

CONTENS

1. Applying an interdisciplinary approach in regional education.....	163
2. Assessment and development in education.....	133
3. Chapters from contemporary Slovak poetry and drama.....	86
4. Chapters from social history.....	48
5. Comparative pedagogy.....	144
6. Contact and areal linguistics.....	84
7. Dictatorships of the 20th century.....	5
8. Education for health.....	166
9. Experience equivalent to academic mobility - Teaching of Slovak language and literature.....	117
10. Experience equivalent to academic mobility - Teaching of history.....	57
11. Global environmental problems.....	123
12. Historical consciousness and school.....	53
13. History and Methodology of Teaching.....	3
14. History didactics.....	51
15. History of Central and Eastern Europe 1849-1945.....	19
16. History of Hungary and the Hungarians after 1918.....	22
17. History of Slovak language.....	65
18. History of regime changes.....	37
19. History of the European integration.....	14
20. History of the Hungarians living in Slovakia 1.....	42
21. History of the Hungarians living in Slovakia 2.....	45
22. History of the Slovak national movement.....	39
23. Integrated didactics of Slovak language and literature 1.....	68
24. Integrated didactics of Slovak language and literature 2.....	73
25. Learning disabilities.....	169
26. Linguistic and stylistic text analysis 2.....	81
27. Linguistic and sylistic text analysis 1.....	78
28. Master's Thesis and Defense.....	11
29. Master's thesis and defense.....	94
30. Master's thesis seminar.....	62
31. Metacognitive learning.....	130
32. Methodology of interpretation of lirerary texts.....	90
33. Movement activities.....	142
34. Pedagogic practice V.....	98
35. Pedagogical and psychological aspects of educational process.....	147
36. Pedagogical communication and interaction.....	136
37. Pedagogical practice IV.....	95
38. Pedagogical practice VI.....	101
39. Pedagogical tools.....	121
40. Praxis of history teaching.....	17
41. Professional training.....	157
42. Psychology of personality.....	154
43. Quantitative and qualitative pedagogical research methods.....	126
44. School pedagogy.....	172
45. Seminar on Master dissertation.....	8
46. Slovak Language, Literature and Methodology of Teaching.....	113
47. Slovak dialectology and historic linguistics.....	59
48. Slovak literature after 1945.....	104

49. Slovak literature after 1989.....	107
50. Sociolinguistics and theory of Slovak literary language.....	110
51. Student mobility related to graduate profile - Teaching of Slovak language and literature.....	115
52. Student mobility related to graduate profile - Teaching of history.....	55
53. Supportive learning environment.....	151
54. Teacher competencies.....	139
55. Teaching practice IV.....	25
56. Teaching practice V.....	29
57. Teaching practice VI.....	33
58. Theory and methodology of ecology and environmental studies.....	160
59. Volunteering, helping activities.....	119

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KHI/HIdm/ AVM/25	Name: History and Methodology of Teaching
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3., 4..	
Level of study: II.	
Prerequisites: KHI/HIdm/MTT/25 and KHI/HIdm/SNH/25 and KHI/HIdm/SZM1/25 and KHI/HIdm/TDI/25 and KHI/HIdm/EIT/25 and KHI/HIdm/SZM2/25 and KHI/HIdm/PPX6/25	
Conditions for passing the subject: <p>All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule. In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. He/she demonstrates the ability to select the content of education in accordance with the required and expected educational objectives and to enrich it with school and regional characteristics. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience.</p> <p>The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit.</p> <p>The results of the state examination and the thesis defence are publicly announced by the chair of the board.</p>	
Results of education: Knowledge: <ul style="list-style-type: none"> - the student has acquired knowledge in the compulsory and profile subjects of the study programme, - the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan, - the student is able to analyse and evaluate the knowledge acquired in the subject. - be able to characterise the concept of teaching, to list the different types of teaching and to describe the framework for teaching and learning for 11-19 year olds. Skills: <ul style="list-style-type: none"> - the student is able to present his/her expertise, - the student is able to hand over his/her knowledge - the student is able to organise and apply the theoretical knowledge acquired in practical teaching activities, 	

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

Competences:

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

Brief syllabus:

I. History of the Slovak National Movement II. Didactics of History, III. History of the Hungarians in Slovakia, IV. History of European Integration, V. History of Hungary and Hungarians after 1918

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: 8

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

Teacher:

Date of last update: 01.04.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KHI/HIdm/ DIK/25	Name: Dictatorships of the 20th century
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Learning outcomes are assessed upon the following criteria: - Regular participation in seminars - Seminar assignments The value of each factor is: seminar attendance 40%, seminar assignments 60% To take part in the oral exam, the student must obtain at least 50% of the total assessment score. The assessment grading scale is: A – 90 -100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. For the oral exam the students must register at AIS. Absenteeism from the exam will result FX. Students are allowed to take part in two re-take exams.	
Results of education: Knowledge: <ul style="list-style-type: none"> ● The student will acquire an overview of the interwar and postwar dictatorships. ● The student will have knowledge of the given discipline in Slovak, Hungarian and international scientific connection. ● The student will know the relevant scientific literature of the given discipline and will be able to evaluate and interpret it professionally. Skills: <ul style="list-style-type: none"> ● The student will understand the causes of the emergence of totalitarian dictatorships and the difference between dictatorship and democracy. ● The student will be able to specify and solve more complex professional problems (with practical usage). ● The student will be able to collect professional information independently and competently. ● The student will be able to work with scientific literature independently including foreign literature. ● The student will be able to get new skills on an international level. ● The student will be able to consider the needs of society as well as the context of the given discipline. ● The student will be able to distinguish scientifically confirmed historical phenomena from pseudo-scientific ones. Competences:	

- The student must believe in rational and scientifically confirmed historical knowledge.
- The student must be a devotee of the independent democratic society and constitution.
- The student, either as a researcher or a teacher, must be a responsible, helpful and considerate co-worker.
- The student's approach to the assignments within the subject active and responsible.

Brief syllabus:

1. Various theories of dictatorships and their common features.
2. The characteristics of Italian fascism and the foreign policy of the fascist Italy. Mussolini's fall in 1943 and Italian Social Republic.
3. Emergence of NSDAP and the characteristics of German National Socialism.
4. The foreign policy and conquests of Nazi Germany in the 1930s and during WW II.
5. Civil war and the Francoism in Spain. Spain during WW II and postwar period.
6. The emergence of Bolshevik dictatorship in the Soviet Union.
7. Basic features of Stalinism. The personality cult, political and economical life, political trials of the 1930s.
8. Sovietisation of Eastern Europe in the postwar period. Postwar dictatorships in Eastern Europe.
9. Other European dictatorships: Salazar's Portugal. Collaborating regimes during WW II.
10. Non-European dictatorships in the second half of the 20th century: Latin-America: Cuba, Argentina, Chile.
11. Non-European dictatorships in the second half of the 20th century: Africa: Libya and "Black African" countries.
12. Non-European dictatorships in the second half of the 20th century: Asia: Iraq, Iran, China, Cambodia, North Korea.
13. Summary

Literature:

- 20. századi egyetemes történet I. : E / István Németh. - Budapest : Osiris Kiadó, 2005. - 530. - ISBN 9633897602.
- 20. századi egyetemes történet II. : 1945-1995 : Európa / Diószegi István, Harsányi Iván, Németh István. - Budapest : Korona Kiadó, 2000. - 540 s. - ISBN 963 9036 19 6.
- Diktátorok - diktatúrák : Ormos Mária, Székely Gábor, Krausz Tamás, Harsányi Iván, Pankovits József írásai Erényi Tibor előszavával / Moharos Éva. - Budapest : Napvilág Kiadó, 1997. - 124 s. - (Akik nyomot hagytak a 20. századon, ISSN 1416-8022 ; 3.). - ISBN 963 9082 14 7.
- Rendszerváltások és diktatúrák : Politikai - hatalmi viszonyok Kelet-Közép-Európában, 1944-1985 / Balogh László. - 1. vyd. - Budapest : Századvég Kiadó, 2004. - 176 s. - ISBN 963 9211 76 1.
- Nácizmus-fasizmus / Mária Ormos. - Budapest : Magvető, 1987. - 578. - ISBN 9631410900.
- Európa története 1900-1973 : Az új barbárság kora? / Martin Roberts. - Budapest : Akadémiai Kiadó, 1992. - 410. - ISBN 9630562464.
- Hitler - Sztálin / Ormos Mária , Krausz Tamás : Pannonica, 2003. - 330. - ISBN 9638469943.
- Mussolini - Franco / Mária Ormos, Iván Harsányi : Pannonica, 2003. - 394. - ISBN 9639252352.

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

Hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 50

A	B	C	D	E	FX
24.0	22.0	22.0	22.0	10.0	0.0
Teacher: Dr. habil. Árpád Popély, PhD., Dr. habil. Árpád Popély, PhD.,					
Date of last update: 31.03.2025					
Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KHI/HIdm/ DSZ/25	Name: Seminar on Master dissertation
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Submission of a selected bibliography and research plan related to the topic of the thesis, and drafting of a part of the thesis (about 15 pages). Attendance at the seminar is compulsory. The student prepares part of the Master's thesis and submits the bibliography. The student must hand in a ready part of the thesis to the tutor by the deadline. If the student does not hand in the ready part of the thesis within 7 days after the deadline, he/she will not receive the credits for the course. The length of the ready part of the thesis to be handed in is determined by the tutor, the formal requirements are specified in the Rector's Directive 2/2021. The work must comply with the technical rules and ethics of citation. Criteria for the evaluation of the work: – the student's analytical-synthetic thought process, – expression of personal opinion supported by theoretical knowledge, – the definition of the problem and the aim of the work, the way in which it has been developed, – the structure of the work - logical structure and proportional length of each part, – work with literature and sources of information (how they are selected and used), – compliance with the basic formal requirements of the essay, compliance with citation requirements, – aesthetic and linguistic quality of the essay. Percentages for each task: Work done in seminars: 20 %. Seminar paper: 80 %. The student must complete at least 50 % of all assignments.	
Results of education: Knowledge: The student is able to: - list and explain the general requirements for the preparation of the Master's thesis, describe and characterize the content structure of the Master's thesis and its parts (introduction, main body, appendices),	

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

Skills:

The student is able to:

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

Competences:

The student

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

Brief syllabus:

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

Literature:

- A magyar helyesírás szabályai. 2015. Budapest: Akadémiai Kiadó. 12. kiadás. ISBN 978 963 05 9631 2
- Smernica rektora č. 2/2021 o úprave, registrácii, sprístupnení a archivácii záverečných, rigorózných a habilitačných prác na Univerzite J. Selyeho. 2021. Komárno: UJS
- Bloch, Marc: A történész mestersége. Történetelméleti írások, Budapest, Osiris, 1996.
- Eco, Umberto: Hogyan írjunk szakdolgozatot? Budapest, Kairosz, 1987.
- Katuščák, Dušan. Ako písať vysokoškolské a kvalifikačné práce. Nitra, Enigma, 2007.

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

Hungarian

Notes:**Evaluation of subjects**

Total number of evaluated students: 26

A	B	C	D	E	FX
30.77	30.77	30.77	7.69	0.0	0.0

Teacher: Dr. habil. Árpád Popély, PhD., Dr. habil. Attila Simon, PhD., Dr. habil. László Szarka, CSc., Dr. habil. Mgr. Barnabás Vajda, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

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

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

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

Results of education:

Knowledge:

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

Skills:

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

Competences:

The student is able to

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

Brief syllabus:

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

1. The student presents his/her thesis.

<p>2. The main points of the thesis supervisor' and opponent's reviews are presented.</p> <p>3. The student answers the questions of the supervisor and the opponent.</p> <p>4. Professional discussion of the Master's Thesis, when the student answers questions.</p> <p>The presentation of the Master's thesis should mainly include the following points:</p> <p>1. A brief justification of the choice of topic, its relevance and practical utility.</p> <p>2. Explanation of the objectives of the thesis and the methods used.</p> <p>3. The main content of the thesis.</p> <p>4. The conclusions and proposals drawn by the student.</p> <p>A copy of the thesis and its electronic presentation are provided to the student during the presentation. The student presents the thesis on his own for a minimum of 10 minutes. He/she may use computing devices.</p> <p>The final thesis is available to the committee before and during thesis defence.</p>												
<p>Literature:</p> <p>Hogyan írjunk szakdolgozatot? / Umberto Eco ; Beatrix Klukon : Kairosz, 1987. - 256 s. - ISBN 963 9137 53 7.</p> <p>KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004.</p> <p>Aktuálna Smernica rektora o úprave, registrácii, prístupnosti a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf</p>												
<p>Language, knowledge of which is necessary to complete a course:</p> <p>Hungarian</p>												
<p>Notes:</p>												
<p>Evaluation of subjects</p> <p>Total number of evaluated students: 2</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>50.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>50.0</td> </tr> </tbody> </table>	A	B	C	D	E	FX	50.0	0.0	0.0	0.0	0.0	50.0
A	B	C	D	E	FX							
50.0	0.0	0.0	0.0	0.0	50.0							
<p>Teacher:</p>												
<p>Date of last update: 01.04.2025</p>												
<p>Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.</p>												

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KHI/HIdm/ EIT/25	Name: History of the European integration
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Study results are evaluated based on the following criteria: Regular participation in classes (20 points or 20%). Written seminar work, portfolio (30 points or 30%). Oral exam (50 points or 50%). During regular attendance at classes, active participation is assumed, which is demonstrated by asking questions or actively participating in professional discussion. The preparation of a written seminar work is called a portfolio. Portfolio evaluation criteria: appropriate study of professional literature, library or online work with secondary literature; adequacy of chosen methods; level or quality of biographical and bibliographic data processing; own interpretation activity, creativity, imaginativeness of observations and opinions; working with sources and professional literature, correct quoting and paraphrasing. Successful completion of the oral exam. Students register for the oral exam in AIS. In case of unexcused absence from the exam, the student is evaluated with an FX grade. A student can take two exam correction dates. Passing the oral exam means achieving at least 50% of the achievable points for this sub-task. The condition for successful overall completion of the subject is obtaining at least 50% of the maximum possible assessment. The rating is given on a scale: A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%.	
Results of education: The student will have the following professional knowledge and skills: he will know the current status of the given scientific discipline in the Slovak and Hungarian scientific context; will be able to name the basic data, facts and technical terms of the given scientific discipline; will know the basic content and basic methodology of the given scientific discipline, in accordance with the needs of school education at the lower secondary level; The student will have the following professional skills: he will be able to identify common professional problems, research and formulate the theoretical and practical starting points necessary for their solution and solve them (using practical procedures in practice); will be able to independently collect professional information (library, Internet, etc.); he will be able to recognize the level of his own knowledge. After completing the studies, the student should have the following scientific and social competences:	

The student should be an autonomous and responsible person for whom, in addition to professional knowledge and abilities, social responsibilities must also be authoritative. The student should have faith in rational and scientifically based knowledge of history.

Brief syllabus:

1. Historical dimension of European integration. The concept of integration. Coudenhove-Kalergi. Reconstruction of Europe after 1945. And the concept of integration.
2. The USA and its attitude towards integration. The Marshall Plan.
3. Military issues of European integration. Schuman Declaration.
4. Treaty of Paris 1951. Montánska unia a Római szmluva 1957.
5. Integration of (West) Germany into European society. Ostpolitik.
6. The attitude of the Soviet Union to integration. European integration after 1973.
7. Détente. Helsinki I. and Paris 1990.
8. Institutions and decision-making mechanism in the European Union.
9. EU foreign policy.
10. The process of integration of the Slovak Republic and other Eastern European countries into the EU. Today's structure of the EU.
11. EU institutions. European Council. Council of the European Union. European Commission. European Parliament. Schengen agreement, security of state borders, monetary union. Migration and security policy of the EU.
12. Discourse and debates about the European Union, common European values, the concept of the nation, the United States of Europe, etc.
13. The influence of the EU on the daily life of European citizens.

Literature:

- Blahó András: Tanuljunk Európát ! 1. vyd. Budapest : Kaposvári Nyomda Kft., 2000.
- Bóka Éva: Az európai egység gondolat fejlődéstörténete. Budapest : Napvilág Kiadó, 2001. ISBN 963 908285 6.
- Bóka Éva: Az európai integráció : Elméletek történelmi perspektívában. Budapest : Corvina, 2008. ISBN 978 963 13 5719 6.
- Európska Únia : Vybrané kapitoly z medzinárodných vzťahov a bezpečnosti 4. Nové Zámky: Crocus - Štátny Pedagogický Ústav, 2001. ISBN 80-85756-49-8.
- Fischer Ferenc: A kétpólusú világ 1945-1989. Budapest : Dialóg Campus Kiadó, 2005. ISBN 963 9542 85 7.
- Horváth Jenő (szerk.): Világpolitikai lexikon 1945-2005. Osiris Kézikönyvek, Bp., 2005.
- Horváth Jenő: Az európai integráció története napról napra 1945-2000 : Kronológia. 1. vyd. Budapest : Osiris Kiadó, 2001.
- Judit, Tony: Povojnová európa : História po roku 1945. 1. vyd. - Bratislava : Slovart, 2005. ISBN 978 80 8085 185 9.
- Németh István (szerk.): 20. századi egyetemes történet. I-II. kötet. Osiris, 2006.
- Vajda Barnabás: Hidegháború es európai integráció. Második, módosított szövegű kiadás. SJE Tanárképző Kar, Komárom, 2020, ISBN978-80-8122-351-8.

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

Hungarian

Notes:**Evaluation of subjects**

Total number of evaluated students: 41

A	B	C	D	E	FX
39.02	41.46	9.76	7.32	2.44	0.0
Teacher: Dr. habil. Mgr. Barnabás Vajda, PhD., Dr. habil. Mgr. Barnabás Vajda, PhD.,					
Date of last update: 01.04.2025					
Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KHI/HIdm/ GYT/25	Name: Praxis of history teaching
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Study results are evaluated based on the following criteria: Regular participation in classes (60 points or 60%). Written seminar paper, portfolio (40 points or 40%). During regular attendance at classes, active participation is assumed, which is demonstrated by asking questions or actively participating in professional discussion. The preparation of a written seminar work is called a portfolio. Portfolio evaluation criteria: appropriate study of professional literature, library or online work with secondary literature; adequacy of chosen methods; level or quality of biographical and bibliographic data processing; own interpretation activity, creativity, imaginativeness of observations and opinions; working with sources and professional literature, correct quoting and paraphrasing. The condition for successful overall completion of the subject is obtaining at least 50% of the maximum possible assessment. The rating is given on a scale: A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%.	
Results of education: As part of the Practical Teaching Seminar, students will learn practical professional methodological and didactic procedures and skills they need as history teachers in primary and secondary schools. The subject is based on theoretical knowledge, but the seminar has a strong practical character. The student will have the following professional knowledge, knowledge: he will know the basic content and basic methodology of the given scientific discipline, in accordance with the needs of school education at the lower secondary level. The student will have the following professional skills: he will be able to identify common professional problems, research and formulate theoretical ones and will be able to work independently with primary historical sources; will be able to take into account the social context of the given scientific discipline. After completing the studies, the student should have the following scientific and social competences: The student should be able to consider the importance of academic historical science within society, in the interests of an erudite, free and tolerant school and society.	
Brief syllabus:	

1. The difference between knowledge and abilities, skills.
2. Special historical knowledge and skills.
3. The need to increase the activity of pupils.
4. Set of tasks and workbook.
5. Methodology and didactics of using the history textbook.
6. Didactic apparatus of the history textbook.
7. Methodology and didactics of using the school historical map.
8. Use of historical sources in teaching history.
9. How are modern approaches used in teaching history?
10. Questions, tasks and exercises in teaching history.
11. Planning the lesson. Types of lessons.
12. Optimal types of history teaching methods.
13. Inclusivity, narrativity, deconstruction and reconstruction.

Literature:

- Csepela, Jánosné – Horváth, Péter: A történelemtanítás gyakorlata : Tantárgy-pedagógiai tankönyv. 2. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 480 s. -ISBN 963 19 4622 3.
- F. Dárdai Ágnes: A tankönyvkutatás alapjai. 1. vyd. Budapest-Pécs : Dialóg Campus Kiadó, 2002. ISBN 963 9310 38 7.
- Kaposi József: Közelítések a történelemtanítás elméletéhez és gyakorlatához. Pázmány Péter Katolikus Egyetem, Budapest, 2020.
- Katona, András: A történelem tanítása = Tantárgy-pedagógiai összefoglaló. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2002. - 300 s. - ISBN 963 19 3375 X.
- Katona, A.– Sallai, J.: A történelem tanítása. Nemzeti Tankönyvkiadó, Budapest, 2002.
- Kmeť, Miroslav: História a dejepis. Vybrané kapitoly z didaktiky dejepisu. Vyd. IPV Inštitút priemyselnej výchovy, Žilina, 2018. ISBN 978-80-89902-11-8.
- Kojanitz, László (2019): A történelmi tudat fejlesztésének jelentősége és problémái. In: Iskolakultúra, XXIX. Évf. 11. szám, 2019. november, 54-77. (<http://www.iskolakultura.hu/index.php/iskolakultura/article/view/33039>)
- Vajda Barnabás: Bevezetés a történelemdidaktikába és a történelemmethodikába. 2. Kiad. Selye János Egyetem Tanárképző Kar, Komárom, 2018, ISBN 978-80-8122-239-9.
- Vajda Barnabás: Történelemdidaktika és történelemtankönyv-kutatás. Selye János Egyetem, Tanárképző Kar, Komárom, 2020. ISBN 978-80-8122-345-7.

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

Notes:

Evaluation of subjects

Total number of evaluated students: 41

A	B	C	D	E	FX
26.83	21.95	31.71	9.76	7.32	2.44

Teacher: Dr. habil. Mgr. Barnabás Vajda, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KHI/HIdm/ KKE/25	Name: History of Central and Eastern Europe 1849-1945
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Learning outcomes are assessed upon the following criteria: - Regular participation in seminars - Seminar assignments - Successful completion of an end-of-term written test The value of each factor is: seminar attendance 10%, seminar assignments 30%, written test 60%. To take part in the oral exam, the student must obtain at least 50% of the total assessment score. The assessment grading scale is: A – 90 -100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. For the oral exam the students must register at AIS. Absenteeism from the exam will result FX. Students are allowed to take part in two re-take exams.	
Results of education: Knowledge: <ul style="list-style-type: none"> ● The student will acquire an overview of the history of Central and Eastern Europe from the 1848-49 revolution to the end of WW II. ● The student will know the relevant and more complex dates, facts and terminology of the history of Central and Eastern Europe. ● The student will know the relevant scientific literature of the history of Central and Eastern Europe and will be able to evaluate and interpret it professionally. Skills: <ul style="list-style-type: none"> ● The student will be able to collect professional information independently and competently (library, internet...) ● The student will be able to work with scientific literature independently including foreign literature. ● The student will be able to work with primary historical sources including foreign sources. ● The student will be able to get new skills on international level. ● The student will be able to consider the needs of society as well as the context of the given discipline. ● The student will be able to distinguish scientifically confirmed historical phenomena from pseudo-scientific ones. Competences:	

- The student must believe in rational and scientifically confirmed historical knowledge.
- The student must be a devotee of the independent democratic society and constitution.
- The student must appreciate the importance of historical science within society, particularly for the sake of an intelligent, free and tolerant school
- The student's approach to the assignments within the subject must be active and responsible.

Brief syllabus:

1. Introduction. Definition of Central Europe.
2. Central and Eastern Europe in the post-revolutionary period
3. Revival of dynastic politics in the 1850s. The Crimean War and the matter of Balkan.
4. The unification of Italy and Germany. The reorganisation of political conditions after emergence of German Empire.
5. Central and Eastern Europe in great power politics in 1870-1880s. The eastern matter and the struggle of the Balkan peoples against the Ottoman rule.
6. The formation of the systems of alliances and the conflicts in Central and Eastern Europe before WW I.
7. World War I, the purposes of the war, plans of reorganisation of Central and Eastern Europe.
8. The Versailles Peace conference and peace system. War conflicts in Central and Eastern Europe after WW I.
9. The emergence of nation states and internal political development of the individual countries of the region in the interwar period.
10. Central and Eastern Europe in international politics in the interwar period. French, Italian and German ambitions in the region.
11. The political situation in Central and Eastern Europe before WW II: the German forging ahead. The German - Soviet contract of non-aggression.
12. World War II until 1941 with regard to the events of Central and Eastern Europe.
13. World War II from 1941 and the consequences of the war in consideration of Central and Eastern Europe.

Literature:

- Közép-Európa Volt? Van? Lesz? : A fogalom változásai a 19-20. században / Ormos Mária. - 1. vyd. - Budapest : Napvilág Kiadó, 2007. - 322 s. - ISBN 978 963 9697 18 8.
- 19. századi egyetemes történet 1789-1890 / Vadász Sándor. - 1. vyd. - Budapest : Korona Kiadó, 1998. - 526s. - ISBN 963 903-66-09.
- 20. századi egyetemes történet I. : E / István Németh. - Budapest : Osiris Kiadó, 2005. - 530. - ISBN 9633897602.
- Európa a nemzetközi küzdőtéren : Felemelkedés és hanyatlás, 1814-1945 / Ormos Mária, Majoros István. - Budapest : Osiris Kiadó, 2003. - 515 s. - ISBN 9633895014.
- A két világháború közötti időszak diplomáciatörténete (1919-1939) / István Diószegi. - Budapest : IKVA, 1992. - 175. - ISBN 963 7757 06 6.
- Párhuzamos nemzetépítés, konfliktusos együttélés : Birodalmak és nemzetállamok a közép-európai régióban (1848-1938) / Szarka László. - 1. vyd. - Budapest : Országház Könyvkiadó, 2017. - 364 s. - ISBN 978-615-5674-19-8.

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

Hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 52

A	B	C	D	E	FX
9.62	17.31	23.08	23.08	19.23	7.69
Teacher: Dr. habil. Árpád Popély, PhD., Dr. habil. Árpád Popély, PhD.,					
Date of last update: 31.03.2025					
Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KHI/HIdm/ MTT/25	Name: History of Hungary and the Hungarians after 1918
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Learning outcomes are assessed upon the following criteria: - Regular participation in seminars - Seminar assignments - Successful completion of an end-of-term written test The value of each factor is: seminar attendance 10%, seminar assignments 30%, written test 60%. To take part in the oral exam, the student must obtain at least 50% of the total assessment score. The assessment grading scale is: A – 90 -100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. For the oral exam the students must register at AIS. Absenteeism from the exam will result FX. Students are allowed to take part in two re-take exams.	
Results of education: Knowledge: <ul style="list-style-type: none"> ● The student will acquire a basic overview of the history of Hungary and the Hungarians from 1918 to the 1990s. ● The student will have knowledge of the current situation of the given discipline in an international scientific connection. ● The student will know the relevant and more complex dates, facts and terminology of the history of Hungary. ● The student will know the relevant scientific literature on the history of Hungary and will be able to evaluate and interpret it professionally. ● The student will have an overview of the most important primary historical sources and will be able to evaluate and interpret them professionally. ● The student knows the modern teaching methods and forms. ● The student knows the developing strategies of reading comprehension. ● The student knows the principles of effective communication. Skills: <ul style="list-style-type: none"> ● The student will be able to collect professional information independently and competently (library, internet...) ● The student will be able to work with scientific literature independently including foreign literature. 	

- The student will be able to work with primary historical sources including foreign sources.
- The student will be able to plan relevant purposes of a particular historical research and will be able to draw up the plan of research.
- The student will be able to distinguish scientifically confirmed historical phenomena from pseudo-scientific ones.

Competences:

- The student must believe in rational and scientifically confirmed historical knowledge.
- The student must be a devotee of the independent democratic society and constitution.
- The student's approach to the assignments within the subject must be active and responsible.

Brief syllabus:

1. The Austro-Hungarian Monarchy and Hungary in WW I. Minority efforts during the war.
2. Aster Revolution. Internal and foreign affairs and disintegration of the historic Hungarian state.
3. Hungarian Soviet Republic. Its political system, foreign affairs and struggles .
4. The 1919 Paris peace conference and Peace Treaty of Trianon. Reasons and consequences.
5. Hungarian minorities in the neighbouring countries in the interwar period.
6. Hungary in the interwar period. Internal and foreign affairs of particular governments.
7. The policy of revision and Hungary's territorial gains in 1938-1941. Consequences.
8. Hungary in WW II. The Hungarian Army on the Eastern front and warlike events in Hungary.
9. The sovietisation of Hungary in the postwar period: the coalition period and the communist takeover.
10. The Rákosi era: the change of Hungarian society and economy, political trials and their victims.
11. The 1956 Hungarian Revolution. Reasons and events.
12. The Kádár era: revenge, attempts at reform and the victory of democracy.
13. Summary

Literature:

- Magyarország története a XX. században / Ignác Romsics. - Budapest : Osiris Kiadó, 2005. - 670. - ISBN 963389719X.
- 20. századi magyar történelem 1904-1994 : Egyetemi tankönyv / Pölöskei Ferenc, Gergely Jenő, Izsák Lajos. - 2. vyd. - Budapest : Korona Kiadó, 2001. - 460 s. - ISBN 963 815 355 5.
- Magyar történeti szöveggyűjtemény I. : 1 / Ignác Romsics. - Budapest : Aula, 1995. - 132. - ISBN 9633798191.
- Magyar történeti szöveggyűjtemény II. : 1 / Ignác Romsics. - Budapest : Aula, 1995. - 132. - ISBN 9633798205.
- A trianoni Magyarország : 1918-1945 / Gergely Jenő, Pritz Pál. - Budapest : Aquila, 2000. - 410. - ISBN 963 9069 93 0.
- Az 1956-os forradalom visszhangja a szovjet tömb országaiban / Rainer M. János, Somlai Katalin. - 1. vyd. - Budapest : 1956-os Intézet, 2007. - 455 s. - ISBN 978-963-9739-03-1.
- Rendszerváltástól rendszerváltásig : Magyarország története 1944-1990 / Izsák Lajos. - Budapest : Kulturtrade Kiadó, 2002. - 210. - ISBN 963 9069 71 X.
- A trianoni békeszerződés / Ignác Romsics. - Budapest : Osiris Kiadó, 2005. - 220. - ISBN 9633896967.
- Az 1947-es párizsi békeszerződés / Ignác Romsics. - Budapest : Osiris Kiadó, 2006. - 280. - ISBN 963 389 867 6.
- Kisebbségi magyar közösségek a 20.századba / Bárdi Nándor. - 1. vyd. - Budapest : Gondolat, 2008. - 508 s. - ISBN 978 963 693 082 0.
- Az első bécsi döntés okmánytára : Diplomáciai iratok 1938. augusztus - 1939. június / Szarka László, Sallai Gergely, Fedinec Csilla. - 1. vyd. - Budapest : MTA Bölcsészettudományi Kutatóközpont Történettudományi Intézet, 2017. - 718 s. - ISBN 978-963-416-077-9.

Language, knowledge of which is necessary to complete a course: Hungarian					
Notes:					
Evaluation of subjects Total number of evaluated students: 52					
A	B	C	D	E	FX
13.46	17.31	15.38	19.23	26.92	7.69
Teacher: Dr. habil. Árpád Popély, PhD., Dr. habil. Árpád Popély, PhD.,					
Date of last update: 31.03.2025					
Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

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

The student

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

Competences:

The student

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

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

Brief syllabus:

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

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

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

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

Documenting the process and results of each lesson observed.

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

Preparation of the necessary conditions for the lesson.

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

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

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

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

Literature:

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

Štátny vzdelávací program pre gymnázia v Slovenskej republike

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

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

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

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

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

Notes:

Evaluation of subjects

Total number of evaluated students: 6

a	n
100.0	0.0
Teacher: Dr. habil. Mgr. Barnabás Vajda, PhD., Dr. habil. Mgr. Barnabás Vajda, PhD.,	
Date of last update: 01.04.2025	
Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KHI/HIdm/ PPX5/25	Name: Teaching practice V.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 20s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX5). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills: The student	

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

Competences:

The student

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

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

Brief syllabus:

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

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

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

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

Documenting the process and results of each lesson observed.

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

Preparation of the necessary conditions for the lesson.

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

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

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

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

Literature:

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

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

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

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

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

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

Notes:

Evaluation of subjects

Total number of evaluated students: 3

a	n
100.0	0.0

Teacher: Dr. habil. Mgr. Barnabás Vajda, PhD.,

Date of last update: 01.04.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KHI/HIdm/ PPX6/25	Name: Teaching practice VI.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 40s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX6). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Educational outputs: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills:	

The student

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

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- 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.
- 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.

Brief syllabus:

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

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

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

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

Documenting the process and results of each lesson observed.

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

Preparation of the necessary conditions for the lesson.

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

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

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

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

Literature:

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

Štátny vzdelávací program pre gymnázia v Slovenskej republike

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

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

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

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

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

Notes:

Evaluation of subjects

Total number of evaluated students: 39

a	n
97.44	2.56
Teacher: Dr. habil. Mgr. Barnabás Vajda, PhD.,	
Date of last update: 01.04.2025	
Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KHI/HIdm/ RET/25	Name: History of regime changes
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Study results are evaluated based on the following criteria: Regular participation in classes (60 points or 60%). Written seminar paper, portfolio (40 points or 40%). During regular attendance at classes, active participation is assumed, which is demonstrated by asking questions or actively participating in professional discussion. The preparation of a written seminar work is called a portfolio. Portfolio evaluation criteria: appropriate study of professional literature, library or online work with secondary literature; adequacy of chosen methods; level or quality of biographical and bibliographic data processing; own interpretation activity, creativity, imaginativeness of observations and opinions; working with sources and professional literature, correct quoting and paraphrasing. The condition for successful overall completion of the subject is obtaining at least 50% of the maximum possible assessment. The rating is given on a scale: A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%.	
Results of education: The student will have the following professional knowledge and skills: he will know the current status of the given scientific discipline in the Slovak and Hungarian scientific context; will be able to name the basic data, facts and technical terms of the given scientific discipline; will know the basic content and basic methodology of the given scientific discipline, in accordance with the needs of school education at the lower secondary level. The student will have the following professional skills: he will be able to identify common professional problems, research and formulate the theoretical and practical starting points necessary for their solution and solve them (using practical procedures in practice); will be able to independently collect professional information (library, Internet, etc.); he will be able to recognize the level of his own knowledge. After completing the studies, the student should have the following scientific and social competences: The student should be an autonomous and responsible person for whom, in addition to professional knowledge and abilities, social responsibilities must also be authoritative. The student should have faith in rational and scientifically based knowledge of history.	
Brief syllabus:	

1. The political situation in Central and Eastern Europe after 1945.
2. Historical dimension of European integration.
3. Reconstruction of Europe after 1945.
4. The USA and its attitude towards European integration. The Marshall Plan.
5. The problem of Germany and Ostpolitik.
6. The attitude of the Soviet Union to European integration.
7. Emigrant and dissident groups in Central Europe.
8. Détente. Helsinki I. and Paris 1990.
9. Causes and forms of internal political resistance in Central and Eastern Europe.
10. The process of integration of the Slovak Republic into European structures.
11. The years 1988 and 1989.
12. Causes of the collapse of the Soviet Union.
13. Nations and the possibility of the United States of Europe. The influence of the EU on the daily life of European citizens.

Literature:

- Blahó András: Tanuljunk Európát ! 1. vyd. Budapest : Kaposvári Nyomda Kft., 2000.
- Bóka Éva: Az európai egység gondolat fejlődéstörténete. Budapest : Napvilág Kiadó, 2001. ISBN 963 908285 6.
- Bóka Éva: Az európai integráció : Elméletek történelmi perspektívában. Budapest : Corvina, 2008. ISBN 978 963 13 5719 6.
- Európska Únia : Vybrané kapitoly z medzinárodných vzťahov a bezpečnosti 4. Nové Zámky: Crocus - Štátny Pedagogický Ústav, 2001. ISBN 80-85756-49-8.
- Fischer Ferenc: A kétpólusú világ 1945-1989. Budapest : Dialóg Campus Kiadó, 2005. ISBN 963 9542 85 7.
- Horváth Jenő (szerk.): Világpolitikai lexikon 1945-2005. Osiris Kézikönyvek, Bp., 2005.
- Horváth Jenő: Az európai integráció története napról napra 1945-2000 : Kronológia. 1. vyd. Budapest : Osiris Kiadó, 2001.
- Judt, Tony: Povojnová európa : História po roku 1945. 1. vyd. - Bratislava : Slovart, 2005. ISBN 978 80 8085 185 9.
- Németh István (szerk.): 20. századi egyetemes történet. I-II. kötet. Osiris, 2006.
- Vajda Barnabás: Hidegháború es európai integráció. Második, módosított szövegű kiadás. SJE Tanárképző Kar, Komárom, 2020, ISBN978-80-8122-351-8.

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

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: Dr. habil. Mgr. Barnabás Vajda, PhD., Dr. habil. Mgr. Barnabás Vajda, PhD.,

Date of last update: 01.04.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KHI/HIdm/ SNH/25	Name: History of the Slovak national movement
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Learning outcomes are assessed on the basis of the following criteria: regular attendance at seminars, completion of seminar assignments, successful completion of a written midterm test and an oral examination. Passing both the test and the exam requires a minimum of 50% of the maximum possible mark. Grades are awarded on a scale of A-90-100%, B-80-89%, C-70-79%, D-60-69%, E-50-59%. Students register for the oral examination in AIS. In the case of unexcused absence from the examination, the student will be graded with a grade of FX. A student may take two make-up examination dates. The share of each criterion in the student's grade is as follows: participation in seminars - 10%, seminar assignments 30%, continuous written tests - 60%.	
Results of education: Knowledge: Students will acquire the basic knowledge of modern Slovak nationalism and the basic factual background of individual generations and periods of the Slovak national movement. Knowledge. <ul style="list-style-type: none"> - The listener will know the current state of historiography in the Slovak and Hungarian scientific context. - The listener will be able to name basic dates, facts and technical terms in the history of the Slovak national movement. - The listener will be familiar with the relevant literature on the history of modern nation-building Slovak nationalism. - The learner will have an overview of relevant primary historical sources on the history of the Slovak national movement. Skills: <ul style="list-style-type: none"> - The learner will be able to identify professional problems, research and formulate the theoretical and practical background needed to solve them and address them in practice - The learner will be able to independently collect professional information (library, internet, etc.) - The learner will be able to work independently with professional literature on the history of Slovakia. - The listener will be able to work independently with primary historical sources. 	

- The student will be able to distinguish scientifically based historical phenomena from historical myths and prejudices within the given scientific discipline.
- The student will be able to transform the learned scientific system of a given scientific discipline into the didactic system of the school subject of history.

Competences:

- The learner should be an autonomous and responsible person, for whom, in addition to professional knowledge and competences, social responsibilities must be a guiding principle.
- The learner should have faith in rational and scientifically based knowledge of history.
- The student should be a supporter of a free democratic society and the rule of law.
- He/she should be characterised by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the subject matter of the field of study of history.
- Can work effectively independently.
- Has an active and responsible approach to completing tasks within the course.

Brief syllabus:

1. Slovak society in the 18th century and in the "long 19th century.
2. The migration of Slovaks to the Lower Lands
3. Confessional, regional and dialect peculiarities of Slovak counties and regions
4. The Bernolák generation and the emergence of the first Slovak language norm. Influences of Josephism on the Catholic Slovak intelligentsia Ján Kollár, Jozef Pavol Šafárik.
5. Language struggles and the first political programmes of the Slovak national movement. A pleading letter to the king in 1842.
6. Štúr's generation and the laying of the foundations of today's Slovak written language.
7. The state-reform ideas of the Slovak political elite in the years 1848-1849.
8. The Memorandum Movement, the Slovak Matica, the New and the Old School. Rejection of the nationality law and nationality policy of the Hungarian governments.
9. Establishment of the Slovak National Party. Gradual differentiation in the Slovak national movement.
10. Slovak-Czech cooperation. Czechoslovak Unity and the new generation of „Hlas”
11. Conflicts in the national politics of Hungary: electoral struggles, the tragedy in Černová. Press and teacher trials in the late 19th and early 20th centuries.
12. Political movements and programs of the American Slovaks.
13. The road to the establishment of the Slovak National Council and the Declaration of the Slovak Nation in Martin on October 30, 1918.

Literature:

- Mrva, Ivan: Slovensko a Slováci v 2. polovici 19. storočia, Perfekt, Bratislava 2010.
- Kováč, Dušan (red.): Slováci po rakúsko-uhorskom vyrovnaní (Pramene k dejinám Slovenska a Slovákov XI a.), Literárne informačné centrum, Bratislava 2012.)
- Tibenský Ján: Chvály a obrany slovenského národa. Bratislava 1965.
- Szarka László: Szlovák nemzeti fejlődés – magyar nemzetiségi politika. Bratislava, 1999
- Szarka László: A modern szlovák nacionalizmus évszázada 1780-1918 - Párhuzamos nemzetépítés a multietnikus Magyar Királyságban, Budapest, Akadémiai Kiadó, 2011.

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

Hungarian and Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 50

A	B	C	D	E	FX
12.0	30.0	28.0	12.0	16.0	2.0
Teacher: Mgr. Ildikó Bajcsi, PhD., Mgr. Ildikó Bajcsi, PhD.,					
Date of last update: 31.03.2025					
Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KHI/HIdm/ SZM1/25	Name: History of the Hungarians living in Slovakia 1.
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Learning outcomes are assessed on the basis of the following criteria: - regular attendance at seminars - completion of seminar assignments - and the final written test The weighting of the individual factors is as follows: attendance at seminars – 10%, seminar assignments – 30%, final written test – 60%. In order to be admitted to the oral examination, the student must achieve a score of at least 50%. A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. Students register for the oral exam in AIS. In case of unexcused absence from the exam, the student is graded with a grade of FX. A student may take two make-up exam dates.	
Results of education: Knowledge The student will be able to name basic data, facts, and technical terms of the scientific discipline; The student will be familiar with the relevant scientific literature of the scientific discipline. The students can specify the essence of the processes of education and training. Skills The student will be able to work independently with primary historical sources. The student will be able to distinguish scientifically based historical phenomena from myths and prejudices within the given scientific discipline. The student will be able to correctly apply heuristic procedures and techniques for collecting and assembling historical knowledge. Competency The student will be able to assess the importance of historical scholarship within society in the interest of an erudite, free, and tolerant school and society. The student is to be an autonomous and responsible person for whom, in addition to professional knowledge and competence, social responsibility must be a guiding principle.	
Brief syllabus: 1. The formation of Czechoslovakia and the reaction of the Hungarian minority. 2. The Hungarian population during the Czechoslovak National Dictatorship.	

3. Demographic and social characteristics of the Hungarian minority.
4. The economic history of the Hungarians. The colonization of southern Slovakia.
5. The political life of the Hungarian minority I: the opposition civil parties.
6. Political life of the Hungarian minority II.
7. Cultural and religious relations of the Hungarian population.
8. Hungarian language education and the Hungarian youth movements.
9. Nationality policy in Czechoslovakia. The rights of the Hungarian community.
10. The Hungarian minority in 1938. The Nationality Statute and the First Vienna Award.
11. The arbitration area between 1938 and 1945. The reintegration of the Hungarians into the Kingdom of Hungary.
12. Hungarians in the Slovak state. The role and perception of János Esterházy.
13. Summary of the curriculum.

Literature:

Odporúčaná literatúra:

- Simon Attila: Az elfeledett aktivisták : Kormányparti magyar politika az első Csehszlovák Köztársaságban. NOSTRA TEMPORA, 19. 1. vyd. - Šamorín : Fórum Kisebbségkutató Intézet, 2013. - 220 s. - ISBN 978-80-89249-66-4.
- Szöveggyűjtemény a szlovákiai magyarok történetéhez / Popély Árpád, Simon Attila. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2021. - online, 328 s. - ISBN 978-80-570-3595-4.
- Simon Attila: Egy rövid esztendő krónikája: A szlovákiai magyarok 1938-ban 1. vyd. - Somorja : Fórum Kisebbségkutató Intézet, 2010. - 320 s. - ISBN 978-80-89249-42-8.
- Simon Attila: Magyar idők a Felvidéken (1938-1945) : Az első bécsi döntés és következményei. 1. vyd. - Budapest : Jaffa Kiadó, 2014. - 247 s. - ISBN 978-615-5418-91-4.
- Simon Attila: Štátne a národné hymny ako zdroje konfliktov na Slovensku počas Prvej Československej republiky. In: Historický časopis, Roč. 72, č. 2 (2024), s. 307-328.
- Simon Attila: Religiöse Bindungen der Magyaren in der Slowakei. In: : Handbuch der Religions- und Kirchengeschichte der Slowakei im 20. Jahrhundert [textový dokument (print)] / Zückert, Martin, Göttingen (Nemecko) : Vandenhoeck & Ruprecht, 2024. – ISBN 978-3-525-30248-4, s. 331-362
- Simon Attila: The Hungarians of Slovakia in 1938. (Maďari žijúci na Slovensku v roku 1938.) Simon Attila. - New York : Boulder, CO: East European Monographs, 2012.
- Simon Attila. Kassa három megszállása: Párhuzamok és tanulságok. Történelmi Szemle. Évf. 59, sz. 4 (2017), p. 569-590. ISSN 0040-9634.
- Angyal Béla: Érdekvédelem és önszerveződés : Fejezetek a csehszlovákiai magyar pártpolitika történetéből 1918-1938. 1. vyd. - Galánta - Dunaszerdahely : Lilium Aurum Könyvkiadó, 2002. - 347 s. - ISBN 80-8062-117-9.
- Simon Attila. Telepések és telepes falvak Dél-Szlovákiában a két világháború között. 1. vyd. Šamorín: Fórum inštitút pre výskum menšín, 2008. 286 s. ISBN 978-80-89249-19-0
- Gyurgyík László: Magyar mérleg : A szlovákiai magyarság a népszámlálási és a népmozgalmi adatok tükrében. Pozsony : Kalligram Könyvkiadó, 1994. - 211 s. - ISBN 80-7149-053-9.
- Szarka László: Revíziós sikerek és csapdák : Az első bécsi döntés diplomáciatörténeti olvasatai és forrásai / Szarka László, Sallai Gergely, Fedinec Csilla, 2017. In: Az első bécsi döntés okmánytára : Diplomáciai iratok 1938. augusztus - 1939. június. - Budapest : MTA Bölcsészettudományi Kutatóközpont, 2017. - ISBN 978-963-416-077-9, P. 15-61
- Popély Árpád: Két választás Csehszlovákiában [textový dokument (print)] : A szlovák országgyűlés és a kárpátukrán sojzm megválasztása 1938-1939. Bratislava (Slovensko) : Kalligram, 2019. – 264 s. – [maďarčina]. – [OV 030]. – ISBN 978-80-8101-978-4

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

Hungarian					
Notes:					
Evaluation of subjects					
Total number of evaluated students: 52					
A	B	C	D	E	FX
3.85	17.31	17.31	28.85	21.15	11.54
Teacher: Dr. habil. Attila Simon, PhD., Dr. habil. Attila Simon, PhD.,					
Date of last update: 31.03.2025					
Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KHI/HIdm/ SZM2/25	Name: History of the Hungarians living in Slovakia 2.
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Learning outcomes are assessed upon the following criteria: - Regular participation in seminars - Seminar assignments - Successful completion of an end-of-term written test The value of each factor is: seminar attendance 10%, seminar assignments 30%, written test 60%. To take part in the oral exam, the student must obtain at least 50% of the total assessment score. The assessment grading scale is: A – 90 -100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. For the oral exam the students must register at AIS. Absenteeism from the exam will result FX. Students are allowed to take part in two re-take exams.	
Results of education: Knowledge: <ul style="list-style-type: none"> ● The student will obtain a basic overview of the Hungarian minority’s history, and of the ethnic policy in Slovakia from 1945 to the demise of the Czecho-Slovak State. ● The student will have knowledge of the given discipline in Slovak, Hungarian and international scientific connection. ● The student will know the relevant and more complex dates, facts and terminology of the given discipline. ● The student will know the relevant scientific literature of the history of the Hungarian minority in Slovakia, and will be able to evaluate and interpret it professionally. ● The student will have an overview of primary historical sources of the given discipline, and will be able to evaluate and interpret them professionally. Skills: <ul style="list-style-type: none"> ● The student will be able to specify and solve more complex professional problems (with practical usage) ● The student will be able to work with scientific literature independently including foreign literature. ● The student will be able to work with primary historical sources including foreign sources. ● The student will be able to distinguish scientifically confirmed historical phenomena from pseudo-scientific ones. 	

Competences:

- The student must believe in rational and scientifically confirmed historical knowledge.
- The student must be devoted and diligent following the development of the given discipline.
- The student's approach to the assignments within the subject must be active and responsible.

Brief syllabus:

1. The foreign and domestic exile on the ethnic issue.
2. The Košice Government Program and its impact on the Hungarian and German minority.
3. The period following the plan of unilateral deportation of the Hungarian minority until the Czechoslovak – Hungarian population exchange agreement.
4. Forced deportation of Hungarians from Slovakia to the Czech Republic and re-slovakization. The issue of the Hungarian minority in Paris peace conference.
5. Change in the Czechoslovak minority policy after the communist takeover, and its consequences with regard to the situation of the Hungarian minority.
6. The Hungarian minority in the socialist Czechoslovakia. The reflexion of the Hungarian revolution in 1956 among the Hungarian minority.
7. Establishing CSEMADOK cultural association and its activity.
8. Cultural, social and demographic characteristics of the Hungarian minority in the communist Czechoslovakia.
9. The Hungarian minority during Prague Spring. The renewal of CSEMADOK and a claim to establish minority organs.
10. The reaction of the Hungarian minority on the occupation of Czechoslovakia in August 1968. Passing the minority constitutional law.
11. The situation of the Hungarian minority in the years of normalization. Establishing and activity of the Human Rights Committee of the Hungarian Minority in Czechoslovakia.
12. The Hungarian minority in post-communist Czechoslovakia. Emergence of Hungarian political parties and their activity.
13. Summary

Literature:

- Szöveggyűjtemény a szlovákiai magyarok történetéhez / Popély Árpád, Simon Attila. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2021. - online, 328 s. - ISBN 978-80-570-3595-4.
- Akaratunk ellenére... = Dokumentum a csehszlovákiai magyarság történetéből 1918-1992 / Popély Árpád, Simon Attila. - 1. vyd. - Somorja : Fórum Kisebbségkutató Intézet, 2020. - 456 s. - ISBN 978-80-89978-13-7.
- A (ceh)szlovákiai magyarság történeti kronológiája 1944-1992 / Popély Árpád. - 1. vyd. - Somorja : Fórum Kisebbségkutató Intézet, 2006. - 708 s. - ISBN 80-89249-03-5.
- A kitelepítéstől a reszlovakizációig = Trilógia a csehszlovákiai magyarság 1945-1948 közötti történetéről / Vadkerty Katalin. - 1. vyd. - Pozsony : Kalligram Könyvkiadó, 2007. - 704 s. - ISBN 978-80-7149-956-5.
- Nemci a Maďari na Slovensku v rokoch 1945-1953 v dokumentoch I. / Soňa Gabzdilová-Olejníková. - 1. vyd. - Prešov : Universum, 2005. - 262 s. - ISBN 80-89046-33-9.
- Beneš-dekrétumok és a magyar kérdés 1945-1948 : Történeti háttér, dokumentumok és jogszabályok / Popély Árpád, Štefan Šutaj, Szarka László. - Máriabesenyő - Gödöllő : Attraktor, 2007. - 362 s. - ISBN 978 963 958 099 2.
- Az 1947-es párizsi békeszerződés / Romsics Ignác. - Budapest : Osiris Kiadó, 2006. - 280 s. - ISBN 963 389 867 6.
- Iratok a csehszlovákiai magyarság 1948-1956 közötti történetéhez I = Spisy k dejinám Maďarov v Československu v rokoch 1948-1956 I : Válogatás a csehszlovák állami és pártszervek magyar kisebbséggel kapcsolatos dokumentumaiból : Výber z dokumentov československých štátnych

a stranických orgánov o maďarskej menšine / Popély Árpád. - 1. vyd. - Šamorín : Fórum inštitút pre výskum menšín, 2008. - 427 s. - ISBN 978-80-89249-23-7.

- A szlovákiai magyarok kényszertelepítései emlékezete 1945-1948 : Visszaemlékezések, tanulmányok, dokumentumok / Szarka László. - 1. vyd. - Komárom : MTA Etnikai-nemzeti kisebbségkutató Intézet Kecskés László Társaság, 2003. - 303 s. - ISBN 963 508 392 0.

- Jogfosztó jogszabályok Csehszlovákiában 1944-1949 / Szarka László. - 1. vyd. - Komárom : MTA Etnikai-nemzeti kisebbségkutató intézet - Kecskés László Társaság, 2005. - 314 s. – ISBN 963 508 478 1.

- Fél évszázad kisebbségben : Fejezetek a szlovákiai magyarság 1945 utáni történetéből / Popély Árpád. - 1. vyd. - Šamorín : Fórum Kisebbségkutató Intézet, 2014. - 326 s. - ISBN 978-80-89249-73-2.

- Maďarská revolúcia roku 1956 a Slovensko : Az 1956-os magyar forradalom és Szlovákia / Ivaničková, Edita, Simon, Attila. - 1. vyd. - Šamorín : Fórum Institute, 2006. - 120 s. - ISBN 978-80-89249-08-4.

- Az 1956-os forradalom visszhangja Csehszlovákiában / Simon Attila. - 1. vyd. - Budapest ; Somorja : Nemzeti Emlékezet Bizottsága, Fórum Kisebbségkutató Intézet, 2018. - 213 s. - ISBN 978-615-5656-17-0.

- 1968 és a csehszlovákiai magyarság / Popély Árpád. - 1. vyd. - Šamorín : Fórum Kisebbségkutató Intézet, 2008. - 468s. - ISBN 978 80 89249 20 6.

- Kettős elnyomásban : Dokumentumok a csehszlovákiai magyarság helyzetéről és jogvédelméről 1978-1988 / Duray Miklós. - 1. vyd. - New York : Püski, 1989. - 527 s.

- Magyarok Szlovákiában (1989 - 2004) I. : Öszefoglaló jelentés, A rendszerváltástól az Európai Unió csatlakozásig / Fazekas József, Hunčík Péter ; Gizella Szabómihály : Lilium Aurum, 2004. - 482 s. - ISBN 8080622353.

- Szarka, László. Kisebbségi léhelyzetek - közösségi alternatívák: az etnikai csoportok helye a kelet-középeurópai nemzetállamokban. 1. vyd. Budapest: Lucidus Kiadó, 2004. 342 s. ISBN 963 9465 20 8. <https://m2.mtmt.hu/gui2/?mode=browse¶ms=publication;188406>

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

Hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 41

A	B	C	D	E	FX
21.95	14.63	26.83	21.95	12.2	2.44

Teacher: Dr. habil. Árpád Popély, PhD., Dr. habil. Árpád Popély, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KHI/HIdm/ TAT/25	Name: Chapters from social history
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Learning outcomes are assessed on the basis of the following criteria: regular attendance at seminars, completion of seminar assignments, successful completion of a written midterm test and an oral examination. Passing both the test and the exam requires a minimum of 50% of the maximum possible mark. Grades are awarded on a scale of A-90-100%, B-80-89%, C-70-79%, D-60-69%, E-50-59%. Students register for the oral examination in AIS. In the case of unexcused absence from the examination, the student will be graded with a grade of FX. A student may take two make-up examination dates. The share of each criterion in the student's grade is as follows: participation in seminars - 10%, seminar assignments 30%, continuous written tests - 60%.	
Results of education: Knowledge: <ul style="list-style-type: none"> - The listener will learn the basics of the social history of Hungary in the 19th century, respectively Slovakia and Hungary, and the Hungarian minority in Slovakia in the 20th century - The listener will know the basic concepts and theories of social history in the Slovak and Hungarian scientific context - The listener will be able to name the basic data, facts and technical terms from the social history of Hungary, Slovakia and Hungary. - The learner will be familiar with the relevant scholarly literature on social history in the 19th-20th centuries. - The listener will have an overview of primary statistical historical sources on the social history of Hungary, Slovakia, Hungary and the Hungarian minority in Slovakia. Skills: <ul style="list-style-type: none"> - The learner will be able to identify professional problems, research and formulate the theoretical and practical background necessary to solve them and address them in practice - The learner will be able to independently collect professional information (library, internet, etc.) - The learner will be able to work independently with professional literature on social history. - The listener will be able to work independently with statistical sources. - The listener will be able to distinguish scientifically based historical phenomena from pseudo-phenomena within a given scientific discipline. 	

- The student will be able to transform the learned scientific system of a given scientific discipline into the didactic system of the school subject of history.

Competences.

- The listener is to have faith in rational and scientifically based knowledge of history.
- The student should be a supporter of a free democratic society and the rule of law.
- He/she should be characterised by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the subject matter of the field of study of history.
- Can work effectively independently.
- Has an active and responsible approach to completing tasks within the course.

Brief syllabus:

1. Subject and peculiarities of social history.
2. Social classes in pre-modern capitalist society of Hungary in the second half of the 19th century: aristocracy, middle and petty nobility, urban citizens, serfs.
3. The effects of the liberation of serfdom on the agrarian and urban population. The emergence of a class of factory workers.
4. Economic modernisation and its impact on changes in the social structure of the Hungarian population.
5. Changes in the age structure of the population of Hungary in the 19th century.
6. Urbanization, migration, assimilation in multiethnic Hungary at the turn of the 19th and 20th centuries.
7. Changes in the function of the family in the 19th-20th centuries: decrease in the stability of the marriage union, increase in divorce rates, decline of children in the family, breakdown of multigenerational cohabitation.
8. Issues of women's emancipation: the impact of the First World War on households and families: the plight of widows and orphans, shifts in gender roles, women's emancipation movements.
9. The social impact of the 1918-1920 state changes in Slovakia and Hungary.
10. Economic, intellectual, cultural and military elites in Hungary and Slovakia in the interwar period.
11. Changes in the social structure of the Hungarian minority in Slovakia in the interwar period.
12. The social character of the Czechoslovak and Hungarian "working class" in the communist period
13. Causes of the assimilation processes of the Hungarian minority in the last thirty years.

Literature:

Gyurgyik László: Asszimilációs folyamatok a szlovákiai magyarság körében. Kalligram, Pozsony, 2004. 152 s. ISBN 8071496685.

Kilianová, Gabriela – Kowalská, Eva – Krekovičová, Eva a kol. My a tí druhí v modernej spoločnosti. Konštrukcie a transformácie kolektívnych identít, Bratislava 2009. 722 s. ISBN 9788022410250

Kövér György – Gyáni Gábor: Magyarország társadalomtörténete. A reformkortól a második világháborúig. Osiris Kiadó, Budapest, 2003. 395 s. ISSN 1218-9855. ISBN 963 389 389 5

Kövér György: Biográfia és társadalomtörténet. Osiris Kiadó, Budapest, 2014. 436 s. ISBN 978 963 276 246 3.

Mannová, Elena (ed.): Meštianstvo a občianska spoločnosť na Slovensku 1900–1989. Bratislava, 1998 Academic Electronic Press, 1998. 255 s. ISBN 80-8888-020-3.

Ondrejko, Peter–Majerčíková, Jana: Zmeny v spoločnosti a zmeny v rodine - kontinuita a zmena. Príspevok k diskusii o charaktere rodiny na Slovensku. Sociológia 2006. 1. s. 5-30.

<https://www.sav.sk/journals/uploads/02061033Ondrejko.pdf>

Pilinská, Viera–Lukáčová, Martina– Mészáros, Ján– Vaňo, Boris: Demografická charakteristika rodiny na Slovensku. Infostat, Bratislava, 2005. 66 s. <http://www.infostat.sk/vdc/pdf/rodina2004.pdf>

Škvarna, Dušan Július Bartl, Viliam Čicaj et al.: Lexikón slovenských dejín, Slovenské pedagogické nakladateľstvo, Bratislava, 3. vyd. 2006. 382 s. ISBN 80-10-00872-9.

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

Hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 3

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

Teacher: Dr. habil. László Szarka, CSc.,

Date of last update: 31.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KHI/HIdm/ TDI/25	Name: History didactics
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Study results are evaluated based on the following criteria: Regular participation in classes (20 points or 20%). Written seminar work, portfolio (30 points or 30%). Oral exam (50 points or 50%). During regular attendance at classes, active participation is assumed, which is demonstrated by asking questions or actively participating in professional discussion. The preparation of a written seminar work is called a portfolio. Portfolio evaluation criteria: appropriate study of professional literature, library or online work with secondary literature; adequacy of chosen methods; level or quality of biographical and bibliographic data processing; own interpretation activity, creativity, imaginativeness of observations and opinions; working with sources and professional literature, correct quoting and paraphrasing. Successful completion of the oral exam. Students register for the oral exam in AIS. In case of unexcused absence from the exam, the student is evaluated with an FX grade. A student can take two exam correction dates. Passing the oral exam means achieving at least 50% of the achievable points for this sub-task. The condition for successful overall completion of the subject is obtaining at least 50% of the maximum possible assessment. The rating is given on a scale: A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%.	
Results of education: The student will have the following professional knowledge and skills: he will know the current status of the given scientific discipline in the Slovak and Hungarian scientific context; will be able to name the basic data, facts and technical terms of the given scientific discipline; will know the basic content and basic methodology of the given scientific discipline, in accordance with the needs of school education at the lower secondary level. The student will have the following professional skills: he will be able to identify common professional problems, research and formulate theoretical ones and will be able to work independently with primary historical sources; will be able to constantly acquire new professional knowledge, knowledge; will be able to navigate the basic methods of historical research within the given scientific discipline; will be able to take into account the social context of the given scientific discipline.	

After completing the studies, the student should have the following scientific and social competences: The student should be able to consider the importance of academic historical science within society, in the interest of an erudite, free and tolerant school and society.

Brief syllabus:

1. Basic concepts of history didactics. The difference between didactics and methodology.
2. What follows from the differences between the didactics and the methodology of teaching history?
3. What is the aim of teaching history.
4. Historical knowledge and skills.
5. Special historical knowledge and historical skills.
6. Classification or sorting skills.
7. Theory of working with school historical sources.
8. Use of historical sources in teaching history.
9. Planning a history lesson. Different stages of planning.
10. Operationalization.
11. Taxonomy.
12. Historical judgments.
13. Teaching of sources.

Literature:

- F. Dárdai Ágnes: A tankönyvkutatás alapjai. 1. vyd. Budapest-Pécs : Dialóg Campus Kiadó, 2002. ISBN 963 9310 38 7.
- Kaposi József: Közelítések a történelemtanítás elméletéhez és gyakorlatához. Pázmány Péter Katolikus Egyetem, Budapest, 2020.
- Katona, A.– Sallai, J.: A történelem tanítása. Nemzeti Tankönyvkiadó, Budapest, 2002.
- Kmeť, Miroslav: História a dejepis. Vybrané kapitoly z didaktiky dejepisu. Vyd. IPV Inštitút priemyselnej výchovy, Žilina, 2018. ISBN 978-80-89902-11-8.
- Kojanitz, László (2019): A történelmi tudat fejlesztésének jelentősége és problémái. In: Iskolakultúra, XXIX. Évf. 11. szám, 2019. november, 54-77. (<http://www.iskolakultura.hu/index.php/iskolakultura/article/view/33039>)
- Vajda Barnabás: Bevezetés a történelemdidaktikába és a történelemmethodikába. 2. Kiad. Selye János Egyetem Tanárképző Kar, Komárom, 2018, ISBN 978-80-8122-239-9.
- Vajda Barnabás: Történelemdidaktika és történelemtankönyv-kutatás. Selye János Egyetem, Tanárképző Kar, Komárom, 2020. ISBN 978-80-8122-345-7.

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

Hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 51

A	B	C	D	E	FX
11.76	35.29	31.37	15.69	0.0	5.88

Teacher: Dr. habil. Mgr. Barnabás Vajda, PhD., Dr. habil. Mgr. Barnabás Vajda, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KHI/HIdm/ TTI/25	Name: Historical consciousness and school
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Study results are evaluated based on the following criteria: Regular participation in classes (60 points or 60%). Written seminar paper, portfolio (40 points or 40%). During regular attendance at classes, active participation is assumed, which is demonstrated by asking questions or actively participating in professional discussion. The preparation of a written seminar work is called a portfolio. Portfolio evaluation criteria: appropriate study of professional literature, library or online work with secondary literature; adequacy of chosen methods; level or quality of biographical and bibliographic data processing; own interpretation activity, creativity, imaginativeness of observations and opinions; working with sources and professional literature, correct quoting and paraphrasing. The condition for successful overall completion of the subject is obtaining at least 50% of the maximum possible assessment. The rating is given on a scale: A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%.	
Results of education: In the course Historical consciousness and the school, students will acquire practical professional methodological and didactic procedures and skills that they need as history teachers in primary and secondary schools. The subject is based on theoretical knowledge, but the seminar has a strong practical character. The student will have the following professional knowledge, knowledge: he will know the basic content and basic methodology of the given scientific discipline, in accordance with the needs of school education at the lower secondary level. The student will have the following professional skills: he will be able to identify common professional problems, research and formulate theoretical ones and will be able to work independently with primary historical sources; will be able to take into account the social context of the given scientific discipline. After completing the studies, the student should have the following scientific and social competences: The student should be able to consider the importance of academic historical science within society, in the interests of an erudite, free and tolerant school and society.	
Brief syllabus: 1. Basic concepts: data, facts, concepts.	

2. The difference between science and history as a subject.
3. History and history as construction.
4. Difference between past and history.
5. The question of modernity in the teaching of history.
6. How are modern approaches used in teaching history?
7. Learning paradigm.
8. Typification of history textbooks.
9. Organization of the teaching process: number of teaching hours.
10. Regional and local history.
11. Optimal types of history teaching.
12. Inclusivity, narrative, deconstruction and reconstruction. A question of professional methodology.
13. Preparation of teaching aids: questions, tasks, exercises.

Literature:

- Csepela, Jánosné – Horváth, Péter: A történelemtanítás gyakorlata : Tantárgy-pedagógiai tankönyv. 2. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 480 s. -ISBN 963 19 4622 3.
- F. Dárdai Ágnes: A tankönyvkutatás alapjai. 1. vyd. Budapest-Pécs : Dialóg Campus Kiadó, 2002. ISBN 963 9310 38 7.
- Kaposi József: Közéltések a történelemtanítás elméletéhez és gyakorlatához. Pázmány Péter Katolikus Egyetem, Budapest, 2020.
- Katona, András: A történelem tanítása = Tantárgy-pedagógiai összefoglaló. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2002. - 300 s. - ISBN 963 19 3375 X.
- Katona, A.– Sallai, J.: A történelem tanítása. Nemzeti Tankönyvkiadó, Budapest, 2002.
- Kmeř, Miroslav: História a dejepis. Vybrané kapitoly z didaktiky dejepisu. Vyd. IPV Inštitút priemyselnej výchovy, Žilina, 2018. ISBN 978-80-89902-11-8.
- Kojanitz, László (2019): A történelmi tudat fejlesztésének jelentősége és problémái. In: Iskolakultúra, XXIX. Évf. 11. szám, 2019. november, 54-77. (<http://www.iskolakultura.hu/index.php/iskolakultura/article/view/33039>)
- Vajda Barnabás: Bevezetés a történelemdidaktikába és a történelemmethodikába. 2. Kiad. Selye János Egyetem Tanárképző Kar, Komárom, 2018, ISBN 978-80-8122-239-9.
- Vajda Barnabás: Történelemdidaktika és történelemtankönyv-kutatás. Selye János Egyetem, Tanárképző Kar, Komárom, 2020. ISBN 978-80-8122-345-7.

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

Hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: Dr. habil. Mgr. Barnabás Vajda, PhD., Dr. habil. Mgr. Barnabás Vajda, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Brief syllabus:

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

Literature:

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

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

English, Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 1

a	n
100.0	0.0

Teacher: Dr. habil. Árpád Popély, PhD., Dr. habil. Attila Simon, PhD., Dr. habil. Mgr. Barnabás Vajda, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Brief syllabus:

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

Literature:

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

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

English, Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

a	n
0.0	0.0

Teacher: Dr. habil. Árpád Popély, PhD., Dr. habil. Attila Simon, PhD., Dr. habil. Mgr. Barnabás Vajda, PhD.,

Date of last update: 31.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ DIA/25	Name: Slovak dialectology and historic linguistics
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Active participation in classes and study of professional literature (2 credit (s)) 1 credit can be obtained from alternatives: a) a comprehensive presentation of the selected dialect using sound material (Múcsková et al.), the Atlas of the Slovak Language and other professional literature in the form of a bulletin board. Synthesis ability is evaluated; b) current project task, e.g. preparation and analysis of a sound recording from the private sphere of the listener from the aspect of the interdialect of the Slovak language in southern Slovakia with regard to the possible influence of Hungarian. The ability to analyze is evaluated; c) continuous tests. Final test or colloquial exam with individual preparation (1 cr) The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). Student time load: 90 hours, of which: <ul style="list-style-type: none"> • combined study: 26 hours, • elaboration of seminar work: 26 hours, • self-study of literature: 38 hours. 	
Results of education: Knowledge: The student will gain knowledge about the language system of Slovak from a diachronic point of view; will get acquainted with the continuous development of Slovak as an independent Slavic language, documented by comparison with the situation in individual Slavic languages, as well as linguistic phenomena in Slovak dialects. The student will gain knowledge about the methods of dialect research, about the macro-areas of Slovak dialects and about the results of previous research in the field of Slovak dialectology; will know dialect atlases and dictionaries, will be able to define the distinctive features of the basic dialect areas of the Slovak language. Skills: <ul style="list-style-type: none"> • The student will be able to independently recognize and analyze the historical context of the Slovak language in the context of dialects and can work effectively with them in the analysis and interpretation of historical and dialect material. In the analysis of dialectological material, he will be able to effectively use the results of previous research of Slovak dialects, recorded 	

mainly in dialect atlases and dictionaries. The student will be familiar with the chronology of the development of standard Slovak, can define and characterize the various stages of development of Slovak dialects, including internal and external influences on their development. He will also use the acquired theoretical knowledge from the dialectology of the Slovak language in the creation of the curriculum.

• **Competences:**

The set of acquired theoretical knowledge from the dialectology of Slovak in relation to the development of the Slovak language will be used in the explanation of several phenomena / elements, especially the phonological and morphological level of the current Slovak language. This procedure can have a positive impact, e.g. to explain some irregularities in the structure of word forms, as well as to explain some spelling phenomena. The student will lead his students to actively observe the language of the relevant dialect region and on this basis inspire their interest in learning about its cultural, historical or ethnic characteristics. The student is able to explain the dialect phenomena appropriately, attractively and thus create a favorable atmosphere for the acquisition of this knowledge by students in their teaching work, in the creation, writing and correction of written expressions.

Brief syllabus:

1. Dialect and national language. Subject of dialectological research. History and motivation of research of Slovak dialects.
2. Methods of collecting dialect material. Field research. Basic concepts of dialectology: isoglosses, isoglossal zone, area, diglossia ...
3. Processing and presentation of dialect material. Atlas of the Slovak language. Dictionary of Slovak dialects.
4. All-Slavic contexts of Slovak dialects based on the Slavonic language atlas. Changes in the Proto-Slavic basis of Slovak in the 10th century.
5. Development of phonology, morphology and lexicon of Slovak in connection with dialects. Samples from the relevant part of the Slovak Language Atlas.
6. Diachronic view of older language phenomena through knowledge of the state in contemporary Slovak dialects.
7. Formation of Slovak dialects - influences on their development.
8. Division of Slovak dialects. Macro areas, regions, basic and border areas.
10. Characteristics of West Slovak dialects.
11. Characteristics of Central Slovak dialects.
12. Characteristics of East Slovak dialects.
13. Slovak dialects in Hungary.

Literature:

Atlas slovenského jazyka I – IV. Bratislava, VEDA, 1984.

KOVÁČOVÁ, V. Vybrané kapitoly z dialektológie. Učebné texty a materiály. Ružomberok : Verbum, 2013. ISBN 9788080849337

KIRÁLY, P. Atlas slovenských nárečí v Maďarsku. Budapest: VÚSM, 1993. ISBN 963 04 3280 3

KRAJČOVIČ, R. Vývin slovenského jazyka a dialektológia. Bratislava : SPN, 2009. ISBN 978-80-223-2526-4

MÚCSKOVÁ, G. – MUZIKOVÁ, K., – WAMBACH, V. Praktická dialektológia : vysokoškolská príručka na nárečovú interpretáciu. Wien : Facultas Verlags- & Buchhandels AG, 2012. 138 s. + CD. ISBN 978-3-200-02560-8.

Slovanský jazykový atlas. Lexikálno-slovotvorná séria. Zv. 4. Poľnohospodárstvo ISBN 978-80-224-1236-0

Slovník slovenských nářečí. I. A – K. Red. I. Ripka. Bratislava : Veda, 1994. ISBN 80-224-0183-8
Slovník slovenských nářečí. II. L – P. Red. I. Ripka. Bratislava, Veda, 2006. ISBN 80-244-0900-6

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 11

A	B	C	D	E	FX
18.18	9.09	36.36	18.18	18.18	0.0

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

Date of last update: 24.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ DS/25	Name: Master's thesis seminar
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Attendance at the seminar is mandatory. (1 Cr.) Students will write a part of the final work and submit a selected bibliography (1 credit) Submission of design of the research concept and elaboration of a part (approx. 15 pages) of the diploma thesis. (1 Cr.) The work evaluates (1 credit): - analytical-synthetic thought processes of the student, - expression of one's own opinion supported by theoretical knowledge, - determination of problems and goals of work, method of processing, - work structure - logical continuity and balance of individual parts, - work with literature and information sources (selection of the way of their use), - compliance with basic standards for formal work, compliance with citation standards, - aesthetic and linguistic side of the work. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). If the student does not submit his / her work within 7 days of the set deadline, he / she will not be granted credits. The scope of work is determined by the teacher, the format is determined by the Rector's Directive no. 2/2021.	
Results of education: Knowledge: The student can: - state and explain the general requirements for the creation of the final thesis, describe and characterize the content structure of the final thesis and its individual parts (introduction, main text, appendices), - explain the concepts of phenomenon, fact, state and describe the types of research of pedagogical phenomena, - describe in more detail the basic methods of data collection in the final work and the methods of their processing, - name the basic requirements for the author of the professional text, characterize and describe the model, properties of the professional text and its formal construction, - name and explain the formal requirements for the final work,	

- define the concept of abstract, describe the structure of the abstract, characterize the features of a quality abstract, state the most common mistakes in the creation of abstracts, distinguish the abstract from annotation, summary, overview,
- explain the terms citation, citation, citation, paraphrase, compilation, plagiarism, distinguish quotation from paraphrase, illustrate individual techniques of citation and referencing by examples,
- define and interpret in their own words the basic concepts and motives in the field of the chosen topic,
- get to know the basic terms of work,
- clarify the terms used in the work,
- on a theoretical level, create (process) the final work with all the necessary requisites,
- analyze and justify the conclusions of the work,
- critically analyze the acquired knowledge, re-evaluate it and use it in theory.

Abilities:

The student will be able to:

- write a project of their own final work,
- explain the methodological rules of creating a bachelor's thesis,
- define the problem and goal of the final work, formulate possible hypotheses,
- plan the time schedule for the creation of the final thesis, including the content,
- work with professional literature (with primary and secondary sources, search for information in information book databases),
- on the basis of acquired knowledge to create a text with logical and precise formulation of ideas, to create a quality abstract, to write an introduction, a conclusion to the article, to the final work respecting the set requirements,
- present knowledge in the field, manage its complexity and form judgments,
- apply knowledge of ethics and citation techniques in the creation of professional text,
- correctly use the various methods of citation and reference, recording of bibliographic references,
- on a practical level, create (process) the final work with all the necessary requisites,
- analyze, synthesize and compare knowledge and propose solutions accordingly,
- draw conclusions and recommendations for practice on the basis of a critical analysis,
- critically analyze the knowledge gained, re-evaluate it and use it in practice,
- present, discuss and justify their knowledge in terms of the intended objectives of the work,
- present the results of the activity within the whole study group and in front of the teacher and justify their importance and practical application,
- complete the final thesis and prepare for its public defense,
- classify the strengths and weaknesses of the topic of the final thesis as well as the thesis itself,
- critically evaluate the need and possibilities of applying methods and approaches in the chosen work and creatively suggest possibilities of their application,
- independently acquire new knowledge from the chosen field using the acquired skills,
- apply theoretical knowledge to educational practice.

Competences: The student

- be aware of the need and importance of adhering to academic ethics and etiquette for his student and future teaching lives,
- behaves in accordance with the rules of social conduct,
- has mastered the basics of social protocol, is able to dress properly and put on a state exam,
- adheres to the ethics of citation,
- expresses its convictions and opinions directly and honestly, but at the same time is able to recognize that the other party also has the right to its own opinion,

- bears the consequences and accepts responsibility for its actions.

Brief syllabus:

1. Formal regulations of final theses in UJS guidelines.
2. Brief description of the diploma thesis.
3. Importance of diploma thesis.
4. Choice of diploma thesis topic.
5. Preparation of a selected bibliography for the work.
6. Tasks and goals of the diploma thesis.
7. Method of selecting a suitable citation.
8. Choice of diploma thesis methodology.
9. Content of diploma thesis. Design and strategy of processing individual parts - chapters.
10. Work with book and magazine literature.
11. Use of the Internet and online publications
12. Preparation and implementation of research.
13. Preparation for the defense of the diploma thesis.

Literature:

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

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 2

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

Teacher: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD., doc. PhDr. Eva Tibenská, PhD.,

Date of last update: 24.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ DSS/25	Name: History of Slovak language
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Continuous assessment: <ul style="list-style-type: none"> • Active participation in classes by discussions on the issue of lectures and seminars, as well as by elaboration of specific tasks assigned at seminars. (1 Cr.) • 1 credit can be obtained from alternatives: • A) seminar work • B) project task with etymological dictionaries • C) continuous test • Final test with independent homework based on professional literature (1 cr.) • The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). • Student time load: 90 hours, of which: <ul style="list-style-type: none"> • • combined study: 26 hours, • • elaboration of seminar work: 26 hours, • • self-study of professional and original literature: 38 hours. 	
Results of education: Knowledge: The student will master the complex issues of the history of standard Slovak in terms of the genesis of the Slovak language, its constitution, changes in the language system and codification with regard to the development of society, its social and cultural life. The student will gain a broad chronological overview of the external history and internal language development of Slovak, including in relation to neighboring languages; will master the historical-cultural and social context and peculiarities of the Slovak language, as well as the languages of the relevant language area. Skills: The student will be familiar with the chronology of the development of standard Slovak and will be able to place the individual development phases in the historical context; will be able to independently recognize, analyze and interpret the historical context of the Slovak language in contrast and context with neighboring languages. The student will be able to interpret various (historical) texts from the pre-written and written period of Slovak. Based on the knowledge	

gained from the study of the history of standard Slovak, the student will be able to adequately define and characterize the various phases and tendencies of dynamic changes in the Slovak language system.

Competences:

- The student will be able to apply a set of acquired theoretical knowledge from the history of standard Slovak in language practice; is able to explain and functionally use the acquired knowledge in the scope of the subject syllabus and on this basis lead students to a deeper understanding of the history of standard Slovak in relation to the history of Slovakia in general and especially in connection with the history of Slovak literature and culture.

Brief syllabus:

1. Periodization of the history of standard Slovak. Early predscription period (9th and 10th century). Constitution of Slovak as an independent Slavic language.
2. Older and younger predscription period (11th - 15th century; 15th - 18th century). Church Slavonic in Eastern Slovakia. Latin language monuments, glosses.
3. Czech as a cultural language; Slovakized Czech and their language monuments.
4. Cultural West Slovak, Middle Slovak and East Slovak. Development of word formation and lexicon.
5. Personalities in the younger predscription period (V. Benedikt, D. Sinapius-Horčíčka, M. Bel, P. Doležal, R. Hadbávny) and their linguistic work.
6. Filing period. Bernolák period, characteristics of Bernolákov.
7. Štúr period, codification, reforms. Characteristic features of Štúr standard Slovak.
8. Personalities in the Štúr period and their linguistic work (L. Štúr, J. M. Hurban, M. M. Hodža, J. Kollár, P. J. Šafárik).
9. Reform period. M. Hattala (Short Slovak Grammar, 1852), A. Radlinský.
10. Matica period, codification manuals, development of styles and standards.
11. The Martin period, S. Czambel and its codification.
12. Standard Slovak in the Czechoslovak Republic. The interwar period (1918-1939; 1939-1945).
13. Standard Slovak after the restoration of the Czechoslovak Republic (1945 - 1993) and after the establishment of the Slovak Republic (from 1993 to the present).

Literature:

- BLANÁR, V. – JÓNA, E. – RUŽIČKA, J.: Dejiny spisovnej slovenčiny. II. Bratislava: SPN 1974.
- KOPECKÁ – LALIKOVÁ – ONDREJKOVÁ – SKLADANÁ – VALENTOVÁ: Staršia slovenská lexika v medzijazykových vzťahoch. Bratislava: VEDA 2011.
- KRAJČOVIČ, R. – ŽIGO, P. Dejiny spisovnej slovenčiny. Bratislava: Univerzita Komenského, 2002. ISBN 80-223-1632-6
- KRAJČOVIČ, R. – ŽIGO, P. Príručka k dejinám spisovnej slovenčiny. Bratislava: Univerzita Komenského, 2004. ISBN 80-223-1948-1
- KRÁLIK, L. Stručný etymologický slovník slovenčiny. Bratislava: VEDA, 2016
- PAULINY, Eugen: Dejiny spisovnej slovenčiny. Bratislava: SPN 1983. 248 s.
- TIBENSKÁ, E. Slovenčina v priebehu dejín. Slowakisch im Lauf der Geschichte. Trnava: FF UCM, 2014

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 6

A	B	C	D	E	FX
16.67	50.0	0.0	0.0	33.33	0.0
Teacher: doc. PaedDr. Patrik Šenkár, PhD., doc. PaedDr. Patrik Šenkár, PhD.,					
Date of last update: 24.03.2025					
Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ ID1/25	Name: Integrated didactics of Slovak language and literature 1
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 1 / 1 For the study period: 13 / 13 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, students will prepare the following assignments: <ul style="list-style-type: none"> • Activity during seminar classes and exercises (Score: 20 points). Evaluation criteria: <ul style="list-style-type: none"> - Active participation, discussion outputs (5 points). - Continuous problem solving, answers to questions from the current topic (15 points). • Elaboration of a seminar work focused on understanding the issue, mastering basic didactic concepts, pedagogical documentation, gaining orientation in the educational program and teaching methods, (Range: min. 5 pages; Score: 40 points). Evaluation criteria: <ul style="list-style-type: none"> - Adequate processing of the selected topic of the semester work (5 points). - Compositional construction and continuity of the text of the semester work (10 points). - Quality and imaginativeness of professional reflection on the processed issues (15 points). - Formal editing of text, selection and distinguishing of citations and paraphrases (5 points). - Presentation and overall impression of the work (5 points). • Written exam (test) in the scope of the content syllabus (Score: 40 points). Evaluation criteria: <ul style="list-style-type: none"> - Excellent knowledge of the following areas: terminology, pedagogical documentation (10 points), - types of lessons, methods and forms of teaching (15 points), - Diagnostics, performance control and evaluation issues (15 points). The final evaluation is calculated as a summary of the evaluation of the seminar work, student activity and written exam. The evaluation of the subject (A - FX) is in accordance with the classification scale determined by the UJS Study Regulations (Article 19, point 3). Student time load: 120 hours, of which: combined study (P, S, C, consultation): 39 hours, preparation and elaboration of seminar work: 26 hours, additional reading of original and professional literature 26 hours, self-study and regular preparation: 29 hours	
Results of education:	

Knowledge:

- The student will master the basic terminology of didactics of Slovak as a first and second language,
- The student will gain knowledge about pedagogical documentation, understand the relationship between the state educational program and the school educational program,
- The student will be able to explain the specifics of the programs Slovak language and literature and Slovak language and Slovak literature,
- Student has knowledge about issues of teaching Slovak language/literature, which he/she will be able to use in the 2nd cycle,
- The student will know the content and function of educational standards, curricula and syllabi,
- The student will gain knowledge of how distinguish types of lessons, methods and forms of teaching,
- The student will acquire knowledge and orientation in the control of performance and in the ways of evaluating students,
- The student will gain knowledge about the social function and the importance of the educational process, he/she will understand the basic principles in the theory and practice of teaching the Slovak language,
- The student will gain basic knowledge about documents and regulations that govern the teaching of Slovak language and literature at the 2nd level of elementary school and high school,
- The student will acquire knowledge of how to name the general goals, key competencies and focus of the state educational program,
- The student will know to distinguish between the educational program Slovak language and literature and the educational program Slovak language and Slovak literature and explain their specifics,
- The student will get acquainted with educational standards, further differentiate them and name performance standards and content standards,
- The student will know to present the content and focus of the framework curricula and explain their relationship with the curricula of the relevant school curricula.

Skills:

- The student will be able to choose and recommend specific teaching methods for himself and others and assess them in terms of everyday school practice,
- The student will be able to independently use and create pedagogical documentation,
- The student will be able to orientate in different types of language and spelling exercises, create them and assign them to students,
- - Student is able to connect their acquired theoretical knowledge in the field of teaching Slovak language/literature with practical knowledge and experience, and subsequently apply them in educational practice, including in the 2nd cycle,
- The student will be able to correctly select and apply the methodology of work in teaching style and style education,
- The student will be able to systematically connect the various components of the subject: language, literature and style,
- The student will be able to correctly select and apply adequate methods of repetition and practice of the curriculum,
- The student will correctly apply creative forms of fixing the curriculum in the conditions of everyday school practice,
- The student will properly influence students' learning through interaction and communication, an interactive learning environment and group work,
- The student will correctly diagnose and control the performance of students, taking into account their individual dispositions,

- The student will be able to identify individual types, criteria, assessment and classification tools for students and apply them objectively,
- The student will be able to correctly create and evaluate tests, use them appropriately and functionally in the process of evaluation and control of students.
- The student will be able to present and recommend in the basic points the method of developing curricula for a particular school curriculum,
- The student will be able to independently define the educational goals, content and scope of teaching literature according to the curriculum,
- The student will be able to orientate in the curriculum for individual types of schools in the subject Slovak language and literature as well as Slovak language and Slovak literature
- The student will be able to correctly select and assess various textbooks for the second stage of elementary school,
- The student will be able to correctly select and evaluate various textbooks for high schools,
- The student will be able to identify and compare valid school documents and regulations for schools with Slovak and Hungarian as the language of instruction,
- The student will be able to recognize and compare valid textbooks of literature and reading books for the 2nd grade of primary school and for secondary schools with the language of instruction in Slovak and the language of instruction in Hungarian,
- The student will be able to identify common professional problems in the creation of curricula and syllabi, propose solutions and implement their specific solutions.

Competences:

- The student will be competent to apply the basic terminological equipment of the discipline and the acquired theoretical knowledge adequate to the context of educational phenomena and situations in their teaching practice.
- The student will effectively apply the system of knowledge about valid documents of current educational practice in the creation and modification of educational standards, curricula and curricula.
- The student will implement a targeted development of knowledge of didactic models and various educational concepts related to the teaching of the Slovak language and will be able to effectively transform them for didactic purposes.
- The student will independently plan and evaluate the teaching of Slovak language and literature in the specific conditions of school education.
- The student will transform and apply the acquired system of theoretical knowledge for the needs of creating a positive atmosphere of motivating students in teaching practice.
- The student will be able to create a comprehensive picture of what he will actually teach in each grade of schools during their own teaching practice.
- The student will be competent to create atmosphere of collegial cooperation in the creation and writing of documents that govern the process of education and training in their future teaching practice.

Brief syllabus:

1. Content, function and goals of didactics of Slovak language and literature. Interdisciplinary relations and their possibilities of use in teaching. Learning theories, specific features and goals. Cognitive factors and learning. Teacher teaching styles. Types and structure of Slovak language and literature lessons. Teaching SJSL with forms of foreign languages.
2. State educational program as a starting point for the creation of a school educational program. Educational programs: Slovak language and literature, Slovak language and Slovak literature.
3. Characteristics and analysis of curricula at the second stage of primary and secondary schools.
4. Comparison of valid school documents for schools with Slovak and Hungarian as the language of instruction. Formal and content requirements of pedagogical documents.

5. Educational standards. Classification, focus and characteristics of educational standards for the second stage of primary schools and a set of requirements for the acquisition of knowledge, skills and abilities for secondary schools.
6. Analysis of curricula at the second stage of primary schools. Content and scope of teaching Slovak literature. High school curriculum analysis. Educational goals and focus.
7. Active learning, meaningful learning and other current approaches. Pupil involvement in learning. Active knowledge delivery. External and internal motivation. Methods that support students' thinking and creativity. Motivation and its phases in the teaching of literature and language-literary education.
8. Solving methodological problems in teaching. Curriculum fixation and repetition of the learned material.
9. Pedagogical diagnostics, control of students' performance in the teaching process. Testing as an evaluation of performances from the Slovak language. Types of evaluation: formative - final, normative - criteria. Classification.
10. Didactics of style in the subject Slovak language. Written style work in the teaching process.
11. Stylistic procedures, genres and stylistic units. Stylistic process and composition. Style correction: language proofreading and prescribed proofreading marks. Mandatory criteria for the evaluation of stylistic works.
12. Didactic literary-linguistic communication. Communicative aspect in teaching Slovak language and literature. Pupil communication competence and literary communication in pedagogical communication.

Literature:

- BETÁKOVÁ, V. – JACKO, J. – RÝZKOVÁ, A. Teória vyučovania slovenského jazyka. Bratislava : SPN, 1984.
- DARGOVÁ, J.: Tvorivé kompetencie učiteľa. Prešov: Privatpress, 2001.
- FINDRA, J. – GOTTHARDOVÁ, G. – JACKO, J. – TVRDOŇ, E.: Slovenský jazyk a sloh. Bratislava: SPN: 1983. 426 s.
- HINCOVÁ, K. – HÚSKOVÁ, A.: Metodika výučby slovenského jazyka a literatúry v rámci nových pedagogických dokumentoch. Bratislava : Metodicko-pedagogické centrum, 2011.
- IVANOVÁ-ŠALINGOVÁ, M. Slovenčina bez chýb. Bratislava - Veľký Šariš : SAMO, 2002. ISBN 8089123015
- KOŽUCHOVÁ, M. a kol.: Didaktika pre učiteľov základných a stredných škôl. Bratislava: VEDA, 2000.
- LIGOŠ, M.: Základy jazykového a literárneho vzdelávania I. – II. Úvod do didaktiky materinského jazyka a literatúry. Ružomberok: FF KU, 2009. 120 s. ISBN 978-80-8084-429-5, ISBN 978-80-8084-430-1
- LIPTÁKOVÁ, L.: Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov : Prešovská univerzita, Pedagogická fakulta, 2011. - 579 s. - ISBN 978-80-555-0462-9.
- PALENČAROVÁ, J. – KUPCOVÁ, J. – KESSELOVÁ, J., 2003: Učíme slovenčinu – komunikačne a zážitkovo. Bratislava: Slovenské pedagogické nakladateľstvo, 2003. 222s. - ISBN 80 10 00328 X.
- PETLÁK, E. Kapitoly zo súčasnej didaktiky. Bratislava : Iris, 2005. - 190. - ISBN 8089018890
- PRÁŠILOVÁ, M.: Tvorba vzdelávacieho programu. Praha : TRITON, 2006.
- TKÁČIKOVÁ, E. Red.: K problémom vyučovania SJL na ZŠ a SŠ. Bratislava: PF UK, 2006.
- VAŇKO, J.: Lingvistické a nelingvistické aspekty vyučovania slovenčiny ako druhého jazyka. IN: Štúdium a výučba jazykov. Pohľad na stav jazykového vzdelávania menšín. (Red. Kozmács I. – Vančo I.) Nitra: FF KUF, 2015. s. 73–86. ISBN 978 80 558 0814 7

<p>PEKAROVIČOVÁ, J.: Jazykové chyby v slovenčine: ako v cudzom jazyku na báze akvizačného korpusu. Univerzita Komenského, Bratislava 2024</p> <p>PANKUCHOVÁ, A. – ZAHORCOVÁ GAVLÁKOVÁ, A.: Prebádaj ochutnaj ovoňaj Slovensko... po slovensky: slovenčina pre cudzincov v interkultúrnom kontexte. EDIS-vydavateľstvo UNIZA, Žilina 2023.</p> <p>ROHOVÁ, j.: Gramatika pre cudzincov. Raabe, Bratislava 2022.</p> <p>PEKAROVIČOVÁ, J. – HARGAŠOVÁ Z. (eds.): Slovenčina (nielen) ako cudzí jazyk v súvislostiach II. Zborník príspevkov venovaných výskumu a výučbe. Univerzita Komenského, Bratislava 2016.</p> <p>SEDLÁKOVÁ M. a kol.: Praktická didaktika slovenčiny ako cudzieho jazyka pre študentov slovakistiky. Filozofická fakulta Univerzity Pavla Jozefa Šafárika, Košice 2015.</p> <p>ZÁRUBOVÁ H. (ed.): Perspektívy výučby cudzích jazykov pre 21 storočie. Fakulta prírodných vied Univerzity Cyrila a Metoda Trnava 2010.</p> <p>Vzdelávacie štandardy učebné osnovy a učebnice www.statpedu.sk (stránky Štátneho pedagogického ústavu, najmä pedagogické dokumenty) www.minedu.sk (informácie o školskej reforme)</p>					
<p>Language, knowledge of which is necessary to complete a course: Slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects Total number of evaluated students: 7</p>					
A	B	C	D	E	FX
57.14	42.86	0.0	0.0	0.0	0.0
<p>Teacher: doc. PhDr. Eva Tibenská, PhD., PaedDr. Eva Győriová Baková, PaedDr. Eva Győriová Baková,</p>					
<p>Date of last update: 24.03.2025</p>					
<p>Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ ID2/25	Name: Integrated didactics of Slovak language and literature 2
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 1 / 1 For the study period: 13 / 13 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Active participation in classes 2 Cr. The final evaluation is based on individual works created during the course. The individual components are agreed with the students individually (also) on the basis of their personal interest. Students will prepare the following possible outputs (according to individual choice) 2 cr.: a) elaboration of a semester work, the topic of which is a selected textbook excerpt from the current reading book of Slovak literature (emphasis is on better "knowledge" of the basic teaching aid from practice), including biographical, bibliographic and other facts and "peculiarities" of the author and text. Part of this elaboration is also an interpretive analysis of the selected text of the author based on the objective-subjective reading experience of the student. Special emphasis is placed on the creative application of selected teaching methods with a specific focus on the teaching of Slovak literature in schools with Slovak and Hungarian languages of instruction. It is actually a kind of practical (didactic) preparation for a specific lesson of Slovak literature. b) mastering the theoretical subject matter of the subject Home preparation, self-study: 1 Cr. Evaluation criteria: a) - Use of creative and innovative forms of work in the preparation of semester work (4 points) - Description and precise diagnostics of one's own approach to work (2 points) - Accurate capture, concretization and application of the selected methodology (and thus the correct methods of teaching Slovak literature) in the semester work (2 points) - Knowledge of professional materials in the elaboration of a semester work (2 beans) - Sophistication of content and form within the presented practical skills of the semester work using selected teaching methods (Extent: 6 pages, 10 points) b) - Evaluation of the acquired theoretical knowledge regarding teaching methods and their applicability in school practice (15 points). c) - Application of innovative practices in complex activities (3 points) - Concretization of selected didactic tasks and activities and its pointing to everyday school practice (2 points). - Application of innovative procedures in a complex activity (5 points)	

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

Student time load: 150 hours, of which: combined study (P, S, C, consultation): 39 hours, preparation and development of seminar paper: 36 hours, additional reading of original and professional literature 36 hours, self-study and regular preparation: 39 hours

Results of education:

Knowledge:

- The student will be able to choose and recommend for himself and for others the most suitable method (s) for teaching Slovak literature and to justify it / them,
- The student will be able to independently collect information about the life and literary work of the selected personality in various publications and on the Internet, related to the selected textbook excerpt,
- The student will be able to orientate in individual specific external and internal methods of teaching Slovak literature, to distinguish between important and less important approaches to prototext for a specific output and practice,
- Student has knowledge about issues of teaching Slovak language/literature, which he/she will be able to use in the 2nd cycle,
- The student will be able to correctly compile, independently search and evaluate various information related to the given reading text of Slovak literature,
- The graduate of the course has adequate theoretical foundations and practical skills related to the methodology of teaching Slovak literature. Masters basic terminology at an above-standard level. He thus has a suitable argumentative material when choosing a suitable didactic method. It specifies and concludes its knowledge from specific lessons of the Slovak language and Slovak literature. Masters the cardinal data, concepts, principles and theoretical and methodological principles needed in the didactic approach to the literary text. He knows the methods of teaching Slovak literature (also) in schools with Hungarian as the language of instruction. The graduate is acquainted with the most important approaches to the (textbook) text on which it is based and to which its specific activity is directed. He has mastered the procedures, skills and strategies related to the content of the course. Controls work with text. He knows the basic procedures, analyzes and interpretations of prose, dramatic and poetic text.
- The student will be able to identify common professional problems, research and formulate the theoretical and practical background needed to solve them and solve them (using practical procedures in practice) on the basis of didactics, methodology of teaching Slovak literature (orally and in writing).

Skills:

- The student will be able to correctly apply the acquired knowledge in specific outputs, especially by choosing appropriate specific teaching methods,
- The student will be able to apply the acquired knowledge on a theoretical and practical basis in the background of a specific type of task and activity,
- The student will be able to plan the individual phases of preparation and concretization of the task in the background of difficulty (how many methods, how many levels of difficulty),
- Student is able to connect their acquired theoretical knowledge in the field of teaching Slovak language/literature with practical knowledge and experience, and subsequently apply them in educational practice, including in the 2nd cycle,
- The student will be able to recognize the level of their own competencies, courts and judgments in selecting the amount of information obtained,
- The student will be able to acquire professional knowledge in creative research methods of Slovak literature in the background of methodology and individual methods,

- The student will be able to understand the social function and importance of textbook texts to shape the personality of the student,
- The student will be able to get acquainted with progressive trends and directions in the established field of literature,
- The student will be able to use new trends in getting acquainted with the current challenges of the methodology of teaching Slovak literature,
- Is able to apply linguistic and literary knowledge in specific texts and related communication activities. At the same time, he develops his own language culture and clears his perception of the text. He is thus able to participate in work in the artistic-creative branches of textology.

Competences:

- The student will be able to apply the system of skills needed for multidimensional contact (for example, parts for this) with a given text from a textbook, which will then be used in their own creative practice at school.
- The student will be able to get acquainted with modern methodological approaches and aspects of job descriptions that are necessary for the development of the required outputs.
- The student will be able to implement a targeted development of knowledge of individual passages from the textbook / reader,
- The student will be able to independently plan selected creative activities and methods that broaden his / her horizons and bring closer the concrete work with the text in the practice of primary school,
- The student will be able to creatively and methodically approach individual textbook texts from the position of working with selected methods,
- The student will be able to manage the work style of others in the school environment.

The student has a basic overview of the social structure of society, its statics and dynamics, understands the educational needs and specifics of diverse social groups. He masters the issue of pedagogical work in the context of the diversity of the educated population. Has basic knowledge of differences in the development of individuals resulting from their health or social disadvantages, or talents and talents so that he can effectively cooperate with special educators, psychologists and other professionals in the implementation of the educational process in the conditions of inclusive education and training and follow their experts' recommendations and conclusions.

Brief syllabus:

1. Integrative relations in communicative teaching of language and literature. Teaching Slovak literature with methods of foreign languages.
2. Problems of methods of literary education and language education in terms of teacher and student activity.
3. Development of reading and literary competence in primary and secondary school students.
4. Interpretive methodical system of cognition of a literary work. Aesthetic and didactic interpretation in pedagogical communication.
5. Innovative and creative methods of literary education and upbringing in terms of teacher and student activity.
6. On the issue of methods in literary education in schools with Slovak and Hungarian languages of instruction (starting points and concretizations - in theory and practice). Communicative teaching of Slovak literature in schools with Hungarian as the language of instruction - resources, possibilities and directions.
7. Didactics of literature and its presence in textbooks. Interpretive analysis of a sample excerpt from a reader of Slovak literature (as a possible starting point for the later independent activity of the student within the course tasks).

8. External methods of literary education and their application to selected specific texts from school practice.
9. The method of reading and the method of writing as a kind of starting point of the form of work with text in school and outside it.
10. Listening method and interview method and basic forms of approaches to literary text.
11. Method of presentation as an extremely activating form of work with literary text. Role-play and other educational games.
12. The method of observation as the basis of self-discipline towards one's own personality and text.
13. Internal methods in the educational process and their application effects. The method of survival and the method of discovery as a way and a goal in working with a specific literary text in didactic analysis. Concretization method and evaluation method as a final phase in didactic work with literary text.

Literature:

- GAVORA, P. a kol.: Ako rozvíjať porozumenie textu u žiaka. Nitra : Enigma, 2008.
- GERMUŠKOVÁ, M.: Literárny text v didaktickej komunikácii (na 2. stupni základnej školy). Prešov : Pedagogická fakulta UPJŠ, 1995.
- LIGOŠ, M.: Základy jazykového a literárneho vzdelávania I. –II. Úvod do didaktiky materinského jazyka a literatúry. Ružomberok: FF KU, 2009. 120 s. ISBN 978-80-8084-429-5, ISBN 978-80-8084-430-1
- LIPTÁKOVÁ, L.: Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov : Prešovská univerzita, Pedagogická fakulta, 2011. - 579 s. - ISBN 978-80-555-0462-9.
- OBERT, V.: Komunikatívnosť v čitateľskej recepcii a interpretácii. Nitra : UKF, 1997.
- PRŠOVÁ, E.: Rozvoj literárnej kompetencie metódami tvorivej dramatiky. Banská Bystrica : Fakulta humanitných vied UMB v Banskej Bystrici, 2010.
- TUREK, I.: Zvyšovanie efektívnosti vyučovania = Príručka pre učiteľov ZŠ a SŠ. Bratislava : Metodické centrum, 1997.
- PEKAROVIČOVÁ, J.: Jazykové chyby v slovenčine: ako v cudzom jazyku na báze akvizitačného korpusu. Univerzita Komenského, Bratislava 2024
- PANKUCHOVÁ, A. – ZAHORCOVÁ GAVLÁKOVÁ, A.: Prebádaj ochutnaj ovoňaj Slovensko... po slovensky: slovenčina pre cudzincov v interkultúrnom kontexte. EDIS- vydavateľstvo UNIZA, Žilina 2023.
- ROHOVÁ, j.: Gramatika pre cudzincov. Raabe, Bratislava 2022.
- PEKAROVIČOVÁ, J. – HARGAŠOVÁ Z. (eds.): Slovenčina (nielen) ako cudzí jazyk v súvislostiach II. Zborník príspevkov venovaných výskumu a výučbe. Univerzita Komenského, Bratislava 2016.
- SEDLÁKOVÁ M. a kol.: Praktická didaktika slovenčiny ako cudzieho jazyka pre študentov slovakistiky. Filozofická fakulta Univerzity Pavla Jozefa Šafárika, Košice 2015.
- ZÁRUBOVÁ H. (ed.): Perspektívy výučby cudzích jazykov pre 21 storočie. Fakulta prírodných vied Univerzity Cyrila a Metoda Trnava 2010.
- Učebnice (čítanky) zo slovenskej literatúry pre základné a stredné školy s VJS a VJM

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 7

A	B	C	D	E	FX
28.57	57.14	14.29	0.0	0.0	0.0
Teacher: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD.,					
Date of last update: 24.03.2025					
Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ JAT1/25	Name: Linguistic and stylistic text analysis 1
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Active participation in seminars (1 credits) Evaluation criteria: - Active participation in the discussion during the semester - Active solution of exercises, partial tasks and assignments in seminars • Elaboration of a semester work containing linguistic and stylistic analysis of a specific text or linguistic proofreading of a selected factual text, resp. Art Literature (Range: min. 7 pages; 1 cr.) Evaluation criteria: - Justification for the choice of text for analysis, clear processing and construction of the work (5 points) - Formal adjustment of the seminar work in accordance with the standards in the linguistic-stylistic analysis of the selected text, resp. application of proofreading marks and notes in proofreading of a specific text - Quality of language analysis of the selected text - Level of stylistic analysis of the selected text - Ability to transform professional knowledge in practice The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). Student time load: 60 hours, of which: study: 26 hours, preparation and development of substantial tasks: 10 hours, additional reading of original and professional literature 10 hours, self-study and regular preparation: 14 hours.	
Results of education: Knowledge: * The student will master the definition of research areas of textual linguistics, principles and procedures of analysis and interpretation of texts of various provenances, even in comparison and confrontation with related disciplines such as stylistics, pragmalinguistics and discourse analysis. * Based on the peculiarities of thematic-content, semantic and syntactic construction, the student will be able to determine the type of text and its peculiarities; can identify the topic of the text, the communication function and the intention of the author of the text. * The student will master the specifics of Internet texts, especially texts on social networks - with special emphasis on the so-called texts. hoaxes and various conspiracy theories.	

- * The student will gain professional knowledge and practical experience in the field of working with factual and artistic texts, can determine their building components, construction procedures, function and meaning.
- * The student will get acquainted with various approaches and procedures that are applied in the analysis of specific scientific, professional, artistic and journalistic texts,
- * The student will understand the meaning and purpose of language proofreading of the text in its preparation for publication in a publishing or editorial practice.
- * The student will be able to justify the chosen procedure of language proofreading of specific texts of factual and artistic literature.
- * Skills:
- * The student will master the basic terminology of textual linguistics and will be able to work with it in text analysis.
- * The student will be able to single out the basic text units, determine the content-thematic and semantic relationships between text units and on this basis characterize the content-thematic structure of the text.
- * The student will be able to select and recommend a suitable methodological procedure for the analysis of a particular text in terms of its species and genre classification.
- * The student will be able to correctly apply knowledge about morphosyntactic, lexical and phraseological units in functionally targeted text analysis in school practice.
- * The student will be able to orientate in the process of creation, correction and classification of school style works, will acquire the prescribed proofreading marks and structured evaluation criteria.
- * The student will be able to proofread any texts.
- * The student will be able to recognize different approaches to the correction of artistic, professional, educational and journalistic texts within the publishing, respectively. editorial work.
- * The student will be able to identify common professional problems in language proofreading of any texts of factual and artistic literature.
- * The student will be able to comprehensively assess the text from the perspective of its creation, from the perspective of linguistics and from the perspective of its preparation for publication.
- Competences:
- * The student will be able to apply in pedagogical practice knowledge from the study of the specifics of individual types of texts, including texts on social networks, which may be a threat to the mental development of his (future) students.
- * The student will be able to perform a comprehensive linguistic-stylistic analysis of diverse texts against the background of language levels and text theory, t. j. on the basis of deepening knowledge of the grammatical system of Slovak, stylistics and textuology.
- * The student will be able to carry out a comprehensive language analysis of various types of texts for the needs of their own pedagogical practice and, based on the acquired theoretical knowledge, to make language corrections of any texts within the editorial work.
- * The student will be able to independently plan and manage linguistic and stylistic analysis as well as editing and finishing of various texts.
- * The student will be able to demonstrate their professional erudition and ability to work creatively in the design and writing of diverse and genre-diverse texts.

Brief syllabus:

1. Textual linguistics, subject of textual linguistics. Definition properties of text.
2. Text as a subject of analysis. Understanding the text from the sender's and recipient's point of view; static and dynamic text analysis: text as the sender's product versus text as the creation process.
3. Types of texts or: The timetable is also a text.

4. Content-thematic construction of the text: topic of the text, thematic sequences - communication function, intention of the text.
5. How does the topic develop? How is the communication function of the text identified? Communication-pragmatic indicators.
6. Grammatical and semantic aspect of the text: allocation of the basic text unit; language units creating the coherence of the text, its connection; semantic relationships between text units.
7. Specifics of internet texts, including texts on social networks. The so-called texts hoaxes, conspiracy theories, revealing their communication intent.
8. Problems of text comprehension: identification of the intended intention of the text; apperception and interpretation of the text.
9. Linguistic-stylistic corrections in school practice. Binding proofreading marks when correcting school text.
10. Modification of basic text units: delineated sentence element, independent sentence element, connected sentence element, parentheses, ellipse, aposiopesis.
11. Possibilities and procedures of linguistic and stylistic text analysis.
12. The function of lexical means in the construction of the content-thematic and communication level of the text. Phraseologisms in the text and their function.
13. The function of morphological and morphosyntactic means in the construction of the content-thematic and communication level of the text.

Literature:

- ALABÁNOVÁ, M. – GLOVNÁ, J.: Slovensko-maďarský frazeologický slovník s cvičeniami z frazeológie. Nitra: FF UKF, 2015
- DOLNÍK, J.: Všeobecná jazykoveda. Kap. Textová lingvistika. Bratislava: Veda 2009.
- FINDRA, J. Štylistika slovenčiny v cvičeniach. Martin : Osveta, 2005.
- FINDRA, J.: Jazyková komunikácia a kultúra vyjadrovania. Martin : Osveta, 2013.
- GLOVNÁ, J.: Frazeológia. Nitra: FF UKF, 2015
- HLAVATÁ, Renáta 2015. Tvorba a analýza textu. Nitra: FF UKF
- HUŤKOVÁ, A.: Štylistické zákutia prekladu a prekladania. Hradec Králové: Gaudeamus, 2014. ISBN 978 80 7435428 1
- MANDELÍKOVÁ, L.: Analýza a interpretácia odborného textu. Trenčín: TnUAD, 2012 ISBN 978 80 8075518
- VAŇKO, J.: Syntax slovenského jazyka. Kap. Textová syntax. Nitra: UKF 2015.
- VAŇKO, J.: Vzťah medzi sémantickou a tematickou štruktúrou textu. In: Slovenská reč, 62/1997, 5, s. 297-301.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 1

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

Teacher: PaedDr. Eva Győriová Baková, PaedDr. Eva Győriová Baková,

Date of last update: 24.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ JAT2/25	Name: Linguistic and stylistic text analysis 2
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for completing the course is active work in seminars (interpretive analysis of texts, participation in discussions, response to problematic questions, etc.) and submitted seminar work in the form of translation processing or a specific terminological problem. (50 points) During the semester, students must also read theoretical articles on the issue, which will then be discussed. An alternative form of evaluation is the shorter translations that will need to be prepared for each lesson, together with a catalog of the problematic sections that have occurred in the translation process. Alternatively, it can be a group project for the translation of a larger translation or other professional text. (50 points) The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). Student time load: 30 hours, of which: study: 26 hours, preparation and development of substantial tasks: 2 hours, additional reading of original and professional literature 1 hour, self-study and regular preparation: 1 hour.	
Results of education: Knowledge The student will gain an overview of various areas of Slovak professional terminology, as well as the issue of translations of professional and fiction texts. He will then be able to place them in a broader linguistic and cultural context. The student will be acquainted with systematic knowledge of the history of literature, methodology of literary science, the issue of interliteracy, the history of artistic translation and literary comparative studies. He will be equipped with systemically connected theoretical and methodological knowledge in the field of translation theory, interpreting and methods of translation and interpreting. The student will be able to independently orient in terminological and translation issues, collect information necessary for it, use manuals, lexicons, dictionaries, etc. They will also be able to orientate in methods of distinguishing important and less important information for practice, they will be able to analyze the obtained information, evaluate it overall and present it publicly. The student will be able to correctly apply the acquired knowledge in specific outputs. The student will be able to apply the acquired knowledge in a theoretical and practical level, against the background of a specific type of task and activity. The student will be able to plan the various stages of preparation and concretization of the task, in the context of complexity for both individuals and groups. The	

student will be able to recognize the level of their own competencies and judgments in selecting the amount of information obtained. The student will be able to identify common professional problems, research and formulate the theoretical and practical starting points needed to solve them at the appropriate professional level.

Skills

The student will be able to motivate their students, students for the acquisition of the subject and the acquisition of the necessary skills, as well as to awaken their overall interest in the process of education for culture, aesthetics and literary taste, respectively. accuracy and language culture. The student will be able to independently acquire additional knowledge in the field. The student will be able to understand the importance of terminological issues, as well as the issue of different types of translations and will be able to identify the content of specific creative tasks in the implementation of the knowledge, The student will be able to get acquainted with new trends in the field, as well as with modern methodological approaches and aspects of job descriptions that are necessary to master the subject and independently develop the required outputs.

Competences

The student will be able to apply the system of knowledge and skills needed for the needs of practice and teaching the subject Slovak language and literature in primary and secondary schools. He will be able to use them in his own creative practice at school. The student will be able to implement a targeted development of knowledge related to synchronous and diachronic language development, will be able to independently plan selected creative activities that expand knowledge of Slovak literature as such. The student will be able to manage the style of work of others in the school environment, focused on getting to know selected personalities and works of Slovak literature of the period.

Brief syllabus:

Literature:

ALABÁNOVÁ, M. – GLOVNÁ, J.: Slovensko-maďarský frazeologický slovník s cvičeniami z frazeológie. Nitra: FF UKF, 2015

FINDRA, J.: Jazyková komunikácia a kultúra vyjadrovania Martin : Osveta, 2013.

GLOVNÁ, J.: Frazeológia. Nitra: FF UKF, 2015

HABOVŠTIAKOVÁ, K.: Poučenia a zaujímavosti o slovenčine : zo staršej i novšej slovnej zásoby. Bratislava : VEDA, 2009.

HLAVATÁ, Renáta 2015. Tvorba a analýza textu. Nitra: FF UKF

HUŤKOVÁ, A.: Štylistické zákutia prekladu a prekladania. Hradec Králové: Gaudeamus, 2014.

MANDELÍKOVÁ, L.: Analýza a interpretácia odborného textu. Trenčín: TnUAD, 2012.

MISLOVIČOVÁ, S. – VANČOVÁ, I.: Spytovali ste sa. Bratislava: VEDA, 2017. ISBN: 978-80-224-1615-3

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 2

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

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

Date of last update: 24.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ KAL/25	Name: Contact and areal linguistics
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: A) comparative presentations or didactic boards based on the topic, resp. seminar work B) current project task The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). Student time load: 60 hours, of which: study: 26 hours, preparation and development of substantial tasks: 10 hours, additional reading of original and professional literature 10 hours, self-study and regular preparation: 14 hours.	
Results of education: Knowledge: The student will learn the basics of the methodology of area research of languages, including their classification; acquire knowledge of broader linguistic and cultural connections of the Slovak language with languages in the Central European area; will gain a set of knowledge about the manifestations of long-term language contact of Slovak with languages in the Central European cultural space in the level of phonology, morphology, syntax and lexicon. In this way, the student will also get acquainted with the issues of multiculturalism, including the most important cultural and social realities and history of the Central European linguistic and cultural area. <ul style="list-style-type: none"> • Skills: • The student will be able to define the basic methodological procedures of area research of languages in relation to long-term linguistic and cultural-historical contacts; on this basis, it is able to define the most well-known linguistic and cultural areas with an emphasis on the specifics of the Central European cultural and linguistic area. • The student will be able to define the methodological peculiarities of contact and areal linguistics, both in the Slovak and Slavic languages, as well as in the Slovak and non-Slavic languages, at all language levels. • The student is able to identify and characterize the dynamic tendencies of the Slovak language in parallel with the languages of the Central European area. • The student will be able to interpret the disciplines of structural linguistics on an interlanguage background in the region of Central Europe. Competences:	

* The student will be able to apply a set of acquired theoretical knowledge from comparative linguistics in language practice; he will be able to use theoretical knowledge of contact and areal linguistics appropriately in the creation of the curriculum.

- Acquired knowledge, especially from the study of the Central European cultural and linguistic area, can also be used in educating students to be tolerant of other ethnic groups and cultures, especially taking into account the dynamism of our socio-cultural environment.

Brief syllabus:

1. Dynamics, convergence, divergence in language
2. The origin of the discipline and the subject of research in areal linguistics. Previous site research
3. Contact phenomena and their typology. Methodology of areal linguistics
4. Phonological level of area convergence
5. Grammatical level of area convergence
6. Lexical level of area convergence
7. Phrases of Central European languages
8. Slovak in interlanguage contacts
9. Fortification role of Hungarian for Slovak
10. Germanisms in Central European languages
11. Slavisms in Central European languages
12. Czech and Slovak in contact and contrast
13. Slovak-Hungarian language contacts

Literature:

BLÁHA, O. Jazyky střední Evropy. Olomouc: Univerzita Palackého, 2015.
 DOLNÍK, J. Sila jazyka. Bratislava: Kalligram, 2010.
 LANSTYÁK I. Nyelvből nyelvbe. Pozsony: Kalligram 2006.
 LEHOCKÁ, I.: Úvod do areálovej lingvistiky. Nitra: FSŠ UKF, 2015.
 KRÁLIK, L. Stručný etymologický slovník slovenčiny. Bratislava: VEDA, 2019.
 NÁBĚLKOVÁ, M. Slovenčina a čeština v kontakte. Bratislava – Praha: VEDA 2008
 TÓTH S. J. Z funkčno-pragmatických aspektov kontaktovej a areálovej lingvistiky. Ružomberok: Verbum, 2013.
 ŽIGO, P. Historická a areálová lingvistika. Bratislava: FF UK, 2011.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 6

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

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

Date of last update: 24.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ KSP/25	Name: Chapters from contemporary Slovak poetry and drama
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: <p>The individual partial components are agreed with the students individually (also) on the basis of their personal interest and choice from the aspect of selected texts of the poetry of the Slovak author. Students will prepare a semester work as an applied attribute of their own independent creative activity of literary interpretation, but as a mandatory component should be the elaboration of a semester work on a given author-poet, including biographical, bibliographic and other conditions and "peculiarities" of his life. Part of this elaboration is also an interpretive analysis of the selected text of the author based on the objective-subjective reading experience of the student. At the end of the semester, the defense of the student's semester work will be presented in front of the whole group, where the student's argumentative potential and his comprehensive view of a selected poetic work of Slovak literature are observed.</p> <p>Evaluation criteria:</p> <ul style="list-style-type: none"> - Adequacy of selected methods in the elaboration of a semester work (4 points) - Use of creative and innovative forms of work in the elaboration of a semester work (2 points) - Description and precise diagnosis of one's own approach to work with regard to the prose aspect (2 points) - Knowledge of professional materials, especially from the aspect of used literature in the elaboration of the semester work (5 points) - Sophistication of content and form within the selected topic of the semester work (Extent: 10 pages, 10 points) - Application of innovative practices in complex activities (3 points) - Concretization of selected tasks and activities and its pointing to everyday school practice (4 points). <p>The classification scale used in the assessment of the course (A - FX) is in accordance with the UJS Study Regulations (Article 19, point 3).</p> <p>Student time load: 30 hours, of which: study: 26 hours, preparation and development of substantial tasks: 2 hours, additional reading of original and professional literature 1 hour, self-study and regular preparation: 1 hour.</p>	
Results of education: Knowledge:	

- The student will be able to orientate in the development of Slovak poetry with a specific regard to the individual (especially from the current aspect extremely positively evaluated) its creative peaks,
- The student will be able to choose and recommend for himself and for others a suitable poetry of Slovak literature and to justify it (even in private life),
- The student will be able to independently collect information about the life and literary work of a Slovak poet (emphasis is placed on his non-traditional, current promotion for the general public),
- The student will be able to orientate in methods of distinguishing important and less important information for practice, which relate to selected poems,
- The student will be able to correctly compile, independently search and evaluate various information related to the poetry in the Slovak literature,
- The student will be able to correctly apply the acquired knowledge in specific outputs, defenses, presentations and the like,
- The student will be able to apply the acquired knowledge on a theoretical and practical (also) basis in the background of the popularization of the (specific) poetry,
- The student will be able to recognize the level of their own competencies, judgments and judgments in the selection of a number of poems,
- The student will be able to identify common professional problems, research and formulate the theoretical and practical background needed to solve them and solve them (using practical procedures in practice), especially on the basis of their own reading experience.
- The graduate has adequate professional and methodological knowledge from several areas of the field of study or school practice. On this basis, he has appropriate access to the literary text. He is competent to independently formulate the basis of interpretation, relational-analytical thinking about the researched issues within the field of study with accessible interdisciplinary overlaps. Can search for and formulate tasks, consider recommendations for practice. He is able to point out the specificity of the selected literary type, find a suitable and effective methodological background.
- Has demonstrable knowledge of the history of Slovak literature and methodology of literary science. Masters the methods and principles of working with text, is able to identify interpretive support in the text.

Skills:

- The student is able to point out the possibilities of literature (poetry) in education for culture, aesthetics and literary taste in the background of their own objective-subjective evaluation experience,
- The student will be able to acquire professional knowledge related to the views of other experts on Slovak poetry and appropriately create their own interpretive criteria and insights,
- The student will be able to understand the social function of parts for this selected texts, identify the content of the activities of the created creative tasks in the implementation of the presented knowledge,
- The student will be able to get acquainted with the progressive trends of poetry research and to explain and put them into contexts accordingly,
- The student will be able to present the most important personalities and key works of contemporary Slovak poetry on the basis of their own reading experience and literary-historical, literary-theoretical and literary-critical aspects, resp. from the point of view of objective-subjective interpretation.
- He is ready to carry out adequate research, based on a specific passage, with a high degree of creativity and independence, respectively. evaluate its results on the basis of a separate output. He can apply contextuality and interliteracy in the analysis of a literary text. He has developed

innovative and creative thinking, resulting in concrete work with literary texts. He is able to work effectively with a given text of a given literary type.

Competences:

- The student will be able to apply the system of skills needed for multidimensional contact (for example) in the selection of a specific text of Slovak literature, which can then be used in their own creative practice at school.
 - The student will be able to take a specific evaluation opinion on the selected text,
 - The student will be able to solve selected life situations in and out of school using selected texts.
 - The student will be able to implement a targeted development of knowledge related to the synchronous and diachronic development of Slovak poetry,
 - The student will be able to independently plan selected creative activities that expand knowledge of the given literary-species area of Slovak literature,
 - The student will be able to manage the style of work of others in the school environment, especially in the selection and interpretation of selected poems, aimed at recognizing and promoting selected texts of Slovak literature.
 - Can clearly and convincingly promote the results of research to the general cultural public.
- Demonstrates a high degree of work independence in the process of interpretation.

Brief syllabus:

1. Tradition and innovation (M. Válek and M. Rúfus).
2. Lone runners.
3. J. Urban and I. Kolenič: new generation and new poetics.
4. Respect for words and form: J. Buzássy.
5. Game and irony: P. Macsovský.
6. Poetry as an intellectual unrest: M. Milčák.
7. The image of normalization in literature (R. Sloboda, P. Vilikovský, S. Rakús).
8. The image of society after 1989 (P. Pišťanek, J. Johanides).
9. Magical realism and postmodernism in prose (V. Pankovčín, P. Vilikovský, T. Horváth, D. Mitana).
10. Subject and identity (Balla, Mitana, Kopcsay, Rankov).
11. Authors and female subject (M. Haugová, D. Podracká, V. Šikulová, J. Juráňová, M. Kompaníková).
12. Drama and theater after 1989.
13. Traditions and possibilities of drama (P. Kováčik, K. Horák, V. Klimáček, S. Štepka).

Literature:

HOCHÉL, I.: Slovenská literatúra po roku 1989 Bratislava : Eterna Press, 2007.
ČÚZY, L. a kol.: Panoráma slovenskej literatúry III. : Literárne dejiny od roku 1945 po súčasnosť. Bratislava : Slovenské pedagogické nakladateľstvo, 2006.
SEDLÁK, I.: Dejiny slovenskej literatúry II. Martin : Matica slovenská, 2009.
ŠTEVČEK, J.: Dejiny slovenského románu. Bratislava : Tatran 1989.
ŠTEVČEK, J.: Moderný slovenský román. Tatran 1983.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 5

A	B	C	D	E	FX
20.0	40.0	40.0	0.0	0.0	0.0
Teacher: PaedDr. Jaroslav Vlnka, PhD.,					
Date of last update: 24.03.2025					
Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ MIT/25	Name: Methodology of interpretation of literary texts
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 1 / 1 For the study period: 13 / 13 / 13 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Assessment and completion of the course: mark, written exam. The course is completed by a written exam (test) during the exam period During the semester, students will implement the following outputs and assignments, which will be the basis for the final evaluation: <ul style="list-style-type: none"> • Activity in seminars and exercises (Score: 10 points). Evaluation criteria: <ul style="list-style-type: none"> - Active discussion Correct application of knowledge from lectures at individual seminars and exercises (5 points). - Active solution Elaboration of assigned tasks during the semester (5 points). • Elaboration of a seminar work - processed as a portrait of a selected representative of a certain interpretive school, which is listed in the syllabus in the range of 5 - 6 standard pages (Score: 50 points). Evaluation criteria: <ul style="list-style-type: none"> - Adherence to basic standards of formal work and its construction (10 points). - Consistent elaboration of the issue, its understanding and self-evaluation (25 points) - Adherence to citation standards, and correct method of paraphrasing and citation of professional sources (15 points). • Written exam according to the content syllabus (Score: max. 40 points). The final evaluation is calculated as a summary of the evaluation of the seminar work, the student's activities in the seminar classes and exercises and the written exam. The evaluation of the subject (A - FX) is in accordance with the classification scale set by the UJS Study Regulations (Article 19, point 3). Student time load: 120 hours, of which: study: 39 hours, preparation and development of substantial tasks: 30 hours, additional reading of original and professional literature 27 hours, self-study and regular preparation: 24 hours.	
Results of education: Knowledge: <ul style="list-style-type: none"> • Student has acquired a summary of professional and methodological knowledge in the theoretical field of interpretation of a literary text. 	

He is competent to independently formulate a scientific problem and then look for it and solve it in the form of a selected methodology with certain natural interdisciplinary overlaps. He is able to design and select appropriate procedures and implement them in solving professional issues, including the design of (mini) projects. He is ready to research a literary text with a high degree of independent creativity - on the basis of individual theoretical axioms - and to evaluate its results at the appropriate level. The student will gain knowledge of the history of the methodology of interpretation of a literary text, will gain knowledge about individual schools, currents, directions, as well as the issue of interliteracy.

- The student will master the basic concepts, starting points and methods of interpretation of a literary text.
- The student acquires the basic orientation in literary methods of working with artistic literary text.
- The student will master the function, goal and importance of individual interpretive methods, which will be able to distinguish and compare.
- The student will gain knowledge about individual methodological approaches and aspects of approaches to literary text in historical development.

Skills:

- The student will be able to identify and explain a specific interpretive method and clearly specify its procedures and objectives.
- The student will be able to independently collect information about essential interpretation schools, respectively literary methodologies and their representatives in the 19th to 21st centuries in various publications and on the Internet.
- The student will be able to correctly assess and place interpretive approaches in the context of historical development.
- The student will be able to correctly present the main literary methodologies in terms of basic concepts and interpretive preferences.
- The student will be able to correctly apply basic interpretive methods in their own scientific-research, professional, resp. school practice.
- The student will be able to plan and characterize the interpretation process from the perspective of a specific methodology.
- The student will be able to recognize the level of their own competencies in the field.
- The student will be able to identify common professional problems related to the field of text interpretation methodology, to examine theoretical and practical solutions.
- The student will be able to present and explain to students the basic concepts, starting points and goals of various strategies for the interpretation of literary texts.

Competences:

- The student will be competent to independently formulate and subsequently solve a scientific problem in the form of a selected methodology with certain natural interdisciplinary overlaps.
- The student will be effectively able to apply the system of theoretical knowledge and practical skills needed for the work of a qualified professional with pupils and students, respectively. with the various institutions on the specific interpretation of literary texts.
- The student will actively expand their theoretical and methodological knowledge in the field of methodology of interpretation of literary texts.
- The student will independently plan their own education and didactically apply it to deepen their knowledge in everyday life, which they apply in professional school practice.
- The student will be competent to create the inspiring atmosphere needed for students to acquire these knowledge, will be able to mediate different perceptions and literature and provide an overview of methodological procedures for interpreting literary texts.

Brief syllabus:

1. Overview, differentiation and basic characteristics of literary methods of interpretation of literary texts in historical development.
2. Perspectives on the history of interpretation of literary texts. Mimesis, hermeneutics, interpretation, exegesis, classical philology.
3. Positivism and text interpretation. Biographical, sociological and historical approach to literary work and literature. Interpretation of a specific literary work.
4. Formalism, Russian formal school and its method of interpretation. Representatives, starting points and goals of interpretation. The concept of literacy. Application of knowledge in the interpretation of a specific literary work.
5. Psychoanalysis and literary interpretation. Influences of S. Freud and G. Bachelard. Archetypes of poetic imagination, children's play as a model of poetic work. Interpretation of a specific lyrical text
6. Structuralism. Prague Linguistic Circle. Structuralism in Slovakia. Starting points, goals and basic features of the interpretation method. Aesthetic function of language and the concept of structure. Application of knowledge in the interpretation of a specific literary text.
7. Poststructuralism, deconstructivism. Basic starting points, goals and methods of reading the text. Representatives (J. Derrida, R. Barthes) and their literary-interpretive concepts. Application of knowledge in the interpretation of a specific literary text.
8. Nitra school, theory of literary communication and development of interpretation of literary texts.
9. Basic concepts and characteristics of access to literary text. Use of knowledge in the interpretation of a prose or dramatic text.
10. Interpretation according to socialist realism. Requirements for literature, preferred topics, personality of the writer and literary protagonist. The principle of realism and partisanship. Application of knowledge in the interpretation of a specific prose text.
11. Postmodernism. Understanding the author and literary text. The reader as a partner and co-creator. Basic concepts and representatives. Use of knowledge in the interpretation of a literary text.
12. The concept of open work and open reading according to Umberto Eco. Principles of interpretation, understanding of literary communication. Application of knowledge in the interpretation of a specific text.
13. Critique of postmodernism. W. Iser, his notion of aesthetics and the way of interpretation of a work of art. Application of knowledge in the interpretation of a literary text.

Literature:

- ECO, U.: Interpretácia a nadinterpretácia. Bratislava : Archa, 1995.
- HARPÁŇ, M.: Teória literatúry. Bratislava : Esa, 2004.
- MIKO, F.: Analýza literárneho diela. Bratislava : Veda, 1987.
- POPOVIČ, A. et al.: Interpretácia umeleckého textu. Bratislava : Slovenské pedagogické nakladateľstvo, 1981.
- SABOL, J., RUŠČÁK, F., SABOLOVÁ, O.: Interpretácia umeleckého textu: vysokoškolské učebné texty. Košice : Filozofická fakulta v Prešove, 1992.
- ŠENKÁR, P.: Možnosti interpretácie literárneho textu. Nitra : FSS, 2008.
- VAŇKO, J.: Interpretácia jazyka literárneho diela. Nitra : Pedagogická fakulta, 1986. VAŇKO, J., TATÁR, J., LOMENČÍK, J., PLUTKO, P.: Kapitoly z literárneho diela. Banská Bystrica : Univerzita Mateja Bela, Filologická fakulta, 1998.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 7					
A	B	C	D	E	FX
28.57	28.57	42.86	0.0	0.0	0.0
Teacher: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD.,					
Date of last update: 24.03.2025					
Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University					
Name of the faculty: Faculty of Education					
Code: KSL/SJdm/ OB/22		Name: Master's thesis and defense			
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present					
Number of credits: 8					
Recommended semester/trimester of study:					
Level of study: II.					
Prerequisites: KSL/SJdm/DS/25					
Conditions for passing the subject:					
Results of education:					
Brief syllabus:					
Literature: KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004. Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf					
Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 2					
A	B	C	D	E	FX
0.0	50.0	50.0	0.0	0.0	0.0
Teacher:					
Date of last update: 06.03.2025					
Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ PPX4/25	Name: Pedagogical practice IV.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 20s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final evaluation is based on portfolio materials developed during the pedagogical practice. The conditions for graduating from the course are regulated by the Dean's Decree on the Principles of Pedagogical Practice at the SJE TKK. The student is required to follow the sections of this document on active pedagogical practice (PPX4). Mandatory parts of the portfolio: <ul style="list-style-type: none"> • Protocol certifying the completion of the pedagogical practice (completed) • Analysis of observed lessons and completed observation sheets • Lesson outline, evaluation and analysis of the lessons taught • Other documents and appendices of the pedagogical practice Course evaluation: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be awarded if the student achieves less than 50% of the total score. Student workload: 2 credits = 60 hours.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student is able to observe and analyze upper secondary and high school activities. • The student is able to professionally evaluate the observed upper secondary and high school activities and activities. • The student is able to document the observed upper secondary and high school activities and activities. • The student is able to orientate in school documents. • The student is familiar with the staffing structure and financial equipment of the school. • The student is aware of the specific activities of the teacher during the lessons. • The student knows and understands the environment, culture and organization of primary and secondary schools. Skills: <ul style="list-style-type: none"> • Is able to identify different manifestations of the structural elements of the personality, the psychological processes of the learner in the teaching process and social interactions. • Knows the specific activities of the teacher during the day, in the classroom and in the teaching of subjects in his / her field in primary and secondary school. 	

- Defines the teaching goals formulated by the teacher, the procedures used to achieve them, and the extent to which the goals are achieved.
- Can identify teaching methods used during the lesson.
- Describes the didactic tools, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programs and software, dynamic systems, interactive teaching materials and portals in the teaching of subjects in your field.
- Describes the processes of student assessment in the teaching process.
- Defines the teacher's teaching and communication style as well as professional skills.
- Able to process, evaluate and reflect on the results of observation in the context of educational theory.
- The learner recognizes his or her own level of competence.
- The student is able to identify common professional problems, to search for, formulate and solve the theoretical and practical background necessary for their solution (using practical procedures in practice).
- Ability to identify gifted students, students with learning difficulties or special educational needs, disadvantaged students, students with multiple disadvantages and students with special needs, in order to provide them with appropriate advice on entering the labor market.
- Able to prepare didactically correct written lessons (including all its components) that include elements of creativity, independence, individualization, and alternativeness.
- Ability to consult the practitioner about their own written preparation.
- Ability to properly prepare, teach, and evaluate a particular lesson.
- The student is able to document the results, professionally describe reflection and self-reflection in relation to the lesson planned, prepared, executed and evaluated.

Competencies:

- Takes a position on the observed phenomena based on previous theoretical knowledge.
- Conducts self-reflection and receives feedback on their own performance from students, colleagues and practitioners.
- Demonstrates his / her own personality traits, communication style, values and professional skills responsibly.
- Provides feedback and evaluates students' learning outcomes in accordance with the assessment principles for the appropriate level of education.
- Facilitates interaction between students.
- Accepts the manifestations of students' individuality in the context of a formal social group within the school classroom, applies the characteristics of students' learning, special educational needs, and applies elements of differentiation to teaching.
- Implements classroom teaching using teaching methods, strategies, resources and tools optimized by the disciplinary-didactic theory of his / her field, as well as information and communication technologies.
- Understands the relationship between teaching principles, consequences and effectiveness of learning.
- Reflects on your own pedagogical skills.
- The student will be able to purposefully develop self-knowledge related to the teaching profession.
- The student will be able to independently plan activities that expand their knowledge in the context of the teaching profession.
- The student will be able to create an atmosphere of trusting, helpful, encouraging, attentive, accepting behavior and openness, recognizing and managing the work style of others.

- Optimize the atmosphere in the student group (school classroom) and create a stimulating and non-threatening environment for students to teach and learn by applying rules and safe working conditions, as well as ways to motivate and activate students.

Brief syllabus:

Observing and evaluating the external and internal environment of a practicing primary and secondary school.

Getting to know and working with the pedagogical documentation of the class and the school.

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

Professional analysis of the observed lessons together with the practice teacher.

Document the process and results of each observed hour.

Didactic procedures for preparing written preparations (with all its components), consultation with the practitioner.

Preparation of the necessary conditions for the implementation of the lesson.

Implement the planned and prepared lesson using innovative strategies using appropriate educational tools in primary and secondary schools.

Lesson evaluation using planned and selected methods and assessment tools from your own perspective, from the perspective of the students (and the elements of self-evaluation).

Professional analysis with the practice teacher: documenting and evaluating the preparation and its use, and other components of the lesson.

Preparation of a portfolio of intercepted lessons with all its components, based on pre-defined criteria by the head of teaching practice, using autonomy and alternativity, based on current trends in didactics

Literature:

BAZÁLIKOVÁ, J.: Pedagogická prax. Bratislava: Stimul, 1992.

GAVORA, P.: ABC pozorovania vyučovania. Prešov: MC, 1997.

ŠVEC, Š.: Kategoriálny systém analýzy humanistickej výučby. Bulletin ÚMC MŠaV SR, roč.1, 1992b, č. 12, s. 21 - 28.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 6

A	B	C	D	E	FX
83.33	16.67	0.0	0.0	0.0	0.0

Teacher: PaedDr. Jaroslav Vlnka, PhD.,

Date of last update: 24.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ PPX5/25	Name: Pedagogic practice V.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 20s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final evaluation is based on portfolio materials developed during the pedagogical practice. The conditions for graduating from the course are regulated by the Dean's Decree on the Principles of Pedagogical Practice at the SJE TKK. The student is required to follow the sections of this document on active pedagogical practice (PPX5). Mandatory parts of the portfolio: <ul style="list-style-type: none"> • Protocol certifying the completion of the pedagogical practice (completed) • Analysis of observed lessons and completed observation sheets • Lesson outline, evaluation and analysis of the lessons taught • Other documents and appendices of the pedagogical practice Course evaluation: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be awarded if the student achieves less than 50% of the total score. Student workload: 2 credits = 60 hours.	
Results of education: Knowledges: <ul style="list-style-type: none"> • The student is able to observe and analyze upper secondary and high school activities. • The student is able to professionally evaluate the observed upper secondary and high school activities and activities. • The student is able to document the observed upper secondary and high school activities and activities. • The student is able to orientate in school documents. • The student is familiar with the staffing structure and financial equipment of the school. • The student is aware of the specific activities of the teacher during the lessons. • The student knows and understands the environment, culture and organization of primary and secondary schools. Skills: <ul style="list-style-type: none"> • Is able to identify different manifestations of the structural elements of the personality, the psychological processes of the learner in the teaching process and social interactions. • Knows the specific activities of the teacher during the day, in the classroom and in the teaching of subjects in his / her field in primary and secondary school. 	

- Defines the teaching goals formulated by the teacher, the procedures used to achieve them, and the extent to which the goals are achieved.
- Can identify teaching methods used during the lesson.
- Describes the didactic tools, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programs and software, dynamic systems, interactive teaching materials and portals in the teaching of subjects in your field.
- Describes the processes of student assessment in the teaching process.
- Defines the teacher's teaching and communication style as well as professional skills.
- Able to process, evaluate and reflect on the results of observation in the context of educational theory.
- The learner recognizes his or her own level of competence.
- The student is able to identify common professional problems, to search for, formulate and solve the theoretical and practical background necessary for their solution (using practical procedures in practice).
- Ability to identify gifted students, students with learning difficulties or special educational needs, disadvantaged students, students with multiple disadvantages and students with special needs, in order to provide them with appropriate advice on entering the labor market.
- Able to prepare didactically correct written lessons (including all its components) that include elements of creativity, independence, individualization, and alternativeness.
- Ability to consult the practitioner about their own written preparation.
- Ability to properly prepare, teach, and evaluate a particular lesson.
- The student is able to document the results, professionally describe reflection and self-reflection in relation to the lesson planned, prepared, executed and evaluated.

Competencies:

- Takes a position on the observed phenomena based on previous theoretical knowledge.
- Conducts self-reflection and receives feedback on their own performance from students, colleagues and practitioners.
- Demonstrates his / her own personality traits, communication style, values and professional skills responsibly.
- Provides feedback and evaluates students' learning outcomes in accordance with the assessment principles for the appropriate level of education.
- Facilitates interaction between students.
- Accepts the manifestations of students' individuality in the context of a formal social group within the school classroom, applies the characteristics of students' learning, special educational needs, and applies elements of differentiation to teaching.
- Implements classroom teaching using teaching methods, strategies, resources and tools optimized by the disciplinary-didactic theory of his / her field, as well as information and communication technologies.
- Understands the relationship between teaching principles, consequences and effectiveness of learning.
- Reflects on your own pedagogical skills.
- The student will be able to purposefully develop self-knowledge related to the teaching profession.
- The student will be able to independently plan activities that expand their knowledge in the context of the teaching profession.
- The student will be able to create an atmosphere of trusting, helpful, encouraging, attentive, accepting behavior and openness, recognizing and managing the work style of others.

- Optimizes the atmosphere in the student group (school classroom) and creates a stimulating and non-threatening environment for students to teach and learn by applying rules and safe working conditions, as well as ways to motivate and activate pupils

Brief syllabus:

Observing and evaluating the external and internal environment of a practicing primary and secondary school.

Getting to know and working with the pedagogical documentation of the class and the school.

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

Professional analysis of the observed lessons together with the practice teacher.

Document the process and results of each observed hour.

Didactic procedures for preparing written preparations (with all its components), consultation with the practitioner.

Preparation of the necessary conditions for the implementation of the lesson.

Implement the planned and prepared lesson using innovative strategies using appropriate educational tools in primary and secondary schools.

Lesson evaluation using planned and selected methods and assessment tools from your own perspective, from the perspective of the students (and the elements of self-evaluation).

Professional analysis with the practice teacher: documenting and evaluating the preparation and its use, and other components of the lesson.

Preparation of a portfolio of intercepted lessons with all its components, based on pre-defined criteria by the head of teaching practice, using autonomy and alternativity, based on current trends in didactics.

Literature:

BAZÁLIKOVÁ, J.: Pedagogická prax. Bratislava: Stimul, 1992.

GAVORA, P.: ABC pozorovania vyučovania. Prešov: MC, 1997.

ŠVEC, Š.: Kategoriálny systém analýzy humanistickej výučby. Bulletin ÚMC MŠaV SR, roč.1, 1992b, č. 12, s. 21 - 28.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 4

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

Teacher: PaedDr. Jaroslav Vlnka, PhD.,

Date of last update: 24.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ PPX6/25	Name: Pedagogical practice VI.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 40s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final evaluation is based on portfolio materials developed during the pedagogical practice. The conditions for graduating from the course are regulated by the Dean's Decree on the Principles of Pedagogical Practice at the PF UJS. The student is required to follow the sections of this document on active pedagogical practice (PPX6). Mandatory parts of the portfolio: <ul style="list-style-type: none"> • Protocol certifying the completion of the pedagogical practice (completed) • Analysis of observed lessons and completed observation sheets • Lesson outline, evaluation and analysis of the lessons taught • Other documents and appendices of the pedagogical practice Course evaluation: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be awarded if the student achieves less than 50% of the total score. Student workload: 4 credits = 120 hours.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student is able to observe and analyze upper secondary and high school activities. • The student is able to professionally evaluate the observed upper secondary and high school activities and activities. • The student is able to document the observed upper secondary and high school activities and activities. • The student is able to orientate in school documents. • The student is familiar with the staffing structure and financial equipment of the school. • The student is aware of the specific activities of the teacher during the lessons. • The student knows and understands the environment, culture and organization of primary and secondary schools. Skills: <ul style="list-style-type: none"> • Is able to identify different manifestations of the structural elements of the personality, the psychological processes of the learner in the teaching process and social interactions. • Knows the specific activities of the teacher during the day, in the classroom and in the teaching of subjects in his / her field in primary and secondary school. 	

- Defines the teaching goals formulated by the teacher, the procedures used to achieve them, and the extent to which the goals are achieved.
- Can identify teaching methods used during the lesson.
- Describes the didactic tools, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programs and software, dynamic systems, interactive teaching materials and portals in the teaching of subjects in your field.
- Describes the processes of student assessment in the teaching process.
- Defines the teacher's teaching and communication style as well as professional skills.
- Able to process, evaluate and reflect on the results of observation in the context of educational theory.
- The learner recognizes his or her own level of competence.
- The student is able to identify common professional problems, to search for, formulate and solve the theoretical and practical background necessary for their solution (using practical procedures in practice).
- Ability to identify gifted students, students with learning difficulties or special educational needs, disadvantaged students, students with multiple disadvantages and students with special needs, in order to provide them with appropriate advice on entering the labor market.
- Able to prepare didactically correct written lessons (including all its components) that include elements of creativity, independence, individualization, and alternativeness.
- Ability to consult the practitioner about their own written preparation.
- Ability to properly prepare, teach, and evaluate a particular lesson.
- The student is able to document the results, professionally describe reflection and self-reflection in relation to the lesson planned, prepared, executed and evaluated.

Competencies:

- Takes a position on the observed phenomena based on previous theoretical knowledge.
- Conducts self-reflection and receives feedback on their own performance from students, colleagues and practitioners.
- Demonstrates his / her own personality traits, communication style, values and professional skills responsibly.
- Provides feedback and evaluates students' learning outcomes in accordance with the assessment principles for the appropriate level of education.
- Facilitates interaction between students.
- Accepts the manifestations of students' individuality in the context of a formal social group within the school classroom, applies the characteristics of students' learning, special educational needs, and applies elements of differentiation to teaching.
- Implements classroom teaching using teaching methods, strategies, resources and tools optimized by the disciplinary-didactic theory of his / her field, as well as information and communication technologies.
- Understands the relationship between teaching principles, consequences and effectiveness of learning.
- Reflects on your own pedagogical skills.
- The student will be able to purposefully develop self-knowledge related to the teaching profession.
- The student will be able to independently plan activities that expand their knowledge in the context of the teaching profession.
- The student will be able to create an atmosphere of trusting, helpful, encouraging, attentive, accepting behavior and openness, recognizing and managing the work style of others.

- Optimizes the atmosphere in the student group (school classroom) and creates a stimulating and non-threatening environment for students to teach and learn by applying rules and safe working conditions, as well as ways to motivate and activate pupils

Brief syllabus:

Observing and evaluating the external and internal environment of a practicing primary and secondary school.

Getting to know and working with the pedagogical documentation of the class and the school.

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

Professional analysis of the observed lessons together with the practice teacher.

Document the process and results of each observed hour.

Didactic procedures for preparing written preparations (with all its components), consultation with the practitioner.

Preparation of the necessary conditions for the implementation of the lesson.

Implement the planned and prepared lesson using innovative strategies using appropriate educational tools in primary and secondary schools.

Lesson evaluation using planned and selected methods and assessment tools from your own perspective, from the perspective of the students (and the elements of self-evaluation).

Professional analysis with the practice teacher: documenting and evaluating the preparation and its use, and other components of the lesson.

Preparation of a portfolio of intercepted lessons with all its components, based on pre-defined criteria by the head of teaching practice, using autonomy and alternativity, based on current trends in didactics.

Literature:

BAZÁLIKOVÁ, J.: Pedagogická prax. Bratislava: Stimul, 1992.

GAVORA, P.: ABC pozorovania vyučovania. Prešov: MC, 1997.

ŠVEC, Š.: Kategoriálny systém analýzy humanistickej výučby. Bulletin ÚMC MŠaV SR, roč.1, 1992b, č. 12, s. 21 - 28.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 7

A	B	C	D	E	FX
85.71	14.29	0.0	0.0	0.0	0.0

Teacher: PaedDr. Jaroslav Vlnka, PhD.,

Date of last update: 24.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ SL45/25	Name: Slovak literature after 1945
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Assessment and completion of the course: grade, exam. The course is completed by an oral exam, which will take place during the exam period. During the semester, the student implements the following outputs and assignments: <ul style="list-style-type: none"> • Elaboration of a seminar work on the work of a selected author who belongs to Slovak literature after 1945, which contains biographical, bibliographic information, his own interpretation of his work, correctly cited citations and paraphrases from professional sources, list of literature (Extent: min. 54 pages; Score: 20 points). Evaluation criteria: <ul style="list-style-type: none"> - Level of processing biographical and bibliographic information about the author (5 points). - Innovative approach, individuality of own opinions realized in interpretation (10 points). - Critical processing of professional materials, citations, paraphrases (5 points). Written test in the scope of the course syllabus (Score: 50 points.) Evaluation criteria: <ul style="list-style-type: none"> - Demonstration of excellent knowledge about the periodization of literature after 1945, about the typological and poethological characteristics of literature in the years 1945 - 1989: about development trends, influences, literary trends, and authors (10 points). - Demonstration of excellent knowledge of Slovak literature in the late 40s, in the 50s and 60s (20 points). - Demonstration of excellent knowledge of Slovak literature during standardization in the 70s and 80s (20 points). • Oral examination of important literary works from the period of development of Slovak literature after 1945 according to the fiction minimum (Score: 30 points). The final evaluation is calculated as a summary of the evaluation of the seminar paper, written test and oral exam. The evaluation of the subject (A - FX) is in accordance with the classification scale determined by the UJS Study Regulations (Article 19, point 3). Student time load: 150 hours, of which: study: 39 hours, preparation and development of substancial tasks: 41 hours, additional reading of original and professional literature 35 hours, self-study and regular preparation: 35 hours.	
Results of education: Knowledge	

- The student will acquire knowledge about developmentally progressive personalities of Slovak literature after 1945, developmental tendencies, thematic and genre preferences, various inspirational influences, literary trends and groups.
- The student will gain knowledge about the periodization of the literary development of Slovak literature from 1945 to 1989, will gain knowledge about knowing the basic development trends of this literary period.
- The student will gain knowledge about the Slovak literature of the development period in the years 1945 - 1948, which was characterized by an attempt to restore plurality, will gain knowledge about the period of socialist realism in literature (1948-1954) on overcoming the simplified model in the following years in the period of political emancipation, in the period of so-called normalization, as well as in the period of the 1980s.
- The student will acquire knowledge about Slovak poetry in the years 1945 - 1989, about important representatives and their poetic work, gain knowledge about ideological pressures nha poetry, knowledge about and search for new, modern poetic imagery in the development period.
- The student will gain knowledge about Slovak prose in the years 1945 - 1989, the developmental tendencies of prose, its sources of inspiration, thematic and genre peculiarities, the author's strategy of individual prose writers and will also gain knowledge about important prose texts of a specific period.
- The student will gain knowledge about Slovak drama in the years 1945 - 1989, about the personalities of Slovak drama and their dramatic work, will gain knowledge about the focus, theme and genre spectrum of dramatic texts.
- The student will be able to identify the historical and social context of development, will know the stimulating and key works of literature after 1945 and will be able to formulate theoretical and practical solutions to professional problems related to the stage of literature development.

Skills

- The student is able to point out the important specifics of the development period of Slovak literature (1945 - 1989) and characterize the literary work of its representatives and will be able to motivate their students to learn about the area and awaken their interest in the process of education, culture, aesthetics and literary taste.
- The student will be able to understand development trends, author groups and the work of individual authors in a broader social, political and cultural conditions and contexts.
- The student will be able to present the basic features and periodization of this period, approach the creation of prominent personalities and interpret important works in the educational process.
- The student will be able to follow new trends in the research of the established stage of the development of Slovak literature and use them in their educational activities.
- The student will be able to comprehensively understand the importance of Slovak literature as an important component of social and cultural development.
- The student will be able to identify the content of specific creative tasks in the implementation of the presented knowledge into the daily practice of the teacher.

Competences

- The student will be competent to apply the system of theoretical knowledge, practical reading experience and interpretive skills to a comprehensive assessment of the nature of Slovak literature after 1945, will be able to place its prominent representatives in the development context, critically assess their creative development, value hierarchies and present literary works for needs of school practice.
- The student will be deepen the acquired knowledge and develop their overview related to the synchronous and diachronic development of Slovak literature in the period 1945 - 1989.
- The student will be independently plan activities that systematically expand knowledge about a given literary period in the coordinates of historical, social and cultural development.

- The student will be competent to lead students for getting to know the leading authors of the period of literary development (1945 - 1989) and encourage students to read and interpret valuable literary texts in the conditions of school practice.

Brief syllabus:

Periodisation of the age

War topic, SNP: Rudolf Sloboda, Ladislav Mňačko

Socialism: Vladimír Mináč, Dominik Tatarka

Alfonz Bednár

'60-s: Leopold Lahola

'70-s: Vincent Šikula, Pavel Vilikovský, Dušan Mitana, Ján Johanides

History romans: A. Hykisch, M. Bátorová, M. Ferko, Peter Jaroš

Emigrants

Dominik Tatarka, Ivan Kadlečík, Hana Ponická

Miroslav Válek, Milan Rúfus

Theatre

Literature:

HOCHÉL, I. - ČÚZY, L., - DAROVEC, P. - KÁKOŠOVÁ, Z.: Panoráma slovenskej literatúry III. Literárne dejiny od roku 1945 po súčasnosť. Bratislava : Slovenské pedagogické nakladateľstvo, 2006. 171 s. ISBN 80-10-00846-X

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

MARČOK, V.: Dejiny slovenskej literatúry III. Cesty slovenskej literatúry druhou polovicou XX. storočia. Bratislava : Literárne informačné centrum, 2004. 472 s. ISBN 80-88878-87-X

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

MIKULA, V. a kol.: Slovník slovenských spisovateľov. Bratislava : Kalligram – Ústav slovenskej literatúry SAV, 2005. 651 s. ISBN 80-7149-801-7

ŠTEVČEK, J.: Moderný slovenský román. Bratislava : Tatran, 1983. 334 s.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 11

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

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

Date of last update: 24.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ SL89/25	Name: Slovak literature after 1989
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Assessment and completion of the course: Exam During the semester, students will implement the following outputs and assignments, which will be the basis for the final evaluation: <ul style="list-style-type: none"> • Elaboration and submission of a seminar paper on the literary work of a selected author, which belongs to the period of development of Slovak literature after 1989. Part of the work is biographical, bibliographic information, his own interpretation of his work, correctly quoted and paraphrases from professional sources, bibliography: (at least 5 pages, Score: 20 points). Evaluation criteria: <ul style="list-style-type: none"> - Logical continuity and balance of parts of the seminar work Clear biography and creative development of the selected author (5 points). - Professionally convincing well-founded interpretation, critical and evaluation of a specific work of a selected author (10 points). - Work with information sources, adherence to citation standards, overall language-stylistic level of the text (5 points). <ul style="list-style-type: none"> • Written test of pre-assigned questions related to the course syllabus (Score: 50 points). Evaluation criteria: <ul style="list-style-type: none"> - Proven excellent knowledge about the development of Slovak literature after 1989 (10 points), Slovak poetry after 1989 (10 points), about Prose-making works after 1989 (20 points) and about Representatives of Slovak drama after 1989 (10 points). • Oral examination of literary works of Slovak literature after 1945 according to the updated fiction minimum (Score: 30 points). The final evaluation is calculated as the sum of the evaluation of the seminar work, written test and oral exam. The evaluation of the subject (A - FX) is carried out in accordance with the classification scale given by the UJS Study Regulations (Article 19, point 3). Student time load: 150 hours, of which: study: 39 hours, preparation and development of substantial tasks: 41 hours, additional reading of original and professional literature 35 hours, self-study and regular preparation: 35 hours.	
Results of education: Knowledge:	

- The student will gain knowledge about important poets, prose writers and playwrights of the development period of Slovak literature after 1989 and progressively progressive literary works.
- The student will gain knowledge about broader contemporary and cultural contexts, the development trends and social conditions in which Slovak literature was formed after 1989. resp. will be able to select and recommend a suitable personality of Slovak literature from the period after 1989 and will be able to justify his choice.
- The student will acquire knowledge about working with literature of the period and its professional reflection, as well as knowledge about the possibilities of collecting information about the life and literary work of the author from the period after 1989 in various publications and on the Internet, resp. will be able to orientate in methods of distinguishing important and less important information for practice, will be able to analyze the obtained information, evaluate it overall and present it publicly.
- The student will acquire knowledge of literary life after 1989, about the elimination of ideology and censorship in the new social conditions after 1989, will also gain knowledge about writers' organizations, publishers and literary magazines.
- The student will gain knowledge about the new position of writers and literature in society.
- The student will acquire knowledge about poets debuting after 1989 and their poetic work, about poetic directions and groups, knowledge about tendencies and experiments in poetry.
- The student will gain knowledge about thematic and genre preferences of prose writers who debuted after 1989.
- The student will gain knowledge about the situation in the field of theater and drama after 1989, will gain knowledge about prominent representatives of the drama of the period and their significant dramatic works.

Skills:

- The student will be able to motivate their students to master contemporary Slovak literature after 1989 and will be able to awaken their overall interest in the process of education for culture, aesthetics and literary taste.
- The student will be able to independently acquire and deepen their knowledge in the field of development of contemporary Slovak literature.
- The student will be able to understand the social function and importance of Slovak literature in general as well as specifically regarding the literary period from 1989 to understand the Slovak social and cultural development, respectively. current situation, and will be able to identify the content of specific creative tasks in the implementation of the presented knowledge.
- The student will be able to get acquainted with new trends in Slovak literature after 1989, as well as modern methodological approaches and aspects of literary research of contemporary Slovak literature, that are necessary to master the subject and independently develop the required outputs in professional practice.
- The student will be able to apply the acquired knowledge in specific outputs in lessons, lectures, presentations, etc.
- The student will be able to apply the acquired knowledge in a theoretical and practical level against the background of a specific type of task and activity.
- The student will be able to identify common professional problems in the context of Slovak literature after 1989, to examine and formulate the theoretical and practical starting points needed to solve them at an appropriate professional level.
- Competences:
 - The student will be competent to apply the system of acquired knowledge and skills in the field of Slovak literature after 1989 for the needs of teaching at primary and secondary schools.
 - The student will be able to implement a targeted development of knowledge related to the synchronous and diachronic development of contemporary Slovak literature, will be able to

independently plan selected creative activities that expand knowledge about Slovak literature as such.

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

Brief syllabus:

Cultural politics and book publishing around

New contexts of forbidden authors

D. Tatarka, I. Kadlečík, L. Mňačko

Postmodern: P. Vilikovský, P. Pišťanek, D. Mitana

Poetry: J. E. Groch, P. Macsovský, M. Milčák

Fiction: J. Johanides, S. Rakús, P. Vilikovský, P. Pišťanek, P. Rankov

Slovak drama and film of the period

Literature:

ČÚZY, L. – HOCHÉL, I. – KÁKOŠOVÁ, Z.: Slovenská literatúra po roku 1989 Bratislava : Literárne informačné centrum, 2007. 162 s. ISBN 978-80-89222-34-6

ČÚZY, L., – DAROVEC, P. – HOCHÉL, I. – KÁKOŠOVÁ, Z.: Panoráma slovenskej literatúry III. Literárne dejiny od roku 1945 po súčasnosť. Bratislava : Slovenské pedagogické nakladateľstvo, 2006. 171 s. ISBN 80-10-00846-X

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

SOUČKOVÁ, M.: P/r/ózy po roku 1989. Bratislava : Ars Poetica, 2009. 418 s. ISBN: 978-80-89283-28-6

ŠRANK, J.: Individualizovaná poézia. Bratislava : Cathedra, 2013. 470 s. ISBN 978-80-89495-12-2

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 10

A	B	C	D	E	FX
10.0	30.0	40.0	20.0	0.0	0.0

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

Date of last update: 24.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ SOC/25	Name: Sociolinguistics and theory of Slovak literary language
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Active participation in classes (1kr) 1 credit can be obtained from alternatives: A) current project task in the form of a questionnaire survey, sound recording or bulletin board; B) continuous tests Final test or colloquial exam with individual preparation (1 credit) The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). Student time load: 90 hours, of which: study: 26 hours, preparation and development of substantial tasks: 20 hours, additional reading of original and professional literature 20 hours, self-study and regular preparation: 24 hours.	
Results of education: Knowledge: The general knowledge of the relationship between language and society that the student has acquired in the introduction to language study will be extended by knowledge of many aspects of a broad-spectrum discipline integrating knowledge from society research with the results of linguistic research focused on language functioning in a particular national community. The student will get acquainted with the methods of sociolinguistic research and with the procedures of processing the results of (mainly) empirical research, which will be a prerequisite for the implementation of independent sociolinguistic research. Due to the ethnic and cultural specifics of the Komárno region, special attention will be paid to the issue of multiculturalism and the use of the Slovak language in Hungary. Thanks to this, the student will know the differences of cultures in a multicultural environment and their impact on the personality and school performance of the student, will learn the methods and tools to determine the individual characteristics of the student, based on his socio-cultural environment. Abilities: • Based on knowledge of the social, ethnic and cultural specifics of the region, the student will be able to identify the peculiarities of their students' language expression, especially interference phenomena, and on this basis to make decisions in the application of effective teaching methods. • The student will be able to independently recognize, analyze and interpret especially the turning points in the life of Slovak society and their impact on language; in connection with this he will be able to explain especially the consequences of intraterritorial	

and extraterritorial contacts of Slovak (eg the expansion of anglicisms after 1989). • The student will be able to determine the relationships and connections between the social, cultural, ethnic and territorial stratification of society and the variability of the Slovak language, especially with emphasis on the bilingual Slovak-Hungarian environment of southwestern Slovakia.

• Competences: The student will apply the set of acquired theoretical knowledge from sociolinguistics and the theory of literary language in school practice; thanks to his knowledge of the ethnic and cultural specifics of the region / regions of southern Slovakia, including his bilingual competence, he is able to choose effective methods in teaching the Slovak language (especially) in schools with Hungarian as the language of instruction. The student will demonstrate a high degree of work independence and foresight in a known and unknown environment as a specialist in a specific language area in a dynamically changing socio-cultural environment. * * The student will have a committed attitude to the issues of sociolinguistics and the theory of literary language, the development of the discipline will continue to monitor and the results of current sociolinguistic research can be used in teaching practice. At the same time, the competent person will present the results of his / her own professional research, observations, analyzes, interpretations and generalizations in a well-founded and convincing way before the professional community, resp. at pedagogical seminars, workshops, etc.

Brief syllabus:

1. Sociolinguistics as a discipline. History of sociolinguistic research. Pragmatic - communicative turn in linguistics.
2. Methods of dialect and sociolinguistic research. Relationship between sociolinguistics and dialectology.
3. Contemporary Slovak from an eco-linguistic point of view. Slovak dialects abroad.
4. Contemporary Slovak language in Hungary.
5. Languages of national minorities in Slovakia - sociolinguistic / eco-linguistic view.
6. Bilingualism issues. Code switching.
7. Language policy and planning.
8. Linguistic landscape
9. Variational sociolinguistics. Existential forms (varieties) of the national language. Dialect prestige and national language.
10. Stratification sociolinguistics. National language, its functional division. Literary language, standard language, substandard language, sociolect, discourse.
11. Theory of literary language
12. Standard and codification. Linguistic ideology. Language cultivation, language culture.
13. Attitudes towards language. Language socialization.

Literature:

- BELL, A. The Guidebook to Sociolinguistics. Blackwell, 2016
- DOLNÍK, J.: Teória spisovného jazyka. Bratislava : VEDA, 2010.
- DOLNÍK, J.: Jazyk v sociálnej praxi. Bratislava : VEDA, 2021. ISBN 978-80-224-1882-9.
- HELLER, M. (ed.) 2007: Bilingualism: a social approach. New York: Palgrave Macmillan
- KIRÁLY, P. Atlas slovenských nárečí v Maďarsku. Budapest: VÚSM, 1993.
- KOVÁČOVÁ, A. – UHRINOVÁ, A. (eds.): Slovenský jazyk a kultúra v menšinovom prostredí. Békešská Čaba: Výskumný ústav Celoštátnej slovenskej samosprávy v Maďarsku. 64 – 69.
- KRALČÁK L.: Slovenčina v pohybe. Nitra: FF UKF, 2015
- KRALČÁK, L.: Dynamika súčasnej slovenčiny : Sociolingvistické aspekty dynamiky jazyka. Nitra : Univerzita Konštantína Filozofa, 2009.
- ONDREJOVIČ, S.: Jazyk, veda o jazyku, societa. Sociolingvistické etudy. Bratislava : Veda, 2008.

Sociolinguistika slovac http://www.juls.savba.sk/ediela/sociolinguistica_slovaca/
 STOCKWELL, P.: Sociolinguistics. A resource book for students. London – New York: Routledge, 2007.
 ŠTEFÁNIK, J. (ed.) Antológia bilingvizmu Bratislava: AEP. 101 – 113.
 ŠTOLC, J.: Reč Slovákov v Juhoslávii. Bratislava: Vydavateľstvo SAV, 1968.
 ŽILÁKOVÁ, M. – UHRINOVÁ, A.: Slovenský jazyk v Maďarsku I.- II. Békešská Čaba : Výskumný ústav Slovákov v Maďarsku, 2008.
 ŽILÁKOVÁ, M.: Dynamika jazyka Slovákov v Maďarsku. Opera Slavica Budapestinensia Linguae Slavicae. Budapest : ELTE BTK Szláv Filológiai Tanszék, 2004.
 VAŇKO, J.: Otázky jazykovej kultúry. (Jazyková kultúra a jazyková ekológia). Nitra: UKF, 2004. ISBN: 80-

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 6

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

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

Date of last update: 24.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KSL/SJdm/ ŠS/22	Name: Slovak Language, Literature and Methodology of Teaching
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study:	
Level of study: II.	
Prerequisites: KSL/SJdm/DIA/25 and KSL/SJdm/SL45/25 and KSL/SJdm/ID1/25 and KSL/SJdm/SL89/25 and KSL/SJdm/ID2/25 and KSL/SJdm/MIT/25 and KSL/SJdm/PPX6/25	
Conditions for passing the subject: <p>All students who have met the requirements of the study program during the examination in the last year of their studies may participate in the state examination at the usual time according to the study schedule.</p> <p>In the oral state examination, the student reports on the knowledge and skills acquired in his / her own field, as well as on the interdisciplinary connections with the relevant fields. Demonstrates the ability to select the content of education in a manner appropriate to the required and expected educational goals and to enrich it with school and regional characteristics.</p> <p>The state exam takes the form of a colloquium, during which the student's performance is assessed on a scale from A to FX. The ticket is included in the total state exam evaluation. The oral examination is evaluated on the basis of the following classification scale: A - 100–91%, B - 90–81%, C - 80–71%, D - 70–61%, E - 60–50%. A student who does not reach 50% will not receive credit.</p> <p>The chairman of the committee shall announce the results of the state examination and the defense in a public setting.</p>	
Results of education: Knowledge: <ul style="list-style-type: none"> - the student has acquired knowledge from the compulsory and profile subjects of the study program, - the student is able to define and interpret the basic concepts in his / her own words, to explain and describe the basic processes, to characterize and apply the scientific methods of the research in the areas given in the thematic plan of the subject, - the student is able to analyze and evaluate the knowledge of his / her field so far, - the student can characterize the concept of teaching, list its different types and characterize the framework of teaching and teaching for 11-19 year olds. Abilities: <ul style="list-style-type: none"> - the student is able to present his / her expertise, - the student is able to transfer his / her knowledge, - the student is able to systematize and apply the acquired theoretical knowledge during his / her practical teaching activities, 	

- the student is able to select the appropriate teaching procedures and apply them,
- the student is able to guide the student on the path to acquiring knowledge, taking into account the individual needs of the student,
- the student has the ability to study independently, which allows him / her to continue his / her studies.

Competencies:

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

További információ erről a forrásszövegről További fordítási információhoz forrásszöveg szükséges

Visszajelzés küldése

Oldalsó panelek

Brief syllabus:

Slovak literature from 1945 until nowadays. Interpretation of literary text.

Diachronic aspects of the Slovak language and the variability in the relationship with the standard language. Text linguistics.

Integrated didactics and methodologies of Slovak language and Slovak literature.

Literature:

Literature listed in the study program information sheets

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 7

A	B	C	D	E	FX
0.0	42.86	14.29	14.29	28.57	0.0

Teacher:

Date of last update: 06.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

<p>- They increase their level of independence, responsibility, and initiative in solving tasks outside their domestic academic environment.</p>	
<p>Brief syllabus:</p> <ul style="list-style-type: none"> - 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. 	
<p>Literature: Literature as recommended by the university teacher involved in the mobility programme.</p>	
<p>Language, knowledge of which is necessary to complete a course: English, Hungarian or Slovak</p>	
<p>Notes:</p>	
<p>Evaluation of subjects Total number of evaluated students: 0</p>	
a	n
0.0	0.0
<p>Teacher:</p>	
<p>Date of last update: 28.03.2025</p>	
<p>Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.</p>	

INFORMATION SHEET

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

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

Brief syllabus:

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

Literature:

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

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

English, Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

a	n
0.0	0.0

Teacher:

Date of last update: 28.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Brief syllabus:

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

Literature:

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 13

a	n
100.0	0.0

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

Date of last update: 28.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Brief syllabus:

Stručná osnova predmetu:

Log in to the EduPage app

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

Documenting lessons, student assessments and grade checks via EduPage

Checking attendance, class register, timetable

Gallery (pictures), payments, catering

Communication with students and parents via EduPage

The e-learning interface, development of interactive tests

Literature:

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

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

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

Štátny vzdelávací program pre gymnázia v Slovenskej republike

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 145

a	n
97.93	2.07

Teacher: PaedDr. Tamás Török, PhD.,

Date of last update: 28.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ GPZ/25	Name: Global environmental problems
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for passing the subject is active participation in the lecture, and at the end of the semester, we will summarize the new knowledge using a written test. Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%. Achieving 50% of the total points is necessary to award credits. Total student load: 2 credit = 60 hours (13 hours: participation in lectures, 17 hours: self-study and 30 hour preparation for the exam).	
Results of education: The aim of the subject is for the student to acquire knowledge about global environmental problems, with the help of which he will be able to learn about natural systems and their interactions. Likewise, his behaviour's consequences impact his immediate and broader environment globally. According to this knowledge, another goal is to create environmentally conscious behaviour and a sustainable lifestyle. Knowledge: <ul style="list-style-type: none"> - The student knows the concept of sustainable development. - The student knows the relationship between the environment, society, and the economy and can think at the system level. - The student knows the current state of the biosphere and can describe the causes and consequences of the destruction of nature by human activity. - The student knows the main principles of sustainability, the principles of sustainability education, and the possibilities of developing children's environmental culture. Abilities: <ul style="list-style-type: none"> - The student can collect independently and process information in the field of sustainability and will be able to identify problems. - The student can identify sustainable and unsustainable processes and their causes. - The student can recognize the connections between global and local problems. - The student can identify changes he can make based on local solutions. - The student can develop and implement a sustainability program in his/her institutional environment. Competencies: <ul style="list-style-type: none"> - The student has a positive relationship with the phenomena of the biosphere. 	

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

Brief syllabus:

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

Air characteristics, air problems, sources of air pollution.

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

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

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

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

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

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

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

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

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

Literature:

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

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

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

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

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

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

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

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

Language, knowledge of which is necessary to complete a course: hungarian, slovakian					
Notes:					
Evaluation of subjects Total number of evaluated students: 3					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
Teacher: Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Ing. Pavol Balázs, PhD.,					
Date of last update: 28.03.2025					
Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

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

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

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

Rating scale:

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

Results of education:

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

Knowledge

The student...

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

Abilities

The student...

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

Competencies

The student...

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

Brief syllabus:

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

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

Selection of pedagogical research methods.

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

Defining the research questions.

Means of obtaining input and output data, sample selection.

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

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

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

Literature:

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

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

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

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

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. Médiainformaticai 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. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Competences:

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

Brief syllabus:

A pedagogical-psychological interpretation of learning.

Types of learning and teaching activities within the educational process.

Interpretation of the process of metacognition.

Metacognition and self-regulatory learning.

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

Metacognition and learning, planning and organizing lessons using metacognition.

Attitude formation and motivation.

The role of motivation in self-regulated learning.

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

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

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

Developing critical thinking.

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

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

Literature:

ARATÓ Ferenc – VARGA Aranka (2008): Együtt tanulók kézikönyve. Bevezetés a kooperatív tanulás szervezés rejtelmeibe. Educatio, Budapest. ISBN 978-963-9795-00-6
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
 [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 [2022. 02. 05.]

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

INFORMATION SHEET

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

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

Abilities

The student...

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

Competencies

The student...

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

Brief syllabus:

Pedagogical assessment.

Evaluation of the teaching-learning process.

Attributes of a reflective teacher.

Characterization of diagnostic and formative tests.

The methodological practice of assessment and development:

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

Literature:

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 109

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

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

Date of last update: 28.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Skills

The student will:

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

Competencies:

The student will:

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

Brief syllabus:

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

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

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

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

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

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

Literature:

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

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

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

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

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

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

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 144

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

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

Date of last update: 28.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

The student will:

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

Brief syllabus:

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

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

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

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

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

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

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

Literature:

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

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

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

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

HORVÁTHOVÁ, K., TÓTH, P. (2019). Milyen az ideális tanári interakció a pedagógushallgatók szerint?. In: Oktatás - Gazdaság - Társadalom. Juhász Erika, Endrődy Orsolya. Budapest: Magyar Nevelés- és 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.

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. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Literature:

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

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

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

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

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 27

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

Teacher: prof. Krisztián Józsa, DSc.,

Date of last update: 28.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ POP/25	Name: Comparative pedagogy
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Overall student workload: - didactic test on the theory of the subject (50 points), and a comparative written paper of at least 5 pages (50 points) Final course grade: - A = 90 - 100% (100 - 90 points) - B = 80-89 % (89-80 points) - C = 70-79 % (79-70 points) - D = 60 - 69 % (69 - 60 points) - E = 50 - 59 % (59 - 50 points) - FX = 0 - 49 % (49 - 0 points) Total student workload - distribution of work hours: 1 credit = 30 work hours: - Class attendance: total for the semester (13 hours). - Work related to the student's written work and its elaboration (17 working hours).	
Results of education: Knowledge: Upon completion of the course, the student will know - the basic concepts, methods and didactic means of comparative pedagogy and international education - the most important methods and results of comparative pedagogy in its historical scope - the connection between different cultures and education - the economic, political, social and historical contexts of education - the educational practice of the Member States of the European Union - the link between globalisation and education - the challenges of education in developing countries - conclusions drawn from major international surveys - the educational practice of major international schools Skills: The student is able to - study, analyze literature sources of comparative pedagogy and international education, expertly select methods and aspects of analysis	

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

Competencies:

The student should be

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

Brief syllabus:

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

Literature:

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

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

hungarian , slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 112

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

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

Date of last update: 28.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PPA/25	Name: Pedagogical and psychological aspects of educational process
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Successful completion of the course requires active participation in lectures and seminars and successful completion of written and oral examinations. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 10 points for participation, max. 40 points for the written exam and max. 50 points for the oral exam. A student may obtain a maximum of 100 points in total. The final grade for the course is: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points. Total student load: 3 credits = 90 hours (26 hours: attendance at lectures and seminars, 64 hours: self-study and preparation for written and oral examinations).	
Results of education: Knowledge: <ul style="list-style-type: none"> - Can identify the developmental and individual characteristics of the learner. - Can identify the psychological and social determinants of pupil learning. - Knows and can characterize the biological, psychological, and sociological aspects of development in young school-age children. - Knows and understands the concept of the institutional socialisation process in a broader social scientific context. - Knows and understands pupils' learning styles, methods of diagnosing them and the factors that influence them. - Knows the typology, classification and types of learning styles. - Understands the process of motivation, the system of motives and the specifics of motivation in the educational process. - Knows and can identify methods and tools for identifying factors of student learning. - Understands the differences of pupils without prejudices and stereotypes and identify them in the content and process of education. - Has knowledge and skills in his/her field, including interdisciplinary links and reflection on the development of relevant disciplines. - He/she is familiar with the basic concepts of educational (teaching, learning, motivation, learner personality, teacher personality, learning techniques and strategies) and social psychology (social learning, social environment, social influence, small and large social groups, socialisation). 	

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

Skills:

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

Competences:

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

Brief syllabus:

The subject and system of educational psychology.

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

Students personality in the context of educational and school psychology.

Performance characteristics of the pupil's personality.

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

Social learning, the process of socialization.

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

Social psychological characteristics of personality

Social groups. A pupil from a socially disadvantaged background.

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

Literature:

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

Eliot R. SMITH, Diane M. MACKIE, Heather M. CLAYPOOL. Szociálpszichológia - Budapest : ELTE Eötvös Kiadó, 2016. - 873 s. - ISBN 978 963 312 251 8.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 146

A	B	C	D	E	FX
82.88	11.64	3.42	0.0	1.37	0.68

Teacher: PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., PaedDr. Alexandra Nagyová, PhD.,

Date of last update: 28.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

The student should be

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

Brief syllabus:

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

Literature:

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 71

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

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

Date of last update: 28.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Brief syllabus:

Characterization and definition of the term personality, personality traits.

Psychological, social and biological determinants of human personality.

The mutual influence of heredity and environment.

Continuity and discontinuity of personality.

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

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

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

Personality structure.

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

Rogers' theory of person-oriented approach.

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

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

Literature:

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

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

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

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

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

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

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

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

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

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

hungarian, slovak					
Notes:					
Evaluation of subjects					
Total number of evaluated students: 5					
A	B	C	D	E	FX
40.0	40.0	0.0	20.0	0.0	0.0
Teacher: PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.,					
Date of last update: 28.03.2025					
Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

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

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

Skills:

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

Competences:

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

Brief syllabus:

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

Ethical principles of professional training.

Organisational requirements of the professional training.

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

Planning and designing the work, preparation for the activity.

Pedagogical reflection. Evaluation. Self-evaluation.

Pedagogical documentation.

Literature:

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

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

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

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

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ TEE/25	Name: Theory and methodology of ecology and environmental studies
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for passing the subject is active participation in the lecture, and at the end of the semester, we will summarize the new knowledge using a written test. Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%. Achieving 50% of the total points is necessary to award credits. Total student load: 1 credit = 30 hours (13 hours: participation in lectures, 17 hours: self-study and preparation for the exam).	
Results of education: The aim of the subject is for the student to acquire knowledge about ecology and environmental studies, with the help of which he can learn about natural systems and their interactions, to create environmentally conscious behaviour, and create a sustainable lifestyle. Knowledge: <ul style="list-style-type: none"> - The student knows ecological processes and interactions in the system and consciously organizes ecologically relevant pedagogical processes. - The student has an overview of the relationship between man and nature and man's position in nature. - The student knows the main phases of the transformational action of the human environment and understands their natural, social and economic consequences. - The student knows the main principles of sustainability, the principles of sustainability education, and the possibilities of developing children's environmental culture. Abilities: <ul style="list-style-type: none"> - The student can get to know natural systems more and more perfectly, develop ecological thinking, and collect and process independent information to identify ecological problems. - The student can convey a sustainable way of life. - The student can establish and develop relationships with various institutions and effectively collaborate to make sustainability a reality. - The student can develop and implement a sustainability program in his/her institutional environment. Competencies: <ul style="list-style-type: none"> - The student can create a positive relationship with the ecological phenomena of the environment. 	

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

Brief syllabus:

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

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

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

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

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

Basic concepts and contexts of environmental protection.

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

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

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

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

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

Literature:

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

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

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

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

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

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

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

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

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

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ UIP/25	Name: Applying an interdisciplinary approach in regional education
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for successful completion of the course is active participation in seminars, as well as handing in ongoing assignments during the semester. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for ongoing tasks. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 1 credits = 30 hours (13 hours: attendance at seminars, 17 hours: self-study and preparation of ongoing assignments during the semester).	
Results of education: Upon completion of the course, the student will Knowledge: <ul style="list-style-type: none"> • Master basic concepts: interdisciplinary relationships, educational areas, cross-cutting topics, interdisciplinary and intradisciplinary approaches. • Know how to navigate teaching methods, strategies and techniques of appropriate application of an interdisciplinary approach. • Can transform theory into practice. • Know progressive trends in the field of pedagogy, didactics and alternative pedagogy. Skills: <ul style="list-style-type: none"> • Be able to plan and prepare an activity for pupils in the spirit of an interdisciplinary approach. • Be able to implement activities for students in the spirit of an interdisciplinary approach within the educational process. • Be able to subsequently evaluate and reflect on the completed activity with elements of self-reflection. • Understand his approval subject/s in interdisciplinary contexts, find possibilities of connection with other subjects. • Be able to cooperate and consult with other experts, work in a team. Competences: <ul style="list-style-type: none"> • Applie in his teaching cross-subject links and an interdisciplinary approach. 	

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

Brief syllabus:

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

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

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

Framework curriculum and cross-cutting topics.

Methodology and didactics of interdisciplinary approach.

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

Possibilities of applying an interdisciplinary approach in the educational process

Intersubject relationships and cross-cutting topics.

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

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

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

Literature:

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 46

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

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

Date of last update: 28.03.2025

Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.

INFORMATION SHEET

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

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

Competencies:

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

Brief syllabus:

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

Literature:

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

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

hungarian ,slovak

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

INFORMATION SHEET

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

- 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.
 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
Teacher: PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., Dr. habil. Aranka Híves-Varga, PhD., Dr. habil. Erika Kopp, PhD.,					
Date of last update: 28.03.2025					
Approved by: Dr. habil. Attila Simon, PhD., doc. PaedDr. Patrik Šenkár, PhD., prof. Krisztián Józsa, DSc.					

INFORMATION SHEET

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

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