

# CONTENS

|   |     |
|---|-----|
| 1. Applied biology and fieldwork in agricultural production.....                                    | 3   |
| 2. Applying an interdisciplinary approach in regional education.....                                | 181 |
| 3. Assessment and development in education.....   | 151 |
| 4. Basics of epidemiology.....  | 30  |
| 5. Biology and Methodology of Teaching.....   | 65  |
| 6. Communication.....   | 96  |
| 7. Comparative pedagogy.....  | 162 |
| 8. Contemporary literature and culture.....   | 118 |
| 9. Cultivated plants and farm animals.....  | 41  |
| 10. Didactics of Hungarian Language.....  | 71  |
| 11. Didactics of Hungarian Literature.....  | 75  |
| 12. Didactics of biology.....   | 16  |
| 13. Diploma seminar.....  | 80  |
| 14. Earth Sciences.....   | 61  |
| 15. Ecology.....  | 24  |
| 16. Education for health.....   | 184 |
| 17. Environmental education and sustainability.....   | 27  |
| 18. Ethology.....   | 33  |
| 19. Evolutionary biology.....   | 36  |
| 20. Exercise in ecology didactics.....  | 13  |
| 21. Exercises in biology didactics.....   | 10  |
| 22. Experience equivalent to academic mobility - Teaching of Hungarian language and literature..... | 135 |
| 23. Experience equivalent to academic mobility - Teaching of biology.....                           | 69  |
| 24. Genetics.....   | 38  |
| 25. Global environmental problems.....  | 141 |
| 26. Hungarian Language, Literature and Methodology of Teaching.....                                 | 131 |
| 27. Integral anthropology.....  | 7   |
| 28. Intermediality and Interculturality.....  | 84  |
| 29. Interpretation Seminar 1.....   | 87  |
| 30. Interpretation Seminar 2.....   | 90  |
| 31. Interpretation Seminar 3.....   | 93  |
| 32. Learning disabilities.....  | 187 |
| 33. Lexicography - Using Dictionaries in Teaching Hungarian Language.....                           | 100 |
| 34. Master's Thesis and Defense.....  | 103 |
| 35. Master's Thesis Seminar.....  | 20  |
| 36. Master's Thesis and Defense.....  | 44  |
| 37. Metacognitive learning.....   | 148 |
| 38. Movement activities.....  | 160 |
| 39. Pedagogical and psychological aspects of educational process.....                               | 165 |
| 40. Pedagogical communication and interaction.....  | 154 |
| 41. Pedagogical tools.....  | 139 |
| 42. Pedology.....   | 47  |
| 43. Professional training.....  | 175 |
| 44. Psychology of personality.....  | 172 |
| 45. Quantitative and qualitative pedagogical research methods.....                                  | 144 |
| 46. School pedagogy.....  | 190 |
| 47. Sociolinguistics.....   | 121 |

|   |     |
|---|-----|
| 48. Student mobility related to graduate profile - Teaching of Hungarian language and literature..... | 133 |
| 49. Student mobility related to graduate profile - Teaching of biology.....                           | 67  |
| 50. Stylistics and Rhetorics.....   | 128 |
| 51. Supportive learning environment.....  | 169 |
| 52. Teacher competencies.....   | 157 |
| 53. Teaching Practice IV.....   | 49  |
| 54. Teaching Practice V.....  | 53  |
| 55. Teaching Practice VI.....   | 57  |
| 56. Teaching practice IV.....   | 106 |
| 57. Teaching practice V.....  | 110 |
| 58. Teaching practice VI.....   | 114 |
| 59. Textology.....  | 125 |
| 60. Theory and methodology of ecology and environmental studies.....                                  | 178 |
| 61. Volunteering, helping activities.....   | 137 |

## INFORMATION SHEET

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

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

### **Results of education:**

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

#### **Knowledge:**

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

#### **Abilities:**

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

#### **Competencies:**

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

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

**Brief syllabus:**

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

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

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

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

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

**Literature:**

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

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

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 24

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

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

**Date of last update:** 06.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|   |                                    |
|---|------------------------------------|
| <b>Name of the university:</b> J. Selye University  |                                    |
| <b>Name of the faculty:</b> Faculty of Education  |                                    |
| <b>Code:</b> KBIO/Bdm/<br>ANT/22  | <b>Name:</b> Integral anthropology |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><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> II.  |                                    |
| <b>Prerequisites:</b>   |                                    |
| <b>Conditions for passing the subject:</b><br>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 tasks (20%)</li> <li>- involvement in analysis and discussions during lectures (10%)</li> <li>- proposal of an educational activity project (10%)</li> <li>- oral exam (60%)</li> </ul> Criteria for evaluation of written works <ul style="list-style-type: none"> <li>- contents (90%)</li> <li>- formal page (10%)</li> </ul> Total student workload: 4 credits = 100-120 hours <ul style="list-style-type: none"> <li>- 26 hours of participation in contact lessons; 20 hours of preparation of the educational activity project and tasks assigned in the lessons; 54-74 hours of self-study;</li> </ul> The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject.<br>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><br><b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student can characterize the basic concepts of anthropology, explain the basic principles of anthropology</li> <li>- The student will gain knowledge of the evidence for human evolution, theories of origins, human cultures, methods of dating findings, primate taxonomy, human morphological variation, and research methods in anthropology.</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- The student will understand and comprehend the laws of evolutionary development.</li> </ul>  |                                    |

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

**Competencies:**

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

**Brief syllabus:**

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

**Literature:**

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

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 24

| A  | B     | C    | D    | E    | FX  |
|--|-------|------|------|------|-----|
| 58.33  | 16.67 | 12.5 | 4.17 | 8.33 | 0.0 |
| <b>Teacher:</b> Dr. habil. PaedDr. Melinda Nagy, PhD.,   |       |      |      |      |     |
| <b>Date of last update:</b> 06.03.2025   |       |      |      |      |     |
| <b>Approved by:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD. |       |      |      |      |     |

## INFORMATION SHEET

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

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

**Skills:**

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

**Competences:**

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

**Brief syllabus:**

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

**Literature:**

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

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

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

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

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

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

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 10

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

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

**Date of last update:** 30.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

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

**Abilities:**

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

**Competencies:**

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

**Brief syllabus:**

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

**Literature:**

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

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

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

| A   | B   | C   | D   | E   | FX  |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

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

**Date of last update:** 06.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|  |                                   |
|--|-----------------------------------|
| <b>Name of the university:</b> J. Selye University   |                                   |
| <b>Name of the faculty:</b> Faculty of Education   |                                   |
| <b>Code:</b> KBIO/Bdm/<br>DIB/25   | <b>Name:</b> Didactics of biology |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26<br><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> II.   |                                   |
| <b>Prerequisites:</b>  |                                   |
| <b>Conditions for passing the subject:</b><br>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 (20%)</li> <li>- involvement in analysis and discussions during lectures and seminars (10%)</li> <li>- proposal of an educational activity project (10%)</li> <li>- oral exam (60%)</li> </ul> Evaluation criteria for written works Processing of selected thematic units from the teaching material of the biology subject for 5th - 9th grades. Primary and secondary school years: educational tasks, methods and tools: <ul style="list-style-type: none"> <li>- contents (90%)</li> <li>- formal page (10%)</li> </ul> Total student workload: 4 credits = 100-120 hours <ul style="list-style-type: none"> <li>- 39 hours of participation in contact lessons; 20 hours of preparation of the educational activity project and tasks assigned in the lessons; 35-60 hours of self-study;</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><br>Knowledge:<br>The student can characterize the basic concepts and structure of the teaching process in science education.<br>Has mastered key issues in biology subject didactics with a focus on the planning, management, and improvement of the educational process.  |                                   |

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

Skills:

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

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

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

Competences:

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

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

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

### **Brief syllabus:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **Literature:**

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

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

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

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

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

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

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

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

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

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

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

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

Hungarian or Slovak

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 34

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

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

**Date of last update:** 30.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

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

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

### **Results of education:**

#### Knowledge:

The student can:

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

#### Abilities:

The student can:

- write a draft of his (her) own Master's thesis,
- explain the methodological rules for writing a Master's thesis,
- define the main question and the aim of the thesis, formulate hypotheses where appropriate,
- plan a timetable for the preparation of the Master's thesis, including its table of contents,
- work with literature (primary and secondary sources), search for information in library information databases,
- prepare the text of the Master's thesis based on the knowledge acquired by formulating ideas in a logical and precise way, producing a quality abstract, writing an introduction and conclusion, taking into account the criteria given,
- present the knowledge acquired in the field, recognising its complexity and drawing conclusions,
- apply knowledge of the ethics and techniques of citation and drafting,
- use the various methods of citation correctly and referencing and compile a bibliography correctly,
- create (develop) the practical aspects of the thesis, including all relevant aspects,
- analyse, synthesise and compare knowledge and propose solutions on this basis,
- conclude and formulate practical implications through critical analysis,
- critically analyse, reassess and apply the knowledge acquired in practice,
- present, discuss and support the ideas with proper arguments while writing the thesis,

- present, in a group of students and the presence of the tutor, the outputs of the activity and justify their relevance and practical use,
- complete the Master's thesis and prepare for its public defence,
- to grade the strengths and weaknesses of the topic of the thesis and the thesis itself,
- critically evaluate the methods and procedures used in the thesis and make suggestions for their practical application,
- acquire independent knowledge in the chosen field,
- applying theoretical knowledge to teaching practice.

**Competences:**

**The student**

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

**Brief syllabus:**

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

**Literature:**

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

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

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 8

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

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

**Date of last update:** 06.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

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

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

Competencies:

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

### **Brief syllabus:**

Lecture:

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

Seminar:

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

### **Literature:**

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

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

Hungarian or Slovak

### **Notes:**

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

## INFORMATION SHEET

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

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

**Competencies:**

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

**Brief syllabus:**

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

**Literature:**

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

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

Hungarian or Slovak

**Notes:**

| <b>Evaluation of subjects</b>  |      |     |     |     |     |
|--|------|-----|-----|-----|-----|
| Total number of evaluated students: 24   |      |     |     |     |     |
| A  | B    | C   | D   | E   | FX  |
| 95.83  | 4.17 | 0.0 | 0.0 | 0.0 | 0.0 |
| <b>Teacher:</b> Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD.,  |      |     |     |     |     |
| <b>Date of last update:</b> 06.03.2025   |      |     |     |     |     |
| <b>Approved by:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD. |      |     |     |     |     |

## INFORMATION SHEET

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

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

**Brief syllabus:**

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

**Literature:**

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

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 3

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

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

**Date of last update:** 06.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|   |                       |
|---|-----------------------|
| <b>Name of the university:</b> J. Selye University  |                       |
| <b>Name of the faculty:</b> Faculty of Education  |                       |
| <b>Code:</b> KBIO/Bdm/<br>ETO/22  | <b>Name:</b> Ethology |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><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> II.  |                       |
| <b>Prerequisites:</b>   |                       |
| <b>Conditions for passing the subject:</b><br>The condition for passing the subject is active participation in the seminars, which consist of a theoretical and practical part. As part of the practical part, the student will have to prepare a seminar paper based on the knowledge he acquired while teaching the subject. The seminar paper will consist of professional terms and topics of an ethological nature. The seminar paper must meet the content and formal requirements of scientific writing. At the end of the semester, the student submits the seminar paper for review and presents it as a presentation (20%). Final written test on theoretical knowledge during the exam period (80%).<br>Total student workload: 3 credits = 75-90 hours.<br>26 hours of participation in contact lessons; 20 hours of preparation of the educational activity project and tasks assigned in the lessons; 35-45 hours of self-study;<br>The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject.<br>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><br>The student acquires new knowledge about ethology, expands knowledge of professional terms and can understand and perform basic ethological procedures.<br><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 becomes familiar with ethology as a science, its meaning and the correct application of ethological procedures.</li> <li>- The student will expand his knowledge about animal behaviour and the principles of keeping individual species of animals.</li> <li>- The student can draw up an ethogram.</li> </ul> <b>Abilities:</b>  |                       |

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

**Competencies:**

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

**Brief syllabus:**

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

**Literature:**

CSÁNYI V.: Etológia. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2002. - 755 s. - ISBN 963 19 3230 3.

CSÁNYI V.: Kis etológia. - 1. vyd. - Budapest : Kossuth Kiadó, 2002. - 263 s. - ISBN 963 09 4309 3.

CSÁNYI V.: Etológia és társadalom : Apró írások / Csányi Vilmos. - 1. vyd. - Budapest : Ulpiusház Könyvkiadó, 2005. - 374 s. - ISBN 963 7253 89 0.

BREED, M.D., MOORE, J.: Animal Behavior. Academic Press, Jan 4, 2011 - Science - 496 pages, ISBN 978-0-12-372581-3

LEWIS, D., REZEK, J.: Tajná řeč těla. - 1. vyd. - Praha : Nakladatelství Bondy, 2010. - 256 s. - ISBN 978-80-904471-7-2

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 33

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

**Teacher:** Ing. Iveta Szencziová, PhD.,

**Date of last update:** 06.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

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

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

## INFORMATION SHEET

|   |                       |
|---|-----------------------|
| <b>Name of the university:</b> J. Selye University  |                       |
| <b>Name of the faculty:</b> Faculty of Education  |                       |
| <b>Code:</b> KBIO/Bdm/<br>GEN/22  | <b>Name:</b> Genetics |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Practical<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13<br><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> II.  |                       |
| <b>Prerequisites:</b>   |                       |
| <b>Conditions for passing the subject:</b><br>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 lessons; 11 hours of preparation of protocols; 20 hours of practice of the educational activity project and tasks assigned in the lessons; 55-70 hours of self-study;</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><br><b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student can characterize the basic concepts of genetics, explain the basic principles of genetics</li> <li>- The student will gain knowledge of the symptomatology of selected mutations, types of inheritance, the basics of cytogenetics, population genetics and methods of genetic analysis</li> </ul> <b>Abilities:</b>   |                       |

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

**Competencies:**

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

**Brief syllabus:**

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

**Literature:**

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

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

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

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

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

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

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

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

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 34

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

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

**Date of last update:** 06.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

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

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

Knowledge:

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

Abilities:

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

Competencies:

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

### **Brief syllabus:**

Part of cultivated plants

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

Part of farm animals

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

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

**Literature:**

TUBA Z, - SZERDAHELYI T.,- ENGLONER A., - NAGY J.: Botanika II. - Rendszertan : Bevezetés a növénytanba, algológiába, gombatanba és a funkcionális növényökológiába - 1. vyd. - Budapest : Nemzedékek Tudása Tankönyvkiadó, 2007. - 523 + 62 s. - ISBN 978-963-19-5849-2.

GOJDIČOVÁ E., MÁRTONFI P., MÁRTONFIOVÁ L.: Botany - Vascular Plants = Botanika - Cievnaté rastliny - 1. vyd. - Ružomberok : Institute of the High Mountain Biology University of Žilina, 2008. - 167 s. - ISBN 978-80-88923-12-1.

ANTAL J. : A növénytermesztés alapjai = Gabonafélék. - 1. vyd. - Budapest : Mezőgazda, 2005. - 391 s. - ISBN 963 286 205 8.

ANTAL J.: Gyökér- és gumós növények, hüvelyesek, olaj- és ipari növények, takarmánynövények. - 1. vyd. - Budapest : Mezőgazda, 2005. - 595 s. - ISBN 963 286 206 6.

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

SZABÓ F.: Általános állattenyésztés. - 1. vyd. - Budapest : Mezőgazda Kiadó, 2015. - 478 s. - ISBN 978-963-286-711-3.

NAGY, M., BALÁZS, P.: A jászói kolostorkert = Jasovká kláštorná záhrada. - 1. vyd. - Komárno : Selye János Egyetem, 2017. - 127 s. - ISBN 978-80-8122-228-3.

MAKOVICKÝ, P.: A mezőgazdaság alapjai: Állattenyésztés. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. 94 s. ISBN 978-80-8122-139-2. SZÉLES, G.: Az agrárgazdaság aktuális kérdései. Budapest : Akadémiai, 2002, 184 s. ISBN 9630560976.

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

BEDNÁR V.: Moje najmilovanejšie zvieratá. - 1. vyd. - Bratislava : Regent, 2016. - 75 s. - ISBN 978-80-88904-92-2.

DERMOT A.: Developing active welfare policy : An Evaluation of the Back To Work Allowance Scheme: WRC Social and Economic Consultant, 2003. - 164 s. - ISBN 0266236.

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

| A   | B   | C   | D   | E   | FX  |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

**Teacher:** Ing. Iveta Szencziová, PhD., Ing. Pavol Balázs, PhD.,

**Date of last update:** 06.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|  |  |
|--|--|
| <b>Name of the university:</b> J. Selye University   |  |
| <b>Name of the faculty:</b> Faculty of Education   |  |
| <b>Code:</b> KBIO/Bdm/<br>OB/22  | <b>Name:</b> Master's Thesis and Defense |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b><br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: For the study period:</b><br><b>Methods of study:</b> present   |  |
| <b>Number of credits:</b> 8  |  |
| <b>Recommended semester/trimester of study:</b>  |  |
| <b>Level of study:</b> II.   |  |
| <b>Prerequisites:</b> KBIO/Bdm/DS-B/22   |  |
| <b>Conditions for passing the subject:</b><br><p>While writing the Master's thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of Bachelor and Master's theses, dissertations and habilitation theses written at Selye János University. The recommended length of the Master's thesis is 50 to 70 pages (90000 to 126 000 characters with spaces). The deadline for submission of the Master's thesis is specified in the timetable for the academic year. The Master's thesis is checked for authenticity in the central register of final theses. A report is drawn up on the outcome.</p> <p>The examination of authenticity is a prerequisite for the defence. The submission of the Master's thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Master's thesis.</p> <p>The Master's thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided.</p> <p>The supervisor mainly assesses the fulfilment of the objective, the student's autonomy and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the Master's thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis.</p> <p>The assessor focuses on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the Master's thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis.</p> <p>The examination board will assess the originality of the thesis, the degree of student involvement in the solution of the academic problem, the student's self-reliance and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc.</p> |  |

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

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

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

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

### **Results of education:**

Knowledge:

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

Skills:

- The Master's thesis demonstrates the student's knowledge of the theoretical and practical aspects of the problem under study,
- The student is able to present and defend his/her own professional viewpoints on issues related to teaching, and is able to find solutions to these problems,
- The student is able to learn independently, enabling him (her) to continue his (her) studies,
- The student is able to understand the complexity of phenomena and to make decisions even when information is limited, including his (her) social and ethical responsibility in making decisions,
- The student is able to collect and interpret relevant data (facts) in the field of his (her) study and to make decisions that take into account social, scientific and ethical aspects,
- The student is able to support the ideas presented with arguments and to draw practical conclusions and formulate proposals,
- The student is able to present the results of the Master's thesis,
- The student is able to respect the principles of academic integrity and ethics.

Competences:

The student is able to

- express his/her own linguistic and professional culture and approach to the professional issues encountered in the course of his/her studies, in an appropriate way
- reason and apply knowledge methodologically, both theoretically and practically,
- put knowledge into practice and to organise it,
- apply his (her) knowledge in a creative way in the performance of basic tasks, furthermore, the student is able to analyse the problem and to organise new knowledge,
- answer the questions of the supervisor and the assessor to the required standard and thus be able to defend their Master's thesis successfully.

### **Brief syllabus:**

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

1. The student presents his/her thesis.

|  |       |      |      |     |     |
|--|-------|------|------|-----|-----|
| <p>2. The main points of the thesis supervisor' and opponent's reviews are presented.</p> <p>3. The student answers the questions of the supervisor and the opponent.</p> <p>4. Professional discussion of the Master's Thesis, when the student answers questions.</p> <p>The presentation of the Master's thesis should mainly include the following points:</p> <p>1. A brief justification of the choice of topic, its relevance and practical utility.</p> <p>2. Explanation of the objectives of the thesis and the methods used.</p> <p>3. The main content of the thesis.</p> <p>4. The conclusions and proposals drawn by the student.</p> <p>A copy of the thesis and its electronic presentation are provided to the student during the presentation. The student presents the thesis on his own for a minimum of 10 minutes. He/she may use computing devices.</p> <p>The final thesis is available to the committee before and during thesis defence.</p> |       |      |      |     |     |
| <p><b>Literature:</b><br/> KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004.<br/> 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><br/> Hungarian or Slovak</p>   |       |      |      |     |     |
| <p><b>Notes:</b></p>   |       |      |      |     |     |
| <p><b>Evaluation of subjects</b><br/> Total number of evaluated students: 57</p>   |       |      |      |     |     |
| A  | B     | C    | D    | E   | FX  |
| 45.61  | 29.82 | 19.3 | 5.26 | 0.0 | 0.0 |
| <p><b>Teacher:</b></p>   |       |      |      |     |     |
| <p><b>Date of last update:</b> 06.03.2025</p>  |       |      |      |     |     |
| <p><b>Approved by:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.</p>  |       |      |      |     |     |

## INFORMATION SHEET

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

**Brief syllabus:**

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

**Literature:**

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

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

Hungarian or Slovak

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

Total number of evaluated students: 0

| A   | B   | C   | D   | E   | FX  |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

**Teacher:** Ing. Pavol Balázs, PhD.,

**Date of last update:** 06.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|  |                                    |
|--|------------------------------------|
| <b>Name of the university:</b> J. Selye University   |                                    |
| <b>Name of the faculty:</b> Faculty of Education   |                                    |
| <b>Code:</b> KBIO/Bdm/<br>PPX4/22  | <b>Name:</b> Teaching Practice IV. |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Practical<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: For the study period:</b> 20s<br><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> II.   |                                    |
| <b>Prerequisites:</b>  |                                    |
| <b>Conditions for passing the subject:</b><br>The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX4).<br>Mandatory parts of the portfolio:<br>- A protocol certifying the completion of the pedagogical practice<br>- Analysis of observed lessons and observation forms filled in<br>- Lesson plans, evaluation and analysis of the lessons taught<br>- Other documents and attachments related to the pedagogical practice<br>Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score.<br>Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation) |                                    |
| <b>Results of education:</b><br><b>Knowledge:</b><br>The student<br>- is able to observe and analyse high school and middle school activities.<br>- is able to evaluate and analyse activities of students of upper and middle school.<br>- is able to document observed upper primary and secondary school activities and activities.<br>- is able to consult school documents.<br>- is familiar with the staffing structure and facilities of the school.<br>- is familiar with the specific activities of the teacher during the lessons.<br>- knows and understands the environment, culture and organisation of primary and secondary schools.<br><b>Skills:</b><br>The student   |                                    |

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

Competences:

The student

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

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

**Brief syllabus:**

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

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

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

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

Documenting the process and results of each lesson observed.

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

Preparation of the necessary conditions for the lesson.

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

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

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

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

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](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 or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 15

| A  | B     | C   | D    | E   | FX  |
|--|-------|-----|------|-----|-----|
| 80.0   | 13.33 | 0.0 | 6.67 | 0.0 | 0.0 |
| <b>Teacher:</b> Dr. habil. PaedDr. Melinda Nagy, PhD.,   |       |     |      |     |     |
| <b>Date of last update:</b> 06.03.2025   |       |     |      |     |     |
| <b>Approved by:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD. |       |     |      |     |     |

## INFORMATION SHEET

|  |                                   |
|--|-----------------------------------|
| <b>Name of the university:</b> J. Selye University   |                                   |
| <b>Name of the faculty:</b> Faculty of Education   |                                   |
| <b>Code:</b> KBIO/Bdm/<br>PPX5/22  | <b>Name:</b> Teaching Practice V. |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Practical<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: For the study period:</b> 20s<br><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> II.   |                                   |
| <b>Prerequisites:</b>  |                                   |
| <b>Conditions for passing the subject:</b><br>The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX5).<br>Mandatory parts of the portfolio:<br>- A protocol certifying the completion of the pedagogical practice<br>- Analysis of observed lessons and observation forms filled in<br>- Lesson plans, evaluation and analysis of the lessons taught<br>- Other documents and attachments related to the pedagogical practice<br>Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score.<br>Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation) |                                   |
| <b>Results of education:</b><br><b>Knowledge:</b><br>The student<br>- is able to observe and analyse high school and middle school activities.<br>- is able to evaluate and analyse activities of students of upper and middle school.<br>- is able to document observed upper primary and secondary school activities and activities.<br>- is able to consult school documents.<br>- is familiar with the staffing structure and facilities of the school.<br>- is familiar with the specific activities of the teacher during the lessons.<br>- knows and understands the environment, culture and organisation of primary and secondary schools.<br><b>Skills:</b><br>The student   |                                   |

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

Competences:

The student

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

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

**Brief syllabus:**

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

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

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

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

Documenting the process and results of each lesson observed.

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

Preparation of the necessary conditions for the lesson.

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

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

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

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

**Literature:**

Pozorovanie a hodnotenie interiéru a exteriéru cvičnej ZŠ a SŠ.

Poznávanie a práca s pedagogickou dokumentáciou triedy a školy.

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

Odborný rozbor pozorovaných vyučovacích hodín spoločne s cvičným učiteľom.

Dokumentovanie priebehu a výsledkov jednotlivých pozorovaných vyučovacích hodín.

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

Príprava podmienok na realizáciu vyučovacej hodiny.

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

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

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

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

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

Hungarian or Slovak

|  |       |     |     |     |     |
|--|-------|-----|-----|-----|-----|
| <b>Notes:</b>  |       |     |     |     |     |
| <b>Evaluation of subjects</b>  |       |     |     |     |     |
| Total number of evaluated students: 11   |       |     |     |     |     |
| A  | B     | C   | D   | E   | FX  |
| 72.73  | 27.27 | 0.0 | 0.0 | 0.0 | 0.0 |
| <b>Teacher:</b> Dr. habil. PaedDr. Melinda Nagy, PhD.,   |       |     |     |     |     |
| <b>Date of last update:</b> 06.03.2025   |       |     |     |     |     |
| <b>Approved by:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD. |       |     |     |     |     |

## INFORMATION SHEET

|  |                                    |
|--|------------------------------------|
| <b>Name of the university:</b> J. Selye University   |                                    |
| <b>Name of the faculty:</b> Faculty of Education   |                                    |
| <b>Code:</b> KBIO/Bdm/<br>PPX6/22  | <b>Name:</b> Teaching Practice VI. |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Practical<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: For the study period:</b> 40s<br><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> II.   |                                    |
| <b>Prerequisites:</b>  |                                    |
| <b>Conditions for passing the subject:</b><br>The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX6).<br>Mandatory parts of the portfolio:<br>- A protocol certifying the completion of the pedagogical practice<br>- Analysis of observed lessons and observation forms filled in<br>- Lesson plans, evaluation and analysis of the lessons taught<br>- Other documents and attachments related to the pedagogical practice<br>Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score.<br>Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation) |                                    |
| <b>Results of education:</b><br><b>Knowledge:</b><br>The student<br>- is able to observe and analyse high school and middle school activities.<br>- is able to evaluate and analyse activities of students of upper and middle school.<br>- is able to document observed upper primary and secondary school activities and activities.<br>- is able to consult school documents.<br>- is familiar with the staffing structure and facilities of the school.<br>- is familiar with the specific activities of the teacher during the lessons.<br>- knows and understands the environment, culture and organisation of primary and secondary schools.<br><b>Skills:</b><br>The student   |                                    |

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

Competences:

The student

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

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

**Brief syllabus:**

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

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

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

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

Documenting the process and results of each lesson observed.

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

Preparation of the necessary conditions for the lesson.

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

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

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

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

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](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 or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 23

| A  | B     | C    | D   | E    | FX  |
|--|-------|------|-----|------|-----|
| 65.22  | 17.39 | 4.35 | 8.7 | 4.35 | 0.0 |
| <b>Teacher:</b> Dr. habil. PaedDr. Melinda Nagy, PhD.,   |       |      |     |      |     |
| <b>Date of last update:</b> 06.03.2025   |       |      |     |      |     |
| <b>Approved by:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD. |       |      |     |      |     |

## INFORMATION SHEET

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

**Abilities:**

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

**Competencies**

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

**Brief syllabus:**

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

Earth sciences – seminar II. – part of palaeontology

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

Earth sciences - practical lesson - part palaeontology

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

**Literature:**

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

|   |       |       |       |       |     |
|---|-------|-------|-------|-------|-----|
| <p>MIKLÓS, L., IZAKOVIČOVÁ, Z.: Atlas of representative geosystems of Slovakia. - 1. vyd. - Banská Štiavnica : Slovak Academy of Sciences, 2006. - 123 s. - ISBN 80-969272-5-6.<br/> PÁPAY L.: Kristályok, ásványok, kőzetek. - 1. vyd. - Szeged : JATEPress, 1998. - 382 s.<br/> SÜMEGI P.: A negyedidőszak földtani és öskörnyezettani alapjai. - 1. vyd. - Szeged : JATEPress, 2001. - 262 s. - ISBN 963 482 524 9.<br/> SZAKÁLL S.: Ásványrendszertan. - 1. vyd. - Miskolc : Miskolci Egyetemi Kiadó, 2005. - 336 s. - ISBN 963 661 672 1.<br/> SZEDERKÉNYI T.: Ásvány-kőzettan. - 1. vyd. - Szeged : JatePress, 2001. - 112 s.</p> |       |       |       |       |     |
| <p><b>Language, knowledge of which is necessary to complete a course:</b><br/> Hungarian or Slovak</p>  |       |       |       |       |     |
| <p><b>Notes:</b></p>  |       |       |       |       |     |
| <p><b>Evaluation of subjects</b><br/> Total number of evaluated students: 27</p>  |       |       |       |       |     |
| A   | B     | C     | D     | E     | FX  |
| 3.7   | 18.52 | 14.81 | 14.81 | 48.15 | 0.0 |
| <p><b>Teacher:</b> Ing. Pavol Balázs, PhD.,</p>   |       |       |       |       |     |
| <p><b>Date of last update:</b> 06.03.2025</p>   |       |       |       |       |     |
| <p><b>Approved by:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.</p>   |       |       |       |       |     |

## INFORMATION SHEET

|   |  |
|---|--|
| <b>Name of the university:</b> J. Selye University  |  |
| <b>Name of the faculty:</b> Faculty of Education  |  |
| <b>Code:</b> KBIO/Bdm/<br>ŠS/22   | <b>Name:</b> Biology and Methodology of Teaching |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b><br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: For the study period:</b><br><b>Methods of study:</b> present  |  |
| <b>Number of credits:</b> 3   |  |
| <b>Recommended semester/trimester of study:</b>   |  |
| <b>Level of study:</b> II.  |  |
| <b>Prerequisites:</b> KBIO/Bdm/DIB/25 and KBIO/Bdm/GEN/22 and KBIO/Bdm/EKO/22 and KBIO/Bdm/VEZ/22 and KBIO/Bdm/ABT/22 and KBIO/Bdm/ANT/22 and KBIO/Bdm/PPX6/22  |  |
| <b>Conditions for passing the subject:</b><br><p>All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule. In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. He/she demonstrates the ability to select the content of education in accordance with the required and expected educational objectives and to enrich it with school and regional characteristics. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience.</p> <p>The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit.</p> <p>The results of the state examination and the thesis defence are publicly announced by the chair of the board.</p> |  |
| <b>Results of education:</b><br><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> <li>- be able to characterise the concept of teaching, to list the different types of teaching and to describe the framework for teaching and learning for 11-19 year olds.</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 in practical teaching activities,</li> </ul>   |  |

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

**Competences:**

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

**Brief syllabus:**

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

**Literature:**

Literature indicated in the information sheets of the study programme

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 23

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

**Teacher:**

**Date of last update:** 06.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|  |   |
|--|---|
| <b>Name of the university:</b> J. Selye University   |   |
| <b>Name of the faculty:</b> Faculty of Education   |   |
| <b>Code:</b> KBIO/Bm/<br>MOB1-B/25   | <b>Name:</b> Student mobility related to graduate profile - Teaching of biology |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present  |   |
| <b>Number of credits:</b> 3  |   |
| <b>Recommended semester/trimester of study:</b> 1., 2..  |   |
| <b>Level of study:</b> II.   |   |
| <b>Prerequisites:</b>  |   |
| <b>Conditions for passing the subject:</b><br>Total student workload: 3 credits = 75–90 hours<br>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.<br>The course is completed in the form of "passed" (without a grade), based on the fulfilment of the above conditions.<br>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><br><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> |   |

|  |     |
|--|-----|
| <p>- They increase their level of independence, responsibility, and initiative in solving tasks outside their domestic academic environment.</p>   |     |
| <p><b>Brief syllabus:</b></p> <ul style="list-style-type: none"> <li>- Introduction to the subject, the importance of academic mobility and the internationalisation of higher education.</li> <li>- Professional seminars by a foreign university teacher in line with the graduate profile. International approaches and current trends in the field. Intercultural communication and working in an international academic environment.</li> <li>- Reflection of the student on the knowledge, skills and experience gained from the teaching conducted by a foreign university teacher.</li> <li>- Discussion and feedback - relevance of the knowledge gained for further study and professional development.</li> </ul> |     |
| <p><b>Literature:</b><br/>Literature as recommended by the university teacher involved in the mobility programme.</p>  |     |
| <p><b>Language, knowledge of which is necessary to complete a course:</b><br/>English, Hungarian or Slovak</p>   |     |
| <p><b>Notes:</b></p>   |     |
| <p><b>Evaluation of subjects</b><br/>Total number of evaluated students: 0</p>   |     |
| a  | n   |
| 0.0  | 0.0 |
| <p><b>Teacher:</b></p>   |     |
| <p><b>Date of last update:</b> 30.03.2025</p>  |     |
| <p><b>Approved by:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.</p>  |     |

## INFORMATION SHEET

|  |   |
|--|---|
| <b>Name of the university:</b> J. Selye University   |   |
| <b>Name of the faculty:</b> Faculty of Education   |   |
| <b>Code:</b> KBIO/Bm/<br>MOB2-B/25   | <b>Name:</b> Experience equivalent to academic mobility - Teaching of biology |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present  |   |
| <b>Number of credits:</b> 3  |   |
| <b>Recommended semester/trimester of study:</b> 1., 2..  |   |
| <b>Level of study:</b> II.   |   |
| <b>Prerequisites:</b>  |   |
| <b>Conditions for passing the subject:</b><br>Total student workload: 3 credits = 75–90 hours<br>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.<br>The course is completed in the form of "passed" (without a grade), based on the fulfilment of the above conditions.<br>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><br><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:** 30.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|  |  |
|--|--|
| <b>Name of the university:</b> J. Selye University   |  |
| <b>Name of the faculty:</b> Faculty of Education   |  |
| <b>Code:</b> KMJ/MJdm/<br>DIJ/25   | <b>Name:</b> Didactics of Hungarian Language |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26<br><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> II.   |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br><b>SEMINAR:</b><br>The student writes two tests (15-15 points) during the semester: the first half of the diligence period, the second in the last week of the diligence period (the two tests together amount to 30 points). In addition, the student provides an interactive reference on a chosen topic within the framework of native language subject pedagogy (20 points).<br>If justified, the student has the opportunity to replace the interactive reference with seminar work; this on any subject within native subject pedagogy. The latter must be submitted no later than the 10th week of the diligence period. Seminar work can be rewarded with 20 points.<br>In order to take an oral exam, a student must earn at least 50% of the points that the student can earn during the diligence period (a. m. 25 out of 50). This amount of points is collected by the student from the tests and interactive referee (or seminar work).<br><b>LECTURE:</b><br>The theoretical knowledge of the student is evaluated in the form of an oral exam. By successfully passing the oral exam, the student can score another 50 points (50% of the total score of the assessment). The maximum score that can be achieved by completing the subject is 100 points (2 x 15 points for the tests, 20 points for the interactive referee, 50 points for the oral exam).<br>In justified cases, the student has the opportunity to replace the oral exam with a written exam. The score that can be obtained by passing the written exam is up to 50 points.<br>Evaluation criteria for the tests to be carried out in the course of the diligence period:<br>– mastery of the knowledge of theoretical topics according to the curriculum of the subject<br>– skills in preparation for the teaching process – application of theoretical knowledge<br>Evaluation criteria for the referee:<br>1. the content of the referee: choice of topic, purpose of the referee, work with literature, etc. (4 points)<br>2. verbal and nonverbal manifestation: logical, systematic, intelligible explanation, professionalism in the mode of expression, etc. (4 points)<br>3. use of ICT tools: digital presentation (structure, keywords, images, etc.), interactivity of the presentation, etc. (4 points)<br>4. cooperation with students (questions, quiz, tests, assignments, etc.) (4 points) |  |

5. Timeframe: 15–20 minutes (4 points)

Evaluation criteria for seminar work:

1. formal arrangement: structure, language, professionalism in the mode of expression, spelling, etc. (10 points)

2. Content part: topicality of the topic, purpose of the work, work with literature, professional reference method, etc. (10 points)

Evaluation criteria for the oral/written exam:

proof of theoretical knowledge and skills

Assessment scale: A (100% – 90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), pod 50%: Fx. A student who completes below 50% will not receive the credits for absolving the subject.

### **Results of education:**

Results of training:

Knowledge:

- By absolving the subject, the student acquires theoretical knowledge from the range of subject-pedagogy in the native language. You will gain insight into the tutor-educator process in primary (primary) and secondary schools and pedagogical documents. The knowledge gained allows the student to prepare for teaching.

- Student has knowledge of issues related to the teaching of Hungarian language and literature, which he/she will be able to use in the 2nd cycle.

Skills:

– The student is able to prepare a lesson plan and syllabus for the teaching process according to educational programs and standards.

– The student is able to justify the connections of linguistic disciplines in relation to the teaching of the Hungarian language.

– The student is able to develop students' verbal and written expressiveness.

- The Student is able to connect his/her acquired theoretical knowledge in the field of Hungarian language and literature with practical knowledge and experience, and subsequently apply it in educational practice in the 2nd cycle.

Competences:

- The listener will have socially solvency civic attitudes; and with a positive attitude towards the students.

– The student is able to accept the sociocultural and linguistic diversity of society and relate positively to them.

– The student is able to justify his/her own pedagogical activity in the teaching/application of the knowledge acquired by native language subject pedagogy, as well as to reassess or defend them in a constructive way.

- The student becomes competent in the sovereign planning of activities that contribute to effective and conscious oral, nonverbal and written communication, as well as the critical thinking of the future student.

– The student will be able to formulate scientific problems independently, seeing them in context, to think analytically about specific problems.

– The student becomes able to carry out pedagogical work in view of the diversity of the educated population.

– The student will have a broad knowledge of the different characteristics of the development of individuals resulting from the health or social disadvantage of the pupils. He is aware of the tasks arising from the special treatment of gifted students.

- The student will be able to cooperate effectively with special teachers, psychologists and other professionals in the realization of the teacher-educator process under the conditions of inclusive education, and to follow their professional recommendations and decisions.
- The student will be able to follow and accept new scientific knowledge of native subject pedagogy.
- The student will have a need to continue his or her own professional development.

#### **Brief syllabus:**

1. Basic concepts of subject pedagogy in the native language, the place of the subject in pedagogical sciences
2. From the history of the teaching of the Hungarian language
3. The State Education Program and the cultural standards for the Hungarian language and literature subject
4. Goals and tasks of the Hungarian language and literature subject
5. New trends in native language education. ICT tools in Hungarian lessons.
6. Procedures for applying language knowledge: linguistic analysis (types of analysis), synthetic exercises
7. Monitoring and measuring the level of language proficiency
8. Composition teaching
9. Teaching spelling skills
10. Planning and organization of the lesson
11. Specific tasks of teaching the native language
12. Teaching aids, teaching technology

#### **Literature:**

- ANTALNÉ SZABÓ, Á. – LACZKÓ, K. – RAÁTZ, J. 2015. Szakpedagógiai körkép I.: Anyanyelv- és irodalompedagógiai tanulmányok. Budapest: Eötvös Loránd Tudományegyetem. ISBN 978-963-284-603-3.
- BOZSIK, G. – DOBÓNÉ BERENCSI, M. – ZIMÁNYI, Á. 2006. Anyanyelvi tantárgy-pedagógiánk vázlata. Eger: EKF Líceum.
- FÜLÖP, L. 1995. Bevezetés a középiskolai anyanyelvi tantárgypedagógiába. Budapest: Tankönyvkiadó. ISBN 0005473.
- KERESZTY, O. 2008. Új utak, szemléletmódok, módszerek a pedagógiában. Kaposvár: Kaposvári Egyetem. ISBN 978-963-9541-08-5.
- KUBÍKOVÁ, E. – LŐRINCZ, J. – NÉMETHOVÁ, Cs. 2016. Kommunikációs zavarok az iskolás korban. Komárno: Univerzita J. Selyeho.
- SIMON, Sz. 2015. Fejezetek az anyanyelvi tantárgy-pedagógiából. Komárom: Selye János Egyetem Tanárképző Kara.
- VASS, V. 2017. Kompetenciafejlesztés a 21. században. Komárom: Selye János Egyetem Tanárképző Kara.
- V. RAISZ, R. (red.) 1996. Anyanyelv és iskola az ezredfordulón. XII. Anyanyelv-oktatási Napok, Eger, 1996. július 8–11. Budapest: Magyar Nyelvtudományi Társaság.
- ZIMÁNYI, Á. (red.) 2004. Szöveggyűjtemény az anyanyelvi tantárgy-pedagógia tanításához. Eger: EKF Líceum.

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

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 87

| A  | B     | C    | D    | E   | FX  |
|--|-------|------|------|-----|-----|
| 54.02  | 25.29 | 8.05 | 8.05 | 0.0 | 4.6 |
| <b>Teacher:</b> Szabolcs Simon, PhD.,  |       |      |      |     |     |
| <b>Date of last update:</b> 27.03.2025   |       |      |      |     |     |
| <b>Approved by:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD. |       |      |      |     |     |

## INFORMATION SHEET

|   |  |
|---|--|
| <b>Name of the university:</b> J. Selye University  |  |
| <b>Name of the faculty:</b> Faculty of Education  |  |
| <b>Code:</b> KMJ/MJdm/<br>DIL/25  | <b>Name:</b> Didactics of Hungarian Literature |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26<br><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> II.  |  |
| <b>Prerequisites:</b>   |  |
| <b>Conditions for passing the subject:</b><br>The student's final grade (100 points/%) is composed of the results of several types of work completed during the semester. Students will work with the instructor at the beginning of the semester to develop a framework for passing the course.<br>Potential modules for completing the course:<br>During the semester, the student will conduct an interactive lecture using experiential pedagogy in which a freely chosen topic in literature will be the focal point. A maximum of 25 points may be earned for the lecture. The lecture will be passed only if the student achieves at least 13 points.<br>Assessment criteria:<br>proficiency (5 points),<br>interactivity (10 points),<br>group work (5 points),<br>Adaptation to the chosen level and year of education (5 points).<br>By the end of the 10th week of the semester, the student will submit two written lesson plans in which he/she freely develops selected topics in literature using experiential pedagogy. A maximum of 25 points may be earned for the lesson plans. Lesson plans will only be accepted if the student achieves at least 13 points. Evaluation Criteria:<br>proficiency (5 points),<br>methods of experiential pedagogy (15 points),<br>requirements for relevance of language, spelling and form of lesson plans as determined by the teacher (5 points).<br>In the examination period, the student will participate in an oral or written examination through which he/she demonstrates his/her knowledge, skills and competences related to the subject.<br>In addition to information-oriented questions/assignments (multiple choice, linking tasks, explanatory tasks, etc.), students' individual and critical opinions and suggestions (in the form of interpretations or essays) will also be given prominence. Depending on the possibilities of the course, creative, imaginative tasks are also worked with during the exam/test. A maximum of 50 points can be achieved in the oral/written examination. The exam will only be passed if the student achieves at least 25 points.<br>In lieu of lesson plans, the student has the option of taking a second seminar lecture, which is subject to the same requirements and assessment criteria as the first. |  |

In lieu of the seminar lecture, the student also has the option of completing two more lesson plans, which are subject to identical requirements and assessment criteria as the previous ones. If warranted, the final oral/written examination may also be replaced by one extended written paper that concentrates on the student's own research in the area of teaching literature. The paper must be submitted by the 3rd week of the exam period. The required length of the paper is 10 standard pages, in which the author must use a minimum of 10 relevant scholarly works to which he/she also gives references. A maximum of 50 points may be earned with the alternate written work. The written work will only be accepted if the student achieves at least 25 points.

Evaluation Criteria:

results of own research, their elaboration and evaluation (25 points),

work with the literature (15 points),

requirements for relevance of language, spelling and form of the work (10 points).

Distribution of student work hours:

- 1.5 credit: regular class attendance (3 x 45 minutes per week) - 39 hours

- 1 credit: regular preparation based on studying the content of individual lessons and reading or studying the literature - 25 hours of preparation

- 1 credit: preparation of an interactive lecture based on the literature and own analysis of a freely chosen topic from the literature - 25 hours

- 0.5 credit: development of two lesson plans - 11 hours

The total number of points is 100. Grading scale: A (100-90%), B (89-80%), C (79-70%), D (69-60%), E (59-50%).

### **Results of education:**

The student will acquire theoretical and practical knowledge of the education of readers as well as adequate professional/didactic communication of literary and pedagogical disciplines.

Knowledge:

The student will learn various models for teaching literature.

The student will acquire knowledge of international tendencies in the teaching of literature.

The student will acquire many types of reading strategies.

The student will acquire knowledge of the effects of teaching literature on the development of a child's competence.

The student will know the different layers of pedagogical activities related to literature, and will master the levels of planning them.

The student will acquire knowledge of different strategies in the field of teaching literature (e.g., cooperative, dramatized, project-based, and intercultural strategies).

The student will learn the possibilities of contemporary methods of teaching literature that put the reader at the forefront.

- The student has knowledge of issues related to the teaching of Hungarian language and literature, which he/she will be able to use in the 2nd cycle.

Skills:

- The student will be able to apply the practices of various models of teaching literature, as well as select those that would be most successful in a given team.

- The student will be able to recognize international tendencies in the teaching of literature, as well as perform according to the most modern ones.

- The student will be able to develop the reading skills of his/her students using the types of reading strategies recognized.

- The student will be able to independently implement multi-layered, challenging text analysis activities.

- The student will be able to apply a variety of strategies for teaching literature (e.g., cooperative, dramatized, project-based, and cross-cultural strategies) in their teaching activities.

- The student will be able to identify and address professional challenges and problems of educating readers and literary pedagogy in practice.
- Using the knowledge acquired, the student will be able to independently research particular problems and issues in the field of reader education and literary pedagogy.
- The student is able to connect his/her acquired theoretical knowledge in the field of Hungarian language and literature with practical knowledge and experience, and subsequently apply it in educational practice in the 2nd cycle.

**Competencies:**

The student will develop correct attitudes toward current methods of educating the child reader and teaching literature. Using interactive solutions and strategies, he/she seeks to foreground the children's reader so that literature-related activities are both experiential and challenging and professional at the same time.

The student will develop the right attitudes towards the diversity of the world and his/her future pupils, which is reinforced by the use of experiential pedagogy and also by the diverse methods of handling the topics analyzed.

The student will be able to implement a focused development of self-knowledge related to both the education of the reader and the teaching of literature.

The student will be able to independently plan activities that contribute to the development of reading skills, understanding of literature, and critical thinking of the child.

The student will be able to actively participate in current research in the field of reader education and literary pedagogy.

**Brief syllabus:**

1. Theses of teaching literature (comparison of past and present teaching of literature, basic problems).
2. Contradictions in the teaching of literature (originality/historicity, emergence/mastery of the work, individual experience/collective teaching, art/science, specificity of literature/logic of the school).
3. Assumptions and models for teaching literature (the principle of the author, experience, and representation; philological, hermeneutic, and experiential postmodern models).
4. International tendencies of teaching literature (Russian model concentrating on erudition, French model concentrating on expertise, American model concentrating on developing competence, and Japanese model concentrating on silent teaching).
5. Developing competencies in teaching literature (core competencies, stages of reading [literal, comprehension, critical, creative], comprehension and production of text).
6. Reading strategies (reading skill deficits, metacognition during reading, reading strategies [SQ3R, PQRS, reading strategies of Keene - Zimmermann, Paris - Wasik - Turner, Pinnell i Schmitt], teaching reading strategies).
7. Not just required readings... (required, shared and reciprocal readings, reading network).
8. Layers and levels of lesson planning (curriculum, thematic plan, types of lesson, lesson plans; professional, didactic and psychological layers of the literature lesson).
9. Teacher types and assessment (autocratic, democratic and laissez faire teacher types; functions and types of assessment as well as grading alternatives).
10. Teaching strategies I (presentational strategy, alternative strategies, cooperative strategy).
11. Teaching strategies II (dramatization, project method, intercultural education).
12. Variations of reader-centered literature teaching (critical thinking and its school projections, RJR model, creative writing and types of related exercises).

**Literature:**

- Keserű, J. 2014. Hogyan olvassunk rémtörténeteket? In: Erdélyi Margit (red.): Az irodalomoktatás új kihívásai. Budapest: Gondolat Kiadó. 102–122. ISBN 978 963 693 539 9
- Az irodalomtanítás gyakorlata I.-II. (Szerk. Sipos L.) Tankönyvkiadó, Budapest, 1990.
- Bécsy T.: A dráma esztétikája. Kossuth Könyvkiadó, Budapest, 1988.
- Fülöpné Erdő, M.: Médiahasználat és olvasóvá nevelés, Corvinus Kiadó, Budapest, 2002.
- Goda, J.: Az irodalomtanár műhelyében. Nemzeti Tankönyvkiadó, Budapest, 1996.
- Irodalomtanítás a harmadik évezredben (Főszerk. Sipos, L.) Kronika Nova Kiadó, Budapest, 2006.
- Irodalomtanítás I.-II. (Szerk.: Sipos, L.) Universitas. Budapest, 1994.
- Módszertani szöveggyűjtemény az irodalom oktatásához (Összeáll. N. Tóth A. – Petres Csizmadia, G.) Nyitrai Konstantin Filozófus Egyetem, Nyitra, 2015.
- Műelemzés – műértés (Szerk. Sipos L.) Sport, Budapest, 1990.
- Obert, V.: Komunikatívnoš' v čitateľskej recepcii a interpretácii. Nitra : UKF, 1993.
- Pethőné Nagy, Cs.: Módszertani kézikönyv, Korona Kiadó, Budapest, 2005.
- Prášilová, M.: Tvorba vzdělávacího programu. Praha : TRITON, 2006.
- Sipos L.: Iskolaserkezet és irodalomtanítás a Kárpát-medencében. Pont Kiadó, Budapest, 2003.
- Szappanos B. – Bécsy T. – Harsányi Z.: Tanulmányok a műelemzés köréből. Tankönyvkiadó, Budapest, 1977.
- Tóth L.: Az olvasás pszichológiai alapjai, Pedellus Tankönyvkiadó, Debrecen, 2002.
- Turek, I.: Zvyšovanie efektívnosti vyučovania = Príručka pre učiteľov ZŠ a SŠ. Bratislava: Metodické centrum, 1997.
- Vojtek S.: Olvasóközpontú irodalomtanítás. Tanulmányok. Két Egér Könyvek, Budapest, 2017.
- Vörös, J.: Irodalomtanítás. Nemzeti Tankönyvkiadó, Budapest, 1997.
- Zsigmond, I.: Az értő olvasás fejlesztése, Ábel Kiadó, Kolozsvár, 2008.
- Baka, P.: A szlovákiai magyar irodalomtanítás legújabb perspektívái. In: Iskolakultúra. 26/6. 2016. 103–114. ISSN 1215-5233.
- Baka, P.: Isteni barkácmunka: Lakatos István: Dobozváros (Doboztankönyv-fejezet). In: Módszertani Közöny = Metodički glasnik = Methodological bulletin = Methodologische Mitteilungen. = Metodički glasnik. 10/1. 2020. 10–25. ISSN 2217-4540.
- Baka, P.: Kukoricza Jancsi másik élete - Csurgó Csaba: Kukoricza: (Doboztankönyv-fejezet). In: Eruditio - Educatio : Vedecký časopis Pedagogickej fakulty Univerzity J. Selyeho v Komárne = a Selye János Egyetem Tanárképző Karának tudományos folyóirata = Research Journal of the Faculty of Education of J. Selye University. 14/1. 2019. 109–117. ISSN 1336-8893.
- Baka, P. 2023. Doboztankönyv: Élményalapú irodalomtanítás a populáris, ifjúsági és gyerekirodalom köréből. 1. vyd. – Dunajská Streda (Slovensko) : NAP Kiadó. 80 s. – ISBN 978-80-8104-113-6

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 89

| A     | B     | C     | D    | E    | FX   |
|-------|-------|-------|------|------|------|
| 41.57 | 34.83 | 15.73 | 1.12 | 2.25 | 4.49 |

**Teacher:** PaedDr. Patrik Baka, PhD., Dr. habil. PaedDr. József Keserű, PhD.,

**Date of last update:** 27.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|   |                              |
|---|------------------------------|
| <b>Name of the university:</b> J. Selye University  |                              |
| <b>Name of the faculty:</b> Faculty of Education  |                              |
| <b>Code:</b> KMJ/MJdm/<br>DS/25   | <b>Name:</b> Diploma seminar |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 <b>For the study period:</b> 13<br><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> II.  |                              |
| <b>Prerequisites:</b>   |                              |
| <b>Conditions for passing the subject:</b><br>Submission of a selected bibliography and research plan related to the topic of the thesis, and drafting of a part of the thesis (about 15 pages).<br>Attendance at the seminar is compulsory. The student prepares part of the Master's thesis and submits the bibliography.<br>The student must hand in a ready part of the thesis to the tutor by the deadline.<br>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.<br>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.<br>The work must comply with the technical rules and ethics of citation.<br><b>Criteria for the evaluation of the work:</b><br>– the student's analytical-synthetic thought process,<br>– expression of personal opinion supported by theoretical knowledge,<br>– the definition of the problem and the aim of the work, the way in which it has been developed,<br>– the structure of the work - logical structure and proportional length of each part,<br>– work with literature and sources of information (how they are selected and used),<br>– compliance with the basic formal requirements of the essay, compliance with citation requirements,<br>– aesthetic and linguistic quality of the essay.<br><b>Percentages for each task:</b><br>Work done in seminars: 20 %.<br>Seminar paper: 80 %.<br>The student must complete at least 50 % of all assignments. |                              |
| <b>Results of education:</b><br><b>Knowledge:</b><br>The student is able to:<br>- list and explain the general requirements for the preparation of the Master's thesis, describe and characterize the content structure of the Master's thesis and its parts (introduction, main body, appendices),   |                              |

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

#### Skills:

The student is able to:

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

**Competences:**

The student

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

**Brief syllabus:**

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

**Literature:**

- ALBERT, S. 2005. A pedagógiai kutatások alapjai. Dunaszerdahely: Lilium Aurum. ISBN 80-8062-281-7
- A magyar helyesírás szabályai. 2015. Budapest: Akadémiai Kiadó. 12. kiadás. ISBN 978 963 05 9631 2
- BILLINGHAM, J. 2002. Editing and Revising Text. Oxford: Oxford University Press. ISBN0-19-860413-3
- ECO, U. 1987. Hogyan írjunk szakdolgozatot? Budapest: Kairosz Kiadó. ISBN 963 9137 53 7
- FERCSIK, E. 2002. Dolgozatírás – felsőfokon. Budapest: Krónika Nova. ISBN 9639128945
- GYURGYÁK, J. 2018. Szerzők és szerkesztők kézikönyve. Budapest: Osiris Kiadó. ISBN 978 963 276 318 7
- LACZKÓ, K. – MÁRTONFI A. 2006. Helyesírás. Budapest: Osiris Kiadó. ISBN 963 389 541 3
- MAJOROS P. 1997. Kutatásmódszertan, avagy: Hogyan írjunk könnyen, gyorsan jó diplomamunkát? Budapest: Nemzeti Tankönyvkiadó. ISBN 9631883698
- 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:****Notes:****Evaluation of subjects**

Total number of evaluated students: 34

| A  | B    | C    | D   | E   | FX  |
|--|------|------|-----|-----|-----|
| 85.29  | 5.88 | 8.82 | 0.0 | 0.0 | 0.0 |
| <b>Teacher:</b> PaedDr. Patrik Baka, PhD., Mgr. Vojtech Istók, PhD., Dr. habil. PaedDr. József Keserű, PhD., Mgr. Gábor Lőrincz, PhD., doc. Péter Nagy, PhD., doc. Mgr. Anikó Polgár, PhD., Szabolcs Simon, PhD., PaedDr. Tamás Török, PhD., |      |      |     |     |     |
| <b>Date of last update:</b> 28.03.2025   |      |      |     |     |     |
| <b>Approved by:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.   |      |      |     |     |     |

## INFORMATION SHEET

|  |  |
|--|--|
| <b>Name of the university:</b> J. Selye University   |  |
| <b>Name of the faculty:</b> Faculty of Education   |  |
| <b>Code:</b> KMJ/MJdm/<br>IAI/25   | <b>Name:</b> Intermediality and Interculturality |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 3 <b>For the study period:</b> 39<br><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> II.   |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br>- During the semester, the student will give an interactive lecture on the selected topic.<br>- Assessment criteria:<br>- Content of the oral report: correct and up-to-date treatment of the selected topic, , work with literature, etc.<br>- verbal and non-verbal expression: factual and terminological correctness and professional treatment of the topic, manner of expression, eye contact, etc.<br>- use of visual, acoustic, audiovisual means: digital presentation (structure, key words, images, etc.), short recordings, videos, etc.<br>- interactivity and group work<br>In the examination period, the student will participate in an oral or written examination through which he/she demonstrates his/her knowledge, skills and competences related to the subject.<br>Total student workload:<br>- regular attendance - 39 hours<br>- regular preparation based on study of the content of the individual lessons and readings, study of specialist literature and reading of literary works - 20 hours<br>- preparation of an interactive lecture based on the literature - 15 hours<br>- exam preparation - 24 hours<br>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><br><b>Knowledge:</b><br>- The student will be familiar with media cultural techniques, optical media, media in literature, audiovisual media and their relationship to literature.<br>- Further, the student will understand literature as a medium, and text as a cultural medium.<br>- It will also be familiar with the archiving systems of literature, the phenomena of interculturality.<br>- The student will be able to define concepts such as intermediality, multimedia, transmediality and transculturality.<br>- The student will be able to characterize the basic elements of minority and migrant literature.<br><b>Skills:</b>   |  |

- The student will be able to navigate the networked world, and will understand the processes of mediated transformation of literature.
- The student will be able to analyze such phenomena of literature that are related to issues of intermediality and interculturality.
- Upon graduation, the student will be able to apply the acquired knowledge in the field of intermediality in the teaching of the subject of Hungarian language and literature.
- He/she will have mastered procedures, skills and strategies in the analysis of literary works in relation to other media.

**Competences:**

- After graduation, under the guidance of an independent teacher, he/she will be able to explain to pupils the curriculum in the thematic area of intermediality and interculturality.
- The student will be able to keep in touch with current developments in media theory and effectively pursue his/her own professional development.

**Brief syllabus:**

1. Definition of medium, literature as a medium, text as a cultural medium
2. Media cultural techniques, writing and cultural mediation
3. The book revolution, archiving systems
4. Optical media, media in literature
5. Audiovisual media, their relation to literature
6. The world of networks and the media-technical transformation of literature
7. Intermediality, multimedia, transmediality
8. Phenomena of interculturality, transculturalism
9. Media and cultural turn in the understanding of literature
10. The practice of critical cultural research
11. Between cultures and languages: minority literature
12. Characteristics of migrant literature

**Literature:**

- H. NAGY, P. 2018. Médiumközi relációk, NAP Kiadó, Dunaszerdahely. ISBN 978 80 8104 072 6.
- H. NAGY, P. 2013. Párhuzamos mintázatok, NAP Kiadó, Dunaszerdahely. ISBN 978 80 8104 062 7.
- H. NAGY, P. 2008. A betűcivilizáció szétrobbantása. Szombathy Bálint szupergutenbergi univerzuma, Ráció Kiadó, Budapest. ISBN 978 963 9605 50 3.
- H. NAGY, P. – CSANDA, G. (zost.) 2013. Közelmúlt. Tanulmányok „szlovákiai magyar” könyvekről és irodalmi folyamatokról, Szlovákiai Magyar Írók Társasága, Pozsony. ISBN 978 80 97116637.
- H. NAGY, P. – CSANDA, G. (zost.) 2014. Költészet és..., Szlovákiai Magyar Írók Társasága, Pozsony. ISBN 978 80 97116668.
- H. NAGY, P. – MURIN, M. – CSERES, J. 2008. PARAF. Juhász R. József költészetéről és performanszairól, Ráció Kiadó – Magyar Műhely Kiadó, Budapest. ISBN 978 963 9605 45 9.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 83

| A     | B     | C   | D   | E   | FX    |
|-------|-------|-----|-----|-----|-------|
| 65.06 | 21.69 | 1.2 | 0.0 | 0.0 | 12.05 |

**Teacher:** doc. Péter Nagy, PhD.,

**Date of last update:** 27.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|   |  |
|---|--|
| <b>Name of the university:</b> J. Selye University  |  |
| <b>Name of the faculty:</b> Faculty of Education  |  |
| <b>Code:</b> KMJ/MJdm/<br>IPS1/25   | <b>Name:</b> Interpretation Seminar 1. |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><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> II.  |  |
| <b>Prerequisites:</b>   |  |
| <b>Conditions for passing the subject:</b><br>- During the semester, the student will give an interactive lecture on a selected topic (50% of the total grade).<br>- Assessment criteria:<br>- Content of the paper: correct and up-to-date treatment of the selected topic, , work with literature, etc.<br>- verbal and non-verbal expression: factual and terminological correctness and professional treatment of the topic, manner of expression, eye contact, etc.<br>- use of visual, acoustic, audiovisual means: digital presentation (structure, key words, images, etc.), short recordings, videos, etc.<br>- interactivity and group work<br>The student will submit a written work that treats a freely chosen topic in the field of literature and culture (50% of the total mark).<br>Assessment criteria for written work:<br>- formality (spelling)<br>- balance of the individual parts of the thesis<br>- logicity, systematicity, consistency, clarity of interpretation, professionalism in the manner of expression, inventiveness of interpretation<br>- work with specialist literature, presented system of conceptual apparatus<br>Overall student workload:<br>- regular class attendance (1 x 90 minutes per week) - 26 hours<br>- regular preparation based on studying the content of the individual lessons and readings, studying the literature and reading literary works - 29 hours<br>- preparation of an interactive lecture based on the literature - 10 hours<br>- preparation of a written thesis - 10 hours<br>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><br><b>Knowledge:</b><br>- The student will have an understanding of what it means to interpret a literary text and how this skill can be developed.  |  |

- The student will know the rules of creating poetic texts on the basis of which he/she will be able to create such texts on his/her own.
- The student will be able to characterize the main idea of the literary works analyzed and the social, political and cultural context in which they were written.
- The student knows which literary-critical analysis is necessary for a given work (e.g., feminist, psychoanalytic, or biographical).

**Skills:**

- The student knows how to present his/her own points of view.
- The student can independently interpret selected literary works.
- The student is able to independently gather information about literary figures, literary works in various publications and on the Internet.

**Competences:**

- The student knows the historical, cultural and social features of 20th century literature.
- The student will be able to expand his/her theoretical and methodological knowledge in the field of methodology of interpretation of literary texts.
- The student will be able to independently plan his/her own education and deepen his/her knowledge, which he/she will apply in professional practice.
- The student will be able to create an inspiring atmosphere necessary to convey different perceptions of literature and to provide an overview of possible approaches to the interpretation of literary texts.

**Brief syllabus:**

1. The concept of interpretation (what it means to interpret, how to develop this skill)
2. Poetic analysis (rules for creating poetic texts) - What effect does poetry (literature) have? By what means does it achieve this effect?
3. Compositional analysis (issues of literary production) - Composition of a collection, poetic forms in literary communication
4. Literary genres and their analysis - Types and genres of poetry (literature) and their systematization.
5. Reading genre codes (how genre rules dynamise a text) - From genre 'purity' to hybridisation
6. Philological analysis - What is an authentic text? Questions of manuscript. When did the text originate? What can we consider a definitive work?
7. Mediehistorical background (contact of literature with material media) - How was the text mediated? Who transcribed and published the text? How does the text reach the reader?
8. Hermeneutics - What is a text? What message does it conceal or convey? - What meaning does it have for us?
9. Questions of reception - The literary text in the horizon of reading.
10. Aesthetics - What is the beauty of a work? How does a text acquire the rank of a work - How does beauty mobilize our emotions and consciousness?
11. Criticism - What qualities does a work possess? Is criticism subjective?
12. Criticism and Interpretation - From impressionist criticism to professional criticism - Lessons of critical discussion. Discussion analysis (how literary discussions can be analysed) - Basic forms of discussion and their relationship with the tradition of literary interpretation.

**Literature:**

- H. NAGY, P. 2007. Hibridek. Dunaszereahely: Nap Kiadó. ISBN 978-80-89032-96-9.
- KÖVECSES, Z. 2005. A metafora. Budapest: Typotex Kiadó. ISBN 963-9548-55-3
- ZEMPLÉNYI, F. – KULCSÁR SZABÓ, E. – JÓZAN, I. – JENEY, É. – BÓNUS, T. 2004. Látókörok metszése. Budapest: Gondolat Kiadó. ISBN 9639500445.

- KULCSÁR SZABÓ, E. 2017. Verskultúrák: A líraelmélet perspektívái. Budapest: Ráció Kiadó. ISBN 978-615-5675-08-9
- KULCSÁR SZABÓ, E. 1998. A megértés alakzatai. Debrecen: Csokonai Kiadó. ISBN 963 260 134 3
- KESERŰ, J. 2014. Az olvasó test: (Proust/Barthes). In: Test-konceptusok és test-reprezentációk az irodalomban és a kultúrában. Budapest: Gondolat. ISBN 978-963-693-579-5, p. 52-63
- ECO, U. 2007. Hat séta a fikció erdejében. Budapest: Európa. ISBN 978 963 07 8232 6
- ECO, U. 2006. Nyitott mű. Budapest: Európa. ISBN 963 07 7991 9

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 78

| A     | B     | C    | D   | E   | FX   |
|-------|-------|------|-----|-----|------|
| 67.95 | 25.64 | 1.28 | 0.0 | 0.0 | 5.13 |

**Teacher:** Dr. habil. PaedDr. József Keserű, PhD., doc. Péter Nagy, PhD.,

**Date of last update:** 27.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|  |  |
|--|--|
| <b>Name of the university:</b> J. Selye University   |  |
| <b>Name of the faculty:</b> Faculty of Education   |  |
| <b>Code:</b> KMJ/MJdm/<br>IPS2/25  | <b>Name:</b> Interpretation Seminar 2. |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><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> II.   |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br>Conditions for passing the subject:<br>During the semester the student gives an interactive lecture about a selected topic which corresponds with one of the topics discussed in more detail in the Brief syllabus section. The maximum points a student can receive for the lecture is 25. The lecture can be considered completed if the student reaches at least 13 points.<br>The evaluation criteria of the report:<br>– content of the report: the adequate and topical processing of the selected topic, literature review etc. (12 points),<br>– verbal and non-verbal expressiveness: factual and terminological correctness and the professionalism of the processing of the problem, expressiveness, eye-contact etc. (5 points),<br>– use of visual, acoustic and audiovisual tools: projected presentation (structure, keywords, figures etc.), short sound recordings, videos etc. (3 points),<br>– interactivity and leading the work with the group (5 points).<br>The distribution of the work hours of the student:<br>– 1 credit: regular attendance on the lessons (2 x 45 minutes weekly) – 26 hours<br>– 1 credit: continuous preparation based on the contents and literature of the lessons, including literature review – 26 hours<br>Evaluation scale: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%).<br>If a student does not reach at least 50%, they are unsuccessful in completing the subject. |  |
| <b>Results of education:</b><br><b>Knowledge:</b><br>- The student will possess extensive knowledge about literary processes.<br>- The student will be able to answer the question of what activities precede the publication of a work and what consequences might publishing the work have.<br>- The student will understand the relation of the literary work to other media.<br>- The student understands the intercultural relevance of the creation and reception of literary works.<br><b>Abilities:</b><br>- The student is able to produce a personal standpoint.<br>- The student is able to independently interpret the selected literary works.  |  |

- The student is able to reveal the diachronic connections of the literary processes.
- The student is able to independently analyze the motive-nets which tie the individual works together.

Competencies:

- The student acquires the cultural-historical and social peculiarities of 20th century literature.
- The student will be able to expand their theoretical and methodological knowledge about the methodology of literary text interpretation.
- The student will be able to independently design their own self-training and deepen the knowledge that they apply in professional practice.
- The student will be able to create the inspiring atmosphere necessary for the mediation of the various literary schools and to provide an overview of the possible procedures of the interpretation of literary texts.
- The student will possess appropriate experience in researching sources of literary works.

### **Brief syllabus:**

Brief syllabus:

#### 1. Investigations in literary history

- To what extent can the writing, publication and reception of a literary work be considered a historical event?
- To what extent does the work express the zeitgeist, worldview and culture of its time?

#### 2. Contextual analysis

- To what extent is a given work a novelty when compared to previously published similar works?
- What are the antecedents and consequences of the publication of a work?

#### 3. Prerequisites of the literary history mindset

- How is the historical perspective formed; what relationship is it in with hermeneutics?
- Exploration of longitudinal section dialogues

#### 4. Analyses in comparative studies

- What is the relationship between the work and the processes of world literature and literary works written in other languages?
- What relationship is there between the work and other types of media?

#### 5. Impact research

- How does the work impact other works?

#### 6. Source research

- Investigation of the work's record with regards to world literature

#### 7. Motive analysis

- Investigation of the motive-networks connecting the works together

#### 8. Narrative analysis

- Narration-technical investigation of the works of prose

#### 9. Intermedial reading

- Investigation of the works from a media-technical point of view

#### 10. Interart relationships

- Reception of literature in the context of all art forms

#### 11. Analysis of media configurations

- Intermedial relationships of literary works

#### 12. Adaptation analysis. Intercultural analysis

- Interpretation of literary works via the inclusion of the adaptations created from them
- Role of interculturalism in the creation and reception of works

### **Literature:**

- KULCSÁR SZABÓ, E. 1984. A zavarbaejtő elbeszélés. Budapest: Kozmosz Könyvek, ISBN 963 211 582 1
- KULCSÁR SZABÓ, E. 1994. Az új kritika dilemmái. Budapest: Balassi Kiadó, ISBN 963 7873 75 9
- SZEGEDY-MASZÁK, M. 2011. Az újraolvasás kényszere. Bratislava: Kalligram, ISBN 978 80 8101 427 7
- SZEGEDY-MASZÁK, M. 1998. Irodalmi kánonok. Debrecen: Csokonai Kiadó, ISBN 9632601238
- BÉNYEI, T. 1997. Apokrif iratok. Debrecen: Kossuth Egyetemi Kiadó. ISBN 9634722091
- BEDNANICS, G. – HANSÁGI, Á. – VADERNA, G. (red.) 2013. Az olvasás labirintusában. Budapest: Historia Litteraria Alapítvány – Ráció Kiadó. ISBN 978-615-5047-50-3
- KÁLMÁN C., Gy. 1998. Te rongyos (elm)élet! Budapest: Balassi. ISBN 963 506 221 4
- KULCSÁR SZABÓ, E. – KULCSÁR-SZABÓ, Z. – LÉNÁRT, T. (red.) 2017. Verskultúrák: A líraelmélet perspektívái. Budapest: Ráció. ISBN 978-615-5675-08-9
- BENYOVSZKY, K. 2019. Megközelítési szempontok a populáris irodalom és kultúra tanulmányozásához. Nyitra: Nyitrai Konstantin Egyetem. ISBN 978-80-558-1399-8

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 48

| A     | B    | C    | D    | E   | FX   |
|-------|------|------|------|-----|------|
| 43.75 | 37.5 | 12.5 | 2.08 | 0.0 | 4.17 |

**Teacher:** PaedDr. Patrik Baka, PhD., doc. Péter Nagy, PhD.,

**Date of last update:** 27.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|   |  |
|---|--|
| <b>Name of the university:</b> J. Selye University  |  |
| <b>Name of the faculty:</b> Faculty of Education  |  |
| <b>Code:</b> KMJ/MJdm/<br>IPS3/25   | <b>Name:</b> Interpretation Seminar 3. |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><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> II.  |  |
| <b>Prerequisites:</b>   |  |
| <b>Conditions for passing the subject:</b><br>During the semester, the student will give an interactive lecture on the selected topic.<br>Assessment criteria:<br>- Proficiency<br>- interactivity<br>- group interaction<br>- form requirements<br>Overall student workload:<br>- Class attendance and lecture preparation - 26 hours<br>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><br><b>Knowledge:</b><br>- The student will be able to name the basic concepts, background, and methods of interpreting a literary text.<br>- The student will be able to gain an orientation in literary methods of working with literary text.<br>- The student will be able to understand the function, aim and significance of different interpretive methods, to distinguish and compare them.<br>- The student will be able to become familiar with different methodological approaches and aspects of approaches to the literary text in its historical development.<br><b>Skills:</b><br>- The student will be able to identify and explain a particular interpretive method and clearly specify its procedures and goals.<br>- The student will be able to correctly assess and place interpretive approaches in the context of historical development.<br>- The student will be able to correctly present the major literary scholarly methodologies in terms of basic concepts and interpretive preferences,<br>- The student will be able to correctly apply basic interpretive methods in the context of his/her own scholarly, professional, and/or school practice.<br>- The student will be able to recognize his/her own level of competence in the field, |  |

- The student will be able to present and explain to pupils the basic concepts, background and aims of different strategies of interpretation of literary texts.

Competencies:

- The student will be able to expand his/her theoretical and methodological knowledge in the field of methodology of interpretation of literary texts.

- The student will be able to independently plan his/her own education and deepen his/her knowledge, which he/she will apply in professional practice.

- The student will be able to create an inspiring atmosphere necessary to convey different perceptions of literature and to provide an overview of possible approaches to the interpretation of literary texts.

### **Brief syllabus:**

1. Critical Theories

- What is the relationship between expression and text and its implications

- What norms the text relies on

- What critical means can be used to reveal contradictions in a text

2. Psychoanalytic and psychobiographical analysis

- An examination of the attitudes reflected in the work

3. Ideological analysis

- The presence of agency and ideology in the works

4. Feminist analysis and gender issues

- Gender roles in literary works

5. Non-hermeneutic interpretations

- Revision of dominant interpellative categories and practices

6. Discourse analysis

- The role of discourse in the meaning-making process

7. Deconstructive reading

- Linguistic and rhetorical issues in the reception process

8. Rhetorical reading

- Metaphigurative commentary on ideologically transparent meaning

9. Ecocritical analysis

- The relation of the literary work to the natural world

10. Metacanonial reading

- Exploring the canonical structure of literary works

11. From context building to textual repertoire

- Explicative strategies in the analysis of literary works

12. The complexity of a literary work. Anthropological and non-anthropological issues of interpretation

- How complex relationships are formed in literary works.

- On what basis do we select interpretive practices? Does an educator have to choose between different practices?

### **Literature:**

– ISER, W. 2004. Az értelmezés világa. Budapest: Gondolat. ISBN 963 9567 14 0

– DE MAN, P. 2002. Olvasás és történelem: Válogatott írások. Budapest: Osiris Kiadó, ISBN 963 389 291 0

– DE MAN, P. 2000. Esztétikai ideológia. Budapest: Janus - Osiris. ISBN 963 379 523 0

– H. NAGY, P. – KESERŰ, J. 2016. Kánonok interakciója: konfliktus vagy szimbiózis?:

A hagyományok újraolvasása és viszonylagossága David Gemmel Trója- és Dan Simmons

Hyperioni énekek-ciklusában. In: Filológiai Közlöny. ISSN 0015-1785, Évf. 62, sz. 3 (2016), p. 202-222.

– H. NAGY, P. 1999. Kánonok interakciója, Budapest: FISZ, ISBN 963 86038 2 8

– GADAMER, H.-G. 1984. Igazság és módszer: Egy filozófiai hermeneutika vázlata. Budapest: Gondolat Kiadó, ISBN 963 281 440 1

– ECO, U. 1998. Nyitott mű. Budapest: Európa Könyvkiadó, ISBN 963 07 6230 7

– BOLLOBÁS, E. 2012. Egy képlet nyomában. Budapest: Balassi Kiadó. ISBN 978-963-506-655-1

– BACSÓ, B. (szerk.) 1991. Szöveg és interpretáció. Budapest: Cserépfalvi Könyvkiadó. ISBN 963 7990 13 5

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 25

| A    | B    | C   | D   | E   | FX  |
|------|------|-----|-----|-----|-----|
| 84.0 | 12.0 | 4.0 | 0.0 | 0.0 | 0.0 |

**Teacher:** doc. Péter Nagy, PhD.,

**Date of last update:** 27.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|   |                            |
|---|----------------------------|
| <b>Name of the university:</b> J. Selye University  |                            |
| <b>Name of the faculty:</b> Faculty of Education  |                            |
| <b>Code:</b> KMJ/MJdm/<br>KOM/25  | <b>Name:</b> Communication |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><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> II.  |                            |
| <b>Prerequisites:</b>   |                            |
| <b>Conditions for passing the subject:</b><br>Conditions for passing the subject:<br>During the semester, the student presents an oral report on a given topic of the field of communication studies (20 points, i.e. 40% of the total evaluation). At the end of the semester, the student will write a test on the theoretical part of the course (30 points, i.e. 60% of the total evaluation). The test will be accepted only if the student achieves at least 15 points. The report will be passed successfully only if the student achieves at least 10 points for it. The maximum number of points will be 50 (20 points for the report, 30 points for the written test).<br>Test evaluation criteria:<br>– application of the theoretical knowledge on the basis of the exercises of the seminar lessons (basic concepts and principles of communication, communication models, types of communication situations, verbal, nonverbal and written communication, etc);<br>– the tests are aimed at the evaluation of the knowledge, skills and competences of the student acquired during the semester. In addition to factual questions / tasks (multiple choice, matching, open-ended etc), students’ individual and critical opinions and suggestions (in the form of presentations and essays) are also taken into account. While aligning with the possibilities of the course, creative tasks and exercises are also included in the exam / test.<br>Evaluation criteria of the oral report:<br>– content of the report: correct and up-to-date processing of the chosen topic, literature review, etc (7 points);<br>– verbal and non-verbal expressiveness: factual and terminological correctness and the level of professionalism in processing the subject, expressiveness, eye contact, etc (5 points);<br>– the use of visual, acoustic, and audiovisual tools: projected presentation (structure, key words, figures, etc), short recordings, videos, etc (3 points);<br>– interactivity and group work management (5 points).<br>Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. If a student does not reach at least 50%, they are unsuccessful in completing the subject. |                            |
| <b>Results of education:</b><br>The student will acquire the theoretical and practical knowledge required for adequate communication in various social situations.  |                            |

**Knowledge:**

- The student will be familiar with the basic concepts of communication, as well as with the schools and models of communication studies.
- The student will acquire knowledge on the various levels and situation types of social communication.
- The student will be familiar with the characteristics and dimensions of verbal, nonverbal, and written communication.
- The student will be familiar with the different media types of mass communication as well as their history and present state.
- The student will acquire knowledge on the pedagogical aspects of communication studies as well as the most effective communication strategies in pedagogy.

**Abilities:**

- The student will be able to describe individual communicational situations using social, tele- and mass communication models.
- The student will be able to identify his/her students' difficulties in verbal, non-verbal and written communication, and to develop their skills in this field through various interactive, cooperative and drama pedagogy exercises.
- He/she will be able to use the written and spoken linguistic styles, and will be able to teach his/her students to operate with these styles as well.
- He/she will be able to read critically the messages of individual mass media, and to teach his/her students to read media with an approach of critical thinking.

**Competencies:**

- The student will develop positive attitudes toward contemporary theories of communication studies, the various dimensions and styles of communication, and seek to understand them at a deep level. He/she will also teach his/her students in this spirit, using interactive and group activities to show them the practical dimension of the analytical methods.
- The student will develop a positive attitude towards the diversity of the world and to his/her students, which is also reinforced by the discussion on both the diversity of different linguistic styles and the aspects of interpersonal, intergroup and intercultural communication.
- He/she will be able to implement targeted expansion of his/her knowledge-base on communication studies.
- The student will be able to realize activities that will contribute to a deeper and more conscious verbal, nonverbal, and written communication as well as to the development of the critical thinking of his/her students.
- The student will be able to actively engage in current research in the communication studies and in the analysis of communicational situations and media messages.

**Brief syllabus:**

1. Communication research (definitions, main principles, schools of the field).
2. Basic notions and function of communication (animal and human communication, plains and factors of communication).
3. Communicational models (general and specific communication models, Shannon and Weaver model, concentric circles model, spiral model, Westley and Maclean model, etc.).
4. Types of communicational situations (intrapersonal, interpersonal, group, public, intercultural, organizational and mass communication).
5. Verbal communication and its psychological styles (specifics, analysis and theories of verbal communication, Grice's maxims, psychological styles of communication).
6. Nonverbal communication (specifics of nonverbal communication, kinesics, bodily characteristics, tactics, paralinguistics, proxemics, chronemics, iconics, products, body stylization, and environmental factors).

7. Written communication (organization and design of text, internet language).
8. Designing the message (topic selection, data collection, organization, linguistic phrasing, memorization, recitation, outline).
9. Style (written [scientific/academic, journalistic, administrative, literary, and formal] and spoken linguistic styles [conversational, rhetorical, and lecturing]).
10. Tools of mass communication (information revolutions, media, press, film, television, radio, advertising).
11. Communication exercises and activities promoting pedagogical communication.
12. Communication exercises and activities promoting group work.

#### **Literature:**

- RÓKA, J. 2002. Kommunikációtan. Fejezetek a kommunikáció elméletéből és gyakorlatából. Budapest: Századvég Kiadó. ISBN 963 05 9211 30 3.
- HORVÁTHOVÁ, K. – SZŐKÖL, I. 2016. A pedagógia kommunikáció. Komárom: SJE TKK. ISBN 978-80-8122-175-0.
- SZŐKÖL I. – FECSÓ SZ. – SOÓKY M. 2020. Hatékony pedagógiai kommunikáció. Bratislava : Metodicko-pedagogické centrum. ISBN 978-80-565-1450-4.
- ERDÉLYI M. 2011. Esztétika – irodalom – kommunikáció. Dunaszerdahely : Nap Kiadó. ISBN 978-80-8104-037-5.
- RÓKA J. – HOCHÉL, S. 2009. Interkulturális és nemzetközi kommunikáció a globalizálódó világban. Budapest : Budapesti Kommunikációs és Üzleti Főiskola. ISBN 978-963-7340-74-1.
- FODOR L. – GÖNDÖR A. – VÖRÖSNÉ KESZLER E. – NEMÉNYINÉ GYIMESI I. 2007. A kommunikáció alapjai. Budapest: Perfekt Gazdasági Tanácsadó – Oktató és Kiadó Rt. ISBN 963 394 520 8.
- ROSENGREN, K. E. 2004. Kommunikáció. Budapest: Typotex Elektronikus Kiadó Kft. ISBN 963 9326 98 4.
- MCQUAIL, D. 2003. A tömegkommunikáció elmélete. Budapest: Osiris Kiadó. ISBN 963 389 564 2.
- GRIFFIN. E. 2001. Bevezetés a kommunikációelméletbe. Budapest: Harmat Kiadó. ISBN 963 9148 52 0.
- NÉMETH E. 2002. Az önismeret és a kommunikációs készség fejlesztése. Budapest: Századvég Kiadó. ISBN 963 9211 31 1.
- BÉRES I. – HORÁNYI Ö. 2001. Társadalmi kommunikáció. Budapest: Osiris. ISBN 963 379 551 6.
- ROEBUCK, CH. (2000) Hatékony kommunikáció. Budapest: Scolar. ISBN 9639093437.
- FERCSIK E. – RAÁTZ J. 1999. Kommunikáció szóban és írásban. Budapest: Krónika Nova Kiadó. ISBN 963 85658 0 2.
- PLÉH, CS. – SÍKLAKI, J. – TERESTYÉNI, T. 2002. Nyelv – kommunikáció – cselekvés. Budapest: Osiris Kiadó. ISBN 963 379 304 1.
- ARONSON, E. 2003. A társas lény. Budapest: Közgazdasági és Jogi Könyvkiadó. ISBN 9632245865.
- BAKA, P. 2016. Teljes gőzzel – Steampunk kalauz: Doboztankönyv-fejezet. In: Eruditio – Educatio. 11/4. 61–70. ISSN 1336-8893.
- BAKA, P. 2018. A vér ítélete: A Harry Potter-univerzum és a nácizmus analógiái (doboztankönyv-fejezet). In: Módszertani közlöny = Metodický glasnik = Methodological bulletin = Methodologische Mitteilungen. = Metodický glasnik. 8/1. 11–33. ISSN 2217-4540.
- BAKA, P. 2023. Doboztankönyv: Élményalapú irodalomtanítás a populáris, ifjúsági és gyerekirodalom köréből. 1. vyd. – Dunajská Streda (Slovensko) : NAP Kiadó. 80 s. – ISBN 978-80-8104-113-6

|  |       |       |       |     |     |
|--|-------|-------|-------|-----|-----|
| <b>Language, knowledge of which is necessary to complete a course:</b>   |       |       |       |     |     |
| <b>Notes:</b>  |       |       |       |     |     |
| <b>Evaluation of subjects</b>  |       |       |       |     |     |
| Total number of evaluated students: 17   |       |       |       |     |     |
| A  | B     | C     | D     | E   | FX  |
| 52.94  | 17.65 | 17.65 | 11.76 | 0.0 | 0.0 |
| <b>Teacher:</b> PaedDr. Patrik Baka, PhD., Mgr. Gábor Lőrincz, PhD.,   |       |       |       |     |     |
| <b>Date of last update:</b> 27.03.2025   |       |       |       |     |     |
| <b>Approved by:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD. |       |       |       |     |     |

## INFORMATION SHEET

|  |   |
|--|---|
| <b>Name of the university:</b> J. Selye University   |   |
| <b>Name of the faculty:</b> Faculty of Education   |   |
| <b>Code:</b> KMJ/MJdm/<br>LXA/25   | <b>Name:</b> Lexicography - Using Dictionaries in Teaching Hungarian Language |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><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> II.   |   |
| <b>Prerequisites:</b>  |   |
| <b>Conditions for passing the subject:</b><br>The general requirements for successful completion of the course are: active participation in seminars and exercises, participation in assigned tasks and discussions during seminars and exercises, preparation and submission of a report and its (oral) presentation, successful completion of the final examination (written test).<br>During the semester, the student will give a lecture on a specific topic in lexicography (20 points, i.e. 40% of the total grade). At the end of the semester, the student will take a written test on the theoretical part of the course (30 points, i.e. 60% of the total grade). The test will be accepted only if the student scores at least 15 points. The paper will be accepted (E) if the student achieves at least 10 points. The maximum score is 50 points (20 points for the paper, 30 points for the test).<br>Assessment criteria for the oral presentation and the oral presentation:<br>- Content of the paper: choice of topic, purpose of the paper, work with the literature, drawing conclusions, elaboration, etc. (10 points)<br>- Verbal and non-verbal expression: logical and systematic presentation, clarity of presentation, expression, eye contact, etc. (5 points).<br>- Use of visual, acoustic, audiovisual tools: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. (5 points).<br>Rating scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. No credit can be given to a student who does not achieve 50%.<br>The student's total workload (2 credits = 50 hours): participation in exercises and seminars (29 hours), preparation and presentation of a report (10 hours), preparation for the written examination (11 hours). |   |
| <b>Results of education:</b><br>Knowledge:<br>- The student will acquire a basic knowledge of lexicography and working with dictionaries.<br>- The student will be able to list the basic terms used in lexicography.<br>- The student will be familiar with the basic data, concepts, principles, theoretical and methodological principles of lexicography.<br>- The student will be able to evaluate and name the role of the lexical plane of language in interdisciplinary and professional thinking.   |   |

- Deepen their knowledge in theory and practice in the use of lexicological and lexicographic systems and facts, become familiar with the most important monolingual dictionaries.

Skills:

- On the basis of the knowledge acquired, the student will be able to develop a cognitive understanding of the terminological and conceptual apparatus of lexicography.
- The learner will be able to use dictionaries and lexical corpora correctly.
- After graduation, the student will be able to apply the knowledge acquired in the field of lexicography to the teaching of Hungarian language and literature.

Competencies:

- The student develops socially acceptable attitudes of citizenship and a positive attitude towards his/her profession and target group.
- Students will be able to formulate, critically review and constructively defend their own opinions and attitudes in the field of Hungarian lexicography.
- He/she will be familiar with issues of pedagogical work in relation to the population taught.
- The student will be able to understand, explain and use functionally the knowledge acquired in the context of the content of the curriculum and will be able to create a favourable climate for the acquisition of this knowledge by the students in their teaching work.
- The student will be able to keep in touch with current developments in lexicography and to monitor his/her own professional development effectively.

#### **Brief syllabus:**

1. General characteristics and fields of lexicography. Exploring the vocabulary system
  2. History of lexicography
  3. Types of dictionaries: linguistic dictionaries, specialised dictionaries, mixed-type dictionaries.
  4. Lexicographic terminology. Vocabulary structure - nesting, problems of classifiers
  5. Working with basic lexicographic works
  6. Theory and practice of the monolingual interpretative dictionary
  7. Diacron lexicography
  8. Dictionary lexicography
  9. The specific situation of dialect dictionaries
  10. Lexicography and corpus linguistics
- Principles and current tasks of lexicography
12. The use of lexicographic knowledge in Hungarian language teaching

#### **Literature:**

- EÓRY, V. (ed.) 2013. Értelmező szótár. Értelmezések, példamondatok, szinonimák, ellentétek, szólások, közmondások, etimológiák, nyelvhasználati tanácsok és fogalomkörü csoportok. 1-2. kötet. Budapest: TINTA Könyvkiadó. ISBN 978-963-7094-72-9.
- GECSŐ, T. 1999. Lexikális jelentés, aktuális jelentés. Budapest: Tinta Könyvkiadó. ISBN 963 860 901 x
  - GECSŐ, T. 1999. Poliszémia, homonímia. Budapest: Tinta Könyvkiadó. ISBN 963 860 131 0
  - KESZLER, B. 2000. Magyar grammatika. Budapest: Nemzeti Tankönyvkiadó. ISBN 963 195 880 9
  - SZABÓ, D. – KIS, T. 2012. Szleng és lexikográfia. Debrecen: Debreceni Egyetemi Kiadó. ISBN 978-963-318-240-6.

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

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 37

| A  | B     | C    | D   | E    | FX   |
|--|-------|------|-----|------|------|
| 51.35  | 29.73 | 8.11 | 0.0 | 5.41 | 5.41 |
| <b>Teacher:</b> PaedDr. Tamás Török, PhD.,   |       |      |     |      |      |
| <b>Date of last update:</b> 27.03.2025   |       |      |     |      |      |
| <b>Approved by:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD. |       |      |     |      |      |

## INFORMATION SHEET

|  |  |
|--|--|
| <b>Name of the university:</b> J. Selye University   |  |
| <b>Name of the faculty:</b> Faculty of Education   |  |
| <b>Code:</b> KMJ/MJdm/<br>OB/25  | <b>Name:</b> Master's Thesis and Defense |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b><br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: For the study period:</b><br><b>Methods of study:</b> present   |  |
| <b>Number of credits:</b> 8  |  |
| <b>Recommended semester/trimester of study:</b> 3., 4..  |  |
| <b>Level of study:</b> II.   |  |
| <b>Prerequisites:</b> KMJ/MJdm/DS/25   |  |
| <b>Conditions for passing the subject:</b><br><p>While writing the Master's thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of Bachelor and Master's theses, dissertations and habilitation theses written at Selye János University. The recommended length of the Master's thesis is 50 to 70 pages (90000 to 126 000 characters with spaces). The deadline for submission of the Master's thesis is specified in the timetable for the academic year. The Master's thesis is checked for authenticity in the central register of final theses. A report is drawn up on the outcome.</p> <p>The examination of authenticity is a prerequisite for the defence. The submission of the Master's thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Master's thesis.</p> <p>The Master's thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided.</p> <p>The supervisor mainly assesses the fulfilment of the objective, the student's autonomy and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the Master's thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis.</p> <p>The assessor focuses on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the Master's thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis.</p> <p>The examination board will assess the originality of the thesis, the degree of student involvement in the solution of the academic problem, the student's self-reliance and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc.</p> |  |

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

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

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

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

### **Results of education:**

Knowledge:

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

Skills:

- The Master's thesis demonstrates the student's knowledge of the theoretical and practical aspects of the problem under study,
- The student is able to present and defend his/her own professional viewpoints on issues related to teaching, and is able to find solutions to these problems,
- The student is able to learn independently, enabling him (her) to continue his (her) studies,
- The student is able to understand the complexity of phenomena and to make decisions even when information is limited, including his (her) social and ethical responsibility in making decisions,
- The student is able to collect and interpret relevant data (facts) in the field of his (her) study and to make decisions that take into account social, scientific and ethical aspects,
- The student is able to support the ideas presented with arguments and to draw practical conclusions and formulate proposals,
- The student is able to present the results of the Master's thesis,
- The student is able to respect the principles of academic integrity and ethics.

Competences:

The student is able to

- express his/her own linguistic and professional culture and approach to the professional issues encountered in the course of his/her studies, in an appropriate way
- reason and apply knowledge methodologically, both theoretically and practically,
- put knowledge into practice and to organise it,
- apply his (her) knowledge in a creative way in the performance of basic tasks, furthermore, the students is able to analyse the problem and to organise new knowledge,
- answer the questions of the supervisor and the assessor to the required standard and thus be able to defend their Master's thesis successfully.

### **Brief syllabus:**

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

1. The student presents his/her thesis.

2. The main points of the thesis supervisor' and opponent's reviews are presented.
3. The student answers the questions of the supervisor and the opponent.
4. Professional discussion of the Master's Thesis, when the student answers questions.

The presentation of the Master's thesis should mainly include the following points:

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

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

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

**Literature:**

KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004.  
Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na [https://www.ujs.sk/documents/Smernica\\_c.2-2021o\\_zaverecnych\\_pracach\\_.pdf](https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf)

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 33

| A     | B     | C    | D    | E   | FX  |
|-------|-------|------|------|-----|-----|
| 75.76 | 12.12 | 9.09 | 3.03 | 0.0 | 0.0 |

**Teacher:**

**Date of last update:** 28.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|  |                                    |
|--|------------------------------------|
| <b>Name of the university:</b> J. Selye University   |                                    |
| <b>Name of the faculty:</b> Faculty of Education   |                                    |
| <b>Code:</b> KMJ/MJdm/<br>PPX4/25  | <b>Name:</b> Teaching practice IV. |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Practical<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 20 <b>For the study period:</b> 260<br><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> II.   |                                    |
| <b>Prerequisites:</b>  |                                    |
| <b>Conditions for passing the subject:</b><br>The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX4).<br>Mandatory parts of the portfolio:<br>- A protocol certifying the completion of the pedagogical practice<br>- Analysis of observed lessons and observation forms filled in<br>- Lesson plans, evaluation and analysis of the lessons taught<br>- Other documents and attachments related to the pedagogical practice<br>Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score.<br>Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation) |                                    |
| <b>Results of education:</b><br>Educational outputs:<br>Knowledge:<br>The student<br>- is able to observe and analyse high school and middle school activities.<br>- is able to evaluate and analyse activities of students of upper and middle school.<br>- is able to document observed upper primary and secondary school activities and activities.<br>- is able to consult school documents.<br>- is familiar with the staffing structure and facilities of the school.<br>- is familiar with the specific activities of the teacher during the lessons.<br>- knows and understands the environment, culture and organisation of primary and secondary schools.<br>Skills:  |                                    |

#### The student

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

#### Competences:

##### The student

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

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

**Brief syllabus:**

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

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

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

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

Documenting the process and results of each lesson observed.

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

Preparation of the necessary conditions for the lesson.

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

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

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

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

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](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.

Vademecum mentora. Praha: Verbum, 2022, s. 258 s. SBN 978-80-87800-98-0

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 35

| A  | B     | C    | D   | E   | FX   |
|--|-------|------|-----|-----|------|
| 82.86  | 11.43 | 2.86 | 0.0 | 0.0 | 2.86 |
| <b>Teacher:</b> Dr. habil. PaedDr. József Keserű, PhD., Szabolcs Simon, PhD., PaedDr. Tamás Török, PhD.,             |       |      |     |     |      |
| <b>Date of last update:</b> 27.03.2025   |       |      |     |     |      |
| <b>Approved by:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD. |       |      |     |     |      |

## INFORMATION SHEET

|  |                                   |
|--|-----------------------------------|
| <b>Name of the university:</b> J. Selye University   |                                   |
| <b>Name of the faculty:</b> Faculty of Education   |                                   |
| <b>Code:</b> KMJ/MJdm/<br>PPX5/25  | <b>Name:</b> Teaching practice V. |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Practical<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 20 For the study period: 260</b><br><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> II.   |                                   |
| <b>Prerequisites:</b>  |                                   |
| <b>Conditions for passing the subject:</b><br>The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX5).<br>Mandatory parts of the portfolio:<br>- A protocol certifying the completion of the pedagogical practice<br>- Analysis of observed lessons and observation forms filled in<br>- Lesson plans, evaluation and analysis of the lessons taught<br>- Other documents and attachments related to the pedagogical practice<br>Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score.<br>Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation) |                                   |
| <b>Results of education:</b><br><b>Knowledge:</b><br>The student<br>- is able to observe and analyse high school and middle school activities.<br>- is able to evaluate and analyse activities of students of upper and middle school.<br>- is able to document observed upper primary and secondary school activities and activities.<br>- is able to consult school documents.<br>- is familiar with the staffing structure and facilities of the school.<br>- is familiar with the specific activities of the teacher during the lessons.<br>- knows and understands the environment, culture and organisation of primary and secondary schools.<br><b>Skills:</b><br>The student   |                                   |

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

Competences:

The student

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

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

**Brief syllabus:**

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

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

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

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

Documenting the process and results of each lesson observed.

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

Preparation of the necessary conditions for the lesson.

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

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

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

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

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](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.

Vademecum mentora. Praha: Verbum, 2022, s. 258 s. SBN 978-80-87800-98-0

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 36

| A  | B     | C   | D   | E    | FX  |
|--|-------|-----|-----|------|-----|
| 86.11  | 11.11 | 0.0 | 0.0 | 2.78 | 0.0 |
| <b>Teacher:</b> Dr. habil. PaedDr. József Keserű, PhD., Szabolcs Simon, PhD., PaedDr. Tamás Török, PhD.,             |       |     |     |      |     |
| <b>Date of last update:</b> 27.03.2025   |       |     |     |      |     |
| <b>Approved by:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD. |       |     |     |      |     |

## INFORMATION SHEET

|  |                                    |
|--|------------------------------------|
| <b>Name of the university:</b> J. Selye University   |                                    |
| <b>Name of the faculty:</b> Faculty of Education   |                                    |
| <b>Code:</b> KMJ/MJdm/<br>PPX6/25  | <b>Name:</b> Teaching practice VI. |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Practical<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 40 <b>For the study period:</b> 520<br><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> II.   |                                    |
| <b>Prerequisites:</b>  |                                    |
| <b>Conditions for passing the subject:</b><br>The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX6).<br>Mandatory parts of the portfolio:<br>- A protocol certifying the completion of the pedagogical practice<br>- Analysis of observed lessons and observation forms filled in<br>- Lesson plans, evaluation and analysis of the lessons taught<br>- Other documents and attachments related to the pedagogical practice<br>Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score.<br>Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation) |                                    |
| <b>Results of education:</b><br><b>Knowledge:</b><br>The student<br>- is able to observe and analyse high school and middle school activities.<br>- is able to evaluate and analyse activities of students of upper and middle school.<br>- is able to document observed upper primary and secondary school activities and activities.<br>- is able to consult school documents.<br>- is familiar with the staffing structure and facilities of the school.<br>- is familiar with the specific activities of the teacher during the lessons.<br>- knows and understands the environment, culture and organisation of primary and secondary schools.<br><b>Skills:</b><br>The student   |                                    |

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

Competences:

The student

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

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

**Brief syllabus:**

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

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

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

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

Documenting the process and results of each lesson observed.

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

Preparation of the necessary conditions for the lesson.

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

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

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

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

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](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.

Vademecum mentora. Praha: Verbum, 2022, s. 258 s. SBN 978-80-87800-98-0

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 59

| A  | B     | C    | D    | E   | FX  |
|--|-------|------|------|-----|-----|
| 83.05  | 13.56 | 1.69 | 1.69 | 0.0 | 0.0 |
| <b>Teacher:</b> Dr. habil. PaedDr. József Keserű, PhD., Szabolcs Simon, PhD., PaedDr. Tamás Török, PhD.,             |       |      |      |     |     |
| <b>Date of last update:</b> 27.03.2025   |       |      |      |     |     |
| <b>Approved by:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD. |       |      |      |     |     |

## INFORMATION SHEET

|   |  |
|---|--|
| <b>Name of the university:</b> J. Selye University  |  |
| <b>Name of the faculty:</b> Faculty of Education  |  |
| <b>Code:</b> KMJ/MJdm/<br>SLK/25  | <b>Name:</b> Contemporary literature and culture |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26<br><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> II.  |  |
| <b>Prerequisites:</b>   |  |
| <b>Conditions for passing the subject:</b><br>The student's final grade consists of the results of several types of work completed during the semester. At the beginning of the semester, students and the teacher will develop a framework for passing the course.<br>Potential modules for completing the course:<br>During the semester, the student will conduct an interactive lecture in which a freely chosen topic will be the focal point.<br>Assessment criteria: proficiency<br>interactivity<br>group interaction<br>form requirements<br>By the end of the semester, the student will submit a written paper that treats a freely chosen topic in contemporary literature or culture.<br>Assessment criteria: professionalism<br>work with specialist literature<br>requirements for relevance of language, spelling and form of the work.<br>In the examination period, the student will participate in an oral or written examination through which he/she demonstrates his/her knowledge, skills and competences related to the subject.<br>Total student workload:<br>5 credits = 125 hours (scope of contact teaching: 39 hours, study of literature: 21 hours, preparation for oral report: 15 hours, preparation of written paper: 15 hours, preparation for examination: 35 hours).<br>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><br>Knowledge:<br>- The student will be familiar with the main developmental tendencies of contemporary Hungarian and world literature.<br>- The student will be familiar with the main genres and trends of contemporary Hungarian literature.<br>- The student will be able to describe the characteristics of contemporary Hungarian poetry.   |  |

-The student will acquire knowledge of the pedagogical aspects of teaching contemporary Hungarian and world literature.

Skills:

- The student will be able to locate the position of the history of contemporary Hungarian literature in the context of world literature on the basis of the knowledge acquired.
- The student will be able to navigate on the Internet regarding the issues of the subject.
- The student will be able to understand the functioning of network relations of contemporary literature and culture.
- After graduation, under the guidance of an independent teacher, the student will be able to apply the knowledge acquired in the field of the history of Hungarian and world literature in the teaching of the subject of Hungarian language and literature.

Competences:

- The student will develop positive attitudes towards the issues of contemporary Hungarian and world literature, and try to understand them as much as possible. In this spirit, he/she will also teach his/her students, and through interactive and cooperative exercises, he/she will show them the practical dimension of analytical methods.
- They will be able to formulate their own opinions and positions in the field of contemporary culture, or Hungarian and world literature, and be able to critically revise and constructively defend them.
- After graduation, under the guidance of an independent teacher, he/she will be able to explain to pupils the subject matter of contemporary culture and Hungarian/World literature.
- The student will be able to keep in touch with current developments in Hungarian and world literature and effectively pursue his/her own professional development.

### **Brief syllabus:**

1. Autobiographical Genres in Contemporary Hungarian Literature I. Autobiographical novels (e.g. György Konrád: *Elutazás és hazatérés*, 2001, *Fenn a hegyen, napfogyatkozáskor*, 2003). Memoirs (e.g. Ágnes Gergely: *Két szimpla a Kedvesben* 2013, Péter Nádas: *Világló részletek*, 2017). III. Diaries (e.g. Imre Kertész: *A végső kocsmá*, 2014, *A néző*, 2016, Péter Esterházy: *Hasnyálmirigynapló*, 2016).
2. Connections between space and identity in contemporary Hungarian and world literature. E.g. János Térey: *Átkelés Budapesten* (2014).
3. Women's writing and women's self-representation in contemporary Hungarian literature E.g. Anna Szabó T.: *Elhagy* (2006), Virág Erdős: *Eurüdiké* (2007). Krisztina Tóth: *Pixel* (2011), *Világadapter* (2016). Zsuzsa Takács: *A Vak Remény* (2018).
4. Transculturalism in contemporary Hungarian and world literature (e.g. the poetry of Ágnes Gergely and Uri Asaf).
5. Characteristic features and trends of contemporary Hungarian poetry (e.g. the poetry of Imre Oravecz, András Ferenc Kovács, Lajos Parti Nagy, Szilárd Borbély, János Háy, Gábor Lanczkor, Dénes Krusovszky).
6. Contemporary Hungarian drama (e.g. Lajos Parti Nagy: *Ibusár*, 1992, János Térey: *A Nibelung-lakópark*, 2004, Szilárd Borbély: *Míg alszik szívünk Jézuskája. Betlehemes misztérium*, 2005, Péter Nádas: *Szirénének*, 2010, dramas by Péter Esterházy).
7. How the pressing issues of the present are reflected in literature. Literature and ecology, literature and the climate crisis.
8. Contemporary literature and ideology. Social inequalities, racism, gender.
9. Alternative worlds in contemporary literature and culture. Speculative fiction.
10. Network relations in contemporary literature - complexity, technology, anxiety.
11. Contemporary literature and the online world. Literature and sport.
12. Literature and infection. Literature and the post-apocalypse.

**Literature:**

- POLGÁR, A. 2021. A másik tekintet. Kisebbség, mítosz, idegenség a finn, magyar és szlovákiai magyar irodalomban. Dunajská Streda: MEDIA NOVA M-Nap Kiadó. ISBN 978 80 8104 096 2
- POLGÁR A. 2023. Stereotypes in the Hungarian translations of contemporary Finnish poetry. In: Ezhegodnik Finno-Ugorskikh Issledovanií: Yearbook of Finno-Ugric Studies. Ishevsk: Udmurt State University, Roč. 17, č. 2, s. 245-254 ISSN 2224-9443.
- POLGÁR A. 2023. The Oleander Bush at Delphi, the Minotaur in the Bullring: Nature, myth, and cultural memory in the Works of Gábor Devecseri. In: Hungarian Studies Yearbook. Warsaw: SCIENDO, Roč. 5, č. 1, s. 51-61 ISSN 2668-7542.
- NÉMETH, Z. 2012. A posztmodern magyar irodalom hármassztratégiája. Bratislava: Kalligram. ISBN 978 80 8101 640 0.
- H. NAGY, P. A negyedik: Kiegészítés Németh Zoltán A posztmodern magyar irodalom hármassztratégiája című könyvéhez. Opus, 7. évf., 1. sz., 76-88. ISSN 1338-0265.
- GÁCS Anna (red.) 2003. Egytucat. Kortárs magyar írók női szemmel. Budapest: Kijárat. ISBN 963 9136 82 4.
- H. NAGY, P. - KESERŰ, J. (red.) 2011. Kontrafaktumok: Spekulatív fikció és irodalom. Komárno: UJS. ISBN 978 80 8122 014 2.
- KESERŰ, J. 2021. Lehetnek sárkányaid is. Budapest. Prae. ISBN 978 615 6199 15 7.
- H. NAGY, P. 2021. Költészet és szövegköziség: Verstechnológiai paradigmaváltás a 20. század végi magyar lírában. Komárno: Univerzita J. Selyeho. ISBN 978 80 8122 3860.
- H. NAGY, P. 2020. Karanténkultúra és járványvilág. Budapest: Prae. ISBN 978 615 6199 03 4.
- H. NAGY, P. 2021. Karanténkultúra: A folytatás. Budapest: Prae. ISBN 978 615 6199 24 9.

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

Total number of evaluated students: 61

| A     | B     | C     | D    | E   | FX   |
|-------|-------|-------|------|-----|------|
| 49.18 | 29.51 | 16.39 | 3.28 | 0.0 | 1.64 |

**Teacher:** Dr. habil. PaedDr. József Keserű, PhD., doc. Péter Nagy, PhD., doc. Mgr. Anikó Polgár, PhD.,**Date of last update:** 27.03.2025**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|   |                               |
|---|-------------------------------|
| <b>Name of the university:</b> J. Selye University  |                               |
| <b>Name of the faculty:</b> Faculty of Education  |                               |
| <b>Code:</b> KMJ/MJdm/<br>SOC/25  | <b>Name:</b> Sociolinguistics |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26<br><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> II.  |                               |
| <b>Prerequisites:</b>   |                               |
| <b>Conditions for passing the subject:</b><br>Methods for assessing students' performance (continuous assessment and exam):<br>There will be two tests during the term: the first (max. 15 points) in the middle of the academic period and the second (max. 15 points) in its last week (students can get a total of 30 points for the tests which is 30% of the total evaluation). Both tests contain theoretical and practical tasks and questions according to the content of the course and the additional literature.<br>During the semester, students give an interactive short presentation on a predetermined topic of sociolinguistics (oral form). In some special cases, it is possible to prepare a seminar paper presenting an individually chosen topic of sociolinguistics instead of giving an interactive presentation (written form). However, the seminar paper must be submitted no later than the 10th week of the semester. Students can receive a maximum of 20 points for the interactive short presentation or seminar paper (appropriate use of literature, analysis and interpretation of data, professional handling of the topic, etc.), which is 20% of the total evaluation.<br>In order to participate in the oral exam, students must gain at least 25 points (50%) from the two tests and the interactive short presentation/seminar paper out of the total 50 points that can be obtained during the course. In special cases, the student can take a written exam instead of the oral exam. Students can get a maximum of 50 points in the oral/written exam, which is 50% of the total evaluation. To pass the oral/written exam, students must gain at least 25 points (50%). The total score a student can get is 100 points (2 x 15 points for the two tests, 20 points for the interactive short presentation/seminar paper, 50 points for the oral/written exam).<br>Student workload:<br>5 credits = approx. 125 hours (39 hours for participation in lessons; 36 hours for regularly preparing from the content of each lesson and the literature; 25 hours for checking additional content - professional articles and/or videos that help students to work on specific issues in a given topic; 25 hours for preparing the interactive short presentation).<br>Scoring: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), below 50% Fx. Students not reaching 50% will not earn the credits. |                               |
| <b>Results of education:</b><br><b>Knowledges:</b><br>– Students will have comprehensive scientific knowledge of sociolinguistics.  |                               |

- Students will be able to describe the qualitative and quantitative methods of research in sociolinguistics.
- Students will be able to characterize language variants.
- Students will become familiar with the system of language myths, language superstitions and language ideologies.
- Students will know how to deal with language issues (e.g. language discrimination, language problems in a multilingual environment).
- Thanks to the acquired knowledge, students' perspective on the study of other linguistic disciplines will be broadened.
- Students will have a comprehensive picture of the social structure of society, its statics and dynamics, and will understand the needs and specifics of different social groups in relation to education

**Skills:**

- Based on the acquired knowledge, students will be able to determine the place of sociolinguistics in the context of linguistic disciplines.
- Students will be able to integrate their knowledge of sociolinguistics into the didactic system of the 'Hungarian language and literature' subject in the upper classes of elementary school and in secondary school.
- Students will be able to recognize language ideologies, language superstitions and language myths.
- Students will be able to apply the sociolinguistic approach in education.
- Students will be able to recognize the characteristics arisen from a specific socio-cultural situation of a student.

**Competencies:**

- Students will have a positive attitude towards the socio-cultural and linguistic diversity of society.
- Students will be able to formulate their own opinion and attitude to issues related to sociolinguistics which they will be able to critically review and defend constructively.
- After completing their studies, students as trainee teachers will be able to find topics and create tasks related to sociolinguistics for students in the upper classes of primary school and in secondary school.
- Students will be able to define scientific problems independently, as well as to reflect on them coherently and analytically.
- Students will be able to deal with problems in the context of pedagogical work caused by the diversity of the educated population.
- Students will be able to keep up with the current developments in sociolinguistics and will be able to grow professionally.

**Brief syllabus:**

1. General characterization, concepts, trends, history and related scientific fields of sociolinguistics
2. Research methods in sociolinguistics (qualitative and quantitative methods)
3. The division of language: language variants (lects)
4. Language norm and codification
5. Language myths (basic concepts, classification, refutation of language myths)
6. Language superstitions (basic concepts, classification, refutation of language myths)
7. Language ideologies (basic concepts, classification, recognizing language ideologies)
8. Language usage (prestige of the standard version of the language, correctness, etc.)
9. Solving language problems (planning and language management)
10. Bilingualism, multilingualism
11. Language policy, language rights

## 12. Sociolinguistic approach in education

### Literature:

- ADAMIKNÉ JÁSZÓ, A. 2002. Szociolingvisztikai szöveggyűjtemény. Budapest: Tinta Könyvkiadó. ISBN 963 9372 28 5
- ISTÓK, V. – LŐRINCZ, G. – TÓTH, S. J. 2022. Jazyková krajina miest Komárno a Komárom. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-432-4
- ISTÓK, B. – LŐRINCZ, G. – TÖRÖK, T. 2024. Módszertani megfontolások az iskolai és óvodai nyelvi tájkép kutatásához. In: POLGÁR, A. – KESERŰ, J. – LŐRINCZ, G. – NAGY, P. (eds.): *Didicisse fideliter artes*. Köszöntő kötet Szabó András tiszteletére. Komárom: Selye János Egyetem. 235–262. ISBN 978-80-8122-498-0
- KISS, J. 1995. Társadalom és nyelvhasználat. Szociolingvisztikai alapfogalmak. Budapest: Nemzeti Tankönyvkiadó. ISBN 963 18 6816 8
- CRYSTAL, D. 2003. A nyelv enciklopédiája. Budapest: Akadémiai Kiadó. ISBN 963 379 211 8
- ISTÓK, B. 2018. Internetes futballnyelvhasználat. Közösség, mémek, szóalkotás. Eger: Líceum Kiadó. ISBN 978-615-5621-93-2
- ISTÓK, B. – LŐRINCZ, G. – LŐRINCZ, J. – SIMON, Sz. (eds.) 2020. Tankönyvkutatás – fordított tankönyvek – kétnyelvűség. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-361-7
- LANSTYÁK, I. – SZABÓMIHÁLY, G. (szerk.) 1997. Nyelvi érintkezések a Kárpát-medencében. Bratislava: Kalligram – A Magyar Köztársaság Kulturális Intézete. ISBN 80-7149-211-6
- LANSTYÁK, I. – SIMON, Sz. (ed.): Tanulmányok a kétnyelvűségről. Bratislava: Kalligram. ISBN 80-7149-476-3
- LŐRINCZ, G. – ISTÓK, B. – BAKA, L. P. 2022. Nyelvi diszkrimináció vagy nyelvi tolerancia? A BBB-módszer alkalmazásának lehetőségei a (kisebbségi) pedagógiai gyakorlatban. In: *Civil Szemle* 19/2. 61–80.
- LŐRINCZ, G. – ISTÓK, B. 2023. Magyar nyelv-tankönyvek az újabb nyelvészeti irányzatok tükrében. Komárom: Selye János Egyetem. ISBN 978-80-8122-479-9
- SÁNDOR, K. 2014. Határtalan nyelv. Bicske: SZAK Kiadó Kft. ISBN 978-963-9863-37-8
- SÁNDOR, K. 2016. Nyelv és társadalom. Budapest: Krónika Nova Kiadó. ISBN 978-615-5205-14-9
- SIMON, Sz. 2010. Nyelvi szondázások. Alkalmazott nyelvészeti tanulmányok a szlovákiai magyar nyelvhasználat köréből. Dunaszerdahely: Lilium Aurum. ISBN 978-80-8062-418-7
- TÓTH, S. J. 2019. Sociolingvistika v slovensko-maďarskom kontexte. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-307-5
- WARDHAUGH, R. 1995. Szociolingvisztika. Budapest: Osiris – Századvég Kiadó. ISBN 963 379 046 8

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

### Notes:

### Evaluation of subjects

Total number of evaluated students: 85

| A     | B     | C     | D    | E    | FX   |
|-------|-------|-------|------|------|------|
| 38.82 | 25.88 | 29.41 | 3.53 | 1.18 | 1.18 |

**Teacher:** Szabolcs Simon, PhD., Mgr. Vojtech Istók, PhD.,

**Date of last update:** 27.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|  |                        |
|--|------------------------|
| <b>Name of the university:</b> J. Selye University   |                        |
| <b>Name of the faculty:</b> Faculty of Education   |                        |
| <b>Code:</b> KMJ/MJdm/<br>TEX/25   | <b>Name:</b> Textology |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26<br><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> II.   |                        |
| <b>Prerequisites:</b>  |                        |
| <b>Conditions for passing the subject:</b><br><b>SEMINAR:</b><br>The student writes two tests (15-15 points) during the semester: the first half of the diligence period, the second in the last week of the diligence period (the two tests together amount to 30 points). In addition, the student provides an interactive reference during the semester, on a chosen topic from the subject of textology (20 points).<br>If justified, the student has the opportunity to replace the interactive reference with seminar work; on any subject from the subject of textology. The latter must be submitted no later than the 10th week of the diligence period. Seminar work can be rewarded with 20 points.<br>In order to take an oral exam, a student must earn at least 50% of the points he or she can earn during the diligence period (25 out of 50). You get this amount of points from the tests and the interactive referee (or seminar work).<br><b>LECTURE:</b><br>The theoretical knowledge of the student is evaluated in the form of an oral exam. By successfully passing the oral exam, the student can score another 50 points (a. m. 50% of the total score of the assessment). The maximum score that can be achieved by completing the subject is 100 points (2 x 15 points for the tests, 20 points for the interactive referee, 50 points for the oral exam).<br>In justified cases, the student has the opportunity to replace the oral exam with a written exam. The score that can be obtained by passing the written exam is up to 50 points.<br>Evaluation criteria for the tests to be carried out during the diligence period:<br>– mastery of the knowledge of theoretical topics according to the curriculum of the subject<br>– demonstration of skills in textual activities – application of theoretical knowledge<br>Evaluation criteria for the referee:<br>1. the content of the reference: adequate choice of topic, clear definition of the purpose of the referee, work with the literature, etc. (4 points)<br>2. verbal and nonverbal manifestation: logical, systematic, clear explanation, professionalism in the mode of expression, etc. (4 points)<br>3. use of ICT tools: digital presentation (structure, keywords, images, etc.), interactivity of the presentation, etc. (4 points)<br>4. cooperation with students (questions, quiz, tests, assignments, etc.) (4 points) |                        |

5. Timeframe: 15-20 minutes (4 points)

Evaluation criteria for seminar work:

1. formal arrangement: proportional structure, technical language, professionalism, use of terminology in the mode of expression, spelling, etc. (10 points)
2. Content part: topicality of the topic, appropriate definition of the purpose of the work, work with literature, professional reference method, etc. (10 points)

Evaluation criteria for the oral/written exam:

proof of theoretical knowledge and skills

Assessment Grade: A (100% – 90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), pod 50%: Fx. A student who performs below 50% cannot receive credits for delivering the subject.

### **Results of education:**

Knowledge:

By absolving the subject, the student acquires theoretical knowledge from the subject of textology. You will get an overview of the specifics of the text as the largest unit of communication, as well as the types of texts according to various aspects.

The gained knowledge provides the student with a starting theoretical basis for the analysis of various types of texts.

Skills:

- The student is able to analyze various types of texts that are included as a body of knowledge in the educational programs and standards of primary and secondary school.
- The listener is able to interpret the functions of speech discourses.
- The student is able to develop students' skills in interpreting and creating texts.

Competences:

- The student will have socially accepted civic attitudes; and has a positive attitude towards their occupation and students.
- The student is able to accept the sociocultural and linguistic diversity of society and relate positively to them.
- The student is able to justify his/her own pedagogical activity in teaching/applying his/her knowledge in the subject of textology, as well as to reassess or defend them in a constructive way.
- The student becomes competent in sovereignly planning activities that support effective and conscious oral, nonverbal, and written communication, as well as being able to develop the critical thinking of their students.
- The student is able to formulate scientific questions independently, seeing them in their context, to think analytically about the specified problem.
- The student becomes able to carry out pedagogical work by raising awareness of the social embeddedness of the students participating in the training.
- The student will have a wide range of knowledge of the different characteristics of the development of disadvantaged individuals, which are due to the health or social disadvantage of the pupils. You will be aware of the tasks arising from the special treatment of particularly talented students.
- The student will be able to cooperate effectively with special teachers, psychologists and other professionals in the realization of the teaching-educational process under the conditions of inclusive education, and to act in accordance with their professional recommendations and decisions.
- The student will be able to follow and absorb new scientific knowledge of textology as a science.
- The student will have a constant need to continue his own professional development.

**Brief syllabus:**

1. The beginnings of textological research
2. Possible ways of defining the text, features of the text. Semiotic review
3. Grammar of the text – connexity
4. The meaning (semantics) of the text – cohesion
5. Pragmatics of the text – coherence
6. Micro, meso- and macrostructure of the text
7. Text typology, typical text elements
8. Style of the text
9. The relationship between texts – multimedia texts
10. Text reception and composition
11. Textual analysis (analysis of specialized texts, fiction texts, folkloristic texts, everyday discourses)
12. Teaching textual knowledge

**Literature:**

- BALÁZS, G. 2015. Antropozemiotika: Életünk feltűnő jelei. Budapest: Magyar Szemiotikai Társaság. ISBN 978-963-88749-9-3.
- NAGY, F. 1994. Bevezetés a magyar nyelv szövegtanába. Budapest: Nemzeti Tankönyvkiadó. MNY2-1354
- PETŐFI S., J. 1990. Szöveg, szövegtan, műelemzés (Textológiai tanulmányok). Budapest: Országos Pedagógiai Intézet.
- SIMON, Sz. 2011. Vámbéry Ármin, az elbeszélő. In: S. Sz. Nyelvi tallózások. Alkalmazott nyelvészeti tanulmányok, recenziók és ismeretterjesztő írások. Dunaszerdahely: NAP Kiadó, 77–91. ISBN 978-80-8062-418-7.
- SIMON, Sz. 2010. Milyen címen? Az újságcímekről, különös tekintettel néhány dél-szlovákiai magyar regionális lapra. In: S. Sz. Nyelvi szondázások. Alkalmazott nyelvészeti tanulmányok a szlovákiai magyar nyelvhasználat köréből. Dunaszerdahely: Lilium Aurum, 141–155. ISBN 978-80-8062-418-7.
- SZIKSZAINÉ NAGY, I. 2006. Leíró magyar szövegtan. Budapest: Osiris Kiadó, ISBN 963 389 681 9
- TOLCSVAI NAGY, G. 2001. A magyar nyelv szövegtana. Budapest: Nemzeti Tankönyvkiadó. ISBN 963 19 1229 9

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

Total number of evaluated students: 60

| A     | B     | C     | D     | E    | FX  |
|-------|-------|-------|-------|------|-----|
| 16.67 | 31.67 | 31.67 | 16.67 | 3.33 | 0.0 |

**Teacher:** Szabolcs Simon, PhD.,

**Date of last update:** 27.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|  |                                       |
|--|---------------------------------------|
| <b>Name of the university:</b> J. Selye University   |                                       |
| <b>Name of the faculty:</b> Faculty of Education   |                                       |
| <b>Code:</b> KMJ/MJdm/<br>ŠAR/25   | <b>Name:</b> Stylistics and Rhetorics |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><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> II.   |                                       |
| <b>Prerequisites:</b>  |                                       |
| <b>Conditions for passing the subject:</b><br>The student's assessment consists of a few components (100 points/100%). Students, in cooperation with the instructor, determine the set of requirements for the completion of the subject at the beginning of the semester.<br>Modules for the absolution of the subject: presentation, written work, oral or written exam<br>The student presents a referee/interactive presentation during the semester. You can get up to 25 points for the referee/presentation. Criteria for evaluation: <ul style="list-style-type: none"> <li>• professionalism, adequate use of terminology (15 points)</li> <li>• work with literature (5 points)</li> <li>• cultivated technical language use, spelling, form of presentation (5 points)</li> </ul> During the examination period, the student takes an oral or written exam (gives an account of his or her skills, abilities, attitudes and responsible attitude to the subject). A maximum of 50 points can be obtained in the oral/written exam. The exam is considered to be successfully passed only if the student reaches at least 25 points.<br>Student load (3 credits = 75 working hours): participation in seminars (26 hours), independent course, preparation for seminars (19 hours), preparation and presentation of the referee (15 hours), preparation for the exam (15 hours).<br>Assessment Grade: A (100% – 90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), pod 50%: Fx. A student who performs below 50% cannot receive credits for delivering the subject. |                                       |
| <b>Results of education:</b><br><b>Knowledge:</b><br>By absolving the subject, the student acquires knowledge in the field of rhetoric and stylistics. You will get an overview of the peculiarities of rhetorical speech and other manifestations. The knowledge gained provides the student with a starting theoretical basis for practical skills for analyzing various types of rhetorical texts.<br><b>Skills:</b> <ul style="list-style-type: none"> <li>– The student is able to orient himself in various types of written and spoken rhetorical manifestations and is able to analyze them from a rhetorical and stylistic point of view.</li> <li>– The listener is able to see the relationship between the creation and reception of texts.</li> <li>– The listener is able to make a rhetorical speech.</li> </ul>  |                                       |

- The student is able to develop students' skills in interpreting and creating rhetorical texts.
- Competences:
- The student is able to justify his/her own pedagogical activity in teaching/applying his/her knowledge in the subject of stylistics and rhetoric, as well as to reassess or defend them in a constructive way.
  - The student becomes competent in designing activities that support effective and conscious linguistic (oral, written) and nonverbal communication, as well as being able to develop the critical thinking of his students.
  - The student becomes aware of the importance of teacher communication.
  - The student is able to formulate scientific questions independently, seeing them in their context, to think analytically about the specified problem.
  - The student becomes able to carry out pedagogical work by raising awareness of the social embeddedness of the students participating in the training.
  - The student will be aware of the tasks arising from the special treatment of particularly gifted students.
  - The student will be able to continuously strengthen the cultural identity of the students.
  - The student will be able to follow and embrace new scientific achievements in rhetoric and stylistics.
  - The student will be able to cooperate effectively with special teachers, psychologists and other professionals in the realization of the teaching-educational process under the conditions of inclusive education, and to act in accordance with their professional recommendations and decisions.
  - The student will have a constant need to continue his own professional development.

#### **Brief syllabus:**

1. The ancient foundation of rhetoric
2. The beginnings of rhetorical theory (Gorgias, Phaidros)
3. The rhetorical-stylistic theory of Aristotle. Cicero, Quintilianus, Augustinus
4. The rhetorical situation. Varieties of rhetorical speech. The structure of rhetorical speech
5. Steps to prepare rhetorical speech: inventio, dispositio, elocutio, memoria, pronuntiatio
6. Formation of language style. Ways to determine the language style (choice, layout, secondary, incidental communication, surplus, deviation)
7. Stylistic stratification of language and the theory of functional styles
8. Primary functional styles – spoken language, educational/scientific. official/official, fiction style
9. Tropics (word images) and figures (shapes) and their functions in texts
10. Rhetorical and non-rhetorical evidence. Manipulation and persuasion
11. The technique of voiced and performing texts in formal situations in public
12. Rhetorical-stylistic analysis of the text. Teaching rhetorical-stylistic knowledge

#### **Literature:**

- ADAMIK, T. – A. JÁSZÓ, A. – ACZÉL, P. 2004. Retorika. Budapest: Osiris. ISBN 9633894662
- L. ACZÉL Petra 2004. Retorika: A szóból épült gondolat – Gyakorlókönyv. Budapest: Krónika Nova Kiadó. ISBN 963 9128 73 2.
- SZÉKELY, É. 1995. 22 híres beszéd. Budapest: Móra Könyvkiadó. ISBN 9631172341
- ADAMIK, T. a kol. 2010. Retorikai lexikon. Bratislava: Kalligram Kiadó. ISBN 978-80-8101-344-7
- HARRE, Rom 2002. Meggyőzés és manipulálás. In: PLÉH, Cs. – SÍKLAKI, I. – TERESTYÉNI, T. (eds.) Nyelv – Kommunikáció – Cselekvés. Osiris: Budapest. 627–641. ISBN 963 379 304 1

- SZÁLKÁNÉ GYAPAY, M. 1999. Gyakorlati retorika. Budapest: Nemzeti Tankönyvkiadó. ISBN 9631900266
- SZATHMÁRI, I. (ed.) 2008. Alakzatlexikon. A retorikai és stilisztikai alakzatok kézikönyve. Budapest: Tinta Könyvkiadó. ISBN 978 963 9902 02 2
- SZIKSZAINÉ, N. I. 2007. Magyar stilisztika. Budapest: Osiris Kiadó. ISBN 978 963 389 904 5
- TOLCSVAI NAGY, G. 1996. A magyar nyelv stilisztikája. Budapest: Nemzeti Tankönyvkiadó. ISBN 963 187 506 7

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 66

| A     | B     | C     | D    | E    | FX   |
|-------|-------|-------|------|------|------|
| 34.85 | 28.79 | 21.21 | 9.09 | 3.03 | 3.03 |

**Teacher:** Szabolcs Simon, PhD.,

**Date of last update:** 27.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|   |   |
|---|---|
| <b>Name of the university:</b> J. Selye University  |   |
| <b>Name of the faculty:</b> Faculty of Education  |   |
| <b>Code:</b> KMJ/MJdm/<br>ŠS/25   | <b>Name:</b> Hungarian Language, Literature and Methodology of Teaching |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b><br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: For the study period:</b><br><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> II.  |   |
| <b>Prerequisites:</b> KMJ/MJdm/DIJ/25 and KMJ/MJdm/DIL/25 and KMJ/MJdm/IAI/25 and KMJ/MJdm/SOC/25 and KMJ/MJdm/SLK/25 and KMJ/MJdm/TEX/25 and KMJ/MJdm/PPX6/25  |   |
| <b>Conditions for passing the subject:</b><br><p>All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule. In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. He/she demonstrates the ability to select the content of education in accordance with the required and expected educational objectives and to enrich it with school and regional characteristics. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience.</p> <p>The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit.</p> <p>The results of the state examination and the thesis defence are publicly announced by the chair of the board.</p> |   |
| <b>Results of education:</b><br><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> <li>- be able to characterise the concept of teaching, to list the different types of teaching and to describe the framework for teaching and learning for 11-19 year olds.</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 in practical teaching activities,</li> </ul>   |   |

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

**Competences:**

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

**Brief syllabus:**

I.

**Literature:**

Literature indicated in the information sheets of the study programme

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 57

| A     | B     | C     | D    | E   | FX  |
|-------|-------|-------|------|-----|-----|
| 42.11 | 33.33 | 15.79 | 8.77 | 0.0 | 0.0 |

**Teacher:**

**Date of last update:** 27.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|  |   |
|--|---|
| <b>Name of the university:</b> J. Selye University   |   |
| <b>Name of the faculty:</b> Faculty of Education   |   |
| <b>Code:</b> KMJ/MJm/<br>MOB1-MJ/25  | <b>Name:</b> Student mobility related to graduate profile - Teaching of Hungarian language and literature |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present  |   |
| <b>Number of credits:</b> 3  |   |
| <b>Recommended semester/trimester of study:</b> 1., 2..  |   |
| <b>Level of study:</b> II.   |   |
| <b>Prerequisites:</b>  |   |
| <b>Conditions for passing the subject:</b><br>Total student workload: 3 credits = 75–90 hours<br>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.<br>The course is completed in the form of "passed" (without a grade), based on the fulfilment of the above conditions.<br>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><br><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: 2

| a     | n   |
|-------|-----|
| 100.0 | 0.0 |

**Teacher:**

**Date of last update:** 28.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

|  |   |
|--|---|
| <b>Name of the university:</b> J. Selye University   |   |
| <b>Name of the faculty:</b> Faculty of Education   |   |
| <b>Code:</b> KMJ/MJm/<br>MOB2-MJ/25  | <b>Name:</b> Experience equivalent to academic mobility - Teaching of Hungarian language and literature |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present  |   |
| <b>Number of credits:</b> 3  |   |
| <b>Recommended semester/trimester of study:</b> 1., 2..  |   |
| <b>Level of study:</b> II.   |   |
| <b>Prerequisites:</b>  |   |
| <b>Conditions for passing the subject:</b><br>Total student workload: 3 credits = 75–90 hours<br>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.<br>The course is completed in the form of "passed" (without a grade), based on the fulfilment of the above conditions.<br>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><br><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:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## 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/<br>DOC-m/25  | <b>Name:</b> Volunteering, helping activities |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Practical<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: For the study period:</b> 20s<br><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> II.  |   |
| <b>Prerequisites:</b>   |   |
| <b>Conditions for passing the subject:</b><br>The final assessment is a portfolio, i.e. based on the work produced during the volunteering activity (30 points).<br>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.<br><b>Mandatory components of the portfolio:</b><br>- The portfolio must include a bilingually completed volunteering protocol.<br>- The portfolio must include the structure of the volunteering organisation (observation of the different non-formal learning activities) (10 points)<br>- The portfolio must include the activities of their work in the field carried out during the volunteering activity (10 points)<br>- Documentation of the period (preparation for each activity) (10 points).<br>Total student load: 1 credit = 30 hours Participation in 13 hours of practicum (contact hours); 10 hours of preparation for, and participation in, volunteer activities; 7 hours of portfolio preparation. |   |
| <b>Results of education:</b><br><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>Skills::</b> <ul style="list-style-type: none"> <li>• The student will be able to work with members of the volunteer organization.</li> <li>• The student will be able to participate actively in the activities of the organization.</li> </ul>  |   |

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

**Brief syllabus:**

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

**Literature:**

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS, [https://www.ujs.sk/documents/SHK\\_2017\\_24\\_04\\_18\\_Fin3.doc.pdf](https://www.ujs.sk/documents/SHK_2017_24_04_18_Fin3.doc.pdf) Cserepesová. Erika: A nonprofit szervezetek sikerének kulcsa Komárno : Selye János Egyetem, 2010. - DM.3301-EF.10.30A.5A. - 108 s. Pusztai Gabriella, Lukács Ágnes: Közösségteremtők : Tisztelgés a magyar vallásszociológusok nagy nemzedéke előtt / - 1. vyd. – Debrecen, Debreceni Egyetemi Kiadó, 2014. - 406 s. - ISBN 978-963-318-424-0. Salamon Judit , Papp Zsolt: Önkéntesség és önszerveződés segítése- Civil ifjúsági munka, 2012, Salamon Judit, Papp Zsolt: Önkéntesség és önszerveződés segítése, Civil ifjúsági munka Az ifjúságsegítő képzés interprofesszionális fejlesztése, TÁMOP-5.4.4.-09/2-C-2009-0002,2012, ISBN 978-615-5192-09-8, [https://oszkdk.oszk.hu/storage/00/00/51/50/dd/1/onkentesseg\\_v2.pdf](https://oszkdk.oszk.hu/storage/00/00/51/50/dd/1/onkentesseg_v2.pdf) Szentpétery Daniel: A Diákhálózat szervezeti kultúrájának elemzése- Komárno : Univerzita J. Selyeho, 2015. - 107 s. Ministerstvo vnútra Slovenskej Republiky - [https://www.minv.sk/?ros\\_dobrovolnictvo](https://www.minv.sk/?ros_dobrovolnictvo) Dobrovoľnícke združenia v Komárne - <https://www.azet.sk/katalog/obcianske-zdruzenia/komarno/>

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 13

| a     | n   |
|-------|-----|
| 100.0 | 0.0 |

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

**Date of last update:** 28.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

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

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

**Brief syllabus:**

Stručná osnova predmetu:

Log in to the EduPage app

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

Documenting lessons, student assessments and grade checks via EduPage

Checking attendance, class register, timetable

Gallery (pictures), payments, catering

Communication with students and parents via EduPage

The e-learning interface, development of interactive tests

**Literature:**

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

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

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](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).

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 145

| a     | n    |
|-------|------|
| 97.93 | 2.07 |

**Teacher:** PaedDr. Tamás Török, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## 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/<br>GPZ/25   | <b>Name:</b> Global environmental problems |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 1 For the study period: 13</b><br><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> II.   |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br>The condition for passing the subject is active participation in the lecture, and at the end of the semester, we will summarize the new knowledge using a written test.<br>Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%.<br>Achieving 50% of the total points is necessary to award credits.<br>Total student load: 2 credit = 60 hours (13 hours: participation in lectures, 17 hours: self-study and 30 hour preparation for the exam).   |  |
| <b>Results of education:</b><br>The aim of the subject is for the student to acquire knowledge about global environmental problems, with the help of which he will be able to learn about natural systems and their interactions. Likewise, his behaviour's consequences impact his immediate and broader environment globally. According to this knowledge, another goal is to create environmentally conscious behaviour and a sustainable lifestyle.<br><b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student knows the concept of sustainable development.</li> <li>- The student knows the relationship between the environment, society, and the economy and can think at the system level.</li> <li>- The student knows the current state of the biosphere and can describe the causes and consequences of the destruction of nature by human activity.</li> <li>- The student knows the main principles of sustainability, the principles of sustainability education, and the possibilities of developing children's environmental culture.</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- The student can collect independently and process information in the field of sustainability and will be able to identify problems.</li> <li>- The student can identify sustainable and unsustainable processes and their causes.</li> <li>- The student can recognize the connections between global and local problems.</li> <li>- The student can identify changes he can make based on local solutions.</li> <li>- The student can develop and implement a sustainability program in his/her institutional environment.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>- The student has a positive relationship with the phenomena of the biosphere.</li> </ul> |  |

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

### **Brief syllabus:**

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

Air characteristics, air problems, sources of air pollution.

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

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

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

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

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

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

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

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

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

### **Literature:**

DARVAY, S., NEMCSÓK, J., FERENCZY, Á.: Fenntartható fejlődés. Polgári szemle: Gazdasági és társadalmi folyóirat, 2016 - 12 (4-6). pp. 88-104. ISSN 1786-6553 [https://polgariszemle.hu/images/content/pdf/psz\\_2016\\_4-6.szam\\_7.pdf](https://polgariszemle.hu/images/content/pdf/psz_2016_4-6.szam_7.pdf)

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

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

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

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

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

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

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

|  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| <b>Language, knowledge of which is necessary to complete a course:</b><br>hungarian, slovakian                       |     |     |     |     |     |
| <b>Notes:</b>  |     |     |     |     |     |
| <b>Evaluation of subjects</b><br>Total number of evaluated students: 3   |     |     |     |     |     |
| A  | B   | C   | D   | E   | FX  |
| 100.0  | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| <b>Teacher:</b> Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Ing. Pavol Balázs, PhD.,                       |     |     |     |     |     |
| <b>Date of last update:</b> 28.03.2025   |     |     |     |     |     |
| <b>Approved by:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD. |     |     |     |     |     |

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

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

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

Rating scale:

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

### **Results of education:**

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

Knowledge

The student...

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

Abilities

The student...

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

Competencies

The student...

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

### **Brief syllabus:**

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

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

Selection of pedagogical research methods.

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

Defining the research questions.

Means of obtaining input and output data, sample selection.

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

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

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

#### **Literature:**

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

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

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

CSÍKOS, Cs. 2009. Mintavétel a kvantitatív pedagógiai kutatásban. Budapest: Gondolat. ISBN 8080622817.

<https://www.szaktars.hu/gondolat/view/csikos-csaba-mintavetel-a-quantitativ-pedagogiai-kutatasban-2009/?pg=0&layout=s>

FALUS, I. 1993. Bevezetés a pedagógiai kutatás módszereibe. Budapest: Keruban Könyvkiadó.

FALUS, I. – OLLÉ, J. 2010. Az empirikus kutatások gyakorlata – Adatfeldolgozás és statisztikai elemzés. Budapest: Nemzeti Tankönyvkiadó. ISBN 978 963 19 6011 2

GAVORA, P. 2010. Elektronická učebnica pedagogického výskumu.

[www.e-metodologia.fedu.uniba.sk](http://www.e-metodologia.fedu.uniba.sk)

GOLNHOFER, E. 2001. Az esettanulmány. Kutatás-módszertani Kiskönyvtár. Budapest: Műszaki Könyvkiadó.

CHRÁSKA, M. 2016. Metody pedagogického výzkumu: Základy kvantitativního výzkumu.- 2. Praha: Grada. ISBN 978-80-247-5326-3

KATUŠČÁK, D. 2007. Ako písať vysokoškolské a kvalifikačné práce: Ako písať: bakalárske práce, diplomové práce, dizertačné práce, špecializačné práce, habilitačné práce, seminárne a ročníkové práce, práce študentskej vedeckej a odbornej činnosti, ako urobiť bibliografické odkazy, ako citovať tradičné a elektronické dokumenty. Nitra: Enigma. ISBN 978 80 89132 45 4

KÉRI, K. 2001. Bevezetés a neveléstörténeti kutatások módszertanába. Pedagógus Könyvek. Budapest: Műszaki Könyvkiadó. ISBN 9631627802

KRIPPENDORF, K. 1995. A tartalomelemzés módszertanának alapjai. Budapest: Balassi Kiadó. ISBN 963 7873 80 5.

LENGYELNÉ MOLNÁR, T. 2013. Kutatástervezés. Médiainformatikai kiadványok. Eger.

<https://mek.oszk.hu/14400/14492/pdf/14492.pdf>

MÁNDELÍKOVÁ, L. 2012. Analýza a interpretácia odborného textu. Trenčín: Trenčianska univerzita Alexandra Dubčeka. ISBN 978 80 8075 518 8

SÁNTA, K. 2009. Bevezetés a kvalitatív pedagógiai kutatás módszertanába. Budapest: Eötvös József Kiadó. ISBN 978-963-7338-99-1.

SEIDMAN, I. 2002. Az interjú mint kvalitatív kutatási módszer. Budapest: Műszaki Könyvkiadó. ISBN 963-16-2756-X.

SILVERMAN, D. 2005. Ako robiť kvalitatívny výskum. Bratislava: Ikar. 2005. 328 s. ISBN 8055109044

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

ŠVEC, Š. 1998. Metodológia vied o výchove: Kvantitatívno-scientické a kvalitatívno-humanitné prístupy v edukačnom výskume. Bratislava : IRIS. ISBN 8088778735

SZABOLCS, É. 2001. Kvalitatív kutatási metodológia a pedagógiában. Budapest: Műszaki. ISBN 963-16-2783-7. <https://epa.oszk.hu/01500/01551/00022/pdf/699.pdf>

SELYE J. EGYETEM: 7/2011 sz. rektori irányelv a záródolgozatok kidolgozásáról, nyilvántartásáról, közzétételéről és archiválásáról. Komárom: UJS, 2011.

TÓTH, P. 2013. Empirikus kutatások a szakmai pedagógusképzésben. Budapest: DSGI. ISBN 978-963-89747-1-6.

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

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

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 158

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

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

**Date of last update:** 28.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## 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/<br>MKU/25   | <b>Name:</b> Metacognitive learning |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13<br><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> II.   |                                     |
| <b>Prerequisites:</b>  |                                     |
| <b>Conditions for passing the subject:</b><br>Successful completion of the course requires active participation in lectures and seminars, submission of interim assignments during the semester and successful completion of a written examination.<br>The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 20 points for participation, max. 40 points for the intermediate assignments and max. 40 points for the exam. A student may obtain a maximum of 100 points in total.<br>Final course grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points.<br>Total student workload: 3 credits = 90 hours (26 hours: attendance at lectures and seminars, 32 hours: preparation of continuous assignments during the semester, 32 hours: self-study and preparation for the exam).  |                                     |
| <b>Results of education:</b><br>After completing the course the student<br><b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Knows and understands the concept of metacognition and metacognitive learning strategies.</li> <li>- He/she is familiar with metacognitive methods and the possibilities of their application in the educational process.</li> <li>- Knows the social needs of pupils.</li> <li>- Knows the difficulties and problems of pupils' learning.</li> <li>- Knows the principles of non-violent and constructive communication.</li> <li>- Knows how to work independently (searching and citing relevant sources) with specialist literature.</li> <li>- Is familiar with the professional knowledge, developmental criteria and psychological guidelines for public education participants (preschool, primary and school age, adolescence, adulthood and lifelong learning).</li> <li>- Becomes familiar with methodological approaches, structure and aspects of job descriptions..</li> <li>- It orients itself to the system, criteria and possibilities of further education of the teaching career.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Is able to independently and professionally evaluate a variety of teaching situations.</li> </ul> |                                     |

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

**Competences:**

- Reflects own pedagogical skills and forms an independent opinion.
- The learner is able to develop his/her own practices and achieve the set goals.
- Applies non-violent and constructive strategies in solving problems and conflicts.
- Takes responsibility for the mission of his/her school institution.
- Feels responsible for effective resolution of individual learning problems.
- Strives for purposeful development in the area of self-knowledge, continually coaches self.
- The graduate is characterized by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision making in relation to the issues of the field of study.

**Brief syllabus:**

A pedagogical-psychological interpretation of learning.

Types of learning and teaching activities within the educational process.

Interpretation of the process of metacognition.

Metacognition and self-regulatory learning.

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

Metacognition and learning, planning and organizing lessons using metacognition.

Attitude formation and motivation.

The role of motivation in self-regulated learning.

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

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

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

Developing critical thinking.

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

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

**Literature:**

ARATÓ Ferenc – VARGA Aranka (2008): Együtt tanulók kézikönyve. Bevezetés a kooperatív tanulás szervezés rejtelmeibe. Educatio, Budapest. ISBN 978-963-9795-00-6  
[http://www.jgypk.hu/mentorhalo/tananyag/A\\_tanulasban\\_akadalyozottak/Egyutt-tanulok\\_kezikonyve.pdf](http://www.jgypk.hu/mentorhalo/tananyag/A_tanulasban_akadalyozottak/Egyutt-tanulok_kezikonyve.pdf) [2022. 02. 05.]

CSÍKOS Csaba (2004): Metakogníció a tanulásban és a tanításban. Iskolakultúra, 2. 3-11.  
[https://epa.oszk.hu/00000/00011/00079/pdf/iskolakultura\\_EPA00011\\_2004\\_02\\_003-011.pdf](https://epa.oszk.hu/00000/00011/00079/pdf/iskolakultura_EPA00011_2004_02_003-011.pdf)  
 [2022. 02. 05.]

CSÍKOS Csaba (2007): Metakogníció, a tudásra vonatkozó tudás pedagógiája. Műszaki Kiadó Kft., Budapest. ISBN 978-963-16-4227-8

KOVÁCS Zsuzsa (2013): Önszabályozó tanulás: értelmezési módok a kutatási metodológiák tükrében. Neveléstudomány, 1. sz. 124-136. [http://nevelestudomany.elte.hu/downloads/2013/nevelestudomany\\_2013\\_1\\_124-136.pdf](http://nevelestudomany.elte.hu/downloads/2013/nevelestudomany_2013_1_124-136.pdf) [2022. 02. 05.]

M. NÁDASI Mária (szerk., 2006): Hatékony tanulás. A gyakorlati pedagógia néhány alapkérdése 3. k. ELTE, Budapest. [http://www.jgypk.hu/mentorhalo/tananyag/A\\_tanulasban\\_akadalyozottak/hatekony\\_tanulas.pdf](http://www.jgypk.hu/mentorhalo/tananyag/A_tanulasban_akadalyozottak/hatekony_tanulas.pdf) ISBN 963 970 464 4

MOLNÁR Éva (2002): Önszabályozó tanulás: nemzetközi kutatási rányatok és tendenciák. Magyar Pedagógia, 102/1. 63-77. [https://www.magyarpedagogia.hu/document/Molnar\\_MP1021.pdf](https://www.magyarpedagogia.hu/document/Molnar_MP1021.pdf) [2022. 02. 05.]

NAGY József (2002): XXI. század és nevelés. Osiris, Budapest. ISBN 963 379 769 1

RÉTHY Endréné (2003): Motiváció, tanulás, tanítás: miért tanulunk jól vagy rosszul? Nemzeti Tankönyvkiadó, Budapest. ISBN 963 19 4466 2

HORVÁTHOVÁ Kinga, NÉMETH András, STRÉDL Terézia, SZABÓOVÁ Edita, TÓTH-BAKOS Anita : Szlovák-magyar pedagógiai terminológiai kézikönyv = Slovensko-maďarská pedagogická terminologická príručka : Komárno : Univerzita J. Selyeho, 2015. - 132 s. - ISBN 978-80-8122-160-6

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: 117

| A    | B     | C     | D    | E     | FX   |
|------|-------|-------|------|-------|------|
| 5.98 | 23.08 | 28.21 | 26.5 | 15.38 | 0.85 |

**Teacher:** Mgr. Anita Tóth-Bakos, PhD., prof. Péter Tóth, PhD., prof. Krisztián Józsa, DSc., Dr. habil. Aranka Híves-Varga, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

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

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

#### Abilities

The student...

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

#### Competencies

The student...

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

#### **Brief syllabus:**

Pedagogical assessment.

Evaluation of the teaching-learning process.

Attributes of a reflective teacher.

Characterization of diagnostic and formative tests.

The methodological practice of assessment and development:

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

#### **Literature:**

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

hungarian, slovak

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 109

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

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

**Date of last update:** 28.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

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

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

#### Skills

The student will:

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

Competencies:

The student will:

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

#### **Brief syllabus:**

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

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

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

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

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

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

#### **Literature:**

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

FORGÓ, S. (2011): A kommunikációelmélet alapjai. Eger: Eszterházy Károly Főiskola. [https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0005\\_03\\_a\\_kommelmelet\\_alapjai\\_scorm\\_12/index.html](https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0005_03_a_kommelmelet_alapjai_scorm_12/index.html)

- HORVÁTHOVÁ, K., SZŐKÖL, I. (2016). A pedagógiai kommunikáció. 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 137 s. [7,87 AH]. ISBN 978-80-8122-175-0.
- HORVÁTHOVÁ, K., TÓTH, P. (2018). Interakciós stílusról alkotott nézetek vizsgálata pedagógushallgatók körében. In: Új kihívások és pedagógiai innovációk a szakképzésben és a felsőoktatásban: A 8. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia tanulmánykötete: 2018, P. 21-55. ISBN 978-963-449-148-4.
- HORVÁTHOVÁ, K., TÓTH, P. (2019). Milyen az ideális tanári interakció a pedagógushallgatók szerint?. In: Oktatás - Gazdaság - Társadalom. Juhász Erika, Endrődy Orsolya. Budapest: Magyar Nevelés- és Oktatáskutatók Egyesülete, 2019, P. 389-408. ISBN 978-615-5657-03-0.
- HORVÁTHOVÁ, K., TÓTH, P. (2020). Határon túli pedagógushallgatók véleménye a tanári interakcióról. In: Prevenció, intervenció és kompenzáció. Gabriella Hideg, Szilvia Simándi, Irén Virág. Budapest: Debreceni Egyetem, 2020, P. 260-275. ISBN 978-963-318-857-6.
- NÉMETH, E. (2002). Az önismeret és a kommunikációs készség fejlesztése. Budapest: Századvég Kiadó, 2002. - 138 s. - ISBN 963 9211 31 1.
- ŠUPŠÁKOVÁ, B. a kol. (2016). Slovo a obraz v komunikácii: Komunikačné dimenzie slova a obrazu v primárnom vzdelávaní. 1. vyd. - Brno: Tribun EU, 2016. - 174 s. - ISBN 978-80-263-1026-6.
- VAŇKO, J. (1999). Komunikácia a jazyk. 1. vyd. - Nitra: Univerzita Konštantína Filozofa, 1999. - 203 s. - ISBN 80-8050-253-6.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 144

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

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

**Date of last update:** 28.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

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

The student will:

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

**Brief syllabus:**

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

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

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

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

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

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

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

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

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

**Literature:**

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

FORGÓ, S. (2011): A kommunikációelmélet alapjai. Eger: Eszterházy Károly Főiskola. [https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0005\\_03\\_a\\_kommelmélet\\_alapjai\\_scorm\\_12/index.html](https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0005_03_a_kommelmélet_alapjai_scorm_12/index.html)

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

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

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

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

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

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 2

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

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

**Date of last update:** 28.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

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

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

**Literature:**

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

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

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

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

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

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 27

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

**Teacher:** prof. Krisztián Józsa, DSc.,

**Date of last update:** 28.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## 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/<br>POP/25  | <b>Name:</b> Comparative pedagogy |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 <b>For the study period:</b> 13<br><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> II.  |                                   |
| <b>Prerequisites:</b>   |                                   |
| <b>Conditions for passing the subject:</b><br>Overall student workload:<br>- didactic test on the theory of the subject (50 points), and a comparative written paper of at least 5 pages (50 points)<br>Final course grade:<br>- A = 90 - 100% (100 - 90 points)<br>- B = 80-89 % (89-80 points)<br>- C = 70-79 % (79-70 points)<br>- D = 60 - 69 % (69 - 60 points)<br>- E = 50 - 59 % ( 59 - 50 points)<br>- FX = 0 - 49 % ( 49 - 0 points)<br>Total student workload - distribution of work hours: 1 credit = 30 work hours:<br>- Class attendance: total for the semester (13 hours).<br>- Work related to the student's written work and its elaboration (17 working hours).   |                                   |
| <b>Results of education:</b><br><b>Knowledge:</b><br>Upon completion of the course, the student will know<br>- the basic concepts, methods and didactic means of comparative pedagogy and international education<br>- the most important methods and results of comparative pedagogy in its historical scope<br>- the connection between different cultures and education<br>- the economic, political, social and historical contexts of education<br>- the educational practice of the Member States of the European Union<br>- the link between globalisation and education<br>- the challenges of education in developing countries<br>- conclusions drawn from major international surveys<br>- the educational practice of major international schools<br><b>Skills:</b><br>The student is able to<br>- study, analyze literature sources of comparative pedagogy and international education, expertly select methods and aspects of analysis |                                   |

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

Competencies:

The student should be

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

**Brief syllabus:**

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

**Literature:**

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

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

hungarian , slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 112

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

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

**Date of last update:** 28.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## 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/<br>PPA/25   | <b>Name:</b> Pedagogical and psychological aspects of educational process |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13<br><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> II.   |   |
| <b>Prerequisites:</b>  |   |
| <b>Conditions for passing the subject:</b><br>Successful completion of the course requires active participation in lectures and seminars and successful completion of written and oral examinations.<br>The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 10 points for participation, max. 40 points for the written exam and max. 50 points for the oral exam. A student may obtain a maximum of 100 points in total.<br>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.<br>Total student load: 3 credits = 90 hours (26 hours: attendance at lectures and seminars, 64 hours: self-study and preparation for written and oral examinations).   |   |
| <b>Results of education:</b><br>Knowledge: <ul style="list-style-type: none"> <li>- Can identify the developmental and individual characteristics of the learner.</li> <li>- Can identify the psychological and social determinants of pupil learning.</li> <li>- Knows and can characterize the biological, psychological, and sociological aspects of development in young school-age children.</li> <li>- Knows and understands the concept of the institutional socialisation process in a broader social scientific context.</li> <li>- Knows and understands pupils' learning styles, methods of diagnosing them and the factors that influence them.</li> <li>- Knows the typology, classification and types of learning styles.</li> <li>- Understands the process of motivation, the system of motives and the specifics of motivation in the educational process.</li> <li>- Knows and can identify methods and tools for identifying factors of student learning.</li> <li>- Understands the differences of pupils without prejudices and stereotypes and identify them in the content and process of education.</li> <li>- Has knowledge and skills in his/her field, including interdisciplinary links and reflection on the development of relevant disciplines.</li> <li>- He/she is familiar with the basic concepts of educational (teaching, learning, motivation, learner personality, teacher personality, learning techniques and strategies) and social psychology (social learning, social environment, social influence, small and large social groups, socialisation).</li> </ul> |   |

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

**Skills:**

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

**Competences:**

- Establishes correct attitudes towards the concepts and phenomena of educational and social psychology.
- Correctly identifies his/her own profession.
- Solves educational problems professionally and empathetically.
- Shapes the learning environment in such a way as to positively influence the learning process.
- Accepts psychological regularities in the educational process.
- Adopts strategies and measures to protect pupils' mental and social health.
- The graduate is characterised by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the issues of the field of study Teaching for Primary Education.

**Brief syllabus:**

The subject and system of educational psychology.

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

Students personality in the context of educational and school psychology.

Performance characteristics of the pupil's personality.

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

Social learning, the process of socialization.

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

Social psychological characteristics of personality

Social groups. A pupil from a socially disadvantaged background.

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

**Literature:**

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

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

## 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/<br>PPU/25   | <b>Name:</b> Supportive learning environment |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 <b>For the study period:</b> 13<br><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> II.   |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br>Overall student workload:<br>- didactic test on the theory of the subject (50 points), where it is necessary to obtain at least 50% of the possible points<br>- use an arbitrary questionnaire to investigate the cognitive or learning style of a group of students/students (minimum 15 persons), evaluate, assign learning methods, summarise the results and conclusions in a written paper of at least 4 pages (50 points)<br>Final course grade:<br>- A = 90 - 100% (100 - 90 points)<br>- B = 80 - 89 % (89 - 80 points)<br>- C = 70-79% (79-70 points)<br>- D = 60 - 69 % (69 - 60 points)<br>- E = 50 - 59 % ( 59 - 50 points)<br>- FX = 0 - 49 % ( 49 - 0 points)<br>Total student workload: 2 credit = 60 hours (13 hours of lecture attendance; 47 hours of independent study and preparation of written work) |  |
| <b>Results of education:</b><br><b>Knowledge:</b><br>Upon completion of the course, the student will know<br>- Concepts and theories related to cognitive functions and their disorders and metacognition<br>- concepts and theories related to self-regulated learning<br>- the personality foundations of learning styles<br>- the most important learning styles, their neurological bases<br>- the connection between learning style, learning environment and learning motivation<br>- the most important concepts of learning methodology<br><b>Skills:</b><br>The student is able to<br>- evaluate, on the basis of questionnaires, the cognitive and learning styles of others and his/her own<br>- based on the results, to recommend a method of learning to others<br><b>Competencies:</b>  |  |

The student should be

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

**Brief syllabus:**

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

**Literature:**

Egyéni különbségek szerepe a tanulásban : Tanulási stratégiák / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2012. - 143 s. - ISBN 978-963-88946-7-0.  
Egyéni különbségek szerepe a tanulásban : A tanulási stílus / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2011. - 222 s. - ISBN 978-963-88946-5-6.  
A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája / Paul Roeders, Gefferth Éva. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2.  
Engage: The Trainer's Guide to Learning Styles / Jeanine O'Neill-Blackwell. - 1. vyd. - San Francisco: Pfeiffer, 2012. - 357 s. - ISBN 978-1-118-02943-5.  
Tanulás és motiváció / Barkóczy Ilona, Putnoky Jenő. - Budapest : Tankönyvkiadó, 1967. - 282 s. - ISBN 0008081.  
A tanulás tanítása: Péter Oroszlány. - Budapest : Független Pedagógiai Intézet, 2004. - 326 s. - ISBN 9632100972.  
Hogyan tanítsuk gyermekeinket tanulni? / Robert Fisher. - 1. vyd. - Budapest : Műszaki Kiadó, 2007. - 192 s. - ISBN 978-963-16-2531-8.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 71

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

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

**Date of last update:** 28.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## 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/<br>PSO/25   | <b>Name:</b> Psychology of personality |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 <b>For the study period:</b> 13<br><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> II.   |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br>The condition for successful completion of the course is active participation in lectures, as well as successful completion of written examinations.<br>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.<br>Total student workload: 1 credit = 30 hours (13 hours: attendance at lectures, 17 hours: self-study and exam preparation).  |  |
| <b>Results of education:</b><br>Upon completion of the course, the student will<br><b>Knowledge:</b> <ul style="list-style-type: none"> <li>• master the basics of the scientific field of personality psychology,</li> <li>• know how to navigate the basic terminology of the given issue, know different theoretical directions and practical outcomes in practice,</li> <li>• understand different concepts and definitions of the term personality,</li> <li>• acquire professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education,</li> <li>• transform theory into practice, become familiar with progressive trends in the field of personality psychology,</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>• be able to independently evaluate the child's personality assumptions in the educational process,</li> <li>• compile psychological criteria according to physical and mental age,</li> <li>• knows how to navigate various personality theories,</li> <li>• knows and is able to differentiate personality determinants,</li> <li>• research and formulate the theoretical and practical approaches necessary to solve the problems encountered,</li> <li>• be able to cooperate and consult with other experts, work in a team.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>• take into account the determinants and characteristics of personality in his pedagogical practice,</li> </ul> |  |

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

### **Brief syllabus:**

Characterization and definition of the term personality, personality traits.

Psychological, social and biological determinants of human personality.

The mutual influence of heredity and environment.

Continuity and discontinuity of personality.

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

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

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

Personality structure.

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

Rogers' theory of person-oriented approach.

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

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

### **Literature:**

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

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

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

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

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

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

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

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

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

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

|  |      |     |      |     |     |
|--|------|-----|------|-----|-----|
| hungarian, slovak  |      |     |      |     |     |
| <b>Notes:</b>  |      |     |      |     |     |
| <b>Evaluation of subjects</b>  |      |     |      |     |     |
| Total number of evaluated students: 5  |      |     |      |     |     |
| A  | B    | C   | D    | E   | FX  |
| 40.0   | 40.0 | 0.0 | 20.0 | 0.0 | 0.0 |
| <b>Teacher:</b> PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.,   |      |     |      |     |     |
| <b>Date of last update:</b> 28.03.2025   |      |     |      |     |     |
| <b>Approved by:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD. |      |     |      |     |     |

## 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/<br>STZ/25  | <b>Name:</b> Professional training |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Practical<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: For the study period:</b> 20s<br><b>Methods of study:</b> present  |                                    |
| <b>Number of credits:</b> 1   |                                    |
| <b>Recommended semester/trimester of study:</b> 2., 4.  |                                    |
| <b>Level of study:</b> II.  |                                    |
| <b>Prerequisites:</b>   |                                    |
| <b>Conditions for passing the subject:</b><br>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.<br>The student is obliged to follow the relevant part of this document related to the professional training (STZ).<br>The requirements for taking the course are as follows:<br>- active participation of the student in the professional training in the scope of 20 hours in accordance with the directive,<br>- submission of a completed and certified protocol of professional training,<br>- submission of a portfolio from the professional training, consisting of completed observation sheets, analyses and evaluation of the student (max. 50 points).<br>Total student workload: 1 credit = 30 hours<br>- 20 hours participation in the internship (contact hours); 10 hours analysis and preparation of the portfolio.<br>Prerequisite for successful completion of the course:<br>1.) submission of a completed and certified School Internship Completion Report,<br>2.) obtaining at least 50% of the maximum course grade (50 points).<br>Overall course pass mark:<br>- Pass = 50 - 100% (25 - 50 points)<br>- Fail = 49 - 0% (0 - 24 points) |                                    |
| <b>Results of education:</b><br>Learning Outcome: Professional training is a stay of students in a school and in a school educational institution such as a school children's club, leisure centre, school boarding school, in order to participate not only in the educational process, but also in the day-to-day work of teachers and educators.<br>Knowledge:<br>- The student possesses basic theoretical knowledge in the field of education and training in schools and school educational institutions,<br>- the student is familiar with the educational activities of teachers in schools and educators in school educational establishments,   |                                    |

- the student is familiar with other work activities of teachers in schools and educators in school educational establishments,
- the student knows the course and sequence of the work activities of school teachers and school educators which do not relate to direct educational activities,
- the student knows the duties of teachers and educators depending on the educational environment - trip, excursion, children's camp, staying outdoors, etc,
- the student knows the possibilities and strategies of cooperation with other educators, teachers, supervisors, non-teaching staff, parents and other institutions.

**Skills:**

- The student is able to implement educational activities related to the work of teachers in schools and educators in educational settings,
- the student is able to carry out other work activities of teachers and educators in school educational establishments which are not related to direct educational activities,
- the student is able to cooperate with other educators, teachers, supervisors, non-teaching staff, parents and other institutions,
- the student can plan, implement, analyse and evaluate the course of educational activities.

**Competences:**

- The student is able to imply his/her own knowledge and experience into the independent implementation of educational activities in schools and educational institutions,
- the student is able to independently carry out other work activities related to the work of a teacher and educator, which are not related to direct educational activities,
- the student is able to conceive his/her own working procedures for effective observation, recording, analysis and evaluation of the course of educational and interest activities and other activities.

**Brief syllabus:**

Within the professional training of 20 hours, the student, in addition to the educational process, will be involved in activities such as administrative tasks, working with parents, participating in meetings, planning and implementation of interest activities, extracurricular activities, interest groups, preparing students for competitions, organizing competitions, organizing exhibitions, preparing projects, preparing teaching materials for work with an interactive whiteboard or smartphone, working with children in nature, participating in excursions. During the professional training, the student has the opportunity to teach more consecutive lessons, or to carry out interest activities and other activities, which will improve the quality of practical preparation for the teaching profession.

Ethical principles of professional training.

Organisational requirements of the professional training.

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

Planning and designing the work, preparation for the activity.

Pedagogical reflection. Evaluation. Self-evaluation.

Pedagogical documentation.

**Literature:**

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

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

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

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

## INFORMATION SHEET

|  |  |
|--|--|
| <b>Name of the university:</b> J. Selye University   |  |
| <b>Name of the faculty:</b> Faculty of Education   |  |
| <b>Code:</b> KPD/UZ/<br>TEE/25   | <b>Name:</b> Theory and methodology of ecology and environmental studies |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 <b>For the study period:</b> 13<br><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> II.   |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br>The condition for passing the subject is active participation in the lecture, and at the end of the semester, we will summarize the new knowledge using a written test.<br>Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%.<br>Achieving 50% of the total points is necessary to award credits.<br>Total student load: 1 credit = 30 hours (13 hours: participation in lectures, 17 hours: self-study and preparation for the exam).   |  |
| <b>Results of education:</b><br>The aim of the subject is for the student to acquire knowledge about ecology and environmental studies, with the help of which he can learn about natural systems and their interactions, to create environmentally conscious behaviour, and create a sustainable lifestyle.<br><b>Knowledge:</b><br><ul style="list-style-type: none"> <li>- The student knows ecological processes and interactions in the system and consciously organizes ecologically relevant pedagogical processes.</li> <li>- The student has an overview of the relationship between man and nature and man's position in nature.</li> <li>- The student knows the main phases of the transformational action of the human environment and understands their natural, social and economic consequences.</li> <li>- The student knows the main principles of sustainability, the principles of sustainability education, and the possibilities of developing children's environmental culture.</li> </ul> <b>Abilities:</b><br><ul style="list-style-type: none"> <li>- The student can get to know natural systems more and more perfectly, develop ecological thinking, and collect and process independent information to identify ecological problems.</li> <li>- The student can convey a sustainable way of life.</li> <li>- The student can establish and develop relationships with various institutions and effectively collaborate to make sustainability a reality.</li> <li>- The student can develop and implement a sustainability program in his/her institutional environment.</li> </ul> <b>Competencies:</b><br><ul style="list-style-type: none"> <li>- The student can create a positive relationship with the ecological phenomena of the environment.</li> </ul> |  |

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

### **Brief syllabus:**

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

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

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

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

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

Basic concepts and contexts of environmental protection.

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

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

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

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

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

### **Literature:**

DARVAY, S., NEMCSÓK, J., FERENCZY, Á.: Fenntartható fejlődés. Polgári szemle: Gazdasági és társadalmi folyóirat, 2016 - 12 (4-6). pp. 88-104. ISSN 1786-6553 [https://polgariszemle.hu/images/content/pdf/psz\\_2016\\_4-6.szam\\_7.pdf](https://polgariszemle.hu/images/content/pdf/psz_2016_4-6.szam_7.pdf)

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

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

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

KOVÁTS-NÉMETS, M.: Fenntarthatóság, pedagógia, kutatás. - 1. vyd. - Győr : NyugatMagyarországi Egyetem Apáczai Csere János Kar, 2007. - 227 s. - ISBN 978-963-9364-85-1

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

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

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

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

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

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

**Brief syllabus:**

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

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

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

Framework curriculum and cross-cutting topics.

Methodology and didactics of interdisciplinary approach.

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

Possibilities of applying an interdisciplinary approach in the educational process

Intersubject relationships and cross-cutting topics.

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

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

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

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 pre nižšie sekundárne vzdelávanie, dostupné: [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)

Štátny vzdelávací program pre gymnázia úplné stredné všeobecné vzdelávanie, dostupné: [https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/statny\\_vzdel\\_program\\_pre\\_gymnazia.pdf](https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/statny_vzdel_program_pre_gymnazia.pdf)

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 46

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

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

**Date of last update:** 28.03.2025

**Approved by:** Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

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

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

**Competencies:**

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

**Brief syllabus:**

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

**Literature:**

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

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

hungarian ,slovak

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

## 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/<br>VPU/25   | <b>Name:</b> Learning disabilities |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 <b>For the study period:</b> 13<br><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> II.   |                                    |
| <b>Prerequisites:</b>  |                                    |
| <b>Conditions for passing the subject:</b><br>Successful completion of the course requires active participation in lectures, submission of interim assignments during the semester and successful completion of a written examination. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 10 points for participation, max. 40 points for intermediate assignments and max. 50 points for the review. A student may receive a maximum of 100 points in total.<br>Final course grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points.<br>Total student workload: 2 credits = 60 hours (13 hours: attendance at lectures, 17 hours: preparation of continuous assignments during the semester, 30 hours: self-study and preparation for revision).  |                                    |
| <b>Results of education:</b><br>After completing the course the student<br><b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Can differentiate specific developmental disorders and indications for inclusion.</li> <li>- The student is able to orient himself/herself in the basic terminology of the subject, knows different theoretical directions, stimulation programs, basics of correction.</li> <li>- Acquire professional knowledge, learn pedagogical guidelines for the school population.</li> <li>- Know how to transform theory into practice, apply the social function and importance of education of pupils with SEN, become familiar with progressive trends in the field of pedagogy and psychology.</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>- Is able to draw up an individual education plan for pupils and to gestate, if he/she will be a class teacher, to draw up an individual education programme and to apply the principles of differentiation.</li> <li>- Able to navigate incentive programs, obtain an overview of the literature.</li> <li>- Is able to demonstrate and apply techniques of correction, relaxation, stimulation.</li> <li>- Is able to plan a consultation process for an individual or a group, recognising the level of own competences,</li> </ul> |                                    |

- research and formulate the theoretical and practical background necessary to solve the problems encountered,
  - Able to collaborate and consult with other professionals, work in a team
- Competencies:
- Responds flexibly and knowledgeably to problems, speaks democratically, acts tolerantly.
  - Applies the principles of an inclusive school, optimal working climate, cooperative methodology.
  - Implements targeted development of self-knowledge, participates in further education.
  - Independently plans activities that expand knowledge of social services, can create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behaviour towards pupils.

**Brief syllabus:**

Developmental learning disabilities and forms of occurrence  
 Characteristics of partial performance impairments  
 Dyslexia, dysgraphia, dysorthography  
 Dyscalculia, dyspraxia, dyspinxia, dysmusia  
 ADD, ADHD  
 Conners Hyperactivity Scale - screening  
 Methodological guidelines for inclusion and indications, forms of integration  
 Development of an individual education plan  
 Classification and assessment of pupils with SEND  
 Correction, re-education - overview of stimulation programmes  
 The role of the school special educator, school psychologist, teaching assistant  
 Cooperation with centres: CPPPpP, CŠPP

**Literature:**

F. FÖLDI Rita. Hiperaktivitás és tanulási zavarok. 1. vyd. Pécs : Comenius Bt. 2004. 155 s. ISBN 9638643277  
 PORKOLÁBNÉ Balogh Katalin. Készségfejlesztő eljárások tanulási zavarral küzdő kisiskolásoknak. 3. vyd. Budapest : ELTE, 2005. 45s.  
 STRÉDL Terézia. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. 1. vyd. Komárno: Univerzita J. Selyeho, 2013. 148 s. ISBN 9788081220890  
 VAŠEK Štefan: Špeciálno pedagogická diagnostika. 4. vyd. : Sapiaientia s.r.o, 2004. 168 s. ISBN 8096911201  
 ZELINKOVÁ Oľga: Poruchy učení : dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, ADHD. 1. vyd. Praha : Portál, 2009. 263 s. ISBN 9788073675141  
[www.statpedu.sk](http://www.statpedu.sk).  
 STRÉDL, T. 2013. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. Komárno : UJS. ISBN  
 STRÉDL, T. 2016. A tolerancia és a kommunikáció jelentősége az oktatásban : Etika az edukációban - tanulmánykötet = Etika v edukácii - vedecký zborník. - Komárno : Univerzita J. Selyeho, 2016. - ISBN 978-80-8122-196-5, CD-ROM, s. 96-110.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 85

| A  | B     | C    | D    | E    | FX   |
|--|-------|------|------|------|------|
| 60.0   | 14.12 | 9.41 | 8.24 | 3.53 | 4.71 |
| <b>Teacher:</b> PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., Dr. habil. Aranka Híves-Varga, PhD., Dr. habil. Erika Kopp, PhD., |       |      |      |      |      |
| <b>Date of last update:</b> 28.03.2025   |       |      |      |      |      |
| <b>Approved by:</b> Dr. habil. PaedDr. Melinda Nagy, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.                         |       |      |      |      |      |

## 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/<br>ŠSM/25  | <b>Name:</b> School pedagogy |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b><br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: For the study period:</b><br><b>Methods of study:</b> present  |                              |
| <b>Number of credits:</b> 2   |                              |
| <b>Recommended semester/trimester of study:</b>   |                              |
| <b>Level of study:</b> II.  |                              |
| <b>Prerequisites:</b> KPD/UZ/KKV/25 and KPD/UZ/PPA/25 and KPD/UZ/MKU/25 and KPD/UZ/PHR/25   |                              |
| <b>Conditions for passing the subject:</b><br>Conditions for qualifying for the State examination:<br>a) completion of all compulsory courses (12 credits),<br>b) obtaining at least 7 credits from the compulsory elective courses of the program,<br>c) obtaining 3 credits from elective courses,<br>d) obtaining 22 credits in the prescribed composition (to complete the subject of the state examination, the student has get 2 credit).<br>In the oral state examination, the student gives an account of his own pedagogical, psychological and biological knowledge as components of education and training.<br>The state examination takes the form of a colloquium, in which the student's pedagogical knowledge is evaluated by the state final examination committee.<br>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><br>Knowledge:<br>- the student can explain the biological and social psychological aspects of the personal development of school-aged students,<br>- the student knows and interprets the concept of the institutional socialization process in the wider context of social sciences,<br>- the student knows the topic of multiculturalism in relation to students,<br>- the student knows the methodology of pedagogical research,<br>- the student knows the current state education programs,<br>- the student knows the philosophical and methodological starting points of student evaluation, the forms and types of evaluation and its psycho-didactic aspects,<br>- the student knows the system of career development of teachers and the possibilities of career development,<br>- the student knows the methods of self-education,<br>- the student knows the research methods used in the field of pedagogical practice.<br>Skills:          |                              |

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