CONTENS

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ DMS/25	**Name:** History of Mathematics Seminar

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 3 **For the study period:** 39
Methods of study: present

Number of credits: 4

Recommended semester/trimester of study: 1.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
In addition to active participation in the seminars, students are required to prepare and deliver a presentation(s) on a given area of the history of mathematics and/or prominent figure(s) (50 points).
Successful completion of the course requires an end-of-semester and oral examination - demonstration of knowledge (50 points). A minimum of 90 points is required for a grade of A, a minimum of 80 points is required for a grade of B, a minimum of 70 points is required for a grade of C, a minimum of 60 points is required for a grade of D and a minimum of 50 points is required for a grade of E.
Student load distribution:
31% of the workload - direct teaching
29% of the workload - preparation of the presentation
15% of the workload - preparation for lectures and tutorials
25% of the workload - exam preparation

Results of education:
A brief sketch of the history of mathematics from pre-history to the present.
After completing the course, the student will gain:
Knowledge:
• He/she is familiar with basic mathematical relations in fields of mathematical analysis, algebra, number theory, geometry, discrete mathematics and probability and statistics.
• He/she understands the basic connections among individual mathematical fields.
• He/she is able to find argumentation gaps.
Skills:
• He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences.
• He/she is able to apply knowledge of number theory, analysis, algebra, geometry, finite mathematics, probability and statistics.
• He/she is able to perform comparative analysis of various mathematical models.
Competence:
• He/she is able to understand problems specific for other subjects, to cooperate with experts working in these areas and to reformulate their problems into mathematical language.

• Responsibly evaluates mathematical results, their applicability and extents of their use.
• He/she understands value of mathematical statements, their applicability and limits of their use.

Brief syllabus:
Mathematics in prehistoric societies
Mathematics in ancient Egypt
Mathematics in ancient Mesopotamia
Mathematics in ancient Greece and the Hellenistic world
Mathematics in ancient China and India
Mathematics in medieval Islamic countries
Mathematics in medieval Europe (6th-16th centuries)
European mathematics of the 17th century
Mathematics of the 18th century
19th-century mathematics
20th century mathematics (axiomatization, incompleteness, ...)
20th century mathematics (fractals, game theory, ...)

Literature:
• Sain, M.: Matematikatörténeti ABC : Typotex Kiadó, 1993. - 328 s. - ISBN 963 7546 41 3.
• A. P. Juskevics: A középkori matematika története, - 1. vyd. - Budapest : Gondolat, 1982. - 474 s.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 13

A	B	C	D	E	FX
76.92	15.38	0.0	0.0	7.69	0.0

Teacher: Dr. habil. Kálmán Csaba Liptai, PhD.,

Date of last update: 18.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ DPO/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:	
Level of study: II.	
Prerequisites: KMAT/DS/25	

Conditions for passing the subject:

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.

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.

The Master's thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided.

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.

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.

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.

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 to understand the complexity of phenomena and to make decisions even when information is limited, including his (her) social and ethical responsibility in making decisions,
- The student is able to collect and interpret relevant data (facts) in the field of his (her) study and to make decisions that take into account social, scientific and ethical aspects,
- The student is able to support the ideas presented with arguments and to draw practical conclusions and formulate proposals,
- The student is able to present the results of the Master's thesis,
- The student is able to respect the principles of academic integrity and ethics.

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

Brief syllabus:
The procedure for defending the Master's Thesis is as follows:
1. The student presents his/her thesis.

2. The main points of the thesis supervisor' and opponent's reviews are presented.
3. The student answers the questions of the supervisor and the opponent.
4. Professional discussion of the Master's Thesis, when the student answers questions.
The presentation of the Master's thesis should mainly include the following points:
1. A brief justification of the choice of topic, its relevance and practical utility.
2. Explanation of the objectives of the thesis and the methods used.
3. The main content of the thesis.
4. The conclusions and proposals drawn by the student.
A copy of the thesis and its electronic presentation are provided to the student during the presentation. The student presents the thesis on his own for a minimum of 10 minutes. He/she may use computing devices.
The final thesis is available to the committee before and during thesis defence.

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 4

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

Teacher:

Date of last update: 18.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ DR/25	**Name:** Differential equations

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 2 **For the study period:** 26
Methods of study: present

Number of credits: 2

Recommended semester/trimester of study: 3.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (60 points). The minimum scores required to achieve for the individual grades are the following: 91 points for A, 81 points for B, 71 points for C, 61 points for D and 51 points for E.
Student Load Sharing:
50% of the workload - direct teaching
15% of the workload - homework
10% of the workload - preparation for lectures and exercises
25% of the workload - preparation for written examinations

Results of education:
The student is able to model elementary processes of natural sciences with ordinary differential equations. He recognizes typical solvable differential equations and can find their solutions. Besides, he knows and is able to apply theorems related to the existence and uniqueness of solutions for general, first-order ordinary differential equations.
After completing the course, the student will gain:
Knowledge:
• He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems.
• He/she masters the methodology of creation of mathematical models or analytical frameworks of investigaton of cognitive processes in mathematics and ways of support of hese processes.
• He/she manages to illustrate concepts by means of appropriate examples.
Skills:
• He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences.
• He/she is able to see and investigate new connections in number theory, analysis, algebra, geometry, finite mathematics, probability and statistics.
• He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving.
Competence:
• He/she has independent, critical and analytic thinking.

• He/she is able self-containedly earn new mathematical knowledge and extend it.
• Using basic knowledge obtained in various mathematical fields he/she is able self-containedly formulate and analyze mathematical problems.

Brief syllabus:
• Interpretation of the differential equation and its solution.
• Practical tasks in the areas of physics, chemistry and biology, the processes of which can be described by primary or secondary differential equations.
• Basic methods of solving ordinary differential equations in the class of explicit first order.
• Differential equations with separable variable.
• Homogeneous differential equations ,
• Exact differential equations
• Linear differential equations.
• Solving method of the Bernoulli, Ricatti differential equations.
• Solving method of the Lagrange and Clairaut differential equations.
• Solving method of second order, linear differential equations with constant coefficients.
• Euler's second order differential equation with variable coefficients.
• Theorems related to the existence of local solutions for general, first-order differential equations and the uniqueness of their solution.

Literature:
• I. N. Bronstejn, K.A. Szemengyajev, G. Musiol, H. Mühlig: Matematikai kézikönyv, Typotex, 2002. 1210s. ISBN 963 9326 53 4.
• G. B. Thomas: Thomas-féle KALKULUS II. kötet, Typotex, 2010. 360 s. ISBN 978 963 279 159 3.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 7

A	B	C	D	E	FX
71.43	14.29	14.29	0.0	0.0	0.0

Teacher: prof. RNDr. János Tóth, PhD., Dr. habil. Kálmán Csaba Liptai, PhD., Mgr. Szilárd Svitek, PhD.,

Date of last update: 18.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

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

- explain the concepts of phenomenon and fact, list and describe ways of investigating educational phenomena,
- describe in more detail the main methods of collecting and processing the data presented in the Master's thesis,
- identify the basic requirements for the author of a thesis, describe and characterise the model, characteristics and formal structure of a thesis,
- list and explain the formal requirements for the Master's thesis,
- define the concept of an abstract, describe its structure, describe the characteristics of a quality abstract, list the most common mistakes in abstract preparation, distinguish between an abstract and an annotation, an extract, a summary and an overview,
- explain the concepts of citation, quotation, paraphrasing, compilation, plagiarism, distinguish between quotating 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 familair with the basic terms used in the thesis,
- explain thebasic 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 wthical 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
• Madarásová, J. (red.) 2000. Pravidlá slovenského pravopisu. Bratislava: VEDA. ISBN 8022406554
• Smernica rektora č. 2/2021 o úprave, registrácii, sprístupnení a archivácii záverečných, rigoróznych a habilitačných prác na Univerzite J. Selyeho. 2021. Komárno: UJS

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

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:

Date of last update: 18.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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:
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.
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.
The results of the state examination and the thesis defence are publicly announced by the chair of the board.

Results of education:
Knowledge:
- 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:
- 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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: ● 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: ● 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. században, 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.					

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 quotating 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 familair with the basic terms used in the thesis,
- explain thebasic 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 wthical 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, rigoróznych 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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:

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.

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.

The Master's thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided.

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.

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.

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.

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 to understand the complexity of phenomena and to make decisions even when information is limited, including his (her) social and ethical responsibility in making decisions,
- The student is able to collect and interpret relevant data (facts) in the field of his (her) study and to make decisions that take into account social, scientific and ethical aspects,
- The student is able to support the ideas presented with arguments and to draw practical conclusions and formulate proposals,
- The student is able to present the results of the Master's thesis,
- The student is able to respect the principles of academic integrity and ethics.

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

Brief syllabus:
The procedure for defending the Master's Thesis is as follows:
1. The student presents his/her thesis.

2. The main points of the thesis supervisor' and opponent's reviews are presented.
3. The student answers the questions of the supervisor and the opponent.
4. Professional discussion of the Master's Thesis, when the student answers questions.
The presentation of the Master's thesis should mainly include the following points:
1. A brief justification of the choice of topic, its relevance and practical utility.
2. Explanation of the objectives of the thesis and the methods used.
3. The main content of the thesis.
4. The conclusions and proposals drawn by the student.
A copy of the thesis and its electronic presentation are provided to the student during the presentation. The student presents the thesis on his own for a minimum of 10 minutes. He/she may use computing devices.
The final thesis is available to the committee before and during thesis defence.

Literature:

Hogyan írjunk szakdolgozatot? / Umberto Eco ; Beatrix Klukon : Kairosz, 1987. - 256 s. - ISBN 963 9137 53 7.
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:
Hungarian

Notes:

Evaluation of subjects
Total number of evaluated students: 2

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

Teacher:

Date of last update: 01.04.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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 Parlament. 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 egységgondolat 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:

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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.					

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 történelemmetodikába. 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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: ● 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: ● 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.					

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:
● 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:
● 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 Bölcsészttudományi 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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: 7

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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.	

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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.	

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 egységgondolat 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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 gnerations and periods of the Slovak national movement. Knowledge.
- 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:
- 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.), Literáre 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.					

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 : Kormánypárti 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. Telepesek 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 szojm 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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: ● 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: ● 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 (cseh)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 cseszlovák állami és pártszervek magyar kisebbséggel kapcsolatos dokumentumaiból : Výber z dokumentov československých štátnych

a straníckych 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 kényszertelepítéseinek 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 Uniós csatlakozásig / Fazekas József, Hunčík Péter ; Gizella Szabómihály : Lilium Aurum, 2004. - 482 s. - ISBN 8080622353.
- Szarka, László. Kisebbségi léthelyzetek - 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&params=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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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:
- 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:
- 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:

Gyurgyík 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, Budapes, 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.
Ondrejkovič, 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/02061033Ondrejkovic.pdf

Pilinská, Viera–Lukáčová, Martina– Mészároš, 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 Čičaj et al.: Lexikón slovenských dejín, Slovenské pedagogické nakladeľstvo, 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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 történelemmetodikába. 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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: 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 történelemmetodikába. 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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: - 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: - 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: - 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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: - 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: - 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: - 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ MAm/MOB1-MA/25	**Name:** Student mobility related to graduate profile - Teaching of mathematics
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: - 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: - 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: - The student develops competences necessary for lifelong learning, flexibility, and adaptability. - They strengthen their ability to actively participate in international educational activities and projects.	

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

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

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

Language, knowledge of which is necessary to complete a course:
English, Hungarian or Slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 0

a	n
0.0	0.0

Teacher:

Date of last update: 28.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ MAm/MOB2-MA/25	**Name:** Experience equivalent to academic mobility - Teaching of mathematics
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: - 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: - 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: - 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ MEP/25	**Name:** Metric spaces

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 2 **For the study period:** 26
Methods of study: present

Number of credits: 3

Recommended semester/trimester of study: 1.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (60 points). The minimum scores required to achieve for the individual grades are the following: 91 points for A, 81 points for B, 71 points for C, 61 points for D and 51 points for E.
Student Load Sharing:
37% of the workload - direct teaching
23% of the workload - homework
20% of the workload - preparation for lectures and exercises
30% of the workload - preparation for written examinations

Results of education:
The student having taken the course is in the first place familiar with the definition of topological and metric spaces. He is able to generalize the conceptual system of real analysis related to limits. Thus, he has a good understanding of the theory of general Banach spaces arising in natural ways. He can declare the most important theorems, such as the Banach fixed-point theorem and is able to draw up the main steps of their proof.
After completing the course, the student will gain:
Knowledge:
• He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems.
• He/she masters the methodology of creation of mathematical models or analytical frameworks of investigaton of cognitive processes in mathematics and ways of support of hese processes.
• He/she manages to illustrate concepts by means of appropriate examples.
Skills:
• He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences.
• He/she is able to see and investigate new connections in number theory, analysis, algebra, geometry, finite mathematics, probability and statistics.
• He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving.
Competence:

• He/she has independent, critical and analytic thinking.
• He/she is able self-containedly earn new mathematical knowledge and extend it.
• Using basic knowledge obtained in various mathematical fields he/she is able self-containedly formulate and analyze mathematical problems.

Brief syllabus:
• The concept of metric space.
• The Cartesian product of finite metric spaces.
• Environment of the point , open and closed sets.
• Topological space.
• Mapping limits.
• Sequence convergence. Cauchy sequences.
• Complete metric spaces.
• Compact and coherent metric spaces.
• Continuous mappings.
• Properties of functions continuous on compact coherent sets.
• The Banach fixed-point theorem.
• An overview of the historical development of the function concept.

Literature:
• T. Šalát: Metrické priestory, ALFA 1981. 291s.
• Finta Zoltán.: Matematikai analízis II., 1. vyd. - Kolozsvár : Kolozsvári Egyetemi Kiadó, 2007. - 560 s. - ISBN 978-973-610-650-7.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 0

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

Teacher: doc. RNDr. Ferdinánd Filip, Ph.D.,

Date of last update: 18.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ MS/25	**Name:** Mathematical software

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:
Active participation in seminars is required (10 points). Throughout the semester, students work on assignments, use mathematical software to solve mathematical problems (for 40 points), and create their own mathematical applications, applets, and presentations (for 50 points).
At least 91 points are required for an A grade, at least 81 points for a B grade, at least 71 points for a C grade, at least 61 points for a D grade, and at least 51 points for an E grade.
Student Load Sharing:
50% of the workload - direct teaching
35% of the workload - homework
15% of the workload - preparation for lectures and exercises

Results of education:
The student knows the available mathematical software and is able to use it to solve more complex mathematical problems. He/she is able to apply the acquired knowledge in practice.
After completing the course, the student will gain:
Knowledge:
• He/she masters the methodology of creation of mathematical models or analytical frameworks of investigaton of cognitive processes in mathematics and ways of support of hese processes.
• He/she manages to illustrate concepts by means of appropriate examples.
•
Skills:
• He/she is able to apply knowledge of number theory, analysis, algebra, geometry, finite mathematics, probability and statistics.
• He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving.
Competence:
• He/she is able to understand problems specific for other subjects, to cooperate with experts working in these areas and to reformulate their problems into mathematical language.
• He/she works effectively as an individual as well as a member or a leader of a small team.

Brief syllabus:
Types of mathematical software

Interactive geometry and analytical expression
Universal interactive constructions
Representation and analysis of univariate and bivariate functions
Linear algebra
Functions in number theory
Strereometry
Recursive mathematical algorithms
Spreadsheets
Probability and statistics with software
CAS (computer algebra system)

Literature:
GeoGebra v praxi [elektronický zdroj] / zost. Peter Csiba. - Komárno : Univerzita J. Selyeho v Komárne, 2012. - 1 elektronický optický disk (CD-ROM). - Elektronický zborník. - ISBN 978-80-8122-067-8.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 10

A	B	C	D	E	FX
70.0	20.0	0.0	0.0	0.0	10.0

Teacher: Dr. habil. RNDr. Peter Csiba, PhD., Mgr. Peter Vajo,

Date of last update: 18.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ PPX4/25	**Name:** Teaching Practice 4

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:

State Educational Program for the 2nd Stage of Primary Schools in the Slovak Republic ISCED 2 – Lower Secondary Education https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf
State Educational Program for Gymnasiums in the Slovak Republic ISCED 3A – Upper Secondary Education https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf
Act No. 245/2008 Coll. – Act on Education and Training (School Act) and on Amendments and Supplements to Certain Acts Bratislava : MŠ SR, 2008 (or the current School Act)
Current Internal Regulation of UJS Principles of Implementation of Pedagogical Practice at the Faculty of Education of UJS
Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

Hungarian language, Slovak language

Notes:

Evaluation of subjects

Total number of evaluated students: 7

A	B	C	D	E	FX
85.71	0.0	14.29	0.0	0.0	0.0
Teacher: Mgr. Szilárd Svitek, PhD., doc. RNDr. Ferdinánd Filip, Ph.D.,					
Date of last update: 18.03.2025					
Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ PPX5/25	**Name:** Teaching Practice 5

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:
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:

State Educational Program for the 2nd Stage of Primary Schools in the Slovak Republic ISCED 2 – Lower Secondary Education https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf
State Educational Program for Gymnasiums in the Slovak Republic ISCED 3A – Upper Secondary Education https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf
Act No. 245/2008 Coll. – Act on Education and Training (School Act) and on Amendments and Supplements to Certain Acts Bratislava : MŠ SR, 2008 (or the current School Act)
Current Internal Regulation of UJS Principles of Implementation of Pedagogical Practice at the Faculty of Education of UJS
Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

Hungarian language, Slovak language

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: Mgr. Szilárd Svitek, PhD., doc. RNDr. Ferdinánd Filip, Ph.D.,					
Date of last update: 18.03.2025					
Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ PPX6/25	**Name:** Teaching Practice 6

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.
- 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:

State Educational Program for the 2nd Stage of Primary Schools in the Slovak Republic ISCED 2 – Lower Secondary Education https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf
State Educational Program for Gymnasiums in the Slovak Republic ISCED 3A – Upper Secondary Education https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf
Act No. 245/2008 Coll. – Act on Education and Training (School Act) and on Amendments and Supplements to Certain Acts Bratislava : MŠ SR, 2008 (or the current School Act)
Current Internal Regulation of UJS Principles of Implementation of Pedagogical Practice at the Faculty of Education of UJS
Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

Hungarian language, Slovak language

Notes:

Evaluation of subjects

Total number of evaluated students: 8

A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
Teacher: Mgr. Szilárd Svitek, PhD., doc. RNDr. Ferdinánd Filip, Ph.D.,					
Date of last update: 18.03.2025					
Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ SPS/25	**Name:** Seminar on probability and basic of statistics

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:
During the semester will be held two written tests by 35 points and for the active work of student can the student obtain 30 points. Of the total of 100 points it is needed to obtain at least 90 points on the valuation A, for grade B is necessary to obtain 80 points, for grade C at least 70 points, for grade D at least 60 points and for grade E at least 50 points. If this condition is not met, a written test will be given in the exam period to obtain max. 70 points. Points earned will be counted in the overall rating.
Student Load Sharing:
50% of the workload - direct teaching
15% of the workload - preparation for lectures and exercises
35% of the workload - preparation for written examinations

Results of education:
The successful completion of the course gives basic knowledge from probability theory and an overview of descriptive statistics methods. The student understands the basic concepts and know about the different formulas for calculating probability. Using random variables the student describes random events and calculate its numerical characteristics. Students master the basic methods of descriptive statistics to analyze the results of random experiments.
After completing the course, the student will gain:
Knowledge:
He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems.
He/she masters the methodology of creation of mathematical models or analytical frameworks of investigaton of cognitive processes in mathematics and ways of support of hese processes.
He/she manages to illustrate concepts by means of appropriate examples.
Skills:
He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences.
He/she is able to deduce qualitative conclusions from quantitative data.
He/she is able to design experiments for data collection and to analyse their results using mathematical and IT means.
Competence:

He/she has independent, critical and analytic thinking.
He/she is able self-containedly earn new mathematical knowledge and extend it.
Using basic knowledge obtained in various mathematical fields he/she is able self-containedly formulate and analyze mathematical problems.

Brief syllabus:
• Random events. Operations with random events.
• Probability of random events. Definition of the probability. The Kolmogorovs field of probability.
• Conditional and total probability. Bayes theorem.
• Independence of events. Bernoulli scheme.
• Random variable. Probability distribution, probability density function.
• Characteristics of random variable.
• Discrete distributions. Expected value and standard deviation. Calculations of probability.
• Continuous distributions. Probability density function, expected value and standard deviation. Calculations of probability.
• Laws of large numbers. Central limit theorem.
• Introduction to descriptive statistics. Statistical methods of the analysis of random experiment.
• Frequency analysis and graphical display of data.
• Measures of central tendency and variability.
• Statistical relationship between data.

Literature:
• Bukor J., Árki Z., Fehér Z.: Valószínűségszámítás. 1. vyd. Komárom : Selye János Egyetem Gazdaságtudományi Kara, 2010. - 120s. - ISBN 978-80-89234-94-3.
• Obádovics, Gy.: Valószínűségszámítás és matematikai statisztika, SCOLAR, Budapest, 2003. 302 s. ISBN 963 9534 005.
• Nemetz T., Wintshe G.: Valószínűségszámítás és statisztika mindenkinek. - Szeged : Bolyai Intézet POLYGON, 1999. - 243 s. ISSN 1218-4071.
• Nemetz T.: Valószínűségszámítás : Speciális matematika tankönyvek. - 4., változatlan utánnyomás. - Budapest : Typotex kiadó, 2010. - 292 s. - ISBN 978 963 279 164 7.
• Nagy-György J., Oszténiné Krauczi É., Székely L.: Valószínűségszámítás és statisztika példatár. - 3. vyd. - Szeged : Szegedi Egyetemi Kiadó POLYGON, 2010. - 111 s. ISSN 1417-0590.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 0

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

Teacher: prof. László Szalay, DSc., RNDr. Zoltán Fehér, PhD.,

Date of last update: 18.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ STC/25	**Name:** Number theory seminar
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (60 points). The minimum scores required to achieve for the individual grades are the following: 91 points for A, 81 points for B, 71 points for C, 61 points for D and 51 points for E. Student Load Sharing: 37% of the workload - direct teaching 23% of the workload - homework 20% of the workload - preparation for lectures and exercises 30% of the workload - preparation for written examinations	
Results of education: After completing the course, the student will gain: Knowledge: • He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems. • He/she masters the methodology of creation of mathematical models or analytical frameworks of investigaton of cognitive processes in mathematics and ways of support of hese processes. • He/she manages to illustrate concepts by means of appropriate examples. Skills: • He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences. • He/she is able to see and investigate new connections in number theory, analysis, algebra, geometry, finite mathematics, probability and statistics. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving. Competence: • He/she has independent, critical and analytic thinking. • He/she is able self-containedly earn new mathematical knowledge and extend it. • Using basic knowledge obtained in various mathematical fields he/she is able self-containedly formulate and analyze mathematical problems.	

Brief syllabus:
• Repetition. Divisibility, Divisibility rules, Euclidean algorithm, Euler's φ function, Repetition: congruences, Euler-Fermat theorem
• Order of an integer for a given modulus, primitive root
• Quadratic congruences with a prime modulus
• Legendre symbol, quadratic reciprocity
• Prime numbers, notable results
• Fermat primes, Euler's theorem, Pepin's test
• Mersenne primes, Lucas-Lehmer test, GIMPS, perfect numbers
• Fast exponentiation procedure for a given modulus
• Prime tests. Fermat test, Miller-Rabin test
• Classical and public key encryption methods
• RSA algorithm, decryption
• Backpack algorithm
• Prime decomposition algorithms: Polard rho algorithm, Euler algorithm

Literature:

• Šalát a kol.: Algebra a teoretická aritmetika 2, Bratislava, Alfa 1986
• László, B. - Tóth, J.: Bevezetés a számelméletbe, Lilium Aurum, 1999
• Freud, R. a kol.: Számelmélet, Nemzeti Tankönyvkiadó, Budapest, 2000. ISBN 9631907848
• Bege A.: Bevezetés a számelméletbe - 1. vyd. - Cluj-Napoca : Scientia, 2002. - 198 s. - ISBN 973-85750-7-9.
• Apostol. T. M.: Introduction to Analytic Number Theory - 1. vyd. - New York : Springer Science+Business Media, 1976. - 338 s. - ISBN 0-387-90163-9.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 12

A	B	C	D	E	FX
58.33	41.67	0.0	0.0	0.0	0.0

Teacher: prof. László Szalay, DSc.,

Date of last update: 18.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ SV1/25	**Name:** Theory of Mathematics Teaching Seminar 1
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the student actively participates in the teaching process, solves mathematical problems in seminars, and solves the problems of the teacher's designated collection of secondary school mathematics problems. Student Load Sharing: 37% of the workload - direct teaching 33% of the workload - homework 30% of the workload - preparation for lectures and exercises	
Results of education: The aim of the course is the didactic analysis of the thematic areas of the mathematics curriculum of regional education. After completing the course, the student will gain: Knowledge: • He/she is familiar with basic mathematical relations in fields of mathematical analysis, algebra, number theory, geometry, discrete mathematics and probability and statistics. • He/she understands the basic connections among individual mathematical fields. • He/she understands specific features of mathematical thinking. Skills: • He/she is able to apply knowledge of number theory, analysis, algebra, geometry, finite mathematics, probability and statistics. • He/she is able to perform comparative analysis of various mathematical models. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving. Competence: • He/she is able appropriately and professionally present his/her opinion on solving mathematical problems to various audiences. • He/she demonstrates a high level of self-activity in solving mathematical problems. • He/she works effectively as an individual as well as a member or a leader of a small team.	
Brief syllabus: Introduction of number concepts	

Counting and number, the decimal number system
Extension of the number field and the set of numbers
Introduction of rational numbers and fractions
Number theory in the primary school curriculum
Algorithms for efficient counting
Introduction of negative numbers
Introduction of equations and inequalities, systems of equations
Algebra, interpretation of algebraic identities
Introduction of irrational numbers
Combinatorics
Probability experiments
Complex numbers

Literature:

Pólya Gy.: A gondolkodás iskolája : Hogyan oldjunk meg feladatokat? Budapest: Akkord, 2000. - 226 s. - ISBN 963 7803 75 0.
Pólya Gy.: A problémamegoldás iskolája, Budapest : Tankönyvkiadó, 1979. - 228 s. - ISBN 963 17 3844 2.
Hejný a kol.: Teória vyučovania matematiky 2, SPN, Bratislava, 1990. 560 s. ISBN 80-08-01344-3.
Journals: A matematika tanítása, Polygon
Mathematics textbooks and task collections for grade 2 of primary schools and secondary schools

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

Notes:

Evaluation of subjects
Total number of evaluated students: 0

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

Teacher: Dr. habil. RNDr. Peter Csiba, PhD., Dr. habil. Kálmán Csaba Liptai, PhD.,

Date of last update: 18.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ SV2/25	**Name:** Theory of Mathematics Teaching Seminar 1
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: During the semester, the student actively participates in the teaching process, solves mathematical problems in seminars, and solves the problems of the teacher's designated collection of secondary school mathematics problems. Student Load Sharing: 37% of the workload - direct teaching 33% of the workload - homework 30% of the workload - preparation for lectures and exercises	
Results of education: The aim of the course is the didactic analysis of the thematic areas of the mathematics curriculum of regional education. After completing the course, the student will gain: Knowledge: • He/she is familiar with basic mathematical relations in fields of mathematical analysis, algebra, number theory, geometry, discrete mathematics and probability and statistics. • He/she understands the basic connections among individual mathematical fields. • He/she understands specific features of mathematical thinking. Skills: • He/she is able to apply knowledge of number theory, analysis, algebra, geometry, finite mathematics, probability and statistics. • He/she is able to perform comparative analysis of various mathematical models. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving. Competence: • He/she is able appropriately and professionally present his/her opinion on solving mathematical problems to various audiences. • He/she demonstrates a high level of self-activity in solving mathematical problems. • He/she works effectively as an individual as well as a member or a leader of a small team.	
Brief syllabus: Introduction to the basic concepts and relations of geometry, measurement,	

Geometrical places and their role in geometric constructions
Mathematical thinking in geometric construction tasks
Difficulties of symbolic description in geometry, analytical reprezentation
Making geometric concepts meaningful
Possibilities and limitations of spatial perception
Introduction to the concept of functions
Linear and inverse proportionality
Ratios and power functions
Quadratic equation and function
Arithmetic and geometric series
Exponential and logarithmic functions and equations
Introduction to infinitesimal calculus

Literature:

Pólya Gy.: A gondolkodás iskolája : Hogyan oldjunk meg feladatokat? Budapest: Akkord, 2000. - 226 s. - ISBN 963 7803 75 0.
Pólya Gy.: A problémamegoldás iskolája, Budapest : Tankönyvkiadó, 1979. - 228 s. - ISBN 963 17 3844 2.
Hejný a kol.: Teória vyučovania matematiky 2, SPN, Bratislava, 1990. 560 s. ISBN 80-08-01344-3.
Journals: A matematika tanítása, Polygon
Mathematics textbooks and task collections for grade 2 of primary schools and secondary schools

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

Notes:

Evaluation of subjects
Total number of evaluated students: 0

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

Teacher: Dr. habil. RNDr. Peter Csiba, PhD., Dr. habil. Kálmán Csaba Liptai, PhD.,

Date of last update: 18.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ TEA/25	**Name:** Theoretical arithmetics
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: For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (50 points) and an oral part (20 points). The minimum scores required to achieve for the individual grades are the following: 91 points for A, 81 points for B, 71 points for C, 61 points for D and 51 points for E. Student Load Sharing: 39% of the workload - direct teaching 21% of the workload - homework 15% of the workload - preparation for lectures and exercises 25% of the workload - exam preparation	
Results of education: After completing the course, the student will gain: Knowledge: • He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems. • He/she masters the methodology of creation of mathematical models or analytical frameworks of investigaton of cognitive processes in mathematics and ways of support of hese processes. • He/she manages to illustrate concepts by means of appropriate examples. Skills: • He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences. • He/she is able to see and investigate new connections in number theory, analysis, algebra, geometry, finite mathematics, probability and statistics. • He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving. Competence: • He/she has independent, critical and analytic thinking. • He/she is able self-containedly earn new mathematical knowledge and extend it.	

• Using basic knowledge obtained in various mathematical fields he/she is able self-containedly formulate and analyze mathematical problems.

Brief syllabus:
• Finite and infinite, countable and uncountable sets.
• Ordered rings and fields.
• Properties of the field of rational numbers.
• Construction of the field of real numbers.
• Characterization of the ordered field of real numbers.
• Power with rational and irrational exponent,
• Definition and existence of the logarithm.
• Cantor expansion of real numbers,
• Criteria of rationality and irrationality of numbers.
• Algebraic and transcendental numbers,
• The number e and its transcendence.

Literature:
• Šalát a kol.: Algebra a teoretická aritmetika 2, Bratislava, Alfa 1986
• Apostol. T. M.: Introduction to Analytic Number Theory - 1. vyd. - New York : Springer Science+Business Media, 1976. - 338 s. - ISBN 0-387-90163-9.
• Freud, R. a kol.: Számelmélet, Nemzeti Tankönyvkiadó, Budapest, 2000. ISBN 9631907848

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

Notes:

Evaluation of subjects
Total number of evaluated students: 8

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

Teacher: doc. RNDr. Ferdinánd Filip, Ph.D.,

Date of last update: 18.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ TEC/25	**Name:** Number theory

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:
For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (50 points) and an oral part (20 points). The minimum scores required to achieve for the individual grades are the following: 90 points for A, 80 points for B, 70 points for C, 60 points for D and 50 points for E.
Student Load Sharing:
31% of the workload - direct teaching
29% of the workload - homework
15% of the workload - preparation for lectures and exercises
25% of the workload - exam preparation

Results of education:
The course is designed to introduce the basic arithmetic function and show the existing relationships between them. The most important theorems related to the distribution of number theory functions are also presented as well as the most important formulas regarding the distribution of prime numbers.
After completing the course, the student will gain:
Knowledge:
• He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems.
• He/she masters the methodology of creation of mathematical models or analytical frameworks of investigaton of cognitive processes in mathematics and ways of support of hese processes.
• He/she manages to illustrate concepts by means of appropriate examples.
Skills:
• He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences.
• He/she is able to see and investigate new connections in number theory, analysis, algebra, geometry, finite mathematics, probability and statistics.
• He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving.
Competence:

• He/she has independent, critical and analytic thinking.
• He/she is able self-containedly earn new mathematical knowledge and extend it.
• Using basic knowledge obtained in various mathematical fields he/she is able self-containedly formulate and analyze mathematical problems.

Brief syllabus:
• Multiplicative arithmetic functions and their basic properties.
• Asymptotic behaviour of some arithmetic functions.
• Properties of the series $\varphi(n)/n$, $\delta(n)/n$ and $\pi(n)/n$.
• Mean and distribution of an arithmetic function.
• Prime numbers: basic properties, canonical decomposition of natural numbers.
• Distribution of prime numbers. Gaps between adjacent prime numbers.
• Cardinality of prime numbers. Definition of the function $\pi(x)$.
• Lower bound on the value of $\pi(x)$.
• The prime number theorem.
• Series of reciprocals of prime numbers.
• Asymptotic density of sets of prime numbers

Literature:

• Šalát a kol.: Algebra a teoretická aritmetika 2, Bratislava, Alfa 1986
• László, B. - Tóth, J.: Bevezetés a számelméletbe, Lilium Aurum, 1999
• Freud, R. a kol.: Számelmélet, Nemzeti Tankönyvkiadó, Budapest, 2000. ISBN 9631907848
• Bege A.: Bevezetés a számelméletbe - 1. vyd. - Cluj-Napoca : Scientia, 2002. - 198 s. - ISBN 973-85750-7-9.
• Apostol. T. M.: Introduction to Analytic Number Theory - 1. vyd. - New York : Springer Science+Business Media, 1976. - 338 s. - ISBN 0-387-90163-9.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 13

A	B	C	D	E	FX
53.85	23.08	7.69	0.0	15.38	0.0

Teacher: prof. RNDr. János Tóth, PhD., doc. RNDr. Ferdinánd Filip, Ph.D., Mgr. Szilárd Svitek, PhD.,

Date of last update: 18.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ TPS/25	**Name:** Probability theory and basic of statistics

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:
For the successful completion of the course students are expected to hand in homework assignments (30 points) and pass an exam at the end of the semester consisting of a written part (50 points) and an oral part (20 points). The minimum scores required to achieve for the individual grades are the following: 90 points for A, 80 points for B, 70 points for C, 60 points for D and 50 points for E.
Student Load Sharing:
39% of the workload - direct teaching
21% of the workload - homework
15% of the workload - preparation for lectures and exercises
25% of the workload - exam preparation

Results of education:
The successful completion of the course gives basic knowledge from probability theory and an overview of descriptive statistics methods. The student understands the basic concepts and know about the different formulas for calculating probability. Using random variables the student describes random events and calculate its numerical characteristics. Students master the basic methods of descriptive statistics to analyze the results of random experiments.
After completing the course, the student will gain:
Knowledge:
He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems.
He/she masters the methodology of creation of mathematical models or analytical frameworks of investigaton of cognitive processes in mathematics and ways of support of hese processes.
He/she manages to illustrate concepts by means of appropriate examples.
Skills:
He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences.
He/she is able to deduce qualitative conclusions from quantitative data.
He/she is able to design experiments for data collection and to analyse their results using mathematical and IT means.
Competence:

He/she has independent, critical and analytic thinking.
He/she is able self-containedly earn new mathematical knowledge and extend it.
Using basic knowledge obtained in various mathematical fields he/she is able self-containedly formulate and analyze mathematical problems.

Brief syllabus:
• Random events. Operations with random events.
• Probability of random events. Definition of the probability. The Kolmogorovs field of probability.
• Conditional and total probability. Bayes theorem.
• Independence of events. Bernoulli scheme.
• Random variable. Probability distribution, probability density function.
• Characteristics of random variable.
• Discrete distributions. Expected value and standard deviation. Calculations of probability.
• Continuous distributions. Probability density function, expected value and standard deviation. Calculations of probability.
• Laws of large numbers. Central limit theorem.
• Introduction to descriptive statistics. Statistical methods of the analysis of random experiment.
• Frequency analysis and graphical display of data.
• Measures of central tendency and variability.
• Statistical relationship between data.

Literature:
• Bukor J., Árki Z., Fehér Z.: Valószínűségszámítás. 1. vyd. Komárom : Selye János Egyetem Gazdaságtudományi Kara, 2010. - 120s. - ISBN 978-80-89234-94-3.
• Obádovics, Gy.: Valószínűségszámítás és matematikai statisztika, SCOLAR, Budapest, 2003. 302 s. ISBN 963 9534 005.
• Nemetz T., Wintshe G.: Valószínűségszámítás és statisztika mindenkinek. - Szeged : Bolyai Intézet POLYGON, 1999. - 243 s. ISSN 1218-4071.
• Nemetz T.: Valószínűségszámítás : Speciális matematika tankönyvek. - 4., változatlan utánnyomás. - Budapest : Typotex kiadó, 2010. - 292 s. - ISBN 978 963 279 164 7.
• Nagy-György J., Oszténiné Krauczi É., Székely L.: Valószínűségszámítás és statisztika példatár. - 3. vyd. - Szeged : Szegedi Egyetemi Kiadó POLYGON, 2010. - 111 s. ISSN 1417-0590.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 12

A	B	C	D	E	FX
33.33	33.33	8.33	8.33	16.67	0.0

Teacher: prof. László Szalay, DSc., doc. RNDr. Ferdinánd Filip, Ph.D., RNDr. Zoltán Fehér, PhD., Mgr. Dániel Tóth,

Date of last update: 18.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ TV1/25	**Name:** Theory of mathematics teaching and problem solving 1

Types, range and methods of educational activities:
Form of study: Lecture / Seminar
Recommended extent of course (in hours):
Per week: 1 / 2 **For the study period:** 13 / 26
Methods of study: present

Number of credits: 5

Recommended semester/trimester of study: 2.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
During the semester, the student actively participates in the teaching process, solves mathematical problems in seminars, and solves the problems of the teacher's designated collection of secondary school mathematics problems.
He/she prepares a model lesson and "teaches" that lesson from the designated area of the elementary school curriculum in the seminars.
In addition to the above, the assessment of the course is determined by passing both the written and oral parts of the examination.
Student Load Sharing:
31% of the workload - direct teaching
36% of the workload - preparation for lectures and exercises
25% of the workload - exam preparation

Results of education:
The curses is devoted to the teaching of mathematics at the second level of primary school - for the 3rd cycle with an overlap to the 2nd cycle.
After completing the course, the student will gain:
Knowledge:
• He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems.
• He/she masters the methodology of creation of mathematical models or analytical frameworks of investigaton of cognitive processes in mathematics and ways of support of hese processes.
• He/she manages to illustrate concepts by means of appropriate examples.
Skills:
• He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences.
• He/she is able to see and investigate new connections in number theory, analysis, algebra, geometry, finite mathematics, probability and statistics.
• He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving.
Competence:
• He/she has independent, critical and analytic thinking.

• He/she is able self-containedly earn new mathematical knowledge and extend it.
• Using basic knowledge obtained in various mathematical fields he/she is able self-containedly formulate and analyze mathematical problems.

Brief syllabus:
Objectives, principles and methods of teaching mathematics,
Conceptual and cognitive process in mathematics, its stages and deformations,
Parallel of phylogeny and ontogenesis of mathematical thinking,
Motivation in the teaching of mathematics,
The language of mathematics, its historical development and didactic significance,
Symbolism of mathematics, Concepts of mathematics education,
Legislative framework and content of the mathematics curriculum in primary and secondary schools,
Methods of solving mathematical problems,
Personality of the mathematics teacher,
Teaching aids and didactic technology in mathematics teaching,
Some current trends in the theory of mathematics teaching,
Internet, computers and multimedia in mathematics teaching,
Diagnostics and classification in mathematics lessons

Literature:
Hejný a kol.: Teória vyučovania matematiky 2, SPN, Bratislava, 1990. 560 s. ISBN 80-08-01344-3.
Pólya Gy.: A gondolkodás iskolája : Hogyan oldjunk meg feladatokat? Budapest: Akkord, 2000. - 226 s. - ISBN 963 7803 75 0.
Pólya Gy.: A problémamegoldás iskolája, Budapest : Tankönyvkiadó, 1979. - 228 s. - ISBN 963 17 3844 2.
Szendrei J.: Gondolod, hogy egyre megy?, Typotex Kiadó, Budapest, 2005. 471 s. ISBN 963 9548 52 9.
Ambrus, A.: Bevezetés a matematikadidaktikába, ELTE, Budapest, 1995. 200 s. ISBN 0005023.
Richard Skemp: A matematikatanulás pszichológiája, Budapest: Gondolat, 1975. 410 s. ISBN 963 280 218 7.
Journals: A matematika tanítása, Polygon
Mathematics textbooks for grade 2 of primary and secondary schools

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

Notes:

Evaluation of subjects
Total number of evaluated students: 12

A	B	C	D	E	FX
16.67	16.67	25.0	25.0	8.33	8.33

Teacher: Dr. habil. RNDr. Peter Csiba, PhD., Dr. habil. Kálmán Csaba Liptai, PhD.,

Date of last update: 18.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ TV2/25	**Name:** Theory of mathematics teaching and problem solving 2

Types, range and methods of educational activities:
Form of study: Lecture / Seminar
Recommended extent of course (in hours):
Per week: 1 / 2 **For the study period:** 13 / 26
Methods of study: present

Number of credits: 4

Recommended semester/trimester of study: 3.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
During the semester, the student actively participates in the teaching process, solves mathematical problems in seminars, and solves the problems of the teacher's designated collection of secondary school mathematics problems. He/she prepares a model lesson and "teaches" that lesson from the designated area of the secondary school curriculum in the seminars. In addition to the above, the assessment of the course is determined by passing both the written and oral parts of the examination.
Student Load Sharing:
39% of the workload - direct teaching
21% of the workload - homework
15% of the workload - preparation for lectures and exercises
25% of the workload - exam preparation

Results of education:
After completing the course, the student will gain:
Knowledge:
• He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems.
• He/she masters the methodology of creation of mathematical models or analytical frameworks of investigaton of cognitive processes in mathematics and ways of support of hese processes.
• He/she manages to illustrate concepts by means of appropriate examples.
Skills:
• He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences.
• He/she is able to see and investigate new connections in number theory, analysis, algebra, geometry, finite mathematics, probability and statistics.
• He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving.
Competence:
• He/she has independent, critical and analytic thinking.
• He/she is able self-containedly earn new mathematical knowledge and extend it.

• Using basic knowledge obtained in various mathematical fields he/she is able self-containedly formulate and analyze mathematical problems.

Brief syllabus:

Mathematical concepts, concept formation, conceptual systems and hierarchies. Methods and types of tasks for teaching new concepts.
A systematic view of the curriculum in mathematics education, characteristics of the spiral curriculum.
Mathematical thinking and reasoning
Developing mathematical, thinking strategies
Analogy
Generalisation - specialisation
Induction - deduction
Variation of a problem
Analysis - synthesis
Heuristics
Problem-oriented mathematics teaching
Class organisation and management
Structure of a mathematics lesson

Literature:

Hejný a kol.: Teória vyučovania matematiky 2, SPN, Bratislava, 1990. 560 s. ISBN 80-08-01344-3.
Pólya Gy.: A gondolkodás iskolája : Hogyan oldjunk meg feladatokat? Budapest: Akkord, 2000. - 226 s. - ISBN 963 7803 75 0.
Pólya Gy.: A problémamegoldás iskolája, Budapest : Tankönyvkiadó, 1979. - 228 s. - ISBN 963 17 3844 2. Szendrei J.: Gondolod, hogy egyre megy?, Typotex Kiadó, Budapest, 2005. 471 s. ISBN 963 9548 52 9.
Ambrus, A.: Bevezetés a matematikadidaktikába, ELTE, Budapest, 1995. 200 s. ISBN 0005023.
Richard Skemp: A matematikatanulás pszichológiája, Budapest: Gondolat, 1975. 410 s. ISBN 963 280 218 7. Journals: A matematika tanítása, Polygon
Mathematics textbooks for grade 2 of primary and secondary schools

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 8

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

Teacher: Dr. habil. Kálmán Csaba Liptai, PhD., Dr. habil. RNDr. Peter Csiba, PhD.,

Date of last update: 18.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ UMS/25	**Name:** Problems in mathematical competitions

Types, range and methods of educational activities:
Form of study: Seminar
Recommended extent of course (in hours):
Per week: 2 **For the study period:** 26
Methods of study: present

Number of credits: 2

Recommended semester/trimester of study: 3.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
Successful completion of the course requires active participation in seminars, submission of assignments, and successful completion of a final written test at the end of the semester.
Student Load Sharing:
50% of the workload - direct teaching
15% of the workload - homework
10% of the workload - preparation for lectures and exercises
25% of the workload - preparation for written examinations

Results of education:
After completing the course, the student will gain:
Knowledge:
• He/she understands abstract notions in curriculum and knows the relations among them. He/she recognizes general patterns and concepts in applied problems.
• He/she masters the methodology of creation of mathematical models or analytical frameworks of investigaton of cognitive processes in mathematics and ways of support of hese processes.
• He/she manages to illustrate concepts by means of appropriate examples.
Skills:
• He/she is able to formulate logical and true mathematical statements with exact specification of their conditions and main consequences.
• He/she is able to see and investigate new connections in number theory, analysis, algebra, geometry, finite mathematics, probability and statistics.
• He/she is able to create mathematical models of simple practical tasks and to find and adapt appropriate mathematical means and methods of their solving.
Competence:
• He/she has independent, critical and analytic thinking.
• He/she is able self-containedly earn new mathematical knowledge and extend it.
• Using basic knowledge obtained in various mathematical fields he/she is able self-containedly formulate and analyze mathematical problems.

Brief syllabus:
• History of primary and secondary school mathematics competitions.

• The organisation of mathematics competitions in primary and secondary schools.
• Mathematics competitions in the Slovak Republic and Hungary,
• Mathematical Olympiad.
• Procedures and methods for solving mathematical competition problems.
• Solving problems of different levels of difficulty
• Discussion of the solutions.
• Strategies for solving problems.
• Non-standard practical problems and problems.
• Problems on the thematic areas.

Literature:

• Engel, A.: Problem-Solving Strategies, Springer-Verlag, New York, 2000. 406s. ISBN 0-387-98219-1.
• Časopisy: KoMaL, Abacus, MatLap, A matematika tanítása, Polygon, Matematické obzory
• Hódi E.: Matematikai mozaik, Typotex, Budapest, 1999. 323s. ISBN 963 9132 36 5.

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
50.0	50.0	0.0	0.0	0.0	0.0

Teacher: Dr. habil. Kálmán Csaba Liptai, PhD.,

Date of last update: 18.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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: • 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:: • 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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: • 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: • 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: • 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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: - 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: - 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: - 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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:
• 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:
• 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):
• - 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:
• 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):
• 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:

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CHRÁSKA, M. 2016. Metody pedagogického výzkumu: Základy kvantitativního výzkumu.- 2. Praha: Grada. ISBN 978-80-247-5326-3
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LENGYELNÉ MOLNÁR, T. 2013. Kutatástervezés. Médiainformatikai kiadványok. Eger.
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MÁNDELÍKOVÁ, L. 2012. Analýza a interpretácia odborného textu. Trenčín: Trenčianska univerzita Alexandra Dubčeka. ISBN 978 80 8075 518 8
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STOFFA, V., CSÍZI, L., TÓTH, K., SZŐKÖL, I. 2008. Információs és kommunikációs technológiák a gyakorlatban II.: Adatbázis rendszerek, Elektronikus prezentáció, Információk és kommunikáció. Komárom: Selye János Egytem. ISBN 978 80 8923469 1
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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.
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Language, knowledge of which is necessary to complete a course:
hungarian , slovak

Notes:

Evaluation of subjects
Total number of evaluated students: 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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: - 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: - 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:

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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.]

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RÉTHY Endréné (2003): Motiváció, tanulás, tanítás: miért tanulunk jól vagy rosszul? Nemzeti Tankönyvkiadó, Budapest. ISBN 963 19 4466 2
HORVÁTHOVÁ Kinga, NÉMETH András, STRÉDL Terézia, SZABÓOVÁ Edita, TÓTH-BAKOS Anita : Szlovák-magyar pedagógiai terminológiai kézikönyv = Slovensko-maďarská pedagogická terminologická príručka : Komárno : Univerzita J. Selyeho, 2015. - 132 s. - ISBN 978-80-8122-160-6
GADUŠOVÁ, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 117

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

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

Date of last update: 28.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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. he 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 x % result of written colloquium) + (1 x % 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…
- 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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

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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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

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

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

Brief syllabus:

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

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

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

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

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

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

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

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

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

Literature:

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

FORGÓ, S. (2011): A kommunikációelmélet alapjai. Eger: Eszterházy Károly Főiskola. https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0005_03_a_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: 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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: • 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: • 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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-huszadik 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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: - 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
ĎURIČ, 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: Základy 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 : Jószöveg Műhely Kiadó, 2005. 324 s. ISBN963 7052 25 9
CSEPELI György: A szociálpszichológia vázlata. Budapest : Jószöveg 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: 148

A	B	C	D	E	FX
83.11	11.49	3.38	0.0	1.35	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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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: • 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: • 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: • 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,
• applie a humanistic and person-oriented approach in his pedagogical practice,
• react flexibly and well-founded to problems, acts democratically and acts tolerantly,
• applie 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 Fave.
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. Mentálhigiéné. 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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/

FÜLE, S. 2004. Napközi otthoni neveléstan. Budapesť : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.
ORSOVICS, Y. a kol. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : UJS, 2018. 161 s. ISBN 978-80-8122-282-5.
SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. [online]. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/>.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácia a ďalšej dokumentácii. [online]. Dostupné na internete: https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/
Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
Ostatné dokumenty:
Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho.
Pedagogická dokumentácia a ostatná dokumentácia školy alebo zariadenia

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

Notes:

Evaluation of subjects
Total number of evaluated students: 41

a	n
87.8	12.2

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

Date of last update: 28.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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:
- 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:
- 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:
- 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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: • 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: • 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: • Applie in his teaching cross-subject links and an interdisciplinary approach.	

• Focuse inn 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.
• Applie 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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.
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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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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: - 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: - 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: CPPPaP, 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. : Sapientia 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., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

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:	

- 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.
Competencies:
- the student is able to evaluate the students in terms of their development and individual characteristics,
- the student is able to use different evalution 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.

Brief syllabus:
- not relevant

Literature:
Literature indicated in the information sheets of the study program.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 102

A	B	C	D	E	FX
44.12	29.41	17.65	6.86	1.96	0.0

Teacher:

Date of last update: 28.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMAT/ ŠSMgr/25	**Name:** Mathematics - state examination

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: KMAT/TEC/25 and KMAT/DMS/25 and KMAT/TV1/25 and KMAT/TPS/25 and KMAT/TV2/25 and KMAT/TEA/25 and KMAT/PPX6/25

Conditions for passing the subject:
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.
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.
The results of the state examination and the thesis defence are publicly announced by the chair of the board.

Results of education:
Knowledge:
- 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:
- 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:
- Theory of teaching mathematics
- Number theory
- Probability theory and basic statistics
- Theoretical arithmetic

Literature:
Literature indicated in the information sheets of the study programme

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

Notes:

Evaluation of subjects
Total number of evaluated students: 8

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

Teacher:

Date of last update: 18.03.2025

Approved by: Dr. habil. Attila Simon, PhD., prof. Krisztián Józsa, DSc., Dr. habil. RNDr. Peter Csiba, PhD.