational process. The course introduces students to the methods, techniques and practices of experiential learning, positive psychology and positive education, through which the education of creative, empathetic, tolerant and professionally self-confident and motivated educators is carried out. <b>Knowledge:</b> - The student is proficient in the fundamentals of the art, education, and psychological disciplines system. - The student knows the fundamentals of experiential pedagogy theory and practice. - The student knows the foundations of the theory and practice of positive psychology and positive education. - The student knows the basic methods and techniques of art therapy, music therapy, art therapy, with their possible use in the educational process. <b>Skills:</b> - The student is able to apply selected methods, techniques, procedures of positive psychology and positive education in the educational process.	

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

**Competencies:**

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

**Brief syllabus:**

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

**Literature:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 37

a	n
100.0	0.0

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ MUV/25	<b>Name:</b> Methods of learning and research
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student's total workload: developing and updating a research plan min. 2 pages (20 points), development and adaptation of research methods and instruments (20 points), presentation of research method and instrument min. 2 pages (20 points), testing research methods and tools, summarizing experiences min. 3 pages (40 points). OR to reveal the learning style of the students with a selected questionnaire (min. 15 students), evaluate, identify learning styles and summarize the results in a written paper (min. 3 pages, 40 points). Complete evaluation of the success of the subject: <ul style="list-style-type: none"> <li>• A = 90 – 100% (100 – 90 points) - excellent,</li> <li>• B = 80 – 89% (89 – 80 points) - very good,</li> <li>• C = 70 – 79% (79 – 70 points) - good,</li> <li>• D = 60 – 69% (69 – 60 points) - satisfactory,</li> <li>• E = 50 – 59% (59 – 50 points) - pass,</li> <li>• FX = 0 – 49% (49 – 0 points) - fail.</li> </ul> The student's total workload - Work Schedule: 2 credit = 60 hours: 13 hours (contact hours); 47 hours (preparation of a semester paper).	
<b>Results of education:</b> Educational outcomes: The fulfilment of subject requirements entails the acquisition of the following characteristics; <b>Knowledge:</b> Familiarity with the most important characteristics of scientific research; Familiarity with the qualitative and quantitative methodologies; Familiarity with the methods of collecting research data; Familiarity with the basics of case-studies and online researches; Familiarity with the basics of Academic Writing; Familiarity with the working with scientific literature; Familiarity with the methods and characteristics of scientific literature; Familiarity with methods of reference to scientific literature;	

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

Abilities:

The student is able to:

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

Competencies:

The student is capable of:

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

### **Brief syllabus:**

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

### **Literature:**

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

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 3

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

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

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PDI/25	<b>Name:</b> Pedagogical diagnostics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for passing the subject: The student's final assessment (max. 100 points = 100%) consists of the various results of the work done during the semester and the final test. Conditions for completing the subject: - active participation in lectures, - the student's participation in assigned tasks, analyses and discussions during lectures, - preparation of the student's seminar presentation / preparation of the thesis to be submitted, - successful final exam During the semester, students must complete the following tasks: - During the semester: a) written work in the form of a case study (group work; min 6 pages; max 50 points) or b) making a diagnostic record/observation sheet (group work; min 5 pages; max 50 points) or c) individual educational plan for a student with special educational needs within a given subject (group work; 5 pages; max 50 points). Aspects of evaluation a/ o description of the case from a diagnostic point of view, application of technical terminology (20 points), o content and form (10 points), o the suitability of the strategies proposed for the development of the problematic area(s) (20 points). Optional: written work or lecture/presentation. b/ o content (20 points), o form (10 points), o categorization of fields, technical terminology (20 points). Optional: written work or lecture/presentation. c/ o content (20 points), o form / structure (10 points),	

o suitability of strategies and procedures (20 points).

Optional: written work or lecture/presentation.

- At the end of the semester:

Completed final test (max 50 points)

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

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

- Participation in lectures (13 working hours).

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

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

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

### **Results of education:**

Results of education:

Knowledge

The student...

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

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

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

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

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

- familiar with computer-based testing procedures.

Abilities

The student...

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

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

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

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

- can modify and thereby make the activities more efficient,

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

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

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

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

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

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

Competencies

The student...

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

### **Brief syllabus:**

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

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

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

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

Diagnostic competences of pedagogical workers.

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

Methods and tools of pedagogical diagnostics and their practical application.

Documenting the results of pedagogical diagnostics.

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

Integration is inclusion.

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

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

Cooperation with legal representatives, institutions and professionals.

### **Literature:**

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 177

A	B	C	D	E	FX
25.99	16.95	19.77	19.77	15.82	1.69

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

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

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

### **Results of education:**

#### Knowledge

##### The student

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

#### Skills:

##### The student

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

#### Competences:

##### The student

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

#### Topics:

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

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

**Brief syllabus:**

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

**Literature:**

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

CSÍKOS, Cs. & B. NÉMETH, M. 1998. A tesztekkel mérhető tudás. In B. Csapó (Ed.), Az iskolai tudás (pp. 83–114). Budapest: Osiris Kiadó. ISBN 963 389 246 5. online. Dostupné na internete: [http://publicatio.bibl.u-szeged.hu/11931/1/CsBeno\\_Iskolai\\_tudas\\_2002.pdf](http://publicatio.bibl.u-szeged.hu/11931/1/CsBeno_Iskolai_tudas_2002.pdf)

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

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

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

JÓZSA, K. 2012. A tanulás affektív tényezői. In: Csapó Benő (szerk.): Mérlegen a magyar iskola. Nemzeti Tankönyvkiadó, Budapest. 367–406. online. Dostupné na internete: [http://www.staff.u-szeged.hu/~fejesj/pdf/Jozsa-Fejes\\_2012\\_Affektiv\\_tenyezok.pdf](http://www.staff.u-szeged.hu/~fejesj/pdf/Jozsa-Fejes_2012_Affektiv_tenyezok.pdf)

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

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

hungarian, slovak

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 1					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> prof. Krisztián Józsa, DSc., Dr. habil. Erika Kopp, PhD., Mgr. Katarína Szarka, PhD., PaedDr. Diana Borbélyová, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

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

<p>- be able to find their way around the school's pedagogical documentation.</p> <p>Competencies:</p> <p>- the student is able to independently observe and analyse the internal and external space of the school in the context of the implementation of educational processes.</p>					
<p><b>Brief syllabus:</b></p> <p>The pedagogical practice in the training schools/practice school facilities, within which the student will acquire knowledge on the following topics: school legislation, pedagogical documentation, teaching methods, curricula, curriculum, thematic plans, teaching process, preparation for the classroom, possibilities for active work with students, evaluation criteria.</p> <p>Preparing a portfolio/reflection.</p>					
<p><b>Literature:</b></p> <p>CINDLEROVÁ, I,- CSEHIOVÁ, A. et al. 2021. Mentor Training: Materials and Tasks. 1. vyd. Ostrava: Ostravská univerzita, 268 s. ISBN 978-80-7599-294-9.</p> <p>HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.</p> <p>PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Štátne vzdelávacie programy</p> <p>Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J. Selyeho.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b></p> <p>hungarian , slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b></p> <p>Total number of evaluated students: 301</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>88.04</td> <td>11.96</td> </tr> </tbody> </table>		a	n	88.04	11.96
a	n				
88.04	11.96				
<p><b>Teacher:</b> PaedDr. Tamás Török, PhD.,</p>					
<p><b>Date of last update:</b> 28.03.2025</p>					
<p><b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

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

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

**Competencies:**

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

**Brief syllabus:**

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

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

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

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

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

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

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

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 177

a	n
96.05	3.95

**Teacher:** PaedDr. Tamás Török, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

**Competencies:**

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

**Brief syllabus:**

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

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

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

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

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

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

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

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

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

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

hungarian ,slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 122

a	n
96.72	3.28

**Teacher:** PaedDr. Tamás Török, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PRP/25	<b>Name:</b> Profession of teaching
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student's final grade (max. 100 points = 100%) consists of the results of several types of work carried out during the semester and a final didactic test. <ul style="list-style-type: none"> <li>- Student participation in assignments and involvement in analysis and discussions during lectures,</li> <li>- an essay in which the student analyses relevant professional, scientific literature or an article (50 points), or a project proposal for an educational activity aimed at developing the pedagogical competences of the teacher (50 points)</li> <li>- a final didactic test (50 points).</li> </ul> Criteria for the evaluation of the essay: <ul style="list-style-type: none"> <li>- presentation of a literature review (10 points),</li> <li>- analysis and evaluation (20 points),</li> <li>- drawing conclusions and formulating proposals (10 points),</li> <li>- elaboration (10 points).</li> </ul> Criteria for evaluation of the educational activity project proposal: <ul style="list-style-type: none"> <li>- Content (20 points)</li> <li>- originality (10 points)</li> <li>- formality (10 points)</li> <li>- presentation of the literature review (10 points)</li> </ul> Total student workload: 2 credits = 60 hours <ul style="list-style-type: none"> <li>- 26 hours attendance at lectures (contact hours); 17 hours self-study; 17 hours preparation of term papers.</li> </ul> The maximum number of points is 100. 100 points are required to pass the course, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must obtain 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (59-50 points) of the total number of points.	
<b>Results of education:</b> Knowledge <ul style="list-style-type: none"> <li>- The student knows the most important exploratory methods to reveal the social situation of groups and students,</li> </ul>	

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

#### Skills

The student will be able to:

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

Competencies:

Student:

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

#### **Brief syllabus:**

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

#### **Literature:**

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

<p>Neveléstudomány, 2020 (8) 1. sz. 80-93. <a href="http://nevelestudomany.elte.hu/downloads/2020/nevelestudomany_2020_1_83-97.pdf">http://nevelestudomany.elte.hu/downloads/2020/nevelestudomany_2020_1_83-97.pdf</a> [2022. 02. 05.]</p> <p>Falus Iván (szerk.): Tanári pályaaalkalmasság – kompetenciák – sztenderdek. Nemzetközi áttekintés. Eszterházy Károly Főiskola, Eger, 2011. <a href="http://epednet.ektf.hu/eredmenyek/tanari_palyaaalkalmassag_kompetenciak_sztenderdek.pdf">http://epednet.ektf.hu/eredmenyek/tanari_palyaaalkalmassag_kompetenciak_sztenderdek.pdf</a> ISBN 978-963-9894-86-0 [2022. 02. 05.]</p> <p>Hercz Mária (szerk.): Pályakezdő óvodapedagógusok túlélőkészlete. <a href="http://www.jgypk.hu/mentorhalo/tananyag/Plyakezd_vodapedaggusok_tllkszleteV3/index.html">http://www.jgypk.hu/mentorhalo/tananyag/Plyakezd_vodapedaggusok_tllkszleteV3/index.html</a> [2022. 02. 05.]</p> <p>Ingvarson, L. (2002): Development of a national standards framework for the teaching profession. <a href="https://research.acer.edu.au/cgi/viewcontent.cgi?article=1007&amp;context=teaching_standards">https://research.acer.edu.au/cgi/viewcontent.cgi?article=1007&amp;context=teaching_standards</a> [2022. 02. 05.]</p> <p>N. Tóth Ágnes: Az inkluzív pedagógus. In: A pedagógia adósságai. Savaria University Press. Szombathely. 2015. <a href="https://www.researchgate.net/profile/Agnes-N-Toth/publication/316432178_Az_inkluziv_pedagogus/links/58fdc181a6fdccae60a1e71d/Az-inkluziv-pedagogus.pdf">https://www.researchgate.net/profile/Agnes-N-Toth/publication/316432178_Az_inkluziv_pedagogus/links/58fdc181a6fdccae60a1e71d/Az-inkluziv-pedagogus.pdf</a> [2022. 02. 05.]</p> <p>Németh András: Magyar pedagógusképzés és a pedagógus szakmai tudásformák I. 1775 –1945. nemzeti fejlődési trendek, nemzetközi recepciós hatások. ELTE Eötvös Kiadó, Budapest, 2012. ISBN: 978 963 33120934</p> <p>Pukánszki Béla István: Iskola és pedagógusképzés. Gondolat, Budapest, 2013. ISBN: 9789636932282</p> <p>Sági Matild (szerk.): A pedagógushivatás megerősítésének néhány aspektusa. OFI, Budapest, 2015. <a href="https://ofi.oh.gov.hu/sites/default/files/attachments/1506257_a_pedagogushivatas_megerositesenek_nehany_aspektusa_beliv.pdf">https://ofi.oh.gov.hu/sites/default/files/attachments/1506257_a_pedagogushivatas_megerositesenek_nehany_aspektusa_beliv.pdf</a> [2022. 02. 05.]</p> <p>Szivák Judit: Reflektív elméletek, reflektív gyakorlatok. ELTE, Budapest, 2014. ISBN 978-963-284-482-4. <a href="https://www.eltereader.hu/media/2016/05/Szivak-_READER.pdf">https://www.eltereader.hu/media/2016/05/Szivak-_READER.pdf</a> [2022. 02. 05.]</p> <p>Vámos Ágnes (szerk.): Tanuló pedagógusok és az iskola szakmai tőkéje. Eötvös Kiadó, ELTE, Budapest, 2016. <a href="https://www.eltereader.hu/media/2017/05/Vamos_Agnes_Tanulo_pedagogusok_READER.pdf">https://www.eltereader.hu/media/2017/05/Vamos_Agnes_Tanulo_pedagogusok_READER.pdf</a> ISBN 978-963-284-805-1 [2022. 02. 05.]</p> <p>Z. Gadusova (szerk.): Mentor training. Materials and tasks. The publication is supported by Erasmus+ project No. 2020-1-SK01-KA201-078250 Mentor Training (MENTRA). ISBN 978-80-7599-294-9.</p>						
<b>Language, knowledge of which is necessary to complete a course:</b>						
hungarian, slovak						
<b>Notes:</b>						
<b>Evaluation of subjects</b>						
Total number of evaluated students: 137						
A	B	C	D	E	FX	
58.39	14.6	4.38	7.3	6.57	8.76	
<b>Teacher:</b> Dr. habil. Erika Kopp, PhD., Dr. habil. Aranka Híves-Varga, PhD.,						
<b>Date of last update:</b> 28.03.2025						
<b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.						

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ RAS/25	<b>Name:</b> Family and school
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites for passing the course are: active participation of the student in lectures and submission of a written thesis during the semester. The assessment of the course will be based on the points obtained in the following distribution: maximum 10 points for participation maximum 30 points for solving seminar problems during class and maximum 60 points for the submitted work. A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. FX 50% or less. Total student load: 1 credit = 30 hours (13 hours of active participation in lectures; 17 hours of independent study and preparation of written work).	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student knows the details of school and family education.</li> <li>- The student knows the possibilities and interactions with parents</li> <li>- the student knows and current methods for problem solving and conflict management.</li> <li>- The student knows current social trends in social and family difficulties</li> <li>- the student knows and social inequalities and the problems they cause</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- The student is able to independently search, compare and use relevant literary sources,</li> <li>- The student is able to navigate between legal documents and search for relevant legislation,</li> <li>- the student is able to manage a small social group,</li> <li>- the student is able to collaborate with partner institutions of his/her school.</li> <li>- The student is able to embrace family values.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>- The student is able to use his/her theoretical knowledge in the context of the family and the school,</li> <li>- the student is able to develop his/her own procedures to achieve his/her goals,</li> <li>- the student is compassionate towards different social groups,</li> <li>- the student is able to critically evaluate legislative documents related to his/her work,</li> <li>- the student takes responsibility for solving problems related to his/her work.</li> </ul>	
<b>Brief syllabus:</b>	

The concept and history of the family.  
Family form and family functions.  
The place, role and absence of members in the family.  
Evolution of family life and changes in family life.  
Paranormal crises and the under-functioning family.  
The family and the school.  
Methods of getting to know the family.  
Opportunities for cooperation.  
Educational methods and teacher communication.  
Social deficiencies and school success.  
Research on family inequalities.  
The education of family life.  
Strengthening the relationship between school and family. Good practices.

**Literature:**

Balogh László–Bolló Csaba–Dávid Imre–Tóth László–Tóth Tamás: A pedagógusok, szülők együttműködése és a kollégiumok szerepe a tehetségfejlesztésben. Magyar Tehetségsegítő Szervezetek Szövetsége, 2014. ISSN 2062-5936  
[https://tehetseg.hu/sites/default/files/konyvek/geniusz\\_31\\_net.pdf](https://tehetseg.hu/sites/default/files/konyvek/geniusz_31_net.pdf)  
Cs. F. Nemes Márta: Családpedagógiai módszertan. Családi Nevelésért Alapítvány, Bp., 2001-2002.  
Forward, S. (2000): Mérgező szülők. Budapest, Háttér Kiadó, 346 p.  
Hegedűs Judit ( szerk.): Család, gyermek, társadalom – A gyakorlati pedagógia néhány alapkérdése sorozat (5. kötet) ELTE, Budapest, 2006.  
<http://gepeskonyv.btk.elte.hu/adatok/Pedagogia/84N%E1dasi/Nyomtat%E1sra/pdf/Csal%E1d,%20gyermek,%20t%E1rsadalom.pdf>  
Kováts-Németh Mária – Muhi Béla – Szijártó István (szerk.) A család és szerepe a tehetséggondozásban. Ziegler-nyomda, Keszthely, 2013.  
Németh András (2004): Az európai család változásai. in: Pukánszky Béla-Németh András: A pedagógia problémátörténete. Gondolat Budapest, 241-259.o ISBN: 963 956 7183  
Podráczky J. szerk. 2012. Szövetségben. Tanulmányok a család és az intézményes nevelés kapcsolatáról. Budapest, ELTE Eötvös Kiadó.  
Pukánszky Béla: A gyermekkor története. Műszaki Kiadó, Budapest, 2001.  
Ranschburg Jenő (2004): Gepárd–kölykök. Urbis Kiadó, Budapest, 5–137. ISBN: 963 929 1595  
Szabó Éva (2008). Szeretettel és szigorral. Az iskolai nevelés problémái a szülők és a tanárok szemszögéből. Akadémiai Kiadó. ISBN:9779630583771  
UTASI Ágnes: A bizalom hálójá. Mikro-társadalmi kapcsolatok, szolidaritás. Budapest, 2002. Új Mandátum Kiadó 155 p.  
Vajda Zsuzsa (2005): A család funkciói. in: Vajda Zsuzsanna–Kósa Éva: Neveléslélektan. Osiris Kiadó, Budapest, 171–179. ISBN: 963389 7289

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 202

A	B	C	D	E	FX
64.85	15.35	10.89	6.44	0.5	1.98
<b>Teacher:</b> Dr. habil. Aranka Híves-Varga, PhD., Dr. habil. Erika Kopp, PhD., Mgr. Anita Tóth-Bakos, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ RMK/25	<b>Name:</b> Regional and minority culture
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking 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, - an essay in which the student analyses relevant professional, scientific literature or an article (100 points), or a project proposal for an educational activity aimed at developing the student's intercultural and minority competences (100 points) Essay evaluation criteria: - Presentation of a literature review (20 points), - analysis and evaluation (40 points), - drawing conclusions and formulating suggestions (20 points), - elaboration (20 points). Criteria for evaluation of the educational activity project proposal: - Content (40 points), - originality (20 points), - formality (20 points), - presentation of the literature review (20 points). Total student workload: 2 credit = 60 hours - 13 hours of lecture attendance; 20 hours of self-study; 27 hours of term paper preparation. The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade. Overall course pass mark: - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70 - 79% (70 - 79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points)	
<b>Results of education:</b> Knowledge:	

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

**Skills:**

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

**Competencies:**

- The student will be able to design a project of an educational activity in order to develop intercultural and minority competences of the pupil.
- The student has internalized social values.
- The student has respect for ancestral traditions.
- The student is able to create various didactic games aimed at developing the student's intercultural and minority competences.

**Brief syllabus:**

Theoretical approaches to identity from a minority identity perspective.

General theoretical foundations of the concept of identity.

Theories of identity research.

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

Cultural and social values with regard to minorities.

Forms of education of ethnic and national minorities; current analysis of the situation in Slovakia.

Curricular aspects of minority identity.

**Literature:**

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

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

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

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

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

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

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

hungarian, slovak

**Notes:**

<b>Evaluation of subjects</b>					
Total number of evaluated students: 249					
A	B	C	D	E	FX
38.55	26.1	22.09	10.44	0.8	2.01
<b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Tímea Mészáros, Mgr. Anita Tóth-Bakos, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ RPK/25	<b>Name:</b> Gross motor development
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a summary assessment of theoretical knowledge and practical skills. 80% active participation at the lectures. The evaluation involves developing a seminar and presenting health practices for good physical well-being, as well as relaxation and relaxation practices to protect health. The student will present at a seminar the learning of good terminology for physical exercise, basic rules for describing mobility. Evidence of theoretical knowledge is given in writing during the examination period (open and closed questions). Credit terms and assessment criteria: Seminars in a range of 5 pages (A4, v.p.: 12, r.: 1,5), the preparatory part of educational activities and the presentation of health practices for good physical well-being, and relaxation and relaxation practices to protect health. The student will present at a seminar the learning of good terminology for physical exercise, basic rules for describing mobility. Compliance with this requirement is a condition for participation in the final written knowledge check. Assessment criteria (max. Score 15): The formal side of the seminar work, the feasibility of content and application options in terms of pedagogical practice, the appropriate selection of physical practices and kinesthetic games, the use of good terminology and a description of practices, the incorporation of sentences in content, the indication of educational activity in practical implementation. A practical introduction to the extended preparation section, a variety of warm-up options (n=3), which are adapted in content and format to the selected age groups (younger school age, adults). Compliance with this requirement is a condition for participation in the final written knowledge check. Assessment criteria: In order to meet this requirement, practical demonstration of the warm-up models produced is desirable depending on the age of the pedagogical performance, organization of practices and terminology. Completed/not completed Knowledge validation (open and closed questions) is the basic terminology of physical exercise, principles of graphical representation and drawing practices, laws on the mold development of human engine skills, including the development of basic movement patterns and mobility skills, growth attributes and human development at individual mold genetic stages, theory of theoretical	

and didactic movement, health education, relaxation and relaxation practices, specificity of the development of the mobility of children of kindergarten age.

Participation in the written knowledge check is conditional on the fulfillment of the on-going conditions for the taking of credits (participation, preparation of medical practice aids, practical demonstration of sample satisfaction, seminar work).

Assessment criteria (maximum score 30): The minimum requirement for written completion of the subject is 16 points (minimum 50 %). Final assessment: V: 100-91% B: 90-81% C: 80-71% D: 70-61% E: 60-50% FX: 49% or less.

Total student workload : 2 credits = 60 hours, 13 hour participation at the lectures; 47 hours of self-study.

### **Results of education:**

Knowledge:

- It is familiar with current public education programs, it will be able to implement and evaluate education and training.
- The trainee has basic knowledge of the area.
- It can work effectively as a team Member and individually control, using sports games.
- The student will be able to organize leisure activities.
- The student can acquire expertise in leisure activities and individual sports games.
- The student will be able to learn and use the basics of movement and pre-training in the wild.

Capabilities:

- The graduate knows and understands the concept of the institutional socialization process in a broader social science context It is ready to provide independent care, further education and professional development.
- The student will be able to properly create kinesthetic games that are appropriate for the age.
- The student will be able to apply his/her knowledge correctly in developing kinesthetic gaming projects.

Competences:

- The student will be able to apply his knowledge to his/her work, which may influence his/her professional choice.
- It is able to create a problem channel and to navigate the situation of individuals at the target groups.
- The student will be able to develop a targeted self-knowledge related to vocational guidance.
- The student will be able to design his/her activities independently.
- He knows the legislation and institutional context in which to exercise his profession. It has developed socially accepted civic attitudes and a positive attitude toward its profession and target group.
- The student will be able to develop a reliable, helpful, encouraging, attentive and accepted attitude, an open atmosphere to learn about and manage the way others work.

### **Brief syllabus:**

The importance of kinesthetic toys for the somatic, physiological and psychological antisocial development of students. Kinesthetic toys and basic knowledge of their distribution. Use of kinesthetic games in practice and in leisure time. Collective sporting activities, didactic games. All-in-one games and their use: Play games, play games with a ball (FIT-BALL), and play games for children in the open. Learn the basic rules for handling kinesthetic games. Motion-manipulation toys. Terminology for physical practices. Basic rules for the movement description. Preparatory part of the educational activities - exercises, warm-up methods. The regularity and mold development of the growth and development of human motorized skills. The development of motorized skills and opportunities to develop motor skills at different stages of learners' development. Kinesthetic

toys and physical practices for good body-keeping. Kinesthetic games and physical exercises to improve basic movements. Kinesthetic games and physical exercises to develop basic mobility skills. Kinesthetic toys are designed to develop motorized skills fitness. Kinesthetic games aim at improving the capacity for the coordination of motor skills. Preparation, conduct, methodological and educational procedures (evaluations) for kinesthetic games. Relaxation, health and relaxation practices.

**Literature:**

Dobay Beáta: Mozgásos játékgyűjtemény, 2016 ISBN 978-80-81-22-192-7  
 Pektor Gabriella: Mozgásfejlesztő játékok gyűjteménye, 2011 ISBN 978-963-697-652-1  
 Farmosi István: Mozgásfejlődés, Dialog Campus, Pécs, 2007 ISBN 963-9310-06-9  
 Laczo Eugen a kol.: Rozvoj a diagnostika pohybových schopností detí a mládeže, Bratislava 2014, ISBN 978-80-97-14-66-0-3, [http://www.telesnavychova.sk/userfiles/downloads/Rozvoj\\_diagnostika\\_PS\\_Laczo\\_2014.pdf](http://www.telesnavychova.sk/userfiles/downloads/Rozvoj_diagnostika_PS_Laczo_2014.pdf)  
 Nádas Lajos: Motoros cselekvéses játékok az iskolai testnevelésben, 2001 ISBN 963-19-2112-3  
 Židek, J. et al.: Turistika a ochrana života a zdravia, Univerzita Komenského, Bratislava, 2013,  
 Židek, J. et al.: Turistika história turistiky obsah, druhy a formy turistiky ochrana prírody, PEEM, Bratislava, 2004

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

hungarian ,slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 105

A	B	C	D	E	FX
66.67	17.14	13.33	2.86	0.0	0.0

**Teacher:** PaedDr. Peter Židek, PhD., Mgr. Attila Bognár,

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ SOV/25	<b>Name:</b> Sociology of education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites for passing the course are: active participation of the student in the exercises and submission of a written thesis during the semester. The evaluation of the course will be made on the basis of the points obtained in the following distribution: a maximum of 10 points for participation, a maximum of 30 points for solving the semester assignments during the class and a maximum of 60 points for the submitted work. A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. FX 50% or less. Total student load: 1 credit = 30 hours (13 hours active participation in exercises; 17 hours study and preparation of written work).	
<b>Results of education:</b> The goal of this course is to introduce the student to various sociological conceptions of education and social expectations. The goal is to provide a foundation of sociological knowledge about the work of educators and the empathy needed to understand people in different social situations. <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Acquire the basic concepts of the sociology of education,</li> <li>- The student will become familiar with the details of family and school socialization,</li> <li>- the student will become familiar with current methods for conflict and problem solving,</li> <li>- the student will become familiar with current social problems</li> <li>- the student will become familiar with current difficulties of social inequalities</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The student will be able to independently search, compare, and use relevant sources of scholarly literature,</li> <li>- the student is able to recognize the difficulties of education and upbringing of children coming from different social backgrounds,</li> <li>- The student is able to manage a small social group,</li> <li>- the student is able to independently analyze a variety of educational situations,</li> <li>- the student is able to appreciate different social values.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>- The student forms his/her own opinion, thinks of himself/herself as a future teacher,</li> <li>- the student is able to create his/her own procedures to achieve his/her own goals,</li> </ul>	

- the student is empathetic towards different social groups,
- the student identifies with the mission of his/her institution,
- the student feels responsibility for effective problem solving.

### **Brief syllabus:**

Problems addressed by the sociology of education. Opinions on the sociology of education.

The development of topics in the sociology of education: socio-historical context.

Scenarios of education, forms of socialization: family, pre-school, school and out-of-school education.

Family research from a sociological perspective: family functions and socialization.

Sociology of the educational system: the continental system. The Atlantic system. Who owns the school?

Theories of capital in educational research: human capital theory.

Cultural capital and the theory of reproduction. Social capital as a compensating factor of disadvantage.

Multi-culturalism, intercultural education: society and historical background. The concept and meaning of multicultural and intercultural education.

Approach to multicultural and intercultural education. Using multicultural and intercultural education to develop skills. Analysis of school performance and student achievement.

Social mobility and school: social structure, inequalities in school. Social mobility and equal opportunities in school.

Equal opportunities and inclusion in school: strategies for social and school coexistence.

Linguistic socialisation and school: School as a test of language ability and higher level language contact. Bernstein's language codes.

Effectiveness, good outcomes and adequacy in public education. Circumstances affecting effectiveness.

Minority education. Demographic trends in the Carpathian Basin.

### **Literature:**

Csepeli Gy. et al. 1987 Modern polgári társadalomelméletek. Budapest: Gondolat Kiadó

ĎURDÍK, Ladislav. Asszimilációs folyamatok a szlovákiai magyarság körében. 1. vyd. Pozsony: Kalligram, 2004. 152 s. ISBN 978-80-7149-668-5.

Gál Gyöngyi: Erdélyből áttelepedett pedagógusok otthon- és családképe. Katolikus Pedagógia, VII. ÉVFOLYAM, 2018/1–2. SZÁM. pp.5-16 (2018).

Kováts-Németh Mária: Kultúráközvetítés és pedagógiai értékrendszerek. Komárno: Selye János Egyetem Tanárképző Kara, 2013.

Kozma Tamás: Bevezetés a nevelésszociológiába. Nemzeti Tankönyvkiadó 1994

Lannert Judit (2004): Minőség, hatékonyság, eredményesség. Új Pedagógiai Szemle, <http://epa.oszk.hu/00000/00035/00087/2004-12-ko-Lannert-Hatekonysag.html>

Tóth Péter, Holik Ildikó (szerk.): Új kutatások a neveléstudományokban 2015: Pedagógusok, tanulók, iskolák – az értékformálás, az értékközvetítés és az értékteremtés világa. MTA Pedagógiai Tudományos Bizottság, Budapest, 2016 ISSN 2062-090X.

Varga Aranka (szerk.): A nevelésszociológia alapjai 2015. Pécs. ISBN (epub) 978-963-642-850-1 – DOI 10.15170/BTK.2015.00001. <https://mek.oszk.hu/14500/14566/14566.pdf>

Továbbá a: Képzés és Gyakorlat, a Köznevelés, az Iskolakultúra, a Neveléstudomány, a Nevelésszociológia, a Pedagógusképzés, a Magyar Pedagógia, a Fejlesztő Pedagógia és az Egészségnevelés című folyóiratok tantárgyhoz kapcsolódó további írásai (2015-2021.)

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

hungarian, slovak

<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 120					
A	B	C	D	E	FX
45.0	25.0	14.17	8.33	4.17	3.33
<b>Teacher:</b> Dr. habil. Erika Kopp, PhD., PaedDr. Beáta Kiss, PhD., Dr. habil. Aranka Híves-Varga, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ STŽ/25	<b>Name:</b> Professional training
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The conditions of professional training are set and regulated by the current Directive of the Dean of the Faculty of Education of the University of J Selye: Principles of pedagogical practice at the Faculty of Education of the University of J Selye. The student is obliged to follow the relevant part of this document related to the professional training (STZ). The requirements for taking the course are as follows: - active participation of the student in the professional training in the scope of 20 hours in accordance with the directive, - submission of a completed and certified professional training Protocol (STZ), - submission of a portfolio from the professional training, consisting of completed observation sheets, analyses and evaluation of the student (max. 50 points). Total student workload: 1 credit = 30 hours - 20 hours participation in the professional training (contact hours); 10 hours analysis and preparation of the portfolio. Prerequisite for successful completion of the course: 1.) submission of a completed and certified professional training protocol, 2.) obtaining at least 50% of the maximum course grade (50 points). Overall course pass mark: - Pass = 50 - 100% (25 - 50 points) - Fail = 49 - 0% (0 - 24 points)	
<b>Results of education:</b> Professional training is a stay of students in a school and in a school educational institution such as a school children's club, leisure centre, school boarding school, in order to participate not only in the educational process, but also in the day-to-day work of teachers and educators. Knowledge: - The student possesses basic theoretical knowledge in the field of education and training in schools and school educational institutions, - the student is familiar with the educational activities of teachers in schools and educators in school educational establishments,	

- the student is familiar with other work activities of teachers in schools and educators in school educational establishments,
- the student knows the course and sequence of the work activities of school teachers and school educators which do not relate to direct educational activities,
- the student knows the duties of teachers and educators depending on the educational environment - trip, excursion, children's camp, staying outdoors, etc,
- the student knows the possibilities and strategies of cooperation with other educators, teachers, supervisors, non-teaching staff, parents and other institutions.

**Skills:**

- The student is able to implement educational activities related to the work of teachers in schools and educators in educational settings,
- the student is able to carry out other work activities of teachers and educators in school educational establishments which are not related to direct educational activities,
- the student is able to cooperate with other educators, teachers, supervisors, non-teaching staff, parents and other institutions,
- the student can plan, implement, analyse and evaluate the course of educational activities.

**Competences:**

- The student is able to imply his/her own knowledge and experience into the independent implementation of educational activities in schools and educational institutions,
- the student is able to independently carry out other work activities related to the work of a teacher and educator, which are not related to direct educational activities,
- the student is able to conceive his/her own working procedures for effective observation, recording, analysis and evaluation of the course of educational and interest activities and other activities.

**Brief syllabus:**

Within the professional training of 20 hours, in addition to the educational process, the student will also be involved in activities such as administrative tasks, working with parents, participating in meetings, planning and implementation of interest activities, extracurricular activities, interest groups, preparing students for competitions, organizing competitions, organizing exhibitions, preparing projects, preparing teaching materials for work with an interactive whiteboard or smartphone, working with children in nature, participating in excursions. During the professional training, the student has the opportunity to teach more consecutive lessons, or to carry out interest activities and other activities, which will improve the quality of practical preparation for the teaching profession.

Ethical principles of professional training.

Organisational requirements of the professional training.

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

Planning and designing the work, preparation for the activity.

Pedagogical reflection. Evaluation. Self-evaluation.

Pedagogical documentation

**Literature:**

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

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

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

FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.

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.

SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.

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/>>.

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/>

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Ostatné dokumenty:

Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho.

Az iskola, intézmény pedagógiai és egyéb dokumentációja.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 53

a	n
84.91	15.09

**Teacher:** Mgr. Katalin Sýkora Hernády, PhD., PaedDr. Beáta Kiss, PhD., PaedDr. Tamás Török, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TFV/25	<b>Name:</b> Educational theory and educational philosophy
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General requirements: <ul style="list-style-type: none"> <li>• active participation,</li> <li>• written exam (50 point),</li> <li>• seminar assignments, groupwork</li> <li>• written essay a written essay on one of the specified topics of the course (min requirements: essay based on min. 5 literature, 15.000 character) (50 points)</li> </ul> Criteria for assessing the written essay: <ul style="list-style-type: none"> <li>- Content 20 points,</li> <li>- Formal structure 10 points,</li> <li>- Literature used 20 points.</li> </ul> Total workload of the student: 3 credits = 90 hours (26 hours lecture and seminar; 32 hours of independent study, preparation for the exam and 32 hours for the essay). To successfully complete the course, at least 50% of the maximum number of points (100 points) must be obtained. Total assesment of the course: <ul style="list-style-type: none"> <li>• A = 90 – 100% (150 – 135 point)</li> <li>• B = 80 – 89% (134 – 120 point)</li> <li>• C = 70 – 79% (119 – 105 point)</li> <li>• D = 60 – 69% (104 – 90 point)</li> <li>• E = 50 – 59% (89 – 75 point)</li> <li>• FX = 0 – 49% (0 – 74 point)</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- The student knows and can interpret the results of recent research.</li> <li>- The student is able to understand and apply the results of new research in the field of education and pedagogy.</li> <li>- The student knows and be able to interpret the different conceptions of the human person, the related educational approaches, be aware of the socio-cultural factors influencing these approaches and recognise their implications for personal development.</li> </ul>	

- The student is familiar with and able to apply different theoretical approaches and interpretations of education and its role.
- The student is able to develop his/her understanding of the person, the child and education in dialogue with other theories in an open-minded way; he/she will seek to develop a coherent approach of his/her own.
- The student is familiar with pedagogical methods that promote community building and development.

**Skills:**

- The student is able to develop an awareness of his/her own conception of man and child, of education, to communicate with others and to understand others' ideas about man;
- The student is able to search, compare and use relevant literature independently,
- The student is able to identify strategies appropriate to educational and pedagogical objectives,
- The student is able to select forms of organisation and to organise an environment conducive to effective learning,
- The student is able to analyse different educational situations independently and professionally,
- The student is able to reflect, analyse and evaluate his/her pedagogical experiences and views.

**Competences:**

- The student is sufficiently prepared and committed to carry out professional and pedagogical work in a responsible manner,
- the student takes responsibility for the mission of his/her institution,
- the student has a sense of responsibility for the effective solution of specific problems,
- the student has a democratic commitment to values and a sense of responsibility, is ready to accept values different from his/her own, and is open to learning about and respecting the opinions of others.

**Brief syllabus:**

Anthropological foundations of education. Culture- education-learning: the social mimesis; the mimetic foundations of cultural learning, traditions, celebration, play, rites and informal education. Basic concepts of education: upbringing, culture - enculturation, socialisation, individualisation, education, learning.

Discipline and education, the purpose of education, the role of ideals and norms in education; the main European value systems (conservative-Christian, liberal, socialist, alternative) and their educational implications, diversity in schools, value pluralism.

Institutional education; school as a social institution: functions of school, mobility, school selection and equal opportunities. The hidden curriculum and school rites.

The relationship between family and school.

The relationship between school, local society and the state. Legislation on the functioning of education. Slovak education laws and ISCED.

Vulnerability of modern mass democracies and the totalitarianism.

The postmodern. Main directions and dilemmas of contemporary philosophy.

**Literature:**

Bárány Tibor (szerk.): Kiskaté. Kortárs filozófiai kiskönyvtár. Műút Könyvek, Miskolc, 2017. ISBN 978-615-5355-22-6

<http://www.muut.hu/wp-content/uploads/kiskate.pdf>

Csejtei Dezső (2016): Filozófia a mindennapokban. Gondolatok emberről, világról, Istenről. Attraktor, Gödöllő-Máriabesnyő. ISBN:9786155601101

<https://www.szaktars.hu/attraktor/view/csejtei-dezso-filozofia-a-mindennapokban-gondolatok-emberrol-vilagrol-istenrol-2016/?pg=224&layout=s>

Dietrich, Jürgen – Tenorth, Heinz-Elmar: A modern iskola kialakulása és működése. Műszaki Könyvkiadó, Budapest, 2003. ISBN 963 16 2757 8  
 Donald, Merlin (2002): Az emberi gondolkodás eredete. Osiris, Budapest. ISBN 963 389 085 3  
 Németh András (2004): Ember és világainak változásai. Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184  
 Németh András: Nevelés – gyermek – iskola. Eötvös Kiadó, Budapest, 1997. ISBN: 9639024198  
 Németh András: Emberi idővilágok – pedagógiai megközelítések. Gondolat Kiadó, Budapest, 2013. ISBN 9789636932688  
 Wulf, Christoph: Az antropológia rövid összefoglalása. Enciklopédia Kiadó, Budapest, 2007. ISBN 963 9655 09 0

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 532

A	B	C	D	E	FX
53.2	25.75	13.72	3.95	0.94	2.44

**Teacher:** Dr. habil. Erika Kopp, PhD., PaedDr. Beáta Kiss, PhD., Dr. habil. Aranka Híves-Varga, PhD., prof. Krisztián Józsa, DSc., Mgr. Anita Tóth-Bakos, PhD., prof. Péter Tóth, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TKZ/25	<b>Name:</b> Movement culture and healthy lifestyle education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in hours, seminars and oral exams. The content of the seminar work will be to plan part of the curriculum under the subject-matter of the curriculum for a selected type of school facility. The definition of the competences of the child/student of the selected school facility type (50 points), the definition of the educational thematic area of the selected school facility type (50 points). Final assessment: A-100-91% B-90-81%, C-80-71%, D-70-61%, E-60-50%. Students who do not reach 49% will not receive credit. Total student workload: 2 credits = 60 hours, participation in 13 hour lectures (contact); 47 hours self-studying and preparation - half-year work.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student is able to work with theoretical knowledge.</li> <li>• The student is able to develop preparedness for child and youth health practices.</li> <li>• The student can develop various tools to improve the mobility of children, young people and the adult population.</li> <li>• The student can set up specific warm-up exercises per age group.</li> </ul> <b>Capabilities:</b> <ul style="list-style-type: none"> <li>• The student will be able to navigate through the AOP Education area of health and physical activity.</li> <li>• The student has the ability to expand his or her knowledge and self-training.</li> <li>• The student is able to develop their own preparedness and health practices for different age groups.</li> <li>• The student is able to apply sentence-related knowledge in practice.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>• The student will be able to apply his/her knowledge in the course of his/her future work.</li> <li>• It can make contact not only with children, but also with parents and adults.</li> <li>• The student has the ability to provide professional reasons for his activity.</li> <li>• The student is able to implement a targeted self-training development.</li> </ul>	

- The student is able to independently design activities that enhance his or her knowledge and contribute to his or her choice of profession.
- The student is able to demonstrate a reliable, helpful, encouraging, attentive and accepted attitude, to create an atmosphere open to knowledge.

**Brief syllabus:**

The theory and basic knowledge of physical culture, physical education and sport education. ( physical culture, kinesthetic games, conditional, coordination, compensatory practices). The physical development of pupils' school age. Healthy lifestyle - elements of a healthy lifestyle for students. The main principles of a healthy lifestyle. Physical activity for a healthy lifestyle. Theoretical and basic knowledge, practical and recreational use of kinesthetic toys. Various sports activities in school clubs. Knowledge of basic tourism skills and information in nature in summer and winter. Organization of various sporting events under the legislation in force at the Ministry of Education of the Slovak Republic. Knowledge of basic health standards for sports activities in schools.

**Literature:**

Dobay, Beáta. Mozgásos játékgyűjtemény: (óvó- és alsó tagozatos pedagógusok részére). 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 135 s. ISBN 978-80-8122-192-7.

Dobay, Beáta a Elena Bendíková. Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia. 1. vyd. Komárom: Kompress, 2016. 104 s. ISBN 978-963-12-7613-8

Domonkos Mihály: Testkultúra, Juhász Gyula Pedagógiai Kar – Szeged, ISBN 978-963-306-366-8, <http://www.ofi.hu/tudastar/kultura-testkultura>, <http://www.jgypk.u-szeged.hu/dok/tamopsport/Nadori-Dancs-Retsagi-Ekler-Gaspar%20-%20Sportelmeleti%20ismeretek>

Gaal Sándorné, Kunos Andrásné : Testnevelési játékok anyaga és tervezése az óvodában, Szolnok, 0. - 246 s. - ISBN 963 650 519 5.

Gaal Sándorné: Mozgásfejlődés és fejlesztés az óvodában : Kézikönyv óvodapedagógusok számára / - 1. vyd. - Szarvas : Szarvaspress, 2010. - 332s. - ISBN 978-963-08-0198-0.

Gaal Sándorné, Bencze Sándorné: A testnevelés mozgásanyagának feldolgozása a 3-10 éves korosztály számára, Szarvas, 2004. - 224 s. - ISBN 0010409.

Rétsági Erzsébet: A testnevelés tantárgypedagógiája, Dialóg Campus, 2004

Farmosi István: Mozgásfejlődés, Dialóg Campus, 2005

Šelingerová - Šelinger: Športová antropológia, SVSpTVaŠ, 2017

ZANZA TV – Testkultúra, <https://zanza.tv/fogalom/testkultura>

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

hungarian ,slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 11

A	B	C	D	E	FX
45.45	36.36	9.09	9.09	0.0	0.0

**Teacher:** PaedDr. Peter Židek, PhD., Mgr. Attila Bognár,

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TPR/25	<b>Name:</b> Theory and practice of the management of educational institutions
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: - Active participation of the student in lectures, - Successful completion of a continuous knowledge test, - successful completion of the final examination. The course ends with an examination. The intermediate written knowledge test has a maximum score of 60 points. The final written knowledge test has a maximum score of 40 points. The successful completion of the course is subject to obtaining at least 50 % of the maximum possible grade for the course (100 points). The grade is awarded on the following scale: A - 90-100%, B - 80-89%, C - 70-79%, D - 60-69%, E- 50-59%. Total student load: 1 credit = 30 hours - 26 hours lecture attendance (contact hours); 4 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> - The student has knowledge of the specifics of school management in the areas of comprehensive management, quality management, management styles, school marketing, school climate and culture - the student is familiar with management styles and can characterise them, - the student knows the structure of the school system of the Slovak Republic, - the student is familiar with school legislative documents, - the student is able to characterise the competences of the head teacher, his/her rights and duties, as well as the rights and duties of the founder and control bodies, - the student knows the forms of cooperation with partners of educational institutions, - the student knows the meaning and methods of evaluation and self-evaluation, - the student is familiar with pedagogical documentation related to the management of educational institutions (school educational and educational programmes), - the student knows the target and structural difference between the school educational programme of kindergarten and the educational programme of school educational institutions, - the student knows the background to the development of each programme, - the student knows the procedures for the development of individual programmes.	
<b>Skills:</b>	

- The student can independently search, compare and work with relevant literary sources,
- the student is able to navigate school legislative documents and search for relevant information,
- the student is able to establish cooperation with school partners and educational institutions,

**Competences:**

- The student is able to imply theoretical knowledge into his/her own pedagogical practice in the field of management and cooperation,
- the student is able to conceive his/her own practices in achieving the set objectives in the field of management and cooperation,
- the student is able to apply knowledge about school management in the context of school management in the Slovak Republic in relation to legislation,
- the student will be able to critically evaluate existing legal documents especially in relation to national schools,
- the student will be able to evaluate the ongoing changes in the field of public administration, to express his/her own opinion on the justification of self-governing structures in the process of school management,
- the student will feel responsible for the quality of individual programs for the benefit of an effective educational process.

**Brief syllabus:**

Functions of the school. The nature of school governance in a democratic society. Adaptability of the school management system.

The position and roles of the state administration in school management. The responsibilities of local government, school authorities and other bodies in the management of schools and schools.

The nature and content of management. Concepts and theories of management. Functions of management - basic and general management functions.

School management. Models of school management, their peculiarities. Organisational structure of the school. Comprehensive school management in the implementation of the school educational programme. Educational programmes from the point of view of school management. Management of the development and implementation of the school educational programme. Internal standards of the school as regulators of optimal functioning.

Management styles. Personality and communication skills of the school manager. School marketing from the point of view of contemporary school needs.

School climate and culture in terms of the development and implementation of the school educational programme.

Kindergarten and school education partners and their cooperation.

Evaluation and self-evaluation methods in management.

Legislative basis for the development of the school educational programme of kindergarten and educational programme of school educational establishments.

Principles of development and structure of the school educational program of kindergarten and educational program of school educational facilities.

Analysis of local conditions and possibilities of kindergarten and school educational facilities prior to the development of the educational and school educational program - SWOT analysis.

Stages of creation of school educational and educational programs.

**Literature:**

HORVÁTHOVÁ, K. Opatávamenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.

HORVÁTHOVÁ, K., OBDRŽÁLEK, Z. Organizácia a manažment školstva: Terminologický a výkladový slovník. Bratislava : SPN, 2004. 419 s. ISBN 80-10-00022-1.

HORVÁTHOVÁ, K. a kol. Otázky koncepcie prípravy riadiacich zamestnancov škôl. Nitra : UKF, 2011. 344 s. ISBN 978-80-558-0001-1.

HORVÁTHOVÁ, K. Školský manažment v nových spoločenských podmienkach (pre riadiacich pedagogických zamestnancov). Bratislava : UK, 2008. 181 s. ISBN 978-80-969178-8-4.

HORVÁTHOVÁ, K, MANNIOVÁ, J. Úvod do školského manažmentu. Ivanka pri Dunaji : AXIMA, 2008. 179 s. ISBN 978-80-969178-6-0.

KETS DE VRIES, M. The leadership mystique: Leading behavior in human enterprises. Great Britain : Pearson Education, 2006. 279 s. ISBN 978-1-4058-4019-4.

PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.

SIVÁK, J. Minőség az óvodában. Budapest : Okker, 2001, 272 o. ISBN 963-9228-50-8.

SLAVÍK, J. Hodnocení v současné škole: Východiská a nové metody pro praxi. Praha : Portál, 1999. 190 s. ISBN 80-7178-262-9.

ŠTÁTNY PEDAGOGICKÝ ÚSTAV, 2016. Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách [online]. Bratislava : ŠPÚ, 2016. 112 s. Dostupné na internete <[https://www.statpedu.sk/files/articles/nove\\_dokumenty/statny-vzdelavaci-program/svp\\_materske\\_skoly\\_2016-17780\\_27322\\_1-10a0\\_6jul2016.pdf](https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf)>.

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Zákon č. 138/2019 o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.

Zásady tvorby školských vzdelávacích programov a výchovných programov – [www.statpedu.sk](http://www.statpedu.sk), [www.minedu.sk](http://www.minedu.sk).

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 456

A	B	C	D	E	FX
17.32	21.05	19.96	19.3	21.05	1.32

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

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TVD/25	<b>Name:</b> Creative workshop
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> - active participation of the student in the exercises - participation of the student in the assignments and participation in the discussions during the exercises - submission of term papers in physical and digital form and its presentation - Evaluation of the success of the semester work - max. 50 points: - quality - 20 points, - originality - 10 points, - formal aspect - 10 points, - a short oral explanation of the concept and content of the works the contents and the content of the submitted works - 10 points. - The successful completion of the course includes the submission of term papers in digitised form as a pdf document, with the quality and content of this document being assessed separately according to the following criteria - max. 30 points: - formal aspect - 10 points - quality of reproductions of the theses - 10 points - skills in the use of digital media (working with hardware and software) -10 points Evaluation - max. 80 points: A : 72 - 80 points (90 - 100%) B: 64 - 71 points (80 - 89%) C: 56-63 points (70-79%) D: 48 - 55 points (60 - 69%) E: 40 - 47 points (50 - 59%) Fx: 0-39 points (0-49%) Total student load: 1 credit = 30 hours - 13 hours of participation in exercises (contact hours); 8 hours of self-study; 9 hours of term paper preparation.	
<b>Results of education:</b> Knowledge Student/Student:	

- Knows the tools of the visual arts and their proper use
- knows the art techniques and their areas of application
- knows the application of some graphic, plastic and digital technologies
- knows the forms of visual education activities
- recognises the specificities of the visual representation of children and young people
- knows the methods of education aimed at developing creativity
- plans and organises forms of visual education and craft activities

#### Skills

The student is able to:

- use the tools of visual arts correctly and to apply them appropriately
- select and apply appropriate art techniques on the surface and in space
- use the elements of visual language in different ways on the surface and in space
- express themselves using art techniques on a given subject
- carry out certain graphic, plastic and digital processes
- to reflect on current social and cultural issues and critical thinking

#### Competencies:

The student is able to:

- Apply practical knowledge of the curriculum as applied to creative production practices
- apply the theoretical knowledge of the curriculum that he/she uses in a creative way
- establish own procedures for achieving goals in planning and implementing art activities
- to work independently in creative making practices or in learning the curriculum
- identify with their own profession in which they are fluent in developing their own abilities and skills
- feel responsible for methodologically correct planning, organisation and implementation of art activities
- to support the thinking and creative processes of children and young people and their visual expression

#### **Brief syllabus:**

Visual expression - perception, qualities, experience.

Ecology and environmental awareness in art education - land art, environmental art, arte povera.

The development of pictorial representation of children and young people - schematism, symbols, colour and form, space.

Phenomena of visual art - creation, styles.

Characteristics of media - typical expressive means of media.

Bookmaking - Japanese binding, paperback, picture book.

Theory and practice of digital competence - digital image and text, basics of typography and graphic design - poster, advertising, visual identity.

Synesthesia, smells, sounds and touch on canvas, free association of images based on our senses through art therapy.

The possibilities of spatial representation on the canvas - historical overview, peculiarities of spatial representation of children's drawings, basics of perspective representation.

Possibilities of integrating visual education into other areas of education.

Visual education by project method.

Environment: technology and tradition - objects, spaces, function.

Environment: technology and tradition - tradition, design, fashion.

#### **Literature:**

ARHNEIM, R. A vizuális élmény: Az alkotó látás pszichológiája. Budapest: Gondolat, 1979, 560 s. ISBN 9632801415

BÁLVÁNYOS, H. Esztétikai - művészeti ismeretek nevelés: Vizuális kultúra II. : Képzőművészet, tárgy - és környezetkultúra. Budapest: Balassi Kiadó, 1998, 168 s. ISBN 963 506 240 0.

BÁLVÁNYOS, H. Látás és szemléltetés. Budapest: Balassi Kiadó, 2003, 155 s. ISBN 963 506 521 3.

BÁLVÁNYOS, H., SÁNTA, L. Vizuális megismerés, kommunikáció. Budapest: Balassi Kiadó, 2000, 125s. ISBN 963 506 354 7.

BAKOS, T., BÁLVÁNYOS, H., PREISINGER ZS. A vizuális nevelés pedagógiája: 6-12 éves korosztályban. Budapest: Balassi Kiadó, 2001, 263 s. ISBN 963 506 398 9.

BEKE, M. 77 magyar népi játékok. Budapest: Corvina, 2017, 304 s. ISBN 978 963 13 6431 6. 161 s. ISBN 978-80-8122-335-8.

DVORSZKY, H. Design: A forma művészete. Budapest: Képzőművészeti Alap Kiadóvállalata, 1979, 295 s. ISBN 963 336 119 2

FEUER M. A gyermekrajzok fejlődéslélektana. Budapest: Akadémiai Kiadó, 2000, 405 s. ISBN 9630577321.

FIEDLER, J., VANCURÁNÉ, S. A., HAJDÚ, A. Kép-játék-hang: Foglalkozási tervek képzőművészeti alkotásokhoz. Budapest: Pedellus Tankönyvkiadó, 2015, 80 s. ISBN 978-615-5154-63-8.

GOMBRICH E. H.. A művészet története. Budapest: Gondolat Kiadó, 1983, 522 s. ISBN 9632812158.

HEGYI, L. Avantgarde és transzavantgarde. Budapest: Magvető Kiadó, 1986, 520 s. ISBN 963 14 0875 2.

KÁRPÁTI A. A gyermekrajztól a fiatalok vizuális nyelvégig. Budapest: Akadémiai Kiadó, 2019, 210 s. ISBN 978 963 454 361 9.

KÁRPÁTI A. Firkák, formák, figurák: A vizuális nyelv fejlődése a kisgyermekkortól a serdülőkorig. Budapest: Dialóg Campus Kiadó, 2001, 198 s. ISBN 963 9123 36 6.

VIRÁGVÖLGYI P. A tipográfia mestersége számítógéppel. Budapest: Osiris, 2002, 262 s. ISBN 963379529X.

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

hungarian , slovakian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 115

A	B	C	D	E	FX
53.91	26.09	8.7	0.87	6.09	4.35

**Teacher:** Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ UDP/25	<b>Name:</b> Introduction to pedagogical studies
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites for successful completion of the course: <ul style="list-style-type: none"> <li>- active participation of students in lectures,</li> <li>- written exam (50 points),</li> <li>- Creation and presentation of a term paper on one of the topics or subtopics of the course using at least 3 primary sources and at least 5 literary sources, min. 20 000 characters.</li> </ul> Assessment of the term paper (50 points): <ul style="list-style-type: none"> <li>- content 20 points,</li> <li>- formal structure 10 points,</li> <li>- list of references 20 points.</li> </ul> Total student workload: 3 credits = 90 hours (26 hours of participation in contact teaching, 32 hours of self-study, 32 hours of term paper preparation) Final evaluation: maximum 100 points. 100 points are required to pass the course, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must obtain 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (59-50 points) of the total number of points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student knows and can interpret the most important scientific results about human beings, the different ideas about human beings, the educational perceptions associated with them, is aware of the sociocultural factors influencing attitudes, and is aware of the implications of all this for personal development.</li> <li>- The student is able to understand and interpret the results of recent theoretical, anthropological and historical research adequate to teacher education.</li> <li>- The student is familiar with various theoretical approaches and interpretations of education and their roles and is able to apply them in his/her work.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Using the results of the discipline, the student approaches contemporary phenomena of education and pedagogy on the basis of new aspects, with a historical context.</li> </ul>	

- The student should develop his/her image of people and children, his/her perception of education and upbringing, be able to be aware of it and communicate it to others.
- With democratic commitment and a sense of responsibility, the student is prepared to accept values other than his/her own, to recognize and respect the views of others.
- The student is able to reflectively interpret, analyze and evaluate his/her teaching experiences and opinions.

**Competences:**

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

**Brief syllabus:**

Historical and cultural anthropological approach to education, basic concepts of education - human body, ritual, holiday, space, time, narrative knowledge, informal education, generational relations, education as a social primary function, evolution of culture (mimetic, mythic, paradigmatic) ; Basic models of ancient Greek education, educational ideas of Greek philosophers (Socrates, Plato, Aristotle).

Augustinian principle of education, transformation of medieval man and his worlds - origins of medieval approach to children, education and education, institutionalized education of women.

The world of the Renaissance man, his important pedagogical thinkers (Vittorino da Feltre, Guarino da Verona, Neri St. Philipines, Juan Vives).

The Reformation and the Catholic renewal. Man and worldview - changes in childhood, the family model and women's education.

Early modern and modern man and his education - institutional education, its main ideologies (Comenius, Locke, Rousseau); temporal and institutional discipline.

The formation and development of modern European school systems in the 19th and 20th centuries. The main stages of the development of Hungarian education (Ratio Educationis, Law on Popular Education); the age of the development of Hungarian women's education.

Pedagogical scientific thought, Herbart and his pupils, positivism, pedagogy of spiritual science, experimental pedagogical aspirations, paediatric studies and modern child psychology.

The crisis of modern times. School criticism, life reform, women's emancipation movements. The development and main trends of reform pedagogy (Montessori, Waldorf, Freinet, Jenaplan, Dalton-plan), their methodological role in the innovation of school, kindergarten and teaching practice. Competence profile of the future teacher, practical activities and experience.

**Literature:**

Kéri Katalin: Hölgyek napernyővel. Nők a dualizmus kori Magyarországon 1867-1914. Pro Pannonia Kiadó, Pécs, 2008. ISBN: 9789639893092

Kéri Katalin: Lánynevelés és női művelődés az újkori Magyarországon: nemzetközi kitekintéssel és nőtörténelmi alapozással. Kronosz Kiadó, Pécs, 2018. ISBN: 9789634670377

Mészáros István – Németh András – Pukánszky Béla: Neveléstörténet. Bevezetés a pedagógia és az iskoláztatás történetébe. Osiris, Budapest, 2003. ISBN: 9633793432

Németh András: A reformpedagógia múltja és jelene. Nemzeti Tankönyvkiadó, Budapest, 1996. 2. átdolgozott és bővített kiadás: 1998, 3. kiadás: 1998; 4. kiadás 2001. ISBN 9789631921908

Németh András – Skiera Ehrenhard: Reformpedagógia és az iskola reformja. Nemzeti Tankönyvkiadó, Budapest, 1999. 2. kiadás 2003. ISBN: 9631901688

Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184  
 Németh András et al: Alternatív- és reformpedagógia a gyakorlatban  
[http://nti.btk.pte.hu/dogitamas/BHF\\_FILES/html/99Nemeth/topic.php-topic=14.htm](http://nti.btk.pte.hu/dogitamas/BHF_FILES/html/99Nemeth/topic.php-topic=14.htm)  
 (2022.02.07.)  
 Pukánszki Béla István: Pedagógiai eszmetörténet. Budapest: Gondolat, 2013. ISBN 978-963-693-228-2.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 309

A	B	C	D	E	FX
41.42	24.6	16.5	3.88	4.21	9.39

**Teacher:** Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Péter Tóth, PhD., Mgr. Anita Tóth-Bakos, PhD., prof. Krisztián Józsa, DSc.,

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ UFIK/25	<b>Name:</b> Introduction to Finnish language and culture
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student will hold an interactive lecture, the focus of which will be a freely chosen topic from the field of Finnish realities. A maximum of 25 points can be achieved per lecture. The lecture will only be completed if the student achieves at least 13 points. Evaluation criteria: - expertise (10 points), - interactivity (5 points), - group interaction (5 points), - form requirements (5 points). During the exam period, the student will take part in a written exam, through which he will demonstrate his knowledge and skills related to the subject. A maximum of 75 points can be achieved on the written exam. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours preparation for the interactive lecture Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credits will not be granted to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> – The student will become familiar with basic Finnish realities, will have basic knowledge about the Finnish educational system, Hungarian-Finnish relations and Finnish culture. – By completing the course, the student will gain an overview of the grammatical structure of the Finnish language and acquire basic Finnish vocabulary. <b>Abilities:</b> – The student will be able to use basic Finnish conversational phrases. – The student will be able to apply acquired knowledge from the field of Finnish culture and Finnish realities, especially from the field of Finnish education in his pedagogical practice. <b>Competencies:</b> – The student will develop positive attitudes towards the issue of Finno-Ugric languages and minority groups. In this spirit, he will also teach his students about tolerance.	

He will be able to formulate his own opinions and positions in the area of Finno-Ugric languages, Hungarian-Finnish relations and the Finnish education system, he will be able to revise them critically and defend them constructively.

### **Brief syllabus:**

1. a) Grammar: Writing and pronunciation, demonstrative pronouns, verb olla, 3rd person  
b) Conversation: Greetings, polite phrases  
c) Realities: Geography of Finland. Finno-Ugric languages
2. a) Grammar: verb olla (singular), negation and interrogative sentences  
b) Conversation: Introducing, establishing acquaintances, family  
c) Reality: History of Finland
3. a) Grammar: Adhesive, inessive, harmony of vowels, alternation of consonants  
b) Conversation: Orientation in the city  
c) Reality: Hungarian-Finnish relations
4. a) Grammar: Plural of the verb olla and pl. no. nouns, past tense (impf.)  
b) Conversation: Days of the week, free time  
c) Reality: Finnish education
5. a) Grammar: Genitive, word order  
b) Conversation: Traveling  
c) Reality: Minorities in Finland
6. a) Grammar: Numbers, partitive  
b) Conversation: Shopping. Time and space  
c) Reality: Finnish holidays
7. a) Grammar: Sentence structure "minulla on..."  
b) Conversation: Monuments  
c) Reality: Characteristic features of Finns, stereotypes, dialects
8. a) Grammar: Verbs of the puhua type, translative, elative  
b) Conversation: Nations and languages  
c) Reality: Kalevala and Finnish mythology
9. a) Grammar: Conjugation of verbs of the pattern tietä, voida, luulla, haluta  
b) Conversation: Accommodation  
c) Reality: Finnish literature
10. a) Grammar: nouns  
b) Conversation: Colors, properties  
c) Reality: Finnish music and visual arts
11. a) Grammar: Expression of the subject, irregular verb to do  
b) Conversation: In a restaurant  
c) Realities: Folk art
12. a) Grammar: Partitive and accusative of personal pronouns, interrogative pronouns, tykätä type verbs  
b) Conversation: Parts of the body  
c) Reality: Finnish literature for children and youth

### **Literature:**

Olli NUUTINEN, Suomea suomeksi I, Helsinki, Suomalaisen Kirjallisuuden Seura, 2008. ISBN 978-951-717-737-5  
DOMOKOS Péter. Finnugor regék és mondák, Budapest, Móra Ferenc Könyvkiadó, 2012. ISBN 978 963 11 9257 5.  
BERECZKI Gábor, A magyar nyelv finnugor alapjai, Budapest, Universitas Könyvkiadó, 2003. ISBN 963 9104 79 5.

CSEPREGI Márta, Finnugor kalauz, Budapest, Panoráma, 2001. ISBN 9632438620.  
 Pasi SAHLBERG, A finn példa. Mit tanulhat a világ a finnországi oktatási rendszer reformjából?  
 Preklad Fazekas Dóra. Budapest, Nemzeti Tankönyvkiadó, 2013. ISBN 978-963-19-7522-2  
 POLGÁR Anikó, A másik tekintet. Kisebbség, mítosz, idegenség a finn, magyar és szlovákiai magyar irodalomban, Dunajská Streda: MEDIA NOVA M-Nap Kiadó, 2021. ISBN 978 80 8104 096 2.  
 POLGÁR Anikó, Stereotypes in the Hungarian translations of contemporary Finnish poetry, Yearbook of Finno-Ugric Studies, Vol. 17, Issue 2, 2023, p. 245–254. (Web of Science) ISSN 2224-9443

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

hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 36

A	B	C	D	E	FX
44.44	22.22	11.11	5.56	2.78	13.89

**Teacher:** doc. Mgr. Anikó Polgár, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ UFIK2/25	<b>Name:</b> Introduction to Finnish language and culture 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4., 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Participation in seminars in accordance with the UJS Study Regulations. Learning grammatical forms, reading and translating texts. Regular preparation during the semester. Successful completion of an oral exam at the end of the semester, which demonstrates knowledge, skills and competencies related to the subject. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% will not be awarded credits.	
<b>Results of education:</b> <b>Knowledge:</b> - The student will expand his knowledge about Finnish realities, Finnish culture and the Finnish educational system. - By completing this subject, the student will expand his knowledge of Finnish grammar and expand his Finnish vocabulary. <b>Abilities:</b> - The student will be able to use basic Finnish conversational expressions in practice. - The student will be able to apply knowledge about Finnish culture, Finnish realities and the Finnish educational system in his own pedagogical practice. <b>Competencies:</b> - The student will develop a positive relationship with Finno-Ugric languages and minorities and will teach his students in this spirit with an emphasis on tolerance. - He will be able to formulate his own opinions and attitudes on Finno-Ugric languages, Hungarian-Finnish relations and Finnish education and will be able to critically review and defend them constructively.	
<b>Brief syllabus:</b> 1. a) Grammar: Practicing Finnish numbers b) Conversation: Introduction, student life 2. a) Grammar: Types of nouns: practicing the alternation of degrees	

- b) Reality: Finnish cities
- 3. a) Grammar: Types of verbs: practicing alternation of degrees
- b) Conversation: Parts of the day, activities
- 4. a) Grammar: Phrases
- b) Reality: Travel, sightseeing in Finland
- 5. a) Grammar: Relative pronouns, relative clauses
- b) Conversation: Personal data, filling out forms
- 6. a) Grammar: Translative and Elative
- b) Realities: Minority policy, education
- 7. a) Grammar: Irregular verbs
- b) Conversation: Orientation, directions
- 8. a) Grammar: Basics of word formation
- b) Reality: Finnish applied art
- 9. a) Grammar: Practicing the partitive
- b) Conversation: Opposites, properties
- 10. a) Grammar: Expressing the subject
- b) Reality: Sauna in Finnish culture
- 11. a) Grammar: Interrogative pronouns, personal pronouns
- b) Conversation: Catering, restaurant
- 12. a) Grammar: Repetition, overview of the grammatical system
- b) Reality: Finno-Ugric mythology

**Literature:**

Olli NUUTINEN, Suomea suomeksi I, Helsinki, Suomalaisen Kirjallisuuden Seura, 2008. ISBN 978-951-717-737-5

DOMOKOS Péter. Finnugor regék és mondák, Budapest, Móra Ferenc Könyvkiadó, 2012. ISBN 978 963 11 9257 5.

BERECZKI Gábor, A magyar nyelv finnugor alapjai, Budapest, Universitas Könyvkiadó, 2003. ISBN 963 9104 79 5.

CSEPREGI Márta, Finnugor kalauz, Budapest, Panoráma, 2001. ISBN 9632438620.

Pasi SAHLBERG, A finn példa. Mit tanulhat a világ a finnországi oktatási rendszer reformjából? Preklad Fazekas Dóra. Budapest, Nemzeti Tankönyvkiadó, 2013. ISBN 978-963-19-7522-2

POLGÁR Anikó, A másik tekintet. Kisebbség, mítosz, idegenség a finn, magyar és szlovákiai magyar irodalomban, Dunajská Streda: MEDIA NOVA M-Nap Kiadó, 2021. ISBN 978 80 8104 096 2.

POLGÁR Anikó, Stereotypes in the Hungarian translations of contemporary Finnish poetry, Yearbook of Finno-Ugric Studies, Vol. 17, Issue 2, 2023, p. 245–254. (Web of Science) ISSN 2224-9443

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

hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 12

A	B	C	D	E	FX
66.67	8.33	16.67	8.33	0.0	0.0

**Teacher:** doc. Mgr. Anikó Polgár, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ UGK/25	<b>Name:</b> Introduction to Greek language and culture
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Participation in seminars in accordance with the UJS Study Regulations. Learning grammatical forms, reading and translating texts. Regular preparation during the semester. Successful completion of an oral exam at the end of the semester, which demonstrates knowledge, skills and competencies related to the subject. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% will not be awarded credits.	
<b>Results of education:</b> <b>Knowledge:</b> – The student will become familiar with basic Greek realities, will have basic knowledge about Greek literature and mythology, about the influence of Greek culture on Hungarian, about the history of the Greek language. – By completing the course, the student will gain an overview of the grammatical structure of the Greek language and master the basic Greek vocabulary. <b>Abilities:</b> – The student will be able to read simple classical and biblical texts in Greek, recognize important words and expressions, compare the Greek text with the Hungarian translation, use a Greek-Hungarian dictionary. – The student will be able to apply the acquired knowledge in the field of Greek culture and Greek realities in his pedagogical practice. <b>Competencies:</b> – The student will develop positive attitudes towards ancient heritage, one of the main pillars of European culture, and will teach his students in this spirit. – He will be able to formulate his own opinions and positions in the area of the culture of ancient Greece and in the area of the influence of Greek culture on the Hungarian one, he will be able to revise them critically and defend them constructively.	
<b>Brief syllabus:</b>	

<p>1. a) Grammar: Introduction to the study of the Greek language, phonetics of the Greek language, Greek writing  b) Realities: Introduction to the history of the Greek language</p> <p>2. a) Grammar: Basic concepts of Greek grammar, stress in Greek  b) Realities: Characteristic features of Greek culture</p> <p>3. a) Grammar: Article. The basic form of a Greek noun  b) Reality: Geography of Greece</p> <p>4. a) Grammar: Present tense of the verb ε#μί  b) Reality: Architecture in ancient Greece</p> <p>5. a) Grammar: o-stem declension  b) Reality: Greek theater</p> <p>6. a) Grammar: a-stem declension – feminine gender  b) Realities: Greek rhetoric</p> <p>7. a) Grammar: a-stem declension – masculine  b) Realities: Basics of Greek mythology</p> <p>8. a) Grammar: Imperfect of the verb ε#μί  b) Realities: Characteristic features of Greek literature</p> <p>9. a) Grammar: Personal pronouns  b) Reality: Greek holidays</p> <p>10. a) Grammar: Greek adjectives  b) Realities: Christianity and ancient culture</p> <p>11. a) Grammar: Praesens imperfectum  b) Realities: Ancient culture in European education</p> <p>12. a) Grammar: Introduction to the third declension  b) Reality: The influence of Greek culture</p>
<p><b>Literature:</b>  Varga Zsigmond: Bibliai görög olvasó- és gyakorlókönyv. Sárospatak, Hernád Kiadó, 2015, ISBN 978-615-80132-6-0  Györkösy Alajos – Kapitánffy István – Tegye Imre: Ógörög – magyar nagyszótár. Budapest, Akadémiai, 1993 ISBN 963 05 6522 6  Tóth Eszter – Csalog Eszter: Újszövetségi görög nyelvkönyv. Budapest, Szent Pál Akadémia, 1998. ISBN 963 04 9816 2  Bolonyai Gábor – Forró Orsolya – Kulin Veronika: Bevezetés az ógörög nyelvbe. ΘΕΩΝ ΔΙΑΛΟΓΟΙ. Budapest, Bölcsész Konzorcium 2006. ISBN 963 9704 67 9  Belfiore, Jean-Claude – Karsai György: A görög és római mitológia lexikona. Budapest, Saxum, 2008. ISBN 978 963 248 046 6.  Maywald József – Vayer Lajos – Mészáros Ede: Görög nyelvtan. Budapest, Tankönyvkiadó, 1980. ISBN 963 17 32 282  Szepessy Tibor: Görög költők antológiája. Egyetemi tankönyv. Budapest, Typotex, 2000 ISBN 963 9132 888  Polgár Anikó: Poszeidón gyöngyszakála. Görög–latin intertextusok nyomában, Janus Pannoniustól Weöres Sándorig. Pozsony, Kalligram, 2020. ISBN 978-80-8101-992-0</p>
<p><b>Language, knowledge of which is necessary to complete a course:</b>  hungarian</p>
<p><b>Notes:</b></p>
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 31</p>

A	B	C	D	E	FX
58.06	16.13	9.68	3.23	6.45	6.45
<b>Teacher:</b> doc. Mgr. Anikó Polgár, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ULK/25	<b>Name:</b> Introduction to Latin language and culture
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student will hold an interactive lecture, the focus of which will be a freely chosen topic from the area of Roman realities. A maximum of 25 points can be achieved per lecture. The lecture will only be completed if the student achieves at least 13 points. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours preparation for the interactive lecture. Evaluation criteria: - expertise (10 points), - interactivity (5 points), - group interaction (5 points), - form requirements (5 points). During the exam period, the student will take part in a written exam, through which he will demonstrate his knowledge and skills related to the subject. A maximum of 75 points can be achieved on the written exam. Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credits will not be granted to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> – The student will become familiar with basic Roman realities, will have basic knowledge about Roman literature and mythology, about the influence of Roman culture on Hungarian. – By completing the subject, the student will gain an overview of the grammatical structure of the Latin language and acquire basic Latin vocabulary. <b>Abilities:</b> – The student will be able to read simple continuous texts in Latin. – The student will be able to apply the acquired knowledge from the field of Roman culture and Roman realities in his pedagogical practice. <b>Competencies:</b> – The student will develop positive attitudes towards ancient heritage, one of the main pillars of European culture, and will teach his students in this spirit.	

– He will be able to formulate his own opinions and positions in the area of the culture of ancient Rome and in the area of the influence of Roman culture on the Hungarian one, he will be able to revise them critically and defend them constructively.

**Brief syllabus:**

1. a) Grammar: Introduction to the study of the Roman language, Latin script, pronunciation. I. declension  
b) Reality: Introduction to the history of the Roman language
2. a) Grammar: Nouns II. declination  
b) Reality: The foundation of Rome
3. a) Grammar: Adjectives II. declination. Basic forms of verbs  
b) Reality: Characteristic features of Roman culture
4. a) Grammar: Substantive III. declensions, consonant stem, masculine and feminine  
b) Reality: Geography of the Roman Empire
5. a) Grammar: Substantive III. declensions, consonant stem, neuter gender  
b) Realities: Pannonia
6. a) Grammar: Conjugation of Latin verbs. I-IV. conjugation, praesens  
b) Reality: Architecture in ancient Rome
7. a) Grammar: Tense of the verb esse, praesens. Substantive III. declensions, i- stem.  
b) Reality: Family in ancient Rome
8. a) Grammar: Praeteritum imperfectum  
b) Reality: School in ancient Rome
9. a) Grammar: Declension of personal and possessive pronouns  
b) Reality: Roman mythology
10. a) Grammar: Imperative. Use of locative and vocative  
b) Realities: Roman literature
11. a) Grammar: Praesens perfectum. Supine  
b) Reality: Roman holidays
12. a) Grammar: Demonstrative, relative and interrogative pronouns  
b) Reality: The influence of Roman culture on Hungarian culture

**Literature:**

N. Horváth Margit – Dr. Nagy Ferenc: Latin nyelvkönyv I., Budapest, Oktatási Hivatal, 2013. ISBN 978-615-6336-82-8  
Finály Henrik: A latin nyelv szótára, Budapest, Akadémiai, 2002. ISBN 963 05 7863 8  
Bárcki Ildikó: Orbis Latinus I. Latin nyelvkönyv és kultúrtörténet kisgimnazisták számára. Budapest, Nemzeti Tankönyvkiadó, 1994. ISBN 963 18 8680 8  
Bárcki Ildikó: Orbis Latinus II. Latin nyelvkönyv és kultúrtörténet kisgimnazisták számára. Budapest, Nemzeti Tankönyvkiadó, 1994. ISBN 963 19 0127 0.  
Polgár Anikó: Ráfogások Ovidiusra. Fejezetek az antik költészet magyar fordítás- és hatástörténetéből. Bratislava, Kalligram, 2011. ISBN 978-80-8101-491-8  
Belfiore, Jean-Claude – Karsai György: A görög és római mitológia lexikona, Budapest, Saxum, 2008. ISBN 978 963 248 046 6.

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

hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 42

A	B	C	D	E	FX
45.24	23.81	21.43	0.0	2.38	7.14
<b>Teacher:</b> doc. Mgr. Anikó Polgár, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ULK2/25	<b>Name:</b> Introduction to Latin language and culture 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4., 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Participation in seminars in accordance with the UJS Study Regulations. Learning grammatical forms, reading and translating texts. Regular preparation during the semester. Successful completion of an oral exam at the end of the semester, which demonstrates knowledge, skills and competencies related to the subject. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% will not be awarded credits.	
<b>Results of education:</b> <b>Knowledge:</b> - The student will expand his knowledge of Roman realities, literature, mythology, culture and the influence of Roman culture on Hungarian. - By completing the subject, the student will gain an overview of the system of verbs and nouns, the analysis of a Latin sentence and expand his Latin vocabulary. <b>Abilities:</b> - The student will be able to read simple medieval and humanist Latin texts with the help of a dictionary and grammar and compare translations with the original. - The student will be able to apply and integrate the knowledge gained in the area of Latin language and culture and in the area of the influence of Latin on Hungarian culture in his own pedagogical practice. <b>Competencies:</b> – The student will develop positive attitudes towards ancient heritage, one of the main pillars of European culture, and will teach his students in this spirit. - He will be able to formulate his own opinions and attitudes in the area of Latin language and culture and in the area of the influence of Latin on Hungarian culture, he will be able to critically review and constructively defend them.	
<b>Brief syllabus:</b> 1. a) Grammar: Practicing the first and second declension of nouns	

- b) Reality: Student songs. Gaudeamus igitur
2. a) Grammar: Characteristic features of the third declension of nouns
- b) Reality: Words of Latin origin in Hungarian
3. a) Grammar: Agreement of adjectives and nouns
- b) Realities: Latin sentences
4. a) Grammar: Characteristic features of the third declension of adjectives
- b) Reality: The influence of ancient mythology
- 5 a) Grammar: Prepositions with accusative and ablative
- b) Realities: Ancient rhetoric and its influence
6. a) Grammar: Indicative praesens. Practicing conjugations
- b) Reality: Genres of ancient origin
7. a) Grammar: Analysis of a Latin sentence
- b) Reality: Carmina Burana
8. a) Grammar: Praeteritum imperfectum. Praeteritum imperfect of the verb sum
- b) Reality: Medieval Latin literature
9. a) Grammar: Expression of the future tense. Future imperfect of the verb sum
- b) Realities: Latin humanistic literature.
10. a) Grammar: Verb tense system - overview
- b) Reality: The influence of Latin on Hungarian culture
11. a) Grammar: Noun declension system - overview. Fourth and fifth declination
- b) Reality: The influence of ancient education
12. a) Grammar: Passive
- b) Reality: Latin in the modern age

**Literature:**

N. Horváth Margit – Dr. Nagy Ferenc: Latin nyelvkönyv I., Budapest, Oktatási Hivatal, 2013. ISBN 978-615-6336-82-8

Finály Henrik: A latin nyelv szótára, Budapest, Akadémiai, 2002. ISBN 963 05 7863 8

Bárczi Ildikó: Orbis Latinus I. Latin nyelvkönyv és kultúrtörténet kisgimnazisták számára. Budapest, Nemzeti Tankönyvkiadó, 1994. ISBN 963 18 8680 8

Bárczi Ildikó: Orbis Latinus II. Latin nyelvkönyv és kultúrtörténet kisgimnazisták számára. Budapest, Nemzeti Tankönyvkiadó, 1994. ISBN 963 19 0127 0.

Polgár Anikó: Ráfogások Ovidiusra. Fejezetek az antik költészet magyar fordítás- és hatástörténetéből. Bratislava, Kalligram, 2011. ISBN 978-80-8101-491-8

Belfiore, Jean-Claude – Karsai György: A görög és római mitológia lexikona, Budapest, Saxum, 2008. ISBN 978 963 248 046 6.

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

hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 20

A	B	C	D	E	FX
55.0	5.0	0.0	25.0	10.0	5.0

**Teacher:** doc. Mgr. Anikó Polgár, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ URJ/25	<b>Name:</b> Introduction to Russian language and culture
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The assessment of the course consists of the following activities: - work during seminars (50 %) - test (50 %) Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> - The student will be familiar with basic communication topics and knowledge in the Russian language. - By completing this course, the student will gain an overview of the grammatical structure of the Russian language and acquire basic Russian vocabulary. <b>Skills:</b> - The student will be able to use basic Russian conversational expressions in practice. - The student will be able to form sentences independently within the framework of particular communicative topics. - The student will be able to apply basic Russian vocabulary used in everyday life. <b>Competencies:</b> - The student will develop a positive attitude towards the Russian language and national minorities and will teach his/her students in this spirit, with an emphasis on tolerance. - The student will be able to formulate his/her own opinions and attitudes towards the Russian language and Hungarian-Russian relations and will be able to critically review and constructively defend them.	
<b>Brief syllabus:</b> 1. a) Grammar: Russian alphabet, accent, pronunciation, writing Russian letters b) Conversational topics: introduction 2. a) Grammar: articles: nouns, plurals b) Conversational topics: who is it? What is it?	

3. a) Grammar: personal pronouns  
b) Conversational topics: family. Introduction of family members.
4. a) Grammar: possessive pronouns (1st and 2nd person)  
b) Conversation topics: family. Welcome, farewell.
5. a) Grammar: personal pronouns  
b) Conversation topics: family. How are you?
6. a) Grammar: negative : Expressing age.  
b) Conversational topics: family. Swearing. Ticking.
7. a) Grammar: possessive cues (3rd person)  
b) Conversation topics: Home. Pronouns.
8. a) Grammar: The interrogative pronoun "whose?". Expression of time. Expression of place.  
b) Conversational topics. Where is it? What time is it? Whose is it?
9. a) Grammar.  
b) Conversation topics. Getting to know each other.
10. a) Grammar: Dropping nouns after numerals.  
b) Conversation topics. (b) Homemaking.
11. a) Grammar: Adjectives. What? What? What?  
b) Conversation topics. Months.
12. a) Grammar. What - interrogative and imperative (intonation)  
b) Conversation topics. Reception.
13. Summary

**Literature:**

Осипова Ирина. Ключ 1. Учебник русского языка для начинающих. - 4-е изд. - Budapest: Corvina, 2005.

Осипова Ирина. Ключ 1. Рабочая тетрадь. Budapest: Corvina, 2006.

Székely András, Székely Nyina. Шаг за шагом 1. Nemzeti Tankönyvkiadó, 2010

Székely András, Székely Nyina. Шаг за шагом 1. Orosz munkafüzet. Nemzeti Tankönyvkiadó, 2011.

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

hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Anna Tóthné Litovkina, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ VVP/25	<b>Name:</b> General and developmental psychology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Successful completion of the course requires active participation in lectures and successful completion of a written examination. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 30 points for participation and max. 70 points for the exam. A student may obtain a maximum of 100 points in total. The final grade for the course is: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points. Total student load: 2 credit = 60 hours (26 hours: attendance at lectures, 34 hours: self-study and exam preparation).	
<b>Results of education:</b> After completing the course the student <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Knows the basic terminology of the subject, knows different theoretical directions.</li> <li>- Knows the basic concepts of general psychology, such as perception, sensation, learning, memory, attention and concentration, communication, thinking, intelligence, emotion, motivation</li> <li>- Knows the mechanisms of cognitive, emotional and motivational processes.</li> <li>- Knows and can characterize the biological, psychological and sociological aspects of ontogenetic development of all developmental.</li> <li>- Knows the professional knowledge, developmental criteria, and psychological guidelines for public education participants (preschool, junior and senior school age periods, high school age, and lifelong learning).</li> <li>- Can translate theory into practice, familiar with progressive trends in special and applied psychology.</li> <li>- Familiar with methodological approaches, structure and aspects of job descriptions .</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Is able to independently construct psychological criteria according to physical and mental age.</li> <li>- Is able to orient himself in the methods of the given problem, to apply observation schemes, scearing.</li> <li>- He is able to differentiate children and pupils with SEN, to follow the individual educational plan.</li> </ul>	

- Can carry out depistation and orientation in pedagogical-psychological diagnostics.
- Is able to investigate and formulate theoretical and practical bases necessary for solving problems encountered in pedagogical practice regarding psychological processes and developmental peculiarities.
- He/she is able to collaborate and consult with other professionals, working in a team.
- Can apply the acquired knowledge in solving practical problems in various areas of social life, especially in pedagogical practice.

**Competences:**

- Responds flexibly and knowledgeably to problems, speaks democratically, acts tolerantly,
- Applies the principles of inclusive thinking, optimal working climate, cooperative methodology.
- Applies the acquired knowledge of psychological phenomena and processes and age specificities from the perspective of developmental psychology to his/her own studies, to specific pedagogical, methodological and didactic disciplines and subjects of pedagogical practice.
- Carries out targeted development of self-knowledge, participates in further education
- The graduate is characterized by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the issues of the field of study of teaching.

**Brief syllabus:**

Introduction to psychology, general psychology as a scientific discipline.

Biological factors of psyche, psychophysiology, perception and sensation

Learning, memory, attention and concentration

Speech and communication, verbal, non-verbal communication and metacommunication.

Feelings and emotions, motivation, thinking and thought processes,

Intelligence and models of intelligence, emotional intelligence, creativity.

Developmental psychology as a special scientific discipline - definition.

Physical and mental age - observation schemes.

Developmental scales and developmental periods.

Theories of development of Piaget, Freud, Erikson.

Generational changes and characteristics of generational differences x, y, z and alpha generations

- change in intelligence structure

Gardner's theory of ability and its relevance to education, Rogers' theory of person-centred approach.

Recent research in developmental psychology.

**Literature:**

GOLEMAN, Daniel, N. KISS Zsuzsanna. Érzelmi intelligencia - 4. kiad. - Budapest : Háttér, 2008. - 456 s. - ISBN 9638128666.

BUGÁN Antal, OLHÁH Attila. Fejezetek a pszichológia alapterületeiből - 1. vyd. - Budapest : ELTE EÖTVÖS Kiadó, 2006. - 592 s. - ISBN 963 463 478 8.

PLÉH Csaba, BOROSS Otilia. Pszichológia A-Z : A pszichológia legfontosabb fogalmai magyar és angol nyelven - 1. vyd. - Budapest : Akadémiai Kiadó, 2010. - 403 s. - ISBN 978 963 8658 0.

PLÉH Csaba. Bevezetés a pszichológiába : Olvasmányok és feladatok a lélektan alapkérdéseinek tanulmányozásához - 1. vyd. - Budapest : Osiris Kiadó, 2004. - 920 s. - ISBN 963 389 478 6.

PLÉH Csaba. A lélektan története - 2. vyd. - Budapest : Osiris Kiadó, 2010. - 652 s. - ISBN 978 963 276 052 0.

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

Bordás, S., FORRÓ, Zs., NÉMETH, M. STRÉDL, T. Pszichológiai jegyzetek. 1. vydanie 2005.

Komárno: UJS. ISBN 8096925156

BAGDY, E. 2002. Személyiségfejlesztő módszerek az iskolában. Budapest : Nemzeti Tankönyvkiadó, 2002. 308 s. ISBN 9631922359.

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

STRÉDL, T. 2009. Fejlődésléktan (Vývinová psychológia). In Bordás-Forró-Németh-Stredl, T. 2009. Pszichológiai jegyzetek (Základy psychológie). Komárno : UJS. 2009. s. 156 – 210. ISBN 80-969251-5-6

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 125

A	B	C	D	E	FX
19.2	24.0	26.4	19.2	11.2	0.0

**Teacher:** PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ZAP/25	<b>Name:</b> Introduction to academic writing
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: - Developing and updating a research plan of at least 2 pages (20 points) - development and adaptation of a research method and tool (20 points) - presentation of the research tool and method in a minimum of 2 pages (20 points) - testing of the research method and tool, summary of the experience in a minimum of 3 pages (40 points) Final course grade: - A = 90 - 100% (100 - 90 points) - B = 80 - 89 % (89 - 80 points) - C = 70-79 % (79-70 points) - D = 60 - 69 % (69 - 60 points) - E = 50 - 59 % ( 59 - 50 points) - FX = 0 - 49 % ( 49 - 0 points) Total student workload: 2 credit = 60 hours (13 hours: seminar attendance, 47 hours: self-study and research plan preparation).	
<b>Results of education:</b> <b>Knowledge:</b> Upon completion of the course, the student will know * the main features of scientific knowledge * quantitative and qualitative methods of scientific knowledge * methods of data collection * the basics of case studies and internet research * basic principles of writing bachelor theses * methods and main features of literary research * methods of reference to literature * the link between learning style, learning environment and learning motivation * measurement tools used in data collection and their main features * scientific criteria of validity and reliability * the requirement to ensure argumentative interpretation <b>Skills:</b>	

The student is able to

- formulate a research aim
- construct a research plan on a selected topic, for example, exploring learning styles
- develop principles of literary research
- evaluate the appropriateness of the research tools and methods used

Competencies:

The student can

- draw up their own research plan
- formulate hypotheses and/or questions
- choose own methods and tools to implement the research plan
- analyse the literature and formulate references to their results
- formulate summary ideas on the basis of the developed literature.

### **Brief syllabus:**

Main features of scientific knowledge

Quantitative and qualitative directions of pedagogical science

Formulation of research questions and hypotheses

Selection and processing of literature

Methods of data collection (questionnaires, interview, observation, tests)

Case studies, internet research

Bachelor's thesis as a publication genre

System of references to literature

Learning style and learning environment

Didactics of learning

The connection between learning style and teaching style

### **Literature:**

Andragógiai interdiszciplináris kutatómódszertan / Kálmán Anikó. - 2. vyd. - Budapest : OKKER Oktatási és Kiadói Rt., 2005. - 148 s. - ISBN 963 9228 97 4.

Kutatómódszertan = Elmélet, gyakorlat, tanulmányok : Oktatási segédlet / Menyhárt József. - 1. vyd. - Nitra-Nyitra : Nyitrai Konstantin Filozófus Egyetem -Univerzita Konštantína Filozofa v Nitre, 2015. - 167 s. - ISBN 978-80-558-0962-5.

A társadalomtudományi kutatás gyakorlata / Earl Babbie ; Gábor Kende. - 6. vyd. - Budapest : Balassi Kiadó, 2008. - 600 s. - ISBN 978-963-506-764-0.

Doing a Successful Research Project : Using Qualitative or Quantitative Methods / Martin Davies, Nathan Hughes. - 2. vyd. - Hampshire : Palgrave Macmillan, 2014. - 278 s. - ISBN 978-1-137-30642-5.

Doing Your Research Project : A Guide for First-time Researchers / Judith Bell, Stephen Waters. - 7. vyd. - London : McGraw-Hill Education, 2018. - 344 s. - ISBN 978-0-335-24338-9.

Metody pedagogického výzkumu : Základy kvantitativního výzkumu / Miroslav Chráska. - 2., akt. vyd. - Praha : Grada, 2016. - 254 s. - ISBN 978-80-247-5326-3.

Egyéni különbségek szerepe a tanulásban : Tanulási stratégiák / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2012. - 143 s. - ISBN 978-963-88946-7-0.

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

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

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

hungarian, slovak

<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 178					
A	B	C	D	E	FX
44.94	21.91	17.42	8.43	0.0	7.3
<b>Teacher:</b> prof. Péter Tóth, PhD., PaedDr. Alexandra Nagyová, PhD., doc. dr. univ. Agáta Csehiová, PhD., Mgr. Anita Tóth-Bakos, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ZPP/25	<b>Name:</b> Basics of first aid and biology for teachers
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the seminars, which consist of a theoretical and practical part. During the practical part, the student will try out, practice, and at the end, demonstrate basic practical skills in providing emergency first aid in various simulated situations and various types of injuries and accidents. The partial evaluation of the subject is the evaluation of the seminar work (extent of at least five pages, TNR font, font size 12) on an arbitrarily selected topic from the list of topics covered according to the subject outline. Evaluation criteria (30%): - Summary of the issue according to the currently available professional literature, drawn from at least three professional sources - Description of a specific case based on own experience, or design of a specific practical method for implementing the given topic in practice - Requirements for content, form, and graphic, image documentation. In the final part, the student proves his theoretical knowledge by completing the test (70%). Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%. Achieving 50% of the total points is necessary to award credits. Total student load: 2 credits = 60 hours (13 hours: participation in lectures, 47 hours: self-study and preparation for the exam, preparation of a seminar paper).	
<b>Results of education:</b> Knowledge: - The student can name the causes, consequences, and solutions of the most frequent sudden actions of traumatic and non-traumatic origin threatening the life and health of newborns, children, and adults. - The student can summarize theoretical knowledge about basic life-saving actions, disorders of consciousness, breathing disorders, seizures, bleeding from wounds, shock, fractures, joint injuries, and burns. - The student can design adjustments to create a safe environment for children and organize various school activities. - The student can characterize individual organ systems and combine them with knowledge of first aid in case of failure of these systems.	

**Abilities:**

- The student can evaluate situations with a focus on minimizing the risk of further endangering himself and can call emergency medical services and other components of the integrated rescue system in the event of an accident.
- The student can practically perform essential emergency support of life functions - opening the airways, rescue breathing, chest compressions (heart massage), stopping bleeding, stabilizing position, cardiopulmonary resuscitation (revival), including the use of automatic external defibrillation,
- The student can provide psychological support to the disabled.
- The student can provide health care for various types of children's diseases, such as allergies, metabolic disorders, parasites, and respiratory and gastrointestinal tract diseases.

**Competencies:**

- The student acquires a positive attitude toward providing first aid and preventing sudden threats to the life and health of school-age children and adults.
- The student can justify the importance of providing first aid in the emergency health care system in sudden life and health-threatening events.
- The student can practically use knowledge and skills in dealing with sudden life and serious health-threatening events of traumatic and/or non-traumatic origin.

**Brief syllabus:**

The importance of first aid, the implementation of first aid in the educational process, and the procedure for reporting an accident to the emergency services.

Safety in the school environment (in the building, in the yard, during free time activities), building a first aid kit at school and school activities.

Essential characteristics of the respiratory system. Determining the affected person's condition, examination of the airways and essential vital functions, stabilization position, removal of a foreign body from the airways, and artificial respiration.

The structure and function of the heart, diseases of the circulatory system, and the heart providing first aid in case of cardiac arrest.

The function of blood and blood elements, stopping bleeding in different types of wounds, types of bandages and wound dressing techniques, and internal bleeding.

Essential characteristics of the musculoskeletal system, muscles, and bones. Injury of tendons, joints, treatment of fractures.

Types of shock states, anaphylactic shock, and essential characteristics of the immune system.

Essential characteristics of the nervous system. Damage to the nervous system, epileptic seizure, convulsions, and first aid.

Essential characteristics of the skin. Types of burns, first aid for burns, eye injuries.

Essential characteristics of the gastrointestinal system. First aid for poisoning.

Wounds caused by stings, bites, planning, organization, and implementation of walks, trips, camps, and safe transportation of children.

Allergies, frequent diseases of the respiratory tract and gastrointestinal tract, parasites in childhood, autoimmune diseases, and metabolic disorders in children.

**Literature:**

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

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

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

MADER, S. S.: Human biology. - 11. vyd. - Boston: Wm. C. Brown Publishers, USA, – 2008. - 600 s. - ISBN 0-978-0-07-016778-0.  
 McCracken, T. O.: Háromdimenziós anatómiai atlasz. Budapest : Scolar Kiadó, 2000. - 237 s. - ISBN 978-963-9193-99-4.  
 NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.  
 PORÁČOVÁ, J., NAGY, M., BERNÁTOVÁ, R., a kol. Fyziológia živočíchov a človeka - 1. vyd. - Prešov : Fakulta humanitných a prírodných vied PU v Prešove, 2014. - 591 s., [36,65 AH]. - ISBN 978-80-555-1150-4.  
 STOPPARDOVÁ, M.: Prvá pomoc malým deťom: Stručný sprievodca prvou pomocou. – 1. vyd. – Bratislava: Slovart s.r.o., 2005. – 63 s. – ISBN 80-8085-022-4.  
 SZENTÁGOTHAJ, J.: Funkcionális anatómia I.-III. Budapest : Medicina Könyvkiadó, 2006. - 710, 600, 800. - ISBN 963 242 565 0.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ŠSB/25	<b>Name:</b> Theoretical foundations of education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> KPD/UZ/UDP/25 and KPD/UZ/DID/25 and KPD/UZ/PPX1/25 and KPD/UZ/TFV/25 and KPD/UZ/PPX2/25 and KPD/UZ/PRP/25 and KPD/UZ/PPX3/25 and KPD/UZ/VVP/25 and KPD/UZ/TPR/25	
<b>Conditions for passing the subject:</b> Conditions for qualifying for the State examination: a) completion of all compulsory courses (16 credits), b) obtaining at least 11 credits from the compulsory elective courses of the program, c) obtaining 5 credits from elective courses, d) obtaining 32 credits in the prescribed composition (to complete the subject of the state examination, the student has get 2 credit). In the oral state examination, the student gives an account of his own pedagogical, psychological and biological knowledge as components of education and training. The state examination takes the form of a colloquium, in which the student's pedagogical knowledge is evaluated by the state final examination committee. The oral exam is evaluated on the basis of the following grading scale: A – 100–90%, B – 90–80%, C – 80–70%, D – 70–60%, E – 60–50%. A student who does not reach 50% does not receive credit.	
<b>Results of education:</b> Knowledge: - the student can explain the biological and social psychological aspects of the development of school-aged students, - based on the basic principles of pedagogical diagnostics, the student is able to distinguish the students' current level of personal development and developmental characteristics, - the student is able to reflect on the psychological laws of the student's learning process, - the student can identify the students' individual learning styles, - the student can assess the impact of socio-cultural determinants on the student's personal development, - the student can evaluate the compensation function of the school in relation to the effects of the socio-cultural environment on the development and improvement of the student's personality, - the student has interdisciplinary knowledge about the developmental differences of students, which result from health or social disadvantages,	

- the student will be able to assess the possibilities of developing his own career in the career development system,
- the student will be able to justify the choice of self-education methods.

**Skills:**

- the student has basic practical experience in assessing the students' current level of development,
- the student will be able to accept the developmental differences and psychological characteristics of individual students,
- the student will be able to recognize the specific educational needs of students,
- the student will be able to respect students' individual learning methods,
- the student has basic practical experience in identifying the multicultural environment of students,
- the student is able to take into account the students' different levels of development.

**Competencies:**

- the student is able to select and use appropriate pedagogical and diagnostic methods (e.g. observation, interview) to assess students' personality characteristics,
- the student is able to interpret the results of the diagnostics, draw conclusions for choosing the strategy of the educational activity,
- the student is able to cooperate with experts in the preparation of individual educational programs,
- the student is able to cooperate in the creation/innovation of the school education program,
- the student is able to cooperate with various experts for the sake of his own professional development,
- the student is able to set the goals of his own professional development,
- the student is able to identify with the need for lifelong learning,
- the student is empathetic and socially committed.

**Brief syllabus:**

- Not relevant

**Literature:**

Literature indicated in the information sheets of the study program.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 60

A	B	C	D	E	FX
40.0	20.0	21.67	8.33	8.33	1.67

**Teacher:**

**Date of last update:** 28.03.2025

**Approved by:** doc. ThDr. Alfréd Somogyi, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc.