

# CONTENS

1. Academic Writing.....	10
2. Art-pedagogy-psychology, personal development course.....	209
3. Bachelor's Seminar.....	89
4. Bachelor's Thesis Seminar.....	13
5. Bachelor's Thesis and Defense.....	60
6. Bachelor's Thesis and Defense.....	132
7. Basics of Finno-Ugric Language Studies.....	159
8. Basics of first aid and biology for teachers.....	287
9. Children's and Young Adult Literature.....	96
10. Conversation in the English language.....	193
11. Conversation in the English language 2.....	196
12. Conversation in the German language.....	199
13. Conversation in the German language 2.....	201
14. Conversation in the Slovak language.....	203
15. Creative workshop.....	258
16. Digital technologies in the educational process.....	184
17. Drama Techniques in Teaching Foreign Languages I.....	23
18. Educational theory and educational philosophy.....	250
19. English Language and Literature.....	74
20. Experience equivalent to academic mobility - Teaching of English language and literature.....	6
21. Experience equivalent to academic mobility - Teaching of Hungarian language and literature.....	87
22. Family and school.....	235
23. General and developmental psychology.....	281
24. General didactics and preparation for school observation.....	176
25. Grammar Practice.....	29
26. Gross motor development.....	241
27. History of Hungarian Language.....	93
28. History of Hungarian and World Literature 1.....	119
29. History of Hungarian and World Literature 2.....	123
30. History of Hungarian and World Literature 3.....	126
31. History of Hungarian and World Literature 4.....	129
32. Human biology and basics of first aid.....	173
33. Hungarian Language and Literature.....	171
34. Hungarian Orthography.....	135
35. Hungarian Phonetics and Phonology.....	101
36. Inclusive pedagogy.....	187
37. Integrated student at school.....	190
38. Introduction to Finnish language and culture.....	264
39. Introduction to Finnish language and culture 2.....	267
40. Introduction to Greek language and culture.....	270
41. Introduction to Latin language and culture.....	273
42. Introduction to Latin language and culture 2.....	276
43. Introduction to Linguistics.....	79
44. Introduction to Linguistics.....	168
45. Introduction to Literature.....	82
46. Introduction to Russian language and culture.....	279
47. Introduction to World Literature.....	162

48. Introduction to academic writing.....	284
49. Introduction to pedagogical studies.....	261
50. Introduction to the Study of Literature.....	165
51. Introductory pedagogical practice.....	224
52. Language Practice I.....	31
53. Language Practice II.....	34
54. Lexicology.....	110
55. Linguistics I. - Phonetics and Listening.....	26
56. Linguistics II. - Morphology and Lexicology.....	57
57. Linguistics III. - Syntax.....	76
58. Literature and Culture.....	104
59. Literature and Science.....	107
60. Methodology I.....	51
61. Methodology II.....	54
62. Methods of learning and research.....	213
63. Minority competencies.....	206
64. Modern linguistic trends.....	113
65. Morphology of Hungarian Language.....	116
66. Movement culture and healthy lifestyle education.....	253
67. Pedagogical diagnostics.....	216
68. Pedagogical evaluation.....	220
69. Pedagogical practice 2.....	226
70. Pedagogical practice 3.....	229
71. Profession of teaching.....	232
72. Professional training.....	247
73. Reading 19th Century Literary Texts.....	43
74. Reading 20th Century Literary Texts.....	46
75. Reading 20th and 21st Century American Literary Texts.....	8
76. Reading 21st Century Litierary Texts.....	49
77. Regional and minority culture.....	238
78. Research of Living Languages.....	155
79. Semantics.....	138
80. Sociology of education.....	244
81. Speaking I.....	37
82. Speaking II.....	39
83. Speaking III.....	41
84. Student mobility related to graduate profile - Teaching of English language and literature.....	4
85. Student mobility related to graduate profile - Teaching of Hungarian language and literature.....	85
86. Syntax of Hungarian Language 1.....	141
87. Syntax of Hungarian Language 2.....	144
88. Teaching English in an Online Environment.....	63
89. Text-Based Seminar 1.....	150
90. Text-Based Seminar 2.....	153
91. The Culture and History of Great Britain.....	71
92. The Culture and History of the USA.....	68
93. The History of American Literature I.....	20
94. The History of English Literature I.....	17
95. Theoretical foundations of education.....	290

96. Theory and practice of the management of educational institutions.....	255
97. Theory of Literature.....	147
98. Volunteering, helping activities.....	181
99. Writing.....	66

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJb/ MOB1-AJ/25	<b>Name:</b> Student mobility related to graduate profile - Teaching of English language and literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1., 2., 3., 4., 5., 6..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 3 credits = 75–90 hours 26 hours participation in contact hours; 20 hours preparation of the educational activity project and assignments given during lessons; 35–45 hours self-study and preparation of a brief reflection or report on the acquired experiences and knowledge in relation to the graduate's profile. The course is completed in the form of "passed" (without a grade), based on the fulfilment of the above conditions. The course completion is recorded in AIS by the academic responsible person (ZOŠP) after verifying that the conditions have been met.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student acquires an overview of subject-specific topics that broaden or complement their graduate profile in an international and intercultural context.</li> <li>- They acquire knowledge gained during mobility that is not directly part of their study plan but is relevant to their field of expertise.</li> <li>- They understand how professional knowledge is applied in various academic or work environments abroad.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The student is able to apply the knowledge acquired during mobility in further studies or professional practice.</li> <li>- They can communicate and collaborate in an international team, in a foreign language, and in a culturally diverse environment.</li> <li>- They are capable of reflecting on their own educational needs and adapting to new academic or professional settings.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- The student develops competences necessary for lifelong learning, flexibility, and adaptability.</li> <li>- They strengthen their ability to actively participate in international educational activities and projects.</li> </ul>	

<p>- They increase their level of independence, responsibility, and initiative in solving tasks outside their domestic academic environment.</p>	
<p><b>Brief syllabus:</b></p> <ul style="list-style-type: none"> <li>- Introduction to the subject, the importance of academic mobility and the internationalisation of higher education.</li> <li>- Professional seminars by a foreign university teacher in line with the graduate profile. International approaches and current trends in the field. Intercultural communication and working in an international academic environment.</li> <li>- Reflection of the student on the knowledge, skills and experience gained from the teaching conducted by a foreign university teacher.</li> <li>- Discussion and feedback - relevance of the knowledge gained for further study and professional development.</li> </ul>	
<p><b>Literature:</b> Literature as recommended by the university teacher involved in the mobility programme.</p>	
<p><b>Language, knowledge of which is necessary to complete a course:</b> English, Hungarian or Slovak</p>	
<p><b>Notes:</b></p>	
<p><b>Evaluation of subjects</b> Total number of evaluated students: 11</p>	
a	n
100.0	0.0
<p><b>Teacher:</b></p>	
<p><b>Date of last update:</b> 28.03.2025</p>	
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.</p>	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJb/ MOB2-AJ/25	<b>Name:</b> Experience equivalent to academic mobility - Teaching of English language and literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1., 2., 3., 4., 5., 6..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 3 credits = 75–90 hours 26 hours participation in contact hours; 20 hours preparation of the educational activity project and assignments given during lessons; 35–45 hours self-study and preparation of a brief reflection or report on the acquired experiences and knowledge in relation to the graduate's profile. The course is completed in the form of "passed" (without a grade), based on the fulfilment of the above conditions. The course completion is recorded in AIS by the academic responsible person (ZOŠP) after verifying that the conditions have been met.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student acquires subject-specific knowledge in line with the graduate profile, delivered by a foreign academic staff member in an international context.</li> <li>- The student becomes familiar with various approaches, concepts, and methods used in foreign academic and research environments.</li> <li>- The student gains an overview of current trends and findings in the relevant field from an international perspective.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The student is able to communicate and work in a foreign language, developing their language and intercultural communication skills.</li> <li>- The student can actively apply the acquired knowledge in their own academic and professional context.</li> <li>- The student develops the ability to critically analyse and apply new insights from the international academic environment.</li> <li>- The student enhances the ability to integrate new knowledge from international research into their own research or practice.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- The student strengthens their ability to navigate the international academic environment and actively participate in it.</li> </ul>	

<ul style="list-style-type: none"> <li>- The student improves their adaptability, independence, and flexibility when studying in an intercultural environment.</li> <li>- 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.</li> </ul>	
<p><b>Brief syllabus:</b></p> <ul style="list-style-type: none"> <li>- Introduction to the subject, the importance of academic mobility and the internationalisation of higher education.</li> <li>- Professional seminars by a foreign university teacher in line with the graduate profile. International approaches and current trends in the field. Intercultural communication and working in an international academic environment.</li> <li>- Reflection of the student on the knowledge, skills and experience gained from the teaching conducted by a foreign university teacher.</li> <li>- Discussion and feedback - relevance of the knowledge gained for further study and professional development.</li> </ul>	
<p><b>Literature:</b> Literature as recommended by the university teacher involved in the mobility programme.</p>	
<p><b>Language, knowledge of which is necessary to complete a course:</b> English, Hungarian or Slovak</p>	
<p><b>Notes:</b></p>	
<p><b>Evaluation of subjects</b> Total number of evaluated students: 1</p>	
a	n
100.0	0.0
<p><b>Teacher:</b></p>	
<p><b>Date of last update:</b> 28.03.2025</p>	
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.</p>	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ AML/25	<b>Name:</b> Reading 20th and 21st Century American Literary Texts
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars 2 - 4 hours, preparation for theoretical written tests 22 - 30 hours. The subject ends with evaluation. During the semester, students fulfill the following requirements: - active participation in seminars, which includes reading selected literary texts - successful completion of two theoretical written tests from literary works (100 points) For a successful evaluation, students must obtain at least 50% of the individual tests. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge</b> - The student will be able to name and describe famous American writers of the 20th and 21st centuries (e.g. M. E. W. Freeman, T. Pynchon, O. Henry, J. C. Oates, A. C. Clarke) - The student can characterize the main ideas of the literary works analyzed, as well as the social, political, and cultural context in which they were written. - The student will know what kind of literary critical analysis is required for a given work (e.g., feminist, psychoanalytic, or biographical). <b>Skills:</b> - The student will be able to interpret and analyze 20th and 21st century literary texts. - The student will be able to formulate and critically review his/her own opinions and attitudes. <b>Competences:</b> - The student will master the historical-cultural and social characteristics of 20th and 21st century American literary works.	
<b>Brief syllabus:</b>	

1. Introduction to the course (introduction of the writers, as well as main principles and strategies of work with literary texts)
2. William Faulkner: A Rose for Emily. Flannery O'Connor: A Good Man Is Hard to Find
3. J. D. Salinger: A Perfect Day for Bananafish. For Esmé with Love and Squalor. Mary Eleanor Wilkins Freeman: The Jester
4. Thomas Pynchon: Entropy
5. Shirley Jackson: The Lottery
6. Langston Hughes: The Negro Speaks of Rivers
7. O. Henry: The Gift of the Magi
8. Megan Abbott: Oxford Girl
9. Jack London: The Master of Mystery
10. Joyce Carol Oates: The Archivist
11. John Scalzi: The President's Brain is Missing
12. Rebecca McKanna: Interpreting American Gothic
13. Richard Matheson: I am Legend. Amy Tan: Rules of the Game

**Literature:**

Bercovitch, Sacvan. The Cambridge History of American Literature: Volume 8. Poetry and Criticism, 1940-1995. Cambridge: CUP, 2008.

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

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

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

Puskás, Andrea. Encounters of Generations and Low/High cultures: Intercultural Communication in Amy Tan's The Joy Luck Club In: Žurnal Sibirskogo federal'nogo universiteta. Gumanitarnye nauki. Krasnoyarsk: Sibirskiy Federalnyy Universitet, 2025, Roč. 85, č. 1, s. 12-20.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 24

A	B	C	D	E	FX
33.33	25.0	12.5	8.33	8.33	12.5

**Teacher:** Mgr. Renáta Lengyel-Marosi, PhD., doc. PaedDr. Andrea Puskás, PhD., PaedDr. Cyntia Kálmánová,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ APIS/25	<b>Name:</b> Academic Writing
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of tasks and assignments 12 - 17 hours (exercises, assignments...), preparation and submission of the final written work 12 - 17 hours. The subject ends with evaluation. During the semester, students fulfill the following requirements: - active participation in seminars, preparation of written assignments at seminars and outside them (40 points) - submission of the final written work (60 points) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows and explains the rules of academic writing in English.</li> <li>• The student characterizes the individual phases of creating an academic speech, their functions and specifics.</li> <li>• The student recognizes different sources, knows and explains the rules of paraphrasing and citations.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student applies theoretical knowledge about the characteristic features of written expression in an academic environment in practice.</li> <li>• The student abstracts ideas from various sources and can paraphrase them.</li> <li>• The student evaluates various sources in terms of validity and reliability.</li> <li>• The student formulates his/her thoughts when writing the abstract and structure of the final thesis.</li> </ul> <b>Competencies:</b>	

- The student has mastered the procedures, skills and strategies of academic writing in the English language and knows how to practically use and apply them when writing a thesis and other texts in an academic environment.

**Brief syllabus:**

It is an introductory course for students studying in an academic setting who need to improve and develop their basic writing to the level expected in academic settings. Using a process approach, it takes students from structuring paragraphs to writing short essays. Students will learn how to generate ideas, organize ideas, draft paragraphs, build discourse, ensure coherence and cohesion, revise language and check their own and others' written work. Students also learn how to spot and avoid plagiarism; they practice paraphrasing the ideas of other authors and deal with professionally formatted references.

List of main topics:

1. Experience with writing in English
2. Preparing to write: Brainstorming ideas
3. Paragraph structure
4. Writing a description
5. Opinions and arguments
6. Structure of the essay
7. Formulation of the main idea and arguments
8. Abstracts
9. Introductions and conclusions
10. Cohesion: connecting words and phrases
11. Writing an outline
12. Basics of punctuation
13. Paraphrase, quotations

**Literature:**

Csölle, A., & Kormos, J. (2002) A brief guide to academic writing. Budapest: Műszaki Könyvkiadó. 84 s. ISBN 9631630781

Hedge, T. (2017). Writing. 2nd ed. Oxford: Oxford University Press. 154 s. - (Resource Books for Teachers). - ISBN 978 019 442190 4.

Kontra, E.H. (2003). Training teachers to mark compositions. *novELTy*, 10 (3), 5-24. ISSN 1218-537X

Raimes, A. (2008). Exploring through writing: A process approach to ESL composition. 2nd ed. Cambridge : Cambridge University Press. 398 s. ISBN 978 0 521 65761 7

Zemach, D.E., & Rumisek, L.A. (2005). Academic writing from paragraph to essay. London: Macmillan. 131 s. - ISBN 978-1-4050-8606-6

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 31

A	B	C	D	E	FX
22.58	32.26	35.48	3.23	6.45	0.0

**Teacher:** Dr. habil. Gábor Vilmos Győri, PhD., PaedDr. Cyntia Kálmánová,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ BS/25	<b>Name:</b> Bachelor's Thesis Seminar
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Submission of a selected bibliography related to the topic of the Bachelor thesis and drafting of a part of the Bachelor thesis (10-12 pages). Attendance at the seminar is compulsory. The student prepares part of the Bachelor thesis and submits the bibliography. The student must hand in a ready part of the thesis to the tutor by the deadline. If the student does not hand in the ready part of the thesis within 7 days after the deadline, he/she will not receive the credits for the course. The length of the ready part of the thesis to be handed in is determined by the tutor, the formal requirements are specified in the Rector's Directive 2/2021. The work must comply with the technical rules and ethics of citation. <b>Criteria for the evaluation of the work:</b> – the student's analytical-synthetic thought process, – expression of personal opinion supported by theoretical knowledge, – the definition of the problem and the aim of the work, the way in which it has been developed, – the structure of the work - logical structure and proportional length of each part, – work with literature and sources of information (how they are selected and used), – compliance with the basic formal requirements of the essay, compliance with citation requirements, – aesthetic and linguistic quality of the essay. <b>Percentages for each task:</b> Work done in seminars: 20 %. Seminar paper: 80 %. The student must complete at least 50 % of all assignments.	
<b>Results of education:</b> <b>Knowledge:</b> The student is able to: - list and explain the general requirements for the preparation of the Bachelor thesis, describe and characterize the content structure of the Bachelor thesis and its parts (introduction, main body, appendices),	

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

#### Skills:

The student is able to:

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

**Competences:**

The student

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

**Brief syllabus:**

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

**Literature:**

Rector's directive no. 2/2021 on editing, registration, making available and archiving final, rigorous and habilitation theses at J. Selye University. 2021. Komárno: UJS

- Anderson, Jonathan – Millicent Poole: Assignment and thesis writing. Wiley, 2001.
- Bell, Judith: Doing Your Research Project : A guide for first-time researchers in education, health and social science. England: McGraw-Hill Open University Press, 2010.
- Bond, Alan: Your Master's Thesis: How to plan, draft, write and revise. Abergele: Studymates, 2006
- Brown, James Dean – Theodore S. Rodgers: Doing Second Language Research. Oxford: Oxford University Press, 2010.
- Bui, Yvonne N.: How to Write a Master's Thesis. Thousand Oaks: SAGE Publications, 2014.
- Dörnyei, Zoltán: Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. OUP, 2011.
- Kennedy, X. J, Dorothy M. Kennedy, Marcia F. Muth: Writing and Revising: A Portable Guide, Boston - New York: Bedford /St. Martin's, 2007.
- Murray, Rowena: How to Write a Thesis. England: McGraw-Hill Open University Press, 2011.
- Nunan, D.: Research Methods in Language Learning. New York: CUP, 1992.

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

English

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

Total number of evaluated students: 29

A	B	C	D	E	FX
37.93	20.69	13.79	17.24	10.34	0.0
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., doc. PaedDr. Andrea Puskás, PhD., Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Győri, PhD., PaedDr. Cyntia Kálmánová,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ DAL1/25	<b>Name:</b> The History of English Literature I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 13 hours, preparation for seminars (reading literary works, working out tasks and assignments) 25 - 30 hours, preparation for quizzes and mini-tests 10 - 14 hours, presentation preparation 6 - 10 hours, preparation for exam 33 - 40 hours. The course ends with an exam. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> <li>- participation in lectures, active participation in seminars</li> <li>- participation in two mini-tests during the semester</li> <li>- short presentation on a selected topic:</li> </ul> It should contain the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the relevant author, or literary work. <ul style="list-style-type: none"> <li>- reading selected literary works:               <ol style="list-style-type: none"> <li>1. Geoffrey Chaucer: Canterbury Tales - The Wife of Bath's Prologue and The Wife of Bath's Tale</li> <li>2. Shakespeare: A Midsummer Night's Dream</li> <li>3. Shakespeare: Macbeth</li> <li>4. Samuel Taylor Coleridge: The Rime of the Ancient Mariner</li> <li>5. Jane Austen: Pride and Prejudice</li> <li>6. Charles Dickens: A Christmas Carol</li> <li>7. Emily Brontë: Wuthering Heights</li> <li>8. George Bernard Shaw: Pygmalion</li> <li>9. Oscar Wilde: The Picture of Dorian Grey</li> <li>10. Oscar Wilde: The Happy Prince and Other Stories (The Selfish Giant, The Happy Prince, The Nightingale and the Rose)</li> </ol> </li> </ul> Successful completion of written tests and presentations is a condition for participation in the oral exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	

**Results of education:**

Knowledge:

- The student can explain the characteristic features of individual historical stages of the development of English literature.
- The student explains and characterizes the differences between individual literary periods from the earliest times to the end of the 19th century.
- The student names and characterizes the main representatives of English literature from the beginning to the end of the 19th century and can name the most important literary works of the most important authors.

Skills:

- The student presents his own opinions in the context of the history of English literature up to the end of the 19th century in the English language.
- The student interprets the most important literary works from the history of English literature up to the end of the 19th century.
- The student collects information about literary personalities, literary works in various publications and on the Internet.

Competencies:

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

**Brief syllabus:**

Lectures:

1. The first English literature. Beowulf
2. Chaucer and after. The Canterbury Tales. The beginnings of drama
3. The English Renaissance. Theatres and city life. Early Elizabethan drama
4. William Shakespeare. Life and works. Other Elizabethan dramatists
5. Tudor Poetry and Prose. John Milton. Restoration period
6. The Age of Reason: Classicism. Defoe, Swift, Fielding, Sterne
7. The Romantics. Burns, Blake, Wordsworth, Coleridge, Byron, Shelley, Keats
8. Jane Austen. Life and works
9. The Victorian Period. Puritanism, philosophy and religion. Charles Dickens. The Brontës
10. Thomas Hardy. Novels – naturalism, pessimism and determinism. Imperialism. Rudyard Kipling.
11. Fresh life in drama. Melodrama. G. B. Shaw. Oscar Wilde
12. Oscar Wilde. Life and works. Aestheticism.
13. Beginnings of Modernism

Seminars

1. Introduction to the history of English literature
2. Geoffrey Chaucer: The Canterbury Tales – The Wife of Bath's Prologue and The Wife of Bath's Tale
3. Shakespeare: A Midsummer Night's Dream
4. Shakespeare: Macbeth
5. Shakespeare: King Lear
6. Classicism: Defoe: Robinson Crusoe. Sterne: The Life and Opinions of Tristram Shandy Gentleman
7. British Romanticism. Samuel Taylor Coleridge: The Rime of the Ancient Mariner

8. Jane Austen: Pride and Prejudice
9. The Victorian Period. Charles Dickens: A Christmas Carol. Oliver Twist
10. The Brontë sisters. Emily Brontë: Wuthering Heights, Charlotte Brontë: Jane Eyre
11. George Bernard Shaw: Pygmalion
12. Oscar Wilde: The Picture of Dorian Grey
13. Oscar Wilde: The Happy Prince and Other Stories

**Literature:**

Puskás, A. 2015. History of English Literature I. A Textbook for University Students of English as a Foreign Language. Komárno: J. Selye University.

Abrams, M. H.: The Norton Anthology of English Literature. Volume 1. New York-London: Norton & Company, 2000.

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

Bradley, A. C.: Shakespearean Tragedy. New York: Palgrave, 1992.

Day, A.: Romanticism. New York: Routledge, 2004.

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

Thornley, G. C. – Roberts, G.: An Outline of English Literature. New York: Longman, 2003.

Puskás, Andrea. Biblical Allusions in Shakespeare's King Lear: Echoing the Book of Job. *Eruditio - Educatio*. Vol. 10, no. 3 (2015), p. 77-83. ISSN 1336-8893.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 113

A	B	C	D	E	FX
16.81	17.7	23.89	8.85	11.5	21.24

**Teacher:** doc. PaedDr. Andrea Puskás, PhD., doc. PaedDr. Andrea Puskás, PhD., PaedDr. Cyntia Kálmánová, Mgr. Renáta Lengyel-Marosi, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ DAM1/25	<b>Name:</b> The History of American Literature I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 13 hours, preparation for seminars (reading literary works and chapters from literary works, working out tasks and assignments) 25 - 30 hours, preparation for quizzes and mini-tests 10 - 14 hours, presentation preparation 6 - 10 hours, exam preparation 33 - 40 hours. The course ends with an exam. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> <li>- participation in lectures, active participation in seminars</li> <li>- participation in two mini-tests during the semester</li> <li>- short presentation on the selected topic:</li> </ul> It should contain the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the respective author, or literary work. <ul style="list-style-type: none"> <li>- reading selected literary works:               <ol style="list-style-type: none"> <li>1. Washington Irving: Rip Van Winkle; The Legend of the Sleepy Hollow</li> <li>2. James Fennimore Cooper: The Last of the Mohicans</li> <li>3. Nathaniel Hawthorne: The Scarlet Letter</li> <li>4. Edgar Allan Poe: The Black Cat, The Fall of the House of Usher, The Murders in Rue Morgue</li> <li>5. Herman Melville: Billy Budd</li> <li>6. Walt Whitman: Song of Myself, Pioneers! O Pioneers!, I Hear America Singing, O Captain, My Captain!, Beat! Beat! Drums!</li> <li>7. Mark Twain: The Adventures of Huckleberry Finn</li> <li>8. Emily Dickinson: poems 49, 67, 130, 135, 185, 216, 241</li> <li>9. Charlotte Perkins Gilman: The Yellow Wallpaper</li> <li>10. Henry James: The Turn of the Screw</li> <li>11. William Carlos Williams: The Young Housewife, Portrait of a Lady, Queen-Anne's-Lace, The Widow's Lament in Springtime, Spring and All, To Elsie, The Red Wheelbarrow.</li> </ol> </li> </ul> Successful completion of the written tests and presentation is a condition for participation in the written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%,	

D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%

### **Results of education:**

Knowledge:

- The student explains the characteristic features of individual historical stages of the development of American literature from the beginnings until the end of the 19th century.
- The student explains and analyses the differences between individual literary periods from the earliest times to the end of the 19th century.
- The student names and characterizes the main representatives of American literature from the beginning to the end of the 19th century and can name the most important literary works of the most important authors.

Skills:

- The student presents his/her own opinions in the context of the history of American literature in the English language.
- The student interprets the most important literary works from the history of American literature up to the end of the 19th century.
- The student collects information about literary personalities, literary works in various publications and on the Internet.

Competencies:

- The student describes the historical-cultural, value-moral, literary and social connections and peculiarities of the English language and literature.
- The student integrates knowledge and skills about the history of American literature and flexibly engages them in the further development of his knowledge, skills and competences on a practical level.

### **Brief syllabus:**

Lectures and seminars focus on the history of American literature from the earliest times to the end of the 19th century. Students work with different literary works from each literary period: poetry, drama, short prose and novels.

1. Colonial beginnings. The Revolutionary Era.
2. The Knickerbocker Group: Washington Irving: Rip van Winkle. The Legend of Sleepy Hollow. Frontier fiction: James Fenimore Cooper: The Last of the Mohicans
3. American Transcendentalism. Ralph Waldo Emerson. Henry David Thoreau.
4. American Gothic: The poetry and short stories of Edgar Allan Poe
5. Late Romanticism: Nathaniel Hawthorne: The Scarlet Letter
6. Herman Melville: Moby Dick; or The Whale
7. The American Civil War Era. Walt Whitman,
8. The poetry of Emily Dickinson
9. The Gilded Age. Local colour writing. Mark Twain
10. The era of naturalism: Stephen Crane: The Red Badge of Courage
11. Realism: Henry James.
12. Harriet Beecher Stowe Kate, Chopin, Charlotte Perkins Gilman
13. The end of the 19th century.

### **Literature:**

Puskás, A.: The History of American Literature I: A Textbook for University Students of English as a Foreign Language. Komárno: Univerzita J. Selyeho, 2023.

Quinn, J. et. al. Lectures on American Literature / - 3. vyd. - Praha : Karolinum, 2011.

Bercovitch, S.: The Cambridge History of American Literature: Poetry and Criticism, 1940-1995. Cambridge: Cambridge University Press, 2008.

<p>Lauter, P. et. al.: The Heath Anthology of American Literature. Boston: Houghton Mifflin Company, 2005.</p> <p>Baym, N.: The Norton Anthology of American Literature. New York: Norton &amp; Company, 2003.</p> <p>D. Hart, James: American Literature. New York : Oxford University Press, 1995.</p> <p>Gilbert, S.: The Norton Anthology of Literature by Women. New York: Norton &amp; Company, 2005.</p> <p>Ruland R. –Bradbury M.: From Puritanism to Postmodernism – a History of American Literature. London: Penguin, 1991.</p> <p>Scofield, M. 2006. The Cambridge Introduction to the American Short Story. Cambridge University Press.</p> <p>Crane, G. 2007. The Cambridge Introduction to the Nineteenth-Century American Novel. Cambridge University Press.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> English</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 104</p>					
A	B	C	D	E	FX
11.54	8.65	16.35	27.88	18.27	17.31
<p><b>Teacher:</b> doc. PaedDr. Andrea Puskás, PhD., Mgr. Renáta Lengyel-Marosi, PhD., PaedDr. Cyntia Kálmánová,</p>					
<p><b>Date of last update:</b> 28.03.2025</p>					
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ DRA1/25	<b>Name:</b> Drama Techniques in Teaching Foreign Languages I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of tasks and assignments 8-10 hours, preparation of the lesson plan 8-12 hours, preparation for the theoretical written test 8-12 hours. The subject ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of assignments and completion of tasks - successful completion of a practically oriented written test (50 points) - preparation and submission of the lesson plan (50 points): The plan should include drama techniques for teaching a selected language structure or vocabulary item for a selected target group. Appropriate use of techniques and activities, variety, materials, plan structure, correctly set goals, language level and content are evaluated. For successful completion, students must obtain at least 50% of the individual assessment dimensions. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student identifies, lists and characterizes drama techniques in teaching English as a foreign language.</li> <li>• The student names the basic elements and parts of the lesson plan, understands the essence of planning educational activities.</li> <li>• The student knows current didactic concepts, the methods and forms supporting the active learning of the English language, the possibilities and limits of their use, has theoretical knowledge about the educational process and in the field of innovative approaches to teaching foreign languages.</li> </ul>	

- The student characterizes the communicative approach to teaching foreign languages and the position of drama pedagogy and dramatic techniques within this approach.

**Skills:**

- The student applies drama techniques to develop English language skills in practice.
- The student integrates knowledge of drama techniques into lesson plans for English language classes.
- The student uses the material background of educational activities at school, school facilities, and uses didactic and audiovisual aids for the implementation of drama techniques.
- The student implements basic drama techniques in the presentation and practice of language systems, language activities and communication competences.

**Competencies:**

- The student organizes and provides educational activities with an emphasis on drama techniques.

**Brief syllabus:**

1. Drama techniques in the foreign language classroom. Learner-based teaching and drama. Learning styles, lesson planning.
2. Warming-up activities with drama, ice-breakers. Verbal and non-verbal activities. Concentration activities
3. Short improvisations and co-operative learning. The theory of the social learner: learning in a group.
4. The most frequent drama techniques
5. Dramatizing dialogues. Group improvisation
6. Teaching vocabulary with drama
7. Structuring drama work and lesson planning. A Crazy Hotel– making lesson plans based on drama techniques
8. Teaching grammar with drama I. The Frog Prince – if-clauses and drama
9. Teaching grammar with drama II. Goldilocks and the Three Bears and the Present Perfect Simple
10. Improving speaking skills with drama. Supernatural families
11. Brighton in the Rain – using songs and poems to improve pronunciation
12. A Case for the Defence – using literary texts and drama to teach language
13. Preparing a drama project

**Literature:**

- Maley, Allan – Duff, Alan. 2004. Drama Techniques in Language Learning. Cambridge University Press.
- Puskás, Andrea. Improving Creativity in the EFL Classroom. 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.
- Maley, Allan – Duff, Alan. Drama Techniques: A Resource Book of Communication Activities for Language Teachers. Cambridge : Cambridge University Press, 2005.
- Phillips, S.: Drama with Children. Oxford: Oxford University Press, 1999.
- Tom Godfrey: DRAMA in ENGLISH LANGUAGE TEACHING: A WHOLE-PERSON LEARNING APPROACH. 2010.  
Available at: <https://tomgodfrey.wordpress.com/2010/08/15/drama-in-english-language-teaching-a-whole-person-learning-approach/>
- Almond, Mark. 2005. Teaching English With Drama : How to use drama and plays when teaching - for the professional English language teacher. Brighton: Pavilion Publishing.
- Wilson, Ken. 2012. Drama and Improvisation. Oxford: Oxford University Press.
- Richards, J.C. – Rodgers, T.S.: Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2001.

Richards, Jack C. – Farrell, Thomas S. C. 2013. Practice Teaching: A reflective approach. Second edition. New York, USA: Cambridge University Press. ISBN 978-0-521-18622-3.

Puskás, Andrea. Using Drama Techniques and Games in Teaching Grammar to Young Learners in the EFL Classroom. In: Zborník medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2016: "Súčasný aspekt vedy a vzdelávania" - Sekcie pedagogických vied. = A Selye János Egyetem 2016-os "Korszerű szemlélet a tudományban és az oktatásban" Nemzetközi Tudományos Konferenciájának tanulmánykötete - Pedagógiai szekciók Komárno: Univerzita J. Selyeho, 2016, CD-ROM, s. 389-404. ISBN 973-80-8122-187-3.,

Puskás, Andrea. Hey, Teacher, Wake Those Kids up!: Warming up and concentration activities in the English Classroom. KATEDRA. roč. 20., č. 2. (2012), s. 22-23.

Puskás, A. 2018. Teaching Young Learners: A textbook for EFL teacher trainees. Zsigárd: Bymoon

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

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 60

A	B	C	D	E	FX
35.0	13.33	21.67	15.0	13.33	1.67

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ FOLI/25	<b>Name:</b> Linguistics I. - Phonetics and Listening
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 / 2 <b>For the study period:</b> 13 / 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 125 - 150 hours Out of this, lectures represent 13 hours, seminars 13 hours and exercises 26 hours. Preparation of assignments, preparation for seminars and exercises 20 - 28 hours, preparation for quizzes and mini tests 20 - 26 hours, preparation for the exam 33 - 44 hours. The course ends with an exam. The subject is based on intensive practice of phonetic structures and listening, so students are given space to improve with a lot of exercises and assignments. During the semester, they fulfil the following requirements: - mandatory attendance at lectures, seminars and exercises and active participation - working on assignments, exercises and tasks at home and at seminars - participation in quizzes and mini-tests The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student explains and describes the basic concepts of phonetics and phonology.</li> <li>• The student has acquired knowledge about the English language and its laws, about the way and conditions of its functioning in the context of phonetics and phonology.</li> <li>• The student describes the production of sounds, the system of vowels and consonants, phonotactics and suprasegmental phenomena in the English language.</li> <li>• The student knows the basics of transcription.</li> <li>• The student recognizes a wide range of accents and dialects, distinguishes colloquial and regional expressions</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student analyzes speech in the context of segmental and suprasegmental phenomena of phonetics and phonology.</li> </ul>	

- The student creates a transcript.
- Based on acquired knowledge of phonetics and phonology, the student produces correct speech.
- The student understands different types of oral expressions.
- The student evaluates and analyzes the meaning of spoken speech, even if the speech is not clearly structured.
- The student successfully processes the information heard and draws the necessary conclusions for further functioning in the context of a foreign language.

Competencies:

- The student has mastered procedures, skills and strategies for using the English language, applies, evaluates and uses knowledge of segmental phenomena in verbal discourse.

### **Brief syllabus:**

The course consists of two parts: 1) 1 lecture and 1 seminar on phonetics and phonology, 2) 2 practical lessons on Listening

Phonetics and phonology

1. Introduction to the course. Introduction to basic concepts of phonology and phonetics.
  2. The International Phonetic Association and the emergence of the IPA transcription system.
- Speech recognition practice
3. Articulatory phonetics. Articulatory organs and speech sound production. Speech recognition practice
  4. Classification of speech sounds: Consonants. Special symbols for transcribing English consonants.
  5. Vowels. Special symbols for transcribing English vowels. Speech recognition practice
  6. The vowel chart: primary and secondary cardinal vowels. IPA practice
  7. Phonetics versus Phonology. The notion of phoneme.
  8. Allophonic variation and phonemic change. Variety and dialect identification
  9. Distinctive features and minimal pairs. Variety and dialect identification
  10. Phonotactics, sonority principles. Types of sound change: sound shifts, assimilations.
  11. Suprasegmental features: accent, tone, intonation.
  12. The phonological varieties of Present-Day English: Received Pronunciation, Estuary
  13. English, extraterritorial Englishes.

Listening

1. Intensive and extensive listening
2. Listening – basic techniques and strategies
3. English language in dialects. Accent types.
4. Listening to short conversations (open questions and gap-filling)
5. Listening to a report and inquiries (gap-filling)
6. Listening to songs
7. Authentic listening: watching and listening to an American sitcom with exercises (The Big Bang Theory)
8. Complete Listening Test – level B2 (FCE) - multiple choice question, gap-filling, multiple matching
9. Listening to short recordings (multiple matching, multiple choice questions, gap-filling)
10. Listening to longer recordings (multiple choice questions and gap-filling)
11. Authentic listening: watching and listening to a British sitcom with exercises (The IT Crowd)
12. Recordings with background noises
13. Complete Listening Test – level C1 (CAE) - multiple choice question, gap-filling, multiple matching

### **Literature:**

- Acklam, R. - Burgess, S. Advanced Gold Coursebook. Essex: Longman, 2003.
- Balogné Bérces Katalin & Szentgyörgyi Szilárd. 2006. The Pronunciation of English. Budapest: Bölcsész Konzorcium. Chapters 1-10. (<http://mek.oszk.hu/04900/04910/04910.pdf>)
- Goldstein, J. A. Listening and Speaking Activity Book: The new oxford picture dictionary. Oxford: OUP, 1998.
- Handke, Jürgen. 2012. The Virtual Linguistics Campus. Marburg University. Open Access at YouTube.
- Ladefoged, Peter: A Course in Phonetics. New York: Harcourt Brace, 2001.
- Ladefoged, Peter – Keith Johnson: A Course in Phonetics. Wadsworth Cengage Learning, 2006.
- Lengyel-Marosi, Renáta. 2022. “Language Learning with English Audio-visual Media Among the University Students of English Language and Literature at J. Selye University.” In Opus et Educatio, Vol. 9 No. 2 (2022): Issue 33, pp. 158-166. <https://doi.org/10.3311/ope.507>
- Maley, A. Listening. Oxford: OUP, 2000.
- Malcolm, M. - Taylore-Knowles, S. Listening and speaking. Oxford: Macmillan, 2003.
- Nádasdy, A.: Background to English Pronunciation. Budapest: ELTE, 1998.
- Nádasdy, A.: Practice Book in English Phonetics and Phonology. Budapest: ELTE, 1996.
- Roach, Peter: English Phonetics and Phonology = A practical course. Cambridge: Cambridge University Press, 2009. Open Access at [www.cambridge.org/elt/peterroach/resources/Glossary.pdf](http://www.cambridge.org/elt/peterroach/resources/Glossary.pdf)
- Swan, M.: Practical English Usage. Oxford: OUP, 2002.
- Timár, E. Listening. Budapest: Nemzeti Tankönyvkiadó, 2000.
- White, G.: Listening. Oxford: Oxford University Press, 1998.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 101

A	B	C	D	E	FX
3.96	21.78	38.61	20.79	11.88	2.97

**Teacher:** Dr. habil. Anna Tóthné Litovkina, PhD., Mgr. Renáta Lengyel-Marosi, PhD., Dr. habil. Gábor Vilmos Győri, PhD., Dr. habil. Gábor Vilmos Győri, PhD., Mgr. Klaudia Pauliková, PhD., PaedDr. Cyntia Kálmánová,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ GRP/25	<b>Name:</b> Grammar Practice
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 19-25 hours (assignments, exercises), and preparation for written tests 30-39 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars - participation and completion of a practically oriented written test on grammar 1 (50 points) - participation and completion of a practically oriented written test on grammar 2 (50 points) The percentage equivalent to the number of points obtained is calculated from the sum of points for the two tests. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student explains the rules of grammatical phenomena in the English language.</li> <li>• The student lists and characterizes verb tenses, the passive voice, conditional sentences, indirect speech and other grammatical structures in the English language.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student uses verb tenses, the passive voice, conditional sentences, indirect speech and other grammatical structures in the English language in practice.</li> <li>• The student evaluates and analyses grammatical structures, plans and creates an output in written and spoken communication.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>• The student has grammatical competence at language level C1 (SERR).</li> </ul>	

- The student has mastered procedures, skills and strategies for using grammatical structures in the English language in practice, knows how to apply, synthesize and utilize them in the development of other skills and competences.

**Brief syllabus:**

This elective course for undergraduate students aims to provide an overview of the main points of English grammar in order to clarify issues and consolidate the use of grammatical structures in context. The course takes the form of an interactive seminar and is largely based on independent work. Students are expected to read the assigned chapters from the selected textbooks for each lesson and do the assigned tasks, which will be discussed during the seminars.

Main thematic areas:

1. Verb tenses - present and past tenses
2. Perfect tenses; Detection and correction of common errors
3. Future tenses
4. Passive voice
5. Conditional sentences
6. Wishes and regrets
7. Gerund vs. infinitive
8. Present and past tense of modal verbs
9. Direct and indirect speech
10. Indirect speech: questions
11. Defining and non-defining relative clauses
12. Countable and uncountable nouns. Articles
13. Prepositions

**Literature:**

Paulikova, K. - Kalaziová, I. 2022. Language Skills in Practice. 1. vyd. – Komárno: Univerzita J. Selyeho, 2022. – 104 s. ISBN 978-80-8122-425-6  
 Celce-Murcia, M., & Hilles, S. (1988). Techniques and resources in teaching grammar. Oxford: Oxford University Press. 189 s. ISBN 0 19 434191 7.  
 Greenbaum, S., & Quirk, R. (1990). A student's grammar of the English language. Essex: Longman. 490 s. - ISBN 9780582059712.  
 Murphy, R. (2003). Basic grammar in use with answers: Self-study reference and practice for students of English. Cambridge: Cambridge University Press. 302 s. - ISBN 0521626005.  
 Swan, M., & Walter, C. (2003). How English works: Longman. 360 s. - ISBN 0194314561.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 82

A	B	C	D	E	FX
12.2	15.85	31.71	13.41	23.17	3.66

**Teacher:** Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., Dr. habil. Gábor Vilmos Győri, PhD., PaedDr. Cyntia Kálmánová, Dr. habil. Anna Tóthné Litovkina, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ JAS1/25	<b>Name:</b> Language Practice I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 125 - 150 hours Out of this, seminars represent 26 hours and practical lessons 13 hours, preparation for seminars and practical lessons, preparation of tasks and assignments 34-45 hours (videos, texts, podcasts, exercises, assignments...), preparation for quizzes and mini-tests 26-30 hours, exam preparation 26 - 36 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - active participation in seminars and practical lessons - preparation of predetermined assignments - participation in quizzes and mini-tests After meeting the criteria, students take a written exam that integrates communication skills and language systems. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student is able to explain the rules of the most important grammatical phenomena in English.</li> <li>• The student is able to name and characterize verb tenses, regularities of the passive voice, nouns and adjectives and other basic grammatical structures in the English language.</li> <li>• The student masters a wide lexical repertoire with a number of idiomatic expressions and colloquialisms, intonation and accent in pronunciation in various situations, and accurate spelling with excellent paragraph layout and correct punctuation.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student uses grammatical structures, lexical repertoire, pronunciation and orthography excellently at a practical level when using the English language.</li> <li>• The student evaluates and reacts to oral and written speech.</li> </ul> <b>Competences:</b>	

- The student has mastered the procedures, skills and strategies for using the English language and can use them in practice and apply in practice.
- The student is able to apply knowledge of English at the application and communication level in oral communication and written communication.

### **Brief syllabus:**

This is the first part of a classical, two-semester language development course aimed at consolidating the students' general language proficiency and bringing it up to a level that enables them to pursue university studies in English. The material targets all four skills: listening, speaking, reading, and writing, and includes substantial lexical development and the development of communicative competences. Much of the work is done individually via self study in the students' own time so that class time can be devoted mainly to the discussion of topical issues, language problems, and teamwork. A subsidiary aim of the course is to introduce students to learner autonomy and to guide them in developing their autonomous language skills and competences so that they become less and less teacher dependent and can take charge of their own learning in the long run.

List of Topics:

1. Family history
2. Family history
2. Personality, perspectives, personal and social development
3. Home, housing, lifestyle
4. Health and body care
5. Diseases, traditional and alternative medicine
6. Leisure time, leisure activities
7. Literature, books, films
8. The world of media and social networks
9. Art and personal growth of an individual
10. Multicultural society - cultures, traditions, otherness
11. Social, political life
12. Church, religion
13. Nature, fauna and flora

### **Literature:**

Paulikova, K. - Kalaziova, I. 2022. Language Skills in Practice. 1. vyd. – Komárno: Univerzita J. Selyeho, 2022. – 104 s. ISBN 978-80-8122-425-6

Carr, J.C., & Moor, P. (2002). Cutting edge upper intermediate teacher's resource book: Longman. 176 s. ISBN 0582325250.

Cunningham, S., & Moor, P. (2005). New cutting edge: Upper intermediate students' book. Pearson-Essex: Longman. 176 s. - ISBN 0 582 32526 9

Carr, J.C., & Eales, F. (2002). Cutting edge upper intermediate workbook. Essex: Longman, 2002. 96 s. ISBN 0 582 32527 7

McCarthy, M., & O'Dell, F. (2008). English vocabulary in use upper-intermediate. Cambridge: Cambridge University Press. 308 s. ISBN 0 521 66435 6.

Watcyn-Jones, P. (1996). Test your vocabulary 4.1. vyd. - London: Penguin Books. 89 s. ISBN 0 14 081617 8.

Swan, M. 2002. Practical English Usage. OUP Oxford, ISBN 0-19-442146-5

Vince, M. 2004. Advanced Language Practice: with key. Oxford: Macmillan Heinemann, 2004. - 295 s. - ISBN 0435241249.

Vince, M. 2003. First Certificate Language Practice. Budapest: Macmillan, 2003. - 342 s. - ISBN 0 405 00766 4.

Wallwork, A. 2003. Discussions A-Z Advanced. Cambridge University Press, 2012. 113 s. ISBN 0521559790.					
<b>Language, knowledge of which is necessary to complete a course:</b> English					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 177					
A	B	C	D	E	FX
9.6	23.16	29.38	14.12	10.73	12.99
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Győri, PhD., PaedDr. Cyntia Kálmánová,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ JAS2/25	<b>Name:</b> Language Practice II.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 125 - 150 hours Out of this, seminars represent 26 hours and practical lessons 13 hours, preparation for seminars and practical lessons, preparation of tasks and assignments 34-45 hours (videos, texts, podcasts, exercises, assignments...), preparation for quizzes and mini-tests 26-30 hours, exam preparation 26 - 36 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - active participation in seminars and practical lessons - preparation of predetermined assignments - participation in quizzes and mini-tests After meeting the criteria, students take a written exam that integrates communication skills and language systems. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows the rules of the most important grammatical phenomena in English.</li> <li>• The student is able to name and characterize verb tenses, regularities of the passive voice, nouns and adjectives and other basic grammatical structures in the English language.</li> <li>• The student masters a wide lexical repertoire with a number of idiomatic expressions and colloquialisms, intonation and accent in pronunciation in various situations, and accurate spelling with excellent paragraph layout and correct punctuation.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student is able to present their own opinions in oral and written form, uses a wide range of discourse functions and tools for smooth, continuous and undisturbed communication.</li> <li>• The student can use grammatical structures, lexical repertoire, pronunciation and orthography in various cultural and social contexts in oral and written communication.</li> <li>• The student is able to argue, evaluate and respond to oral and written expression.</li> </ul> <b>Competences:</b>	

- The student has mastered the procedures, skills and strategies for using the English language and can use them in practice and apply in practice.
- The student is able to apply knowledge of English at the application and communication level in oral communication and written communication.

**Brief syllabus:**

Following JAS1, this is the second part of a classical language development course aimed at consolidating the students' general language proficiency and bringing it up to a level that enables them to pursue university studies in English. The material targets all four skills: listening, speaking, reading, and writing, and includes substantial lexical development. Much of the work is done individually via self study in the students' own time so that class time can be devoted mainly to the discussion of topical issues, language problems, and teamwork. In preparation for their main subject courses, the participants get a chance to practice designing and performing a ppt presentation without a script on a chosen topic related to a current event or their own field of academic interest.

List of Topics:

1. English language as a global language - personalities, historical landmarks, mobility
2. Tourism
3. Food festivals
4. Science and technology
5. Global problems
6. Innovation, future, sustainability
7. Employment, labor market, unemployment
8. Services, shopping
9. Education - educational systems, lifelong learning, professional profiling
10. Countries and places
11. Sport - events, trends, influence of sport on personality development
12. Industry, economy, development
13. A film review

**Literature:**

- Carr, J.C., & Moor, P. (2002). Cutting edge upper intermediate teacher's resource book: Longman. 176 s. ISBN 0582325250.
- Cunningham, S., & Moor, P. (2005). New cutting edge: Upper intermediate students' book. Pearson-Essex: Longman. 176 s. - ISBN 0 582 32526 9
- Carr, J.C., & Eales, F. (2002). Cutting edge upper intermediate workbook. Essex: Longman, 2002. 96 s. ISBN 0 582 32527 7
- McCarthy, M., & O'Dell, F. (2008). English vocabulary in use upper-intermediate. Cambridge: Cambridge University Press. 308 s. ISBN 0 521 66435 6.
- Paulikova, K. - Kalaziová, I. 2022. Language Skills in Practice. 1. vyd. – Komárno: Univerzita J. Selyeho, 2022. – 104 s. ISBN 978-80-8122-425-6
- Watcyn-Jones, P. (1996). Test your vocabulary 4.1. vyd. - London: Penguin Books. 89 s. ISBN 0 14 081617 8.
- Swan, M. 2002. Practical English Usage. OUP Oxford, ISBN 0-19-442146-5
- Vince, M. 2004. Advanced Language Practice: with key. Oxford: Macmillan Heinemann, 2004. - 295 s. - ISBN 0435241249.
- Vince, M. 2003. First Certificate Language Practice. Budapest: Macmillan, 2003. - 342 s. - ISBN 0 405 00766 4.
- Wallwork, A. 2003. Discussions A-Z Advanced. Cambridge University Press, 2012. 113 s. ISBN 0521559790.

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

English					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 155					
A	B	C	D	E	FX
29.68	29.03	17.42	8.39	4.52	10.97
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Győri, PhD., PaedDr. Cyntia Kálmánová,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ KON1/25	<b>Name:</b> Speaking I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 19 - 23 hours (videos, texts, podcasts, assignments...), preparation of a presentation 9 - 13 hours, preparation of a group project 10 - 13 hours, preparation for partial oral exams 11 - 15 hours. The course ends with evaluation. During the semester, students must fulfil the following requirements: - active participation in seminars (20 points) - presentation on a predetermined topic (20 points) - preparation and presentation of a group project (20 points) - participation in two small partial oral exams (1 description - 20 points, 1 role play - 20 points) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows a wide range of vocabulary related to the main topics of the course.</li> <li>• The student understands the principles of using the lexical repertoire, grammatical phenomena and pronunciation necessary for oral communication in English at a high language level.</li> <li>• The student understands the aspects and principles of speech production in English from the point of view of linguistic rules, describes and enumerates them</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student uses the English language in oral communication with a wide range of vocabulary, high grammatical accuracy and correct pronunciation.</li> <li>• The student conducts a monologue and presents the context with overall linguistic accuracy and fluency.</li> <li>• The student engages in oral communication by participating in debates and discussions at a high linguistic level.</li> </ul>	

**Competencies:**

- The student uses and applies linguistic knowledge and skills associated with the creation of speech at the level of everyday communication in the English language.
- The student has knowledge of the English language at the application-communication level in oral communication and has speech (vocabulary, grammatical accuracy and fluency, pronunciation) at language level C1.

**Brief syllabus:**

1. Learning languages.
2. Communication and the media.
3. Education and the school system.
4. Health and diseases. The healthcare system.
5. Crime and punishment.
6. Fashion and clothing. Fashion trends.
7. People and relationships.
8. Personal matters. Feelings, opinions, duties, character traits.
9. Travel and vacation.
10. Entertainment and art.
11. What if? Hypothetical and imaginary situations.
12. Plans for the future. Predictions.
13. Gossip

**Literature:**

Klippel, Friederike. Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge: CUP, 2006.  
 Maley, Alan, and Alan Duff. Drama Techniques: A Resource Book of Communication Activities for Language Teachers. Cambridge: CUP, 2005.  
 Hadfield, Jill. Advanced Communication Games. Longman, 2003.  
 Hadfield, Jill. Intermediate Communication Games. Longman, 2003.

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

English

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

Total number of evaluated students: 113

A	B	C	D	E	FX
46.9	22.12	14.16	4.42	5.31	7.08

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ KON2/25	<b>Name:</b> Speaking II.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 10 - 23 hours (videos, texts, podcasts, assignments...), preparation of individual presentations 9 - 13 hours, preparation for partial oral exams 21 - 28 hours. The course ends with evaluation. During the semester, students must fulfil the following requirements: - active participation in seminars (20 points) - presentation on a predetermined topic (20 points) - participation in three small partial oral exams (1 interview - 20 points, 1 simulation - 20 points, 1 discussion - 20 points) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows a wide range of vocabulary related to the main topics of the course.</li> <li>• The student knows the aspects and principles of speech production in the English language, names and describes them.</li> <li>• The student knows different styles of language and speech expressions, distinguishes between formal and informal speech, can characterize and describe them.</li> <li>• The student knows a wide range of sociolinguistic and discourse rules for using the English language in different contexts.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student presents his own opinions in oral form at a high level.</li> <li>• The student argues, evaluates and responds to oral speech with high linguistic accuracy and fluency.</li> </ul>	

- The student participates in discussions and debates and responds spontaneously at a high linguistic and sociolinguistic level.
- The student uses the English language in various social and cultural contexts, adapting the language to ever-changing conditions.

Competencies:

- The student integrates and applies linguistic and sociolinguistic practices, skills and strategies in everyday communication in English at a high level.
- The student has communication skills and linguistic and sociolinguistic competences in oral communication at language level C1.

**Brief syllabus:**

1. Work and employment
2. Sports and free time
3. Cities, towns and villages
4. Food, restaurants and cooking
5. Stores and shopping
6. The world of nature. Environmental protection.
7. Problem solving
8. Technology and machines. Innovation and inventions
9. Describing feelings and opinions
10. Money
11. Motivation. Goals and ambitions
12. Searching for information. Requests
13. Debate

**Literature:**

Klippel, Friederike. Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge: CUP, 2006.

Maley, Alan, and Alan Duff. Drama Techniques: A Resource Book of Communication Activities for Language- Teachers. Cambridge: CUP, 2005.

Hadfield, Jill. Advanced Communication Games. Longman, 2003.

Hadfield, Jill. Intermediate Communication Games. Longman, 2003.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 82

A	B	C	D	E	FX
53.66	28.05	10.98	2.44	0.0	4.88

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ KON3/25	<b>Name:</b> Speaking III.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 19 - 23 hours (videos, texts, podcasts, assignments...), preparation of individual presentations 9 - 13 hours, preparation for partial oral exams 21 - 28 hours. The course ends with evaluation. During the semester, students must fulfil the following requirements: - active participation in seminars (20 points) - presentation on a predetermined topic (20 points) - participation in three small partial oral exams (1 discussion - 20 points, 1 speech/review - 20 points, 1 role play - 20 points) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows a wide range of vocabulary related to the main topics of the course.</li> <li>• The student knows a wide range of language functions and discourse functions, names and describes them.</li> <li>• The student knows and characterizes all aspects and principles of speech production in the English language.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student applies the speaking skill in all types of speech with ease at a high level.</li> <li>• The student argues, evaluates and responds to oral speech with high linguistic accuracy and fluency without any effort.</li> <li>• The student initiates or participates in any communication and responds spontaneously with clear, fluent, comprehensible and well-structured speech.</li> </ul> <b>Competencies:</b>	

- The student has mastered procedures, skills and strategies for using the English language and can instinctively and effortlessly apply them in practice
- The student has communication skills and a complex of linguistic, sociolinguistic and pragmatic language competences at language level C1.

**Brief syllabus:**

1. Friends, family and human relationships
2. Weather. Natural disasters
3. Social problems. Unemployment, homelessness, addictions
4. Giving, asking for and receiving advice
5. Intelligence and memory
6. Ways of learning
7. Justice
8. Success and failure
9. Education and self-improvement
10. Travel and tourism
11. Career opportunities
12. Investigations
13. Social networks
14. Violence in the world
15. Traditions, customs and holidays

**Literature:**

Klippel, Friederike. Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge: CUP, 2006.  
 Maley, Alan, and Alan Duff. Drama Techniques: A Resource Book of Communication Activities for Language Teachers. Cambridge: CUP, 2005.  
 Hadfield, Jill. Advanced Communication Games. Longman, 2003.  
 Hadfield, Jill. Intermediate Communication Games: Longman, 2003.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 65

A	B	C	D	E	FX
73.85	10.77	7.69	1.54	0.0	6.15

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ LT19/25	<b>Name:</b> Reading 19th Century Literary Texts
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 75-90 hours Out of this, seminars represent 26 hours, preparation for seminars (reading literary works or chapters, working out tasks and assignments) 25-30 hours, preparation for written tests 18-24 hours, presentation preparation 6-10 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - attendance and active participation in seminars - participation in two written tests based on selected literary works during the semester (80 points) - short presentation on a selected topic (20 points): It should contain the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the respective author, or literary work. - reading selected literary works: 1. Mary Shelley: The Mortal Immortal 2. Edgar Allan Poe: The Hop Frog 3. Charles Dickens: The Poor Relation's Story 4. H. G. Wells: The Stolen Bacillus 5. Mark Twain: The Stolen White Elephant 6. Sir Arthur Conan Doyle: A Case of Identity 7. Oscar Wilde: The Nightingale and the Rose 8. Oscar Wilde: The Selfish Giant 9. Charlotte Perkins Gilman: The Yellow Wallpaper 10. George Bernard Shaw: The Miraculous Revenge 11. Elizabeth Gaskell: Christmas Storms and Sunshine The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> Knowledge: • The student explains and describes the characteristic features of literary genres.	

- The student names and characterizes the main representatives of English and American literature in the 19th century and can name the most important literary works of the most important authors from this period.
- The student recognizes literary-critical analysis from the point of view of the need for the given works.

**Skills:**

- The student formulates and presents his own opinions in the English language in the context of English and American literature in the 19th century.
- The student interprets selected literary works from English and American literature from the 19th century.

**Competencies:**

- The student masters and utilizes the historical, cultural and social peculiarities of works of English and American literature in the 19th century on a practical level while further developing his knowledge and skills.

**Brief syllabus:**

During the seminars, various literary works of English and American literature from the 19th century are analysed. The main goal of the course is to make students acquainted with techniques that are useful in the analysis of literary works.

1. Selected poems of Walt Whitman
2. Poetry of Emily Dickinson
3. Mary Shelley: The Mortal Immortal
4. Edgar Allan Poe: The Hop Frog
5. Charles Dickens: The Poor Relation's Story
6. H.G. Wells: The Stolen Bacillus
7. Mark Twain: The Stolen White Elephant
8. Sir Arthur Conan Doyle: A Case of Identity
9. Oscar Wilde: The Nightingale and the Rose
10. Oscar Wilde: The Selfish Giant
11. Charlotte Perkins Gilman: The Yellow Wallpaper
12. George Bernard Shaw: The Miraculous Revenge
13. Elizabeth Gaskell: Christmas Storms and Sunshine

**Literature:**

Puskás, A. 2015. History of English Literature I. A Textbook for University Students of English as a Foreign Language. Komárno: J. Selye University.

Puskás, A.: The History of American Literature I: A Textbook for University Students of English as a Foreign Language. Komárno: Univerzita J. Selyeho, 2023.

Abrams, M. H.: The Norton Anthology of English Literature. Volume 1. New York-London: Northon & Company, 2000.

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

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

Thornley, G. C. – Roberts, G.: An Outline of English Literature. New York: Longman, 2003.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 39

A	B	C	D	E	FX
5.13	41.03	23.08	15.38	15.38	0.0
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., doc. PaedDr. Andrea Puskás, PhD., PaedDr. Cyntia Kálmánová,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ LT20/25	<b>Name:</b> Reading 20th Century Literary Texts
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 75-90 hours Out of this, seminars represent 26 hours, preparation for seminars (reading literary works or chapters, working out tasks and assignments) 25-30 hours, preparation for written tests 18-24 hours, presentation preparation 6-10 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - attendance and active participation in seminars - participation in two written tests based on selected literary works during the semester (80 points) - short presentation on a selected topic (20 points): It should contain the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the respective author, or literary work. - reading selected literary works: 1. Virginia Woolf: Kew Gardens 2. Charlotte Perkins Gilman: The Yellow Wallpaper 3. Ernest Hemingway: The Snows of Kilimanjaro 4. Vladimir Nabokov: Signs and Symbols 5. Ray Bradbury: The Veldt 6. Joyce Carol Oates: Where Are You Going, Where Have You Been? 7. Ursula K. LeGuin: The Ones Who Walk Away from Omelas 8. Kazuo Ishiguro: A Family Supper 9. Agatha Christie: Sing a Song of Sixpence 10. Angela Carter: The Werewolf 11. Robert Abernathy: Peril of the Blue World 12. Margaret Atwood: Stone Mattress The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	

A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.

**Results of education:**

Knowledge:

- The student explains and describes the characteristic features of English and American literature of the 20th century.
- The student names and characterizes the main English and American writers of the 20th century (e.g. V. Woolf, Ch. P. Gilman, K. Ishiguro, A. Carter, R. Abernathy).
- The student characterizes the main idea of the analysed literary works and the social, political and cultural context in which they were written.
- The student recognizes literary-critical analysis from the point of view of the needs of the given works (e.g. feminist, psychoanalytical or biographical).

Skills:

- The student interprets and analyses literary texts from the 20th century and applies the techniques and methods of contemporary literary schools (cultural, feminist and postcolonial interpretation, etc.).
- The student collects, analyses, synthesizes information about the writers and literary texts of the 20th century in various publications and on the Internet.
- The student formulates and presents own opinions in English in the context of 20th century literature.

Competencies:

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

**Brief syllabus:**

The seminars work with various works by authors of British and American literature of the 20th century:

1. Introduction to the course (introduction of writers)
2. Virginia Woolf: Kew Gardens
3. Charlotte Perkins Gilman: The Yellow Wallpaper
4. Ernest Hemingway: The Snows of Kilimanjaro
5. Vladimir Nabokov: Signs and Symbols
6. Ray Bradbury: The Veldt
7. Joyce Carol Oates: Where Are You Going, Where Have You Been?
8. Ursula K. LeGuin: The Ones Who Walk Away from Omelas
9. Kazuo Ishiguro: A Family Supper
10. Agatha Christie: Sing a Song of Sixpence
11. Angela Carter: The Werewolf
12. Robert Abernathy: Peril of the Blue World
13. Margaret Atwood: Stone Mattress

**Literature:**

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

Gale, Thomson. Feminism in Literature. Volume 6: 20th Century. Farmington Hills, 2005.

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

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

<b>Language, knowledge of which is necessary to complete a course:</b> English					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 42					
A	B	C	D	E	FX
26.19	33.33	16.67	11.9	9.52	2.38
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., doc. PaedDr. Andrea Puskás, PhD., PaedDr. Cytia Kálmánová,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ LT21/25	<b>Name:</b> Reading 21st Century Literary Texts
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50-60 hours Out of this, seminars represent 26 hours, preparation for seminars 2-4 hours, preparation for written tests 22-30 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - attendance and active participation in seminars (includes reading selected literary texts) - participation in two written tests based on selected literary works during the semester (100 points) For a successful evaluation, students must obtain at least 50% of the individual tests. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student explains and describes the characteristic features of English and American literature of the 21st century.</li> <li>• The student names and characterizes famous English and American writers of the 21st century (e.g. N. Gaiman, A. Moore, N. Hopkinson, G. Nix, J. K. Rowling)</li> <li>• The student characterizes the main idea of the analysed literary works and the social, political and cultural context in which they were written.</li> <li>• The student recognizes literary-critical analysis from the point of view of the needs of the given literary works (e.g. feminist, psychoanalytical or biographical).</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student interprets and analysis contemporary literary texts.</li> <li>• The student applies the techniques and methods of contemporary literary schools (cultural, feminist and post-colonial interpretation, etc.) when working with a literary text.</li> </ul>	

• The student formulates, presents and critically revises his own opinions in English in the context of 21st century literature.

Competencies:

• The student masters and utilizes the historical, cultural and social peculiarities of the literary works of the 21st century of Anglophone countries on a practical level while further developing his/her knowledge and skills.

**Brief syllabus:**

1. Introduction to the course – presenting authors
2. Neil Gaiman: Coraline
3. Alan Moore: The League of Extraordinary Gentlemen, Vol. I, Issue 1: Empire Dreams
4. Nalo Hopkinson: Message in a Bottle
5. Peter S. Beagle: The Last Unicorn
6. Kazuo Ishiguro: The Buried Giant
7. Alice Walker: Possessing the Secret of Joy
8. Margaret Atwood: The Handmaid's Tale
9. Yann Martel: Life of Pi
10. David Mitchell: Cloud Atlas
11. Ted Chiang: Story of Your Life
12. Garth Nix: Hansel's Eyes
13. J. K. Rowling: The Ickabog

**Literature:**

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

Eco, U.: Interpretation and Overinterpretation. Cambridge: CUP, 1992.

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

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 38

A	B	C	D	E	FX
18.42	18.42	39.47	18.42	5.26	0.0

**Teacher:** Mgr. Renáta Lengyel-Marosi, PhD., doc. PaedDr. Andrea Puskás, PhD., PaedDr. Cyntia Kálmánová,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ MET1/25	<b>Name:</b> Methodology I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 125 - 150 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (self-study, reading of selected scientific articles and chapters) 30 - 36 hours, preparation of reflections (reflections) on 10 articles according to the available selection 18 - 22 hours, preparation for the exam 34 - 44 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - analysis of weekly topics based on texts for reading (self-study, reading of selected scientific articles and chapters) at seminars - completing partial tasks and assignments, participating in mini-tests and quizzes - submission of 10 short (200 words) reflections, or reflections (students choose 10 articles on teaching methods from the collection provided by the teacher and write a critical opinion, advantages/disadvantages, benefits for each) After meeting the criteria, students take the written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student has basic knowledge of the essence of planning and projecting educational activities.</li> <li>• The student defines the basic didactic terminology, concepts and methodological principles of teaching English language.</li> <li>• The student characterizes the teaching methods of English as a foreign language.</li> <li>• The student can explain the influence of second and foreign language acquisition theories on the practice of foreign language teaching.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student integrates and critically evaluates teaching methods, their advantages and disadvantages</li> </ul>	

- The student implements knowledge about individual teaching methods, concepts and principles in practice.
- The student justifies his didactic decisions based on the primary principles of English language teaching.

Competencies:

- Based on acquired knowledge and skills, the student formulates the basic principles of teaching the English language.
- The student uses knowledge and skills in planning, designing and organizing educational activities.

### **Brief syllabus:**

The content of the course is divided into three main thematic units. The first one addresses the general questions of language teaching: the factors playing important role in language teaching, learning styles, motivation, grouping of students. After discussing the key theories of language acquisition students get familiar with the most well-known methods of foreign language teaching. Students get familiar with the main theories and trends which have played very a important role in teaching English as foreign language for the last 10 years (Grammar Translation Method, Direct Method, Audio-lingual Method, Silent Way, Suggestopedia, Community Language Learning, Total Physical Response, Communicative Language Teaching, Task-based Learning).

1. Learning teaching
2. Warmers and icebreakers
3. The roles of the teacher in the EFL classroom.
4. Describing learners: factors affecting second language learning. Learning styles. The theory of multiple intelligences
5. The influence of second language acquisition theories on language teaching
6. The history and context of foreign language teaching
7. The Grammar Translation Method
8. The Audio-Lingual Method
9. Humanistic Methodologies: Community Language Learning
10. Humanistic Methodologies: Total Physical Response
11. The Communicative Approach to Language Teaching
12. Task-based language teaching
13. Content-based instruction

### **Literature:**

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

Ur, P. 1999. A Course in Language Teaching. Cambridge University Press

Kontra Miklósné, Hegybíró Edit Ágnes. Topics in the methodology of teaching EFL. 1. vyd. Budapest: Okker, 2006. 152 s. ISBN 963 8088 12 5.

Puskás, A. 2018. Teaching Young Learners: A textbook for EFL teacher trainees. Zsigárd: Bymoon

Harmer, J.: The Practice of English Language Teaching. London: Longman, 1991.

Hedge, T.: Teaching and Learning in the Language Classroom. Oxford: OUP, 2000.

Richards, J.C. – Rodgers, T.S.: Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2001.

Larsen-Freeman, D.: Techniques and Principles in Language Teaching. Oxford: OUP, 2000.

Puskás, Andrea. Improving Creativity in the EFL Classroom. 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.

Thaine, Craig. 2010. Teacher Training Essentials: Workshops for professional development. Cambridge University Press  
Richards, Jack C. – Farrell, Thomas S. C. 2013. Practice Teaching: A reflective approach. Second edition. New York, USA: Cambridge University Press. ISBN 978-0-521-18622-3.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 66

A	B	C	D	E	FX
16.67	7.58	15.15	28.79	24.24	7.58

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ MET2/25	<b>Name:</b> Methodology II.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 / 1 <b>For the study period:</b> 13 / 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, lectures represent 13 hours, seminars 26 hours and exercises 13 hours. exam preparation 1-6 hours, portfolio preparation and microteaching 2 hours. The course ends with a written exam. During the semester, students fulfil the following requirements: - mandatory attendance at lectures, seminars, practical lessons and active participation - compiling a portfolio: 10 activities (grammar - simple present tense, simple continuous tense, can/can't, have got/has got, simple past tense; vocabulary - school subjects, clothes, vehicles - transport, pets, classroom objects). Activities include descriptions, resources, materials, flashcards, worksheets, and others. - micro-teaching: Students teach 5 activities based on grammar structures or vocabulary items. The activities are coherent, connected to each other and are developed on the same topic/grammatical structure. Before the micro-teaching, the student submits the list of activities in printed or electronic form together with all aids, worksheets, flashcards and others. After meeting the criteria, students take the written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student characterizes the basic elements of the teaching process and the lesson.</li> <li>• The student understands the essence of planning and projecting educational activities and is has theoretical knowledge about the educational process.</li> <li>• The student knows current didactic concepts.</li> <li>• The student identifies and characterizes teaching methods and the forms of learning English language, the possibilities and limits of their use.</li> <li>• The student names and characterizes the principles of choosing suitable teaching materials, textbooks and teaching aids.</li> </ul> <b>Skills:</b>	

- The student critically evaluates and analyses the most urgent problems of modern foreign language teaching.
- The student applies techniques for presenting language content and techniques for developing language skills in practice.
- The student writes lesson plans for English as a foreign language classes.
- The student uses the material background of educational activities at school, school facilities, knows how to use didactic and audio-visual aids.
- The student implements activities and techniques to present and practice grammatical structures and vocabulary items.

Competencies:

- The student organizes and provides educational activities with an emphasis on the fulfilment of learning tasks.
- The student cooperates in the creation of projects in accordance with the curriculum.

**Brief syllabus:**

1. Planning lessons and designing courses. The syllabus.
2. Identifying, selecting, and developing materials and resources
3. Writing a lesson plan. Lesson aims and lesson components. First lessons.
4. Teaching equipment, teaching materials. Using visuals.
5. Selecting coursebooks. Course materials. Using technology.
6. Classroom management. Giving instructions. Monitoring. Seating. Using the board.
7. Classroom discipline. Dealing with discipline problems.
8. Correction: dealing with spoken and written errors. Errors and mistakes.
9. Introducing new language structures: teaching models.
10. Presenting structures
11. Practicing structures.
12. Producing structures.
13. Promoting learner autonomy

**Literature:**

- Scrivener, J. 2011. Learning Teaching: The Essential Guide to English Language Teaching. Third Edition. Macmillan.
- Ur, P. 1999. A Course in Language Teaching. Cambridge University Press
- Kontra Miklósné, Hegybíró Edit Ágnes. Topics in the methodology of teaching EFL. 1. vyd. Budapest: Okker, 2006. 152 s. ISBN 963 8088 12 5.
- Puskás, A. 2018. Teaching Young Learners: A textbook for EFL teacher trainees. Zsigárd: Bymoon
- Harmer, J.: The Practice of English Language Teaching. London: Longman, 1991.
- Hedge, T.: Teaching and Learning in the Language Classroom. Oxford: OUP, 2000.
- Richards, J.C. – Rodgers, T.S.: Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2001.
- Larsen-Freeman, D.: Techniques and Principles in Language Teaching. Oxford: OUP, 2000.
- Puskás, Andrea. Improving Creativity in the EFL Classroom. 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.
- Puskás, Andrea. Hey, Teacher, Wake Those Kids up!: Warming up and concentration activities in the English Classroom. KATEDRA. roč. 20., č. 2. (2012), s. 22-23.
- Puskás, Andrea. English with Laughter. Katedra. Roč. 21, č. 3 (2013), s. 32-33. ISSN 1335-6445.
- Thaine, Craig. 2010. Teacher Training Essentials: Workshops for professional development. Cambridge University Press

Richards, Jack C. – Farell, Thomas S. C. 2013. Practice Teaching: A reflective approach. Second edition. New York, USA: Cambridge University Press. ISBN 978-0-521-18622-3.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 62

A	B	C	D	E	FX
16.13	25.81	25.81	17.74	12.9	1.61

**Teacher:** doc. PaedDr. Andrea Puskás, PhD., Mgr. Klaudia Pauliková, PhD., doc. PaedDr. Andrea Puskás, PhD., PaedDr. Cyntia Kálmánová, Mgr. Renáta Lengyel-Marosi, PhD., Dr. habil. Anna Tóthné Litovkina, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ MOLE/25	<b>Name:</b> Linguistics II. - Morphology and Lexicology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 2 <b>For the study period:</b> 26 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 125 - 150 hours Out of this, lectures represent 26 hours and seminars 26 hours, preparation for seminars (exercises, assignments) 20-26 hours, preparation of a short presentation 8-12 hours, preparation for quizzes and mini-tests 15-20 hours, preparation for the exam 30-40 hours. The course ends with an exam. During the semester, students fulfill the following requirements: - mandatory attendance at lectures - active participation in seminars, completion of assignments - preparing and presenting a short presentation related to the topic of the subject - participation in quizzes and mini-tests After meeting the requirements, students take a written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student defines and characterizes areas, different branches and the basic terminology of morphology and lexicology.</li> <li>• The student differentiates the internal organization of English words, sorts the parts of speech, determines the grammatical categories of words and describes word formation.</li> <li>• The student identifies features of English vocabulary in terms of origin, semantics, structure and stylistic classification.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student analyses and discusses the relationships between words in a sentence, correctly forms sentence constructions.</li> <li>• The student demonstrates knowledge of theoretical principles using practical examples, estimates and evaluates the meanings of unknown words in the English language.</li> <li>• The student analyses words from a lexicological point of view and performs a morphological analysis of words.</li> <li>• The student forms correct language structures.</li> </ul>	

Competencies:

- The student integrates acquired knowledge and skills about morphology and lexicology into the comprehensive development, consolidation and utilization of English vocabulary.

**Brief syllabus:**

1. Introduction. Basic concepts in morphology: some terminological issues. Word, word-form, lexeme, lemma. Word classes. A word and its parts: affix, base, root, stem. Words, sentences and dictionaries.
2. Morphemes, morphs, and allomorphs. Free morphemes, bound morphemes.
3. Affixation: suffixes, prefixes, circumfixes, infixes.
4. Derivation: Suffixation, prefixation. Inflection. Suppletion and suppletive forms.
5. Word-formation processes: compounding, derivation, conversion, truncations, abbreviations, acronyms, initialisms, clipping, blending, loaning, backformation, reduplication, combining forms.
6. Productivity. Words in English and in language in general.
7. Characteristics of words. The connection of lexicology with different branches of knowledge. Test
8. A brief history of dictionaries in Great Britain and the United States/ Oxford English Dictionary, Webster.
9. Types of dictionaries/ Lexical entries. Grammar in the dictionary. Using dictionaries in the classroom.
10. Corpus and Internet Linguistics. Types of corpora. The Web as a corpus.
11. How to conduct linguistic analyses on the basis of corpora. Using corpora in language teaching and learning.
12. Word origin and lexical growth in English/Native vs. foreign vocabulary. Where do English words come from? The background of English borrowings. Etymology. Latin and Greek word elements. World English. Different Englishes. Varieties of English in the world. Test
13. Lexical combinability/Free combinations. Phraseology and paremiology: clichés, idioms, collocations, phrases, proverbs and sayings. Figurative meanings in phraseology. Anti-proverbs.

**Literature:**

- T. Litovkina, Anna - Szilvia N. Varagya: Lecture Notes on Morphology, J. Selye University Faculty of Education, Komárno, 2022.
- Györi, G. 2019. Lexical-Semantic Change as Cultural Categorization. (Inquiries into English and American Studies, VI). Pécs: Institute of English Studies, University of Pécs.
- Aronoff, Mark – Kirsten Fudeman: What is Morphology? Wiley-Blackwell, 2011.
- Atkins, Sue – Michael Rundell: The Oxford Guide to Practical Lexicography. New York : Oxford University Press, 2008.
- Bauer, L.: English Word-formation. Cambridge Textbooks in Linguistics. Cambridge: CUP, 1983.
- Bauer, Laurie: A Glossary of Morphology. Edinburgh : Edinburgh University Press, 2004.
- Bauer, L.: Introducing Linguistic Morphology. Edinburgh: Edinburgh University Press, 1990.
- Béjoint, Henri: Modern Lexicography: An Introduction. New York : Oxford University Press, 2004.
- Carstairs-McCarthy, Andrew: An Introduction to English Morphology : Words and Their Structure. Edinburgh : Edinburgh University Press, 2011.
- Fontenelle, Thierry: Practical Lexicography : A Reader. New York : Oxford University Press, 2009.
- Haspelmath, M.: Understanding Morphology. New York: Arnold Publishers & OUP, 2002.
- Katamba, Francis – John Stonham. Morphology. Palgrave Macmillan, 2006.
- Jackson, Howard: Lexicography : An introduction. London, New York : Routledge -

Taylor&Francis Group, 2003.

- Jackson, Howard – Etienne Zé Amvela: Words, Meaning and Vocabulary : An Introduction to modern English lexicology. London: Continuum, 2012.
- Landau, Sidney I.: Dictionaries: The Art and Craft of Lexicography. Cambridge : University Press, 2004.
- Lieber, Rochelle: Introducing Morphology. Cambridge: Cambridge University Press, 2012.
- T. Litovkina, Anna (2016). "Do You Serve Lawyers and Politicians Here?": Stereotyped Lawyers and Politicians in Anglo-American Jokes and Anti-Proverbs, Komárnó: J. Selye University Faculty of Education.
- T. Litovkina, Anna. Incorporating of Anglo-american proverbs and Anti-.proverbs into the Language Classroom. In: Zborník medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2017: "Hodnota, kvalita a konkurencieschopnosť - výzvy 21. storočia" - Sekcie humanitných vied. Komárnó: Univerzita J. Selyeho, 2017, CD-ROM, s. 257-273.
- T. Litovkina, Anna: Women through Anti-Proverbs. London: Palgrave Macmillan, 2018.
- T. Litovkina, Anna: The Creative Use of Proverbs in Story-Writing in Teaching English as Foreign Language. In: 11. International Conference of J. Selye University: Section on Language - Culture - Intercultural Relationships: Section on Language - Culture - Intercultural Relationships. Bukor József, Simon Szabolcs. Komárnó: Univerzita J. Selyeho, 2019, online, 133-148.
- T. Litovkina, A., & Mieder, W. Old Proverbs Never Die, They Just Diversify: A Collection of Anti-Proverbs. Burlington: The University of Vermont – Veszprém: The Pannonian University of Veszprém, 2006.
- Svensén, Bo: A Handbook of Lexicography: The Theory and Practice of Dictionary-Making. New York: Cambridge University Press, 2009.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 95

A	B	C	D	E	FX
11.58	14.74	25.26	16.84	26.32	5.26

**Teacher:** Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Győri, PhD., Dr. habil. Gábor Vilmos Győri, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ OB/25	<b>Name:</b> Bachelor's Thesis and Defense
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 8	
<b>Recommended semester/trimester of study:</b> 5., 6..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> KAJ/AJdb/BS/25	
<b>Conditions for passing the subject:</b> <p>While writing the Bachelor thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of Bachelor and Master's theses, dissertations and habilitation theses written at Selye János University. The recommended length of the Bachelor thesis is 30 to 40 pages (54 000 to 72 000 characters with spaces). The deadline for submission of the Bachelor thesis is specified in the timetable for the academic year. The Bachelor thesis is checked for authenticity in the central register of final theses. A report is drawn up on the outcome.</p> <p>The examination of authenticity is a prerequisite for the defence. The submission of the Bachelor thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Bachelor thesis.</p> <p>The Bachelor thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided.</p> <p>The supervisor mainly assesses the fulfilment of the objective, the student's autonomy and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the Bachelor thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis.</p> <p>The assessor focuses on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the Bachelor thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis.</p> <p>The examination board will assess the originality of the thesis, the degree of student involvement in the solution of the academic problem, the student's self-reliance and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc.</p>	

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

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

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

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

### **Results of education:**

Knowledge:

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

Skills:

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

Competences:

The student is able to

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

### **Brief syllabus:**

The procedure for defending the Bachelor Thesis is as follows:

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

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

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

4. The conclusions and proposals drawn by the student.

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

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

**Literature:**

KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004.

Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na <https://www.ujs.sk/documents/>

Smernica\_c.2-2021o\_zaverecnych\_pracach\_.pdf

Bond, Alan: Your Master's Thesis: How to plan, draft, write and revise. Abergele: Studymates, 2006

Brown, James Dean – Theodore S. Rodgers: Doing Second Language Research. Oxford : Oxford University Press, 2010.

Bui, Yvonne N.: How to Write a Master's Thesis. Thousand Oaks: SAGE Publications, 2014.

Dörnyei, Zoltán: Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. OUP, 2011.

Kennedy, X. J, Dorothy M. Kennedy, Marcia F. Muth: Writing and Revising: A Portable Guide, Boston - New York: Bedford /St. Martin's, 2007.

Murray, Rowena: How to Write a Thesis. England: McGraw-Hill Open University Press, 2011.

Nunan, D.: Research Methods in Language Learning. New York: CUP, 1992.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 20

A	B	C	D	E	FX
30.0	15.0	35.0	15.0	0.0	5.0

**Teacher:**

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ ONL/25	<b>Name:</b> Teaching English in an Online Environment
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of tasks and assignments 8 - 13 hours, preparation for the written test 16 - 21 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of assignments and completion of tasks (30 points) - successful completion of a practically oriented written test (70 points) For a successful assessment, students must obtain at least 50% of the individual assessment dimensions. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student characterizes the basic elements of the teaching process and the lesson in an online environment.</li> <li>• The student has basic knowledge of the essence of planning and projecting educational activities in an online environment.</li> <li>• The student identifies and characterizes online platforms and web applications suitable for teaching foreign languages.</li> <li>• The student will describe the teaching methods and forms supporting active online learning of the English language, the possibilities and limits of their use.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student applies online forms and techniques of presenting language content and techniques for developing language skills in practice.</li> <li>• The student integrates knowledge about teaching in an online environment into lesson plans for English language classes.</li> </ul>	

- The student implements activities and techniques for presenting and practicing grammatical structures and vocabulary items in an online environment.

Competencies:

- The student organizes and provides educational activities in an online environment.

#### **Brief syllabus:**

1. Blended learning. The usage of ICT in language teaching.
2. Moving online – planning and implementing online courses.
3. Synchronous and asynchronous online tools
4. Pedagogical approaches to teaching online. Resource-based learning, collaborative learning and problem-based learning
5. Selecting technological tools for online courses
6. Online platforms
7. Web-based applications for teaching foreign languages
8. Warming-up activities in online lessons
9. Strategies and techniques for increasing learner involvement
10. Teaching grammar online
11. Teaching vocabulary online
12. Observing demo classes
13. Assessing learners in virtual space

#### **Literature:**

- Puskás, Andrea. Improving Creativity in the Digital Space: Engaging the online Learner, 2021. In: *Inovatívne metódy a formy vzdelávania = Innovative Methods and Forms of Education : Zborník vedeckých prác s medzinárodnou účasťou = Innovative Methods and Forms of Education : Zborník vedeckých prác s medzinárodnou účasťou / Renáta Tkáčová, Mária Konečná, Vladyslav Mirutenko. - 1. vyd. - Košice : Technická univerzita v Košiciach, 2021. - ISBN 978-80-553-3886-6, s. 158-166*
- Puskás, Andrea. Teaching During the Pandemic in Higher Education: An online Drama Course for Teacher Trainees of English as a Foreign Language / Puskás Andrea, 2021. In: *AD ALTA : journal of interdisciplinary research : recenzovaný medzioborový vedecký časopis : Journal of Interdisciplinary Research : recenzovaný medzioborový vedecký časopis. - ISSN 1804-7890, Vol. 11, no. 1 (2021), p. 239-244.*
- Puskás, Andrea. *Webové aplikácie v príprave budúcich učiteľov cudzích jazykov.* In: *Inovácie v pregraduálnej príprave učiteľov s využitím webových aplikácií.* Szarka Katarína. Komárom: KOMPRESS Nyomdaipari Kft., 2018, s. 51-62 [1,16 AH] [print]. ISBN 978-615-00-2597-1.
- Thaine, Craig. 2010. *Teacher Training Essentials: Workshops for professional development.* Cambridge University Press
- Richards, Jack C. – Farrell, Thomas S. C. 2013. *Practice Teaching: A reflective approach.* Second edition. New York, USA: Cambridge University Press. ISBN 978-0-521-18622-3.
- Scrivener, J. 2011. *Learning Teaching: The Essential Guide to English Language Teaching.* Third Edition. Macmillan.
- Hedge, T.: *Teaching and Learning in the Language Classroom.* Oxford: OUP, 2000.
- Richards, J.C. – Rodgers, T.S.: *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press, 2001.
- Larsen-Freeman, D.: *Techniques and Principles in Language Teaching.* Oxford: OUP, 2000.
- Puskás, Andrea. *Improving Creativity in the EFL Classroom.* 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.
- Puskás, Andrea. *Hey, Teacher, Wake Those Kids up!: Warming up and concentration activities in the English Classroom.* KATEDRA. roč. 20., č. 2. (2012), s. 22-23.

<b>Language, knowledge of which is necessary to complete a course:</b> English					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> doc. PaedDr. Andrea Puskás, PhD., PaedDr. Cyntia Kálmánová, Mgr. Renáta Lengyel-Marosi, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ PIS/25	<b>Name:</b> Writing
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of written tasks and speeches 12 - 17 hours, preparation for the theoretical written test 12 - 17 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of written assignments, writing various texts or speeches at seminars and outside them (50 points) - successful completion of the theoretical written test (50 points) For a successful assessment, students must obtain at least 50% of the individual assessment dimensions. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows the basic principles of writing in the English language.</li> <li>• The student differentiates various styles and genres of writing and classifies different types of sources.</li> <li>• The student characterizes the individual phases of creating a written text and their specifics.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student applies theoretical knowledge about the characteristic features of written communication in practice.</li> <li>• The student presents his/her own opinions in a written form flexibly and effectively, taking into account the audience for which the text is intended.</li> <li>• The student creates a written text at a high language level with high grammatical, stylistic, syntactic and formal accuracy.</li> </ul>	

- The student constructs a well-structured, coherent and comprehensible written text in various genres in the form of formal or informal letters, biographies, reports, essays and others.

Competencies:

- The student has mastered the procedures, skills and strategies of writing in the English language and knows how to use them practically in ordinary written communication.

**Brief syllabus:**

1. Introduction to the course
2. Effective sentence production (run-on sentences)
3. Text unity and continuity - coherence (conjunction words, expressions and phrases)
4. Paragraphs; Paragraph making; The importance of creating proper key sentence in individual paragraphs; Introduction and conclusion
5. Punctuation
6. Curriculum vitae
7. Types of formal letters (motivation letter, application)
8. Types of formal letters II. (offer, complaint, excuse)
9. Essays (narrative essay and discursive essay)
10. Final theses (structure and content: abstract, introduction, chapters and summary)
11. Paraphrasing, summarizing and synthesizing, citations
12. Informal letters, articles, blogs
13. Reports, reviews (about a book or a film)

**Literature:**

Anderson Jonathan, and Millicent Poole. Assignment and Thesis Writing. Wiley, 2001.

Csőlle, Anita, and Kormos Judit. A Brief Guide to Academic Writing. Budapest: Műszaki Könyvkiadó, 2002.

O'Connell, Sue. Focus on Proficiency. London: Longman, 2001.

Osmond, Alex. Academic Writing and Grammar for Students. London: SAGE Publications, 2013.

Thomson, A.J. – Martinet, A.V.: A Practical English Grammar. Oxford: OUP, 2003.

Swan, Michael. Practical English Usage. Oxford: OUP, 2002.

Zemach, Dororthy E., and Rumisek, Lisa. Academic Writing from paragraph to essay. London: Macmillan, 2005.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 26

A	B	C	D	E	FX
26.92	7.69	30.77	23.08	11.54	0.0

**Teacher:** Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., PaedDr. Cyntia Kálmánová, Dr. habil. Gábor Vilmos Győri, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ RDUS/25	<b>Name:</b> The Culture and History of the USA
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 14-24 hours (includes presentation preparation), preparation for two written tests 35-40 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars - presentation on a predetermined topic (20 points): The presentation evaluation criteria are: relevance of information, use of literature and visualisation; at least 2 special sources and a minimum number of slides of 20. Presentation topics: 1. Detailed presentation of a historical period: the California Gold Rush, Indian Wars, slavery, Indian reservations, Ku Klux Klan, 1920s America: the Prohibition era and Al Capone, the Jazz Age (music, fashion); 9/11 2. Geography: attractions (Hollywood, Las Vegas, national parks, e.g. Yellowstone); flora and fauna; capitals or other famous cities 3. Natural disasters (hurricanes, tornadoes, floods) 4. Native Americans: Eskimos / Indians (culture, beliefs, rituals, mythology, clothing, smoke signals, dance, food, symbols, art, names, women...), Pocahontas (life, adaptations) 5. American culture and holidays; USA in the news. 6. Multiculturalism, religion (ethnic groups, migration) 7. Education (e.g. famous universities) 8. Health care 9. Politicians: famous US presidents / famous US presidents' wives 10. Science and technology 11. Transport 12. Everyday life (family, housing, employment and pay) 13. Festivals, holidays (Woodstock Festival - Hippie Movement) 14. Music and dance: e.g. bands and artists of the 60s (Led Zeppelin, Jimi Hendrix, The Who, Aretha Franklin) Art (visual arts, fine arts, sculpture, etc.)	

16. Museums (military, art) and national cemeteries
  17. Contemporary cinema/theatre
  18. American celebrities (musician, actor/actress, etc.)
  19. Fashion
  20. American cuisine
  21. Media (television or radio programmes, newspapers)
  22. Sports
- taking two written tests (each for 40 points, total 80 points)

The grading scale is as follows:

A - 100% - 90%, B - 89% - 80%, C - 79% - 70%,  
 D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%

A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.

**Results of education:**

Knowledge:

- The student knows, describes and characterizes geographical terms related to America (United States of America, North America, Central America, South America).
- The student knows the most important geographical locations and can mark them on the map.
- The student names and characterizes the most important historical figures and events: knows when and why these events happened, and what role specific historical figures played in them.
- The student knows, names and describes the main American holidays and cultural customs

Skills:

- The student interprets US history and culture.
- The student integrates and applies the acquired knowledge when working with the English language.
- The student critically evaluates and presents opinions and views on the (multi)culture, history and everyday life of the United States of America.
- The student independently collects information about the USA in various publications and on the Internet for the purpose of constant self-improvement and broadening horizons.

Competencies:

- The student develops intercultural communicative competences, thanks to which s/he functions flexibly and efficiently in an international global context.

**Brief syllabus:**

The course covers the following topics:

1. Introduction to the course (basic concepts: the United States of America, North America, Central America, South America)
2. The United States of America: regions, climate
3. United States of America: geography; regional differences
4. Native American culture (Indians)
5. Indigenous culture (Eskimos)
6. Colonial period (discovery of America, first colonies, American Thanksgiving)
7. Colonial period (Salem witch trials)
8. Freedom struggle; constitution; unification crisis: American Civil War and reconstruction (Boston Tea Party, conflicts with Britain, US Declaration of Independence)
9. The United States of America in the 20th century (World Wars I and II; Vietnam War). The United States in the 21st century (current debates on identity and multiculturalism, civil rights movements, terrorist attacks)

- 10. Presidents of the United States
- 11. Elections of government and presidents
- 12 The US flag and anthem
- 13. Multiculturalism in the USA (emigration)

**Literature:**

Lengyel-Marosi, Renáta. 2022. The Culture and History of the United States. A Workbook for university students of English language and literature. J. Selye University, Komárno.  
 Brown, K. Oxford Guide to British and American Culture. Oxford: OUP, 2005.  
 Campbell, N. Kean, A. American Cultural Studies: An Introduction to American Culture. Abingdon: Routledge, 2012.  
 Farmer, Alan, and Vivienne Sanders. An Introduction to American History: 1860- 1990. Boston: Hodder Murray, 2007.  
 Fiedler, Eckhard (et.al.): America in Close-Up. London: Longman, 2000.  
 Guyatt, N. Another American Century: The United States and the World Since 9/11. New York: Zed Books, 2003.  
 O'Callaghan. Bryn. An Illustrated History of the USA. Essex, England: Longman, 2004.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 122

A	B	C	D	E	FX
30.33	19.67	18.03	16.39	6.56	9.02

**Teacher:** Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., PaedDr. Cyntia Kálmánová,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ RDVB/25	<b>Name:</b> The Culture and History of Great Britain
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 14-24 hours (includes presentation preparation), preparation for two written tests 35-40 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars - presentation on a predetermined topic (20 points): The presentation evaluation criteria are: relevance of information, use of literature and visualisation; at least 2 special sources and a minimum number of slides of 20. Presentation topics: <ol style="list-style-type: none"> <li>1. Historical figures (Robin Hood, Joan of Arc, Henry VIII and his wives, Oliver Cromwell, Queen Victoria, etc.)</li> <li>2. National symbols of the United Kingdom</li> <li>3. Capitals or other well-known cities</li> <li>4. Multiculturalism, religion (ethnic groups, migration, terrorism, etc.)</li> <li>5. Traditions, superstitions (King Arthur, Loch Ness monster, Stonehenge, etc.)</li> <li>6. Education (e.g. famous universities)</li> <li>7. Health</li> <li>8. Monarchy (royalty, British Empire, etc.)</li> <li>9. Economics</li> <li>10. Energy and environment (e.g. national parks)</li> <li>11. Science and technology</li> <li>12. Transport</li> <li>13. Everyday life (family, housing, employment and pay)</li> <li>14. Festivals, holidays</li> <li>15. Music and dance</li> <li>16. Arts (visual arts, fine arts, sculpture, etc.)</li> <li>17. Contemporary cinema/theatre</li> <li>18. British celebrities (musician, actor/actress etc.)</li> <li>19. Fashion,</li> </ol>	

- 20. British cuisine,
- 21. Media (television or radio programmes, newspapers)
- 22. Sport

- taking two written tests (each for 40 points, total 80 points)

The grading scale is as follows:

A - 100% - 90%, B - 89% - 80%, C - 79% - 70%,  
D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%

A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.

### **Results of education:**

Knowledge:

- The student knows, describes and characterizes geographical terms related to Great Britain (Great Britain, the British Isles and the United Kingdom).
- The student knows the most important geographical locations and can mark them on the map
- The student names and characterizes the most important historical figures and events: he knows when and why these events happened, and what role specific historical figures played in them.
- The student knows, names and describes the main English, Welsh and Scottish holidays and cultural customs.

Skills:

- The student interprets the history and culture of Great Britain.
- The student integrates and applies the acquired knowledge when working with the English language.
- The student critically evaluates and presents opinions about British culture, multiculturalism, history and everyday life in an Anglophone environment.
- The student independently collects information about Great Britain in various publications and on the Internet for the purpose of constant self-improvement and broadening of horizons.

Competencies:

- The student develops intercultural communicative competences, thanks to which s/he functions flexibly and efficiently in a European context.

### **Brief syllabus:**

The subject covers the following thematic areas:

1. Introduction to the course (basic concepts: Great Britain, British Isles and the United Kingdom)
- 2 The United Kingdom: regions, climate
- 3 The United Kingdom: geography and tourist attractions
4. Britain in Roman times and the Norman Conquests (the 'Great Charter of Independence')
- 5 The House of Tudor (Wars of the Roses, Henry VIII, Elizabeth I)
- 6 The House of Stuart (the Gunpowder Plot, the Great Fire of London)
7. The Industrial Revolution; Victorian England; The British Empire
8. 20th century Britain (world wars)
- 9 Britain in the 21st century (Scottish independence referendum, Brexit, COVID-19, the British Royal Family)
10. Scotland (history, sport, culture and holidays)
- 11 Wales (history, sport, culture and holidays)
- 12 Multiculturalism (emigration and terrorism)
13. Religion (patron saints)

### **Literature:**

Brown, K. Oxford Guide to British and American Culture. Oxford: OUP, 2005.

Harvey, P., and Jones, R. Britain Explored. Longman, 2000.  
 Kearney, H. The British Isles. Cambridge: CUP, 2014.  
 Lengyel-Marosi, Renáta. Culture and History of Great Britain. A textbook for university students of English as a foreign language. Komárno: University J. Selyeho, 2021.  
 McDowall, D. An Illustrated History of Britain. London: Longman, 1998.  
 McDowall, D. Britain in Close-up. London: Longman, 2000.  
 Morgan, K. O. (ed.). The Oxford History of Britain. Oxford: OUP, 1999.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 129

A	B	C	D	E	FX
14.73	22.48	20.16	15.5	13.95	13.18

**Teacher:** Mgr. Renáta Lengyel-Marosi, PhD., PaedDr. Cyntia Kálmánová,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ SS/25	<b>Name:</b> English Language and Literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5., 6..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> KAJ/AJdb/JAS1/25 and KAJ/AJdb/ULIN/25 and KAJ/AJdb/JAS2/25 and KAJ/AJdb/ULIT/25 and KAJ/AJdb/DAL1/25 and KAJ/AJdb/FOLI/25 and KAJ/AJdb/MOLE/25 and KAJ/AJdb/DAM1/25 and KAJ/AJdb/MET1/25 and KAJ/AJdb/SYNT/25 and KAJ/AJdb/DRA1/25 and KAJ/AJdb/MET2/25	
<b>Conditions for passing the subject:</b> <p>All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule.</p> <p>In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience.</p> <p>The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit.</p> <p>The results of the state examination and the thesis defence are publicly announced by the chair of the board.</p>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has acquired knowledge in the compulsory and profile subjects of the study programme,</li> <li>- the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan,</li> <li>- the student is able to analyse and evaluate the knowledge acquired in the subject.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- the student is able to present his/her expertise,</li> <li>- the student is able to hand over his/her knowledge</li> <li>- the student is able to organise and apply the theoretical knowledge acquired,</li> <li>- the student has the ability to organise and apply the knowledge acquired in the course of his (her) studies.</li> </ul> <b>Competences:</b>	

<ul style="list-style-type: none"> <li>- the student is able to express his/her linguistic and professional culture in the oral examination,</li> <li>- the student is able to use the knowledge acquired in a wider context,</li> <li>- the student is able to put the knowledge acquired into practice and organise it,</li> <li>- the student is able to use his/her knowledge in a creative way while solving problems, as well as to analyse the problem and organise new solutions,</li> <li>- the student is able to answer the questions of the committee at the expected level.</li> </ul>					
<p><b>Brief syllabus:</b></p> <p>I. The methodology of teaching English as a foreign language, drama techniques in teaching foreign languages</p> <p>II. Linguistics: phonetics, morphology, lexicology, syntax</p> <p>III. English and American literature until the end of the nineteenth century</p>					
<p><b>Literature:</b></p> <p>Recommended literature indicated in the information sheets of the study programme</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b></p> <p>English</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b></p> <p>Total number of evaluated students: 45</p>					
A	B	C	D	E	FX
20.0	15.56	24.44	11.11	6.67	22.22
<p><b>Teacher:</b></p>					
<p><b>Date of last update:</b> 28.03.2025</p>					
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ SYNT/25	<b>Name:</b> Linguistics III. - Syntax
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading assigned texts, working out tasks and assignments) 25 - 35 hours, preparation for mini tests 10 - 14 hours, preparation for the exam 26 - 32 hours. The course ends with an exam. During the semester, students fulfill the following requirements: - active participation in seminars, performance of tasks - preparation of predetermined assignments - participation in the mini-test during the semester After meeting the requirements, students take a written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows the basics of English syntax on a theoretical and practical level.</li> <li>• The student recognizes types of sentences, clauses, characterizes and describes them.</li> <li>• The student differentiates between individual types of phrases, clauses, types of simple sentences, composition, constructions of sentences as well as grammatical and semantic overall formations.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student applies theoretical knowledge in specific analysis of sentences.</li> <li>• The student discusses, analyses and interprets the relationships between words in a sentence, performs a syntactic analysis of sentences.</li> <li>• The student forms correct sentence constructions with the correct word order into a coherent and comprehensible written or oral expression of the English language system.</li> </ul> <b>Competencies:</b>	

- The student integrates the acquired knowledge and skills of the syntax of the English language into practical use and application, derives from them the knowledge necessary for teaching the English language.

### **Brief syllabus:**

Main topics:

Lectures

1. Introduction to syntax
2. Word classes/Categories and functions
3. Verbs and their subcategorisation
4. Grammatical functions
5. Constituency, function, category; head, complements, and modifiers
6. Phrases
7. Elements of sentence constructions/ Clauses and sentences;
8. Main and subordinate clauses
9. Phrase Structure rules; Cleft constructions
10. Relative clause constructions /pro-form; deixis vs. anaphora
11. Reported speech
12. Passive constructions
13. Wh-questions/Interrogative clauses

Seminars

1. Descriptive and prescriptive grammar
2. Word classes/Categories and functions
3. Mood, aspect, tense, voice
4. Subjects, direct and indirect objects, predicative complements, oblique complements, modifiers, adjuncts
5. Tests for determining syntactic constituenthood
6. NP, VP,
7. AdjP, AdvP, PP, CP
8. Tree diagram terminology (node, branch, dominate, sister). Tree diagrams as representations of structure
9. Tree diagrams
10. Reported speech
11. Reported questions
12. Passive constructions;
13. Wh-questions/Interrogative clauses

### **Literature:**

- T. Litovkina, Anna - Szilvia N. Varagya: Lecture Notes on Syntax, J. Selye University Faculty of Education, Komárno, 2022.
- Budai, László: English Phrasal and Clausal Syntax. Synopses of Thirty Lectures. Veszprém: University Press, 1997.
- Budai, László: English Syntax: Theory and Practice. Budapest: Tankönyvkiadó, 1986.
- Burton-Roberts, N.: Analysing Sentences: An Introduction to English Syntax. London: Longman, 1986.
- Carnie, Andrew: Modern Syntax: A Coursebook. New York: Cambridge University Press, 2011.
- Dano, František: A Practical English Syntax. Nitra: Pedagogická fakulta, 1991.
- Miller, Jim: An Introduction to English Syntax. Edinburgh: University Press, 2012.
- Radford, Andrew: English Syntax: An introduction. New York: Cambridge University Press, 2009.

- Roberts, Burton Noel: Analysing sentences an introduction to English syntax. London: Longman, 2011.
- Kim, Jong-Bok and Peter Sells: English Syntax: An Introduction, Center for the Study of Language and Information, 2008.
- Kuiper, Kon – W. Scott Allan: Introduction to English language: Word, sound and sentence. 3rd edition, Palgrave Macmillan, 2010.
- Newson, Mark et al.: Basic English Syntax with Exercises - Bölcsész Konzílium Bölcsész Index Centrál Könyvek, 2006.
- Rafajlovičová, R.: A Survey of the English Syntax. Prešov: Prešovská Univerzita, 2004.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 64

A	B	C	D	E	FX
17.19	15.63	9.38	25.0	23.44	9.38

**Teacher:** Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Győri, PhD., Dr. habil. Gábor Vilmos Győri, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ ULIN/25	<b>Name:</b> Introduction to Linguistics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading assigned texts, working out tasks and assignments) 25 - 35 hours, preparation for mini tests 10 - 14 hours, preparation for the exam 26 - 32 hours. The course ends with an exam. During the semester, students fulfill the following requirements: - active participation in seminars, performance of tasks - preparation of predetermined assignments - participation in the mini-test during the semester After meeting the requirements, students take a written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student has knowledge of the English language and its laws, the way and conditions of its functioning in all language levels and relations with other languages.</li> <li>• The student defines and characterizes various branches of linguistics, names and explains basic concepts (e.g. such as theoretical linguistics, applied linguistics, phonetics and phonology, morphology and syntax, semantics and pragmatics, psycholinguistics, neurolinguistics, sociolinguistics, phraseology, corpus linguistics, lexicology, phraseology and other).</li> <li>• The student recognizes types of sentences, clauses, understands the relationship between words in a sentence, and knows the correct word order.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student analyses the relationships between words in a sentence, creates correct sentence structures with the correct word order, and draws tree diagrams of words, phrases and sentences.</li> <li>• The student performs phonological, morphological and semantic analysis of words.</li> <li>• The student applies the acquired knowledge to the English language system, which is necessary for the analysis of individual language levels in other linguistically focused subjects.</li> </ul> <b>Competencies:</b>	

- The student integrates the acquired knowledge and skills in the English language system, derives from them the knowledge necessary for teaching the English language, which can be flexibly updated according to the needs of teaching practice.

**Brief syllabus:**

This course addresses the following main topics: communication, linguistics and English language, phonetics and phonology, morphology, syntax, semantics pragmatics, lexicology and lexicography, discourse analysis, language families and historical linguistics, sociolinguistics, language acquisition, linguistics, grammar and teaching, English as foreign language, writing and writing systems, the world’s languages, the diversities and similarities of language systems, animal “languages”, language varieties, social aspects of language, language change. The course will also extend the student’s knowledge of major branches of linguistics (e.g., theoretical linguistics, gender linguistics, applied linguistics, psycholinguistics, computational linguistics, neurolinguistics, sociolinguistics, phraseology, paremiology, comparative linguistics, corpus linguistics, lexicology, among others). In addition to English, examples from other languages will be used to illustrate these topics.

Lectures:

1. Introduction to linguistics.
2. Various branches of linguistics
3. Morphology
4. Words and word-formation processes
5. What is language? The world’s languages
6. Phonology and phonetics
7. Syntax 1
8. Syntax 2
9. Semantics
10. Pragmatics
11. Language, society and culture
12. Gender and Linguistics
13. The development of writing and writing systems

Seminars:

1. Major branches of linguistics
2. Morpheme, morph, allomorph. Root, stem, base. Suffixation, prefixation
3. Backformation, clipping, blends, acronyms, initialisms, conversion.
4. Compounding. Inflection and derivation
5. Animals and human language
6. The Indo-European language family, Germanic languages
7. Lexical sets. Synonymy, antonymy, hyponymy and meronymy.
8. Constituent analysis; Clausal syntax, sentence types, representation of constituent structure;
9. Tree diagrams
10. Pragmatics
11. Situational context, speech intentions, speech act theory
12. Gender and Linguistics
13. The development of writing and writing systems

**Literature:**

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

English

**Notes:**

<b>Evaluation of subjects</b>					
Total number of evaluated students: 160					
A	B	C	D	E	FX
5.0	10.0	26.88	19.38	30.63	8.13
<b>Teacher:</b> Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Györi, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ ULIT/25	<b>Name:</b> Introduction to Literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading assigned literary works, working out tasks and assignments) 33 - 41 hours, preparation for quizzes and mini-tests 6 - 10 hours, preparation for the exam 22 - 30 hours. The course ends with a written exam. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> <li>- mandatory attendance at lectures</li> <li>- active participation in seminars (analysis of works and worksheets connected with them, discussions)</li> <li>- participation in mini-tests and quizzes during the semester</li> <li>- weekly preparation in the form of reading the following short literary works:               <ol style="list-style-type: none"> <li>1. Roald Dahl: The Hitchhiker</li> <li>2. Edgar Allan Poe: The Tell-Tale Heart</li> <li>3. Charles Dickens: The Signal-Man</li> <li>4. Ernest Hemingway: The Old Man at the Bridge.</li> <li>5. Mark Twain: Extracts From Adam's Diary</li> <li>6. James Joyce: Araby</li> <li>7. George Bernard Shaw: How He Lied to Her Husband</li> <li>8. Robert Frost: The Road Not Taken</li> <li>9. Ted Hughes: The Shot</li> <li>10. Ray Bradbury: A Sound of Thunder</li> <li>11. Neil Gaiman: The Graveyard Book</li> </ol> </li> </ul> After fulfilling the above requirements, students take the written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student knows the characteristic features of individual literary genres (lyrics, epics and dramas).</li> </ul>	

- The student is aware of the differences between literature and individual critical approaches to literary texts.
- The student defines basic literary terms and concepts.

Skills:

- The student applies theoretical knowledge when working with a literary work of various literary genres.
- The student critically compares and analyses literary genres based on theoretical knowledge.
- The student interprets literary texts from English and American literature.
- The student collects, synthesizes and critically evaluates information about literary figures and literary works in various publications and on the Internet.

Competencies:

- The student integrates the acquired knowledge and skills to interpret literary contexts and peculiarities of the English language, derives knowledge from them necessary for further development, which he can be flexibly updated according to practical needs.

**Brief syllabus:**

Lectures and seminars focus on the explanation of basic terms and concepts of literary studies and provide students with a selection of the most famous literary texts and literary authors of the English-speaking world. Students work with different literary works from different literary periods and interpret different genres: poetry, drama and fiction.

Lectures:

1. What is literature? Tentative definitions, aims and characteristics.
2. Working with words. Denotation and connotation.
3. Theories of literature. Working with literary texts, interpretations.
4. Elements of fiction I. Plot, character, setting
5. Elements of fiction II. Point of view, type of narrator, style
6. Classification of fiction
7. Elements of drama. Theories of tragedy and comedy.
8. Classification, the history of drama, the Theatre of the Absurd
9. Elements of poetry. Figures of speech.
10. Working with poems. Classification of poems.
11. Literary criticism I. Formalism, New Criticism, Structuralism, Post-structuralism
12. Literary criticism II. Deconstruction, Reader-response criticism, Psychoanalysis, Historical/Biographical Criticism
13. Literary criticism III. New Historicism, Postcolonial Theory and Criticism, Feminist Criticism

Seminars:

1. Introduction to the course. Working with literary texts.
2. Roald Dahl: The Hitchhiker
3. Edgar Allan Poe: The Tell-Tale Heart
4. Charles Dickens: The Signal-Man
5. Ernest Hemingway: The Old Man at the Bridge.
6. Mark Twain: Extracts from Adam's Diary
7. James Joyce: Araby
8. George Bernard Shaw: How He Lied to Her Husband
9. Robert Frost: The Road Not Taken
10. Ted Hughes: The Shot
11. Charles Perrault, Jakob and Wilhelm Grimm: The Sleeping Beauty
12. Ray Bradbury: A Sound of Thunder
13. Neil Gaiman: The Graveyard Book

**Literature:**

- Puskás, Andrea. 2019. An Introduction to Literature. Žihárec: Bymoon.
- Meyer, Michael. 2008. The Bedford Introduction to Literature: Reading, Thinking, Writing. 9. vyd. Boston: Bedford.
- Duff, Alan – Maley, Alan. 2007. Literature. New York: Oxford University Press.
- Head, Dominic. 2006. The Cambridge Guide to Literature in English : The definitive guide: completely revised and updated. 3. vyd. Cambridge: Cambridge University Press.
- Wellek, René – Warren, Austin. 2000. Theory of Literature. Harper Paperbacks.
- Berensmeyer, Ingo. 2009. Literary Theory: An Introduction to Approaches, Methods and Terms. Stuttgart: Klett.
- Collier, Peter. 2007. Literary Theory Today. Cambridge: Polity Press.
- Cuddon, J. A. 1998. The Penguin Dictionary of Literary Terms and Literary Theory. London: Penguin Books.
- Puskás, Andrea. Narrative Constructions of Victimization in I stand here ironing by Tillie Olsen. In: Zborník z medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2014: "Vzdelávanie a veda na začiatku XXI. storočia" - Sekcie teologických vied a humanitných vied. Komárno: Univerzita J. Selyeho, 2014, CD-ROM, p. 308-316. ISBN 978-80-8122-104-0.
- Puskás, Andrea. 2014. Female Identity in Feminist Adaptations of Shakespeare. 1. vyd. Budapest: Tinta.

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

English

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

Total number of evaluated students: 161

A	B	C	D	E	FX
5.59	13.66	14.29	19.88	27.95	18.63

**Teacher:** doc. PaedDr. Andrea Puskás, PhD., Mgr. Renáta Lengyel-Marosi, PhD., PaedDr. Cyntia Kálmánová,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

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

<p>- They increase their level of independence, responsibility, and initiative in solving tasks outside their domestic academic environment.</p>	
<p><b>Brief syllabus:</b></p> <ul style="list-style-type: none"> <li>- Introduction to the subject, the importance of academic mobility and the internationalisation of higher education.</li> <li>- Professional seminars by a foreign university teacher in line with the graduate profile. International approaches and current trends in the field. Intercultural communication and working in an international academic environment.</li> <li>- Reflection of the student on the knowledge, skills and experience gained from the teaching conducted by a foreign university teacher.</li> <li>- Discussion and feedback - relevance of the knowledge gained for further study and professional development.</li> </ul>	
<p><b>Literature:</b> Literature as recommended by the university teacher involved in the mobility programme.</p>	
<p><b>Language, knowledge of which is necessary to complete a course:</b> English, Hungarian or Slovak</p>	
<p><b>Notes:</b></p>	
<p><b>Evaluation of subjects</b> Total number of evaluated students: 6</p>	
a	n
100.0	0.0
<p><b>Teacher:</b></p>	
<p><b>Date of last update:</b> 28.03.2025</p>	
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.</p>	

## INFORMATION SHEET

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

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

**Brief syllabus:**

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

**Literature:**

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

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

English, Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:**

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ BS/25	<b>Name:</b> Bachelor's Seminar
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Submission of a selected bibliography related to the topic of the Bachelor thesis and drafting of a part of the Bachelor thesis (10-12 pages). Attendance at the seminar is compulsory. The student prepares part of the Bachelor thesis and submits the bibliography. The student must hand in a ready part of the thesis to the tutor by the deadline. If the student does not hand in the ready part of the thesis within 7 days after the deadline, he/she will not receive the credits for the course. The length of the ready part of the thesis to be handed in is determined by the tutor, the formal requirements are specified in the Rector's Directive 2/2021. The work must comply with the technical rules and ethics of citation. <b>Criteria for the evaluation of the work:</b> – the student's analytical-synthetic thought process, – expression of personal opinion supported by theoretical knowledge, – the definition of the problem and the aim of the work, the way in which it has been developed, – the structure of the work - logical structure and proportional length of each part, – work with literature and sources of information (how they are selected and used), – compliance with the basic formal requirements of the essay, compliance with citation requirements, – aesthetic and linguistic quality of the essay. <b>Percentages for each task:</b> Work done in seminars: 20 %. Seminar paper: 80 %. The student must complete at least 50 % of all assignments.	
<b>Results of education:</b> <b>Knowledge:</b> The student is able to: - list and explain the general requirements for the preparation of the Bachelor thesis, describe and characterize the content structure of the Bachelor thesis and its parts (introduction, main body, appendices),	

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

#### Skills:

The student is able to:

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

**Competences:**

The student

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

**Brief syllabus:**

Stručná osnova predmetu:

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

**Literature:**

- A magyar helyesírás szabályai. 2015. Budapest: Akadémiai Kiadó. 12. kiadás. ISBN 978 963 05 9631 2
- ECO, U. 1987. Hogyan írjunk szakdolgozatot? Budapest: Kairosz Kiadó. ISBN 963 9137 53 7
- FERCSIK, E. 2002. Dolgozatírás – felsőfokon. Budapest: Krónika Nova. ISBN 9639128945
- GYURGYÁK, J. 2018. Szerzők és szerkesztők kézikönyve. Budapest: Osiris Kiadó. ISBN 978 963 276 318 7
- LACZKÓ, K. – MÁRTONFI A. 2006. Helyesírás. Budapest: Osiris Kiadó. ISBN 963 389 541 3
- MAJOROS P. 1997. Kutatásmódszertan, avagy: Hogyan írjunk könnyen, gyorsan jó diplomamunkát? Budapest: Nemzeti Tankönyvkiadó. ISBN 9631883698
- Smernica rektora č. 2/2021 o úprave, registrácii, sprístupnení a archivácii záverečných, rigorózných a habilitačných prác na Univerzite J. Selyeho. 2021. Komárno: UJS

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

Total number of evaluated students: 41

A	B	C	D	E	FX
65.85	4.88	9.76	12.2	2.44	4.88

**Teacher:** PaedDr. Patrik Baka, PhD., Mgr. Vojtech Istók, PhD., Dr. habil. PaedDr. József Keserű, PhD., Mgr. Gábor Lőrincz, PhD., doc. Péter Nagy, PhD., doc. Mgr. Anikó Polgár, PhD., Szabolcs Simon, PhD., PaedDr. Tamás Török, PhD.,

**Date of last update:** 29.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ DMJ/25	<b>Name:</b> History of Hungarian Language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for passing the course: active participation of the student in seminars and exercises, participation of the student in the assigned tasks and participation in discussions during seminars and exercises, preparation and submission of a report and its (oral) presentation, successful completion of the final test. During the semester, the student presents a paper on a given topic in the field of the history of the Hungarian language (20 points, i.e. 40% of the total mark). At the end of the semester, the student writes a final test on the practical part of the course (30 points, i.e. 60% of the total grade). The test will only be accepted if the student achieves at least 15 points. The paper will be passed if the student achieves at least 10 points. The maximum number of points will be 50 (20 points for the paper, 30 points for the test). Evaluation criteria for the refrain and its oral presentation: - content of the paper: choice of topic, purpose of the paper, work with literature, inference conclusions, elaboration, etc. (10 points) - verbal and non-verbal expression: logical and systematic interpretation, clarity of interpretation, manner of expression, eye contact, etc. (5 points) - use of visual, acoustic and audiovisual aids: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. (5 points) Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%. Total student workload (2 credits = 50 hours): participation in exercises and seminars (29 hours), preparation and presentation of a report (10 hours), preparation for a written examination (11 hours).	
<b>Results of education:</b> Knowledge: - The student acquires basic knowledge about the developmental stages of the Hungarian language. - The student will gain knowledge about the linguistic system of the Hungarian language from the diachronic point of view. - The student will become familiar with the continuous development of the Hungarian language.	

- The student will be familiar with the historical, cultural and social contexts of the Hungarian language.

- The student will be able to interpret various historical texts

Skills:

- On the basis of the acquired knowledge, the student will be able to recognize and analyse the historical context of the Hungarian language in contrast and context with neighbouring languages.

- After graduation, under the guidance of an independent teacher, the student will be able to apply the acquired knowledge of the history of the Hungarian language in the teaching of the subject of Hungarian language and literature.

- The student will be able to formulate his/her own opinions and positions on the genesis and history of the Hungarian language, critically revise and constructively defend them.

Competencies:

- The student will have developed socially accepted civic attitudes and a positive attitude towards his/her profession and target group.

- The student will be able to positively approach the socio-cultural and linguistic diversity of society.

- The student will be able to formulate his/her own opinions and attitudes in the field of the history of the Hungarian language, to critically revise and constructively defend them.

- After graduation, under the guidance of an independent teacher, he/she will be able to explain to pupils the subject matter of the history of the Hungarian language.

- He/she will be able to deal with the issues of pedagogical work in the context of the diversity of the educational population.

- The student will be able to independently deepen his/her knowledge of dialectology and the development of the Slovak language.

- The student will be able to keep in touch with current developments in historical linguistics and effectively pursue his/her own professional development.

### **Brief syllabus:**

1. Historical linguistics, basic concepts and research methods
2. Diachrony and synchrony of linguistic phenomena
3. Hypotheses about the origin of Hungarian
4. The place of the Hungarian language in the family of Finno-Ugric languages
5. Ugro-Finnish features of the Hungarian language
6. Developmental stages of the Hungarian language
7. Changes in the phonological system of the Hungarian language
8. Development of lexis, word types and morphemes
9. Relationship between Hungarian and Turkish languages
10. Relationship between Hungarian and Slavic languages
11. The most important linguistic monuments
12. The use of historical linguistics in the teaching of the Hungarian language

### **Literature:**

BÁRCZI, G. – BENKŐ, L. – BERRÁR, J. 2002. A magyar nyelv története. Budapest: Tankönyvkiadó. ISBN 963 192 783 0

– BENKŐ, L. 1998. A történeti nyelvtudomány alapjai. Budapest: Nemzeti Tankönyvkiadó. ISBN 963 19 4380 1

– BYNON, T. 1997. Történeti nyelvészet. Budapest: Osiris. ISBN 963 379 306 8

– GOMBOCZ, Z. 1997. Jelentés és nyelvtörténet. Budapest: Akadémiai Kiadó. ISBN 963 05 7429 2

– KISS, J. – PUSZTAI, F. 2003. Magyar nyelvtörténet. Budapest: Osiris. ISBN 963 389 534 6  
– MADAS, E. (ed.) 2009. "Látjátok feleim..." Magyar nyelvemlékek. A kezdetektől a 16.század elejéig. Budapest: OSzK. ISBN 978-963-200-571-3

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 66

A	B	C	D	E	FX
21.21	27.27	37.88	7.58	4.55	1.52

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

**Date of last update:** 29.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ DML/25	<b>Name:</b> Children's and Young Adult Literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester the student gives an oral report on the topic of children's and young adult literature (20 points, 40% of the entire evaluation). At the end of the semester they write a written test about the theoretical material of the subject (30 points, 60% of the entire evaluation). The test is only accepted if the student reaches at least 15 points on it. The report can be successfully completed only if the student receives at least 10 points for it. The overall maximum amount of points a student can get is 50 (20 for the report and 30 for the written test). The evaluation criteria of the written test: – familiarity with the given thematic units based on the theoretical and practical curricular content and on the literature of the lessons (the peculiarities of folk and literary tales, the characteristics and trends of contemporary children's lyric poetry, the social peculiarities of modern and contemporary children's and young adult literature etc.), – familiarity with the specific topics based on the continuous preparation which focuses on the current and supplementary literature of the subject (available in the brief summary section in association to each topic and the yearly updated list of works). – the tests focus on the evaluation of the knowledge, abilities and competencies of the students which they acquired throughout the semester. Besides the questions and tasks (multiple choice, matching, open ended questions etc.) focusing on factual knowledge, the students' own critical observations and suggestions are also put into the foreground (in forms of presentations and essays). To the extent of the possibilities of the subject, during the exam / test we will work with creative types of tasks as well. The evaluation criteria of the report: – the contents of the report: the adequate and topical processing of the selected topic, literature review etc. (7 points), – verbal and non-verbal expressiveness: factual and terminological correctness and the professionalism of the processing of the problem etc. (5 points), – use of visual, acoustic and audiovisual tools: projected presentation (structure, keywords, figures etc.), short sound recordings, videos etc. (3 points), – interactivity and leading the work with the group (5 points). The distribution of the work hours of the student: – 1 credit: regular attendance on the lessons (1 x 90 minutes weekly) – 26 hours	

- 1 credit: continuous preparation based on the contents and literature of the lessons, including literature review of children's and young adult literature – 29 hours of preparation
  - 1 credit: creation of an oral lecture based on freely selected children's and young adult literary works, literature review and on own analysis (the use of at least 5 items of literature, the inclusion of the group into the lesson with the help of questions and tasks of experiential pedagogy etc.) – 20 hours
- Evaluation scale: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%).  
If a student does not reach at least 50%, they are unsuccessful in completing the subject.

### **Results of education:**

#### Knowledge:

- The student will be familiar with the peculiarities of children's and young adult literature (the functions and the age group classifications of children's and young adult literature, the types and features of the lyric poetry and prose of children's and young adult literature of individual eras etc.).
- Acquires the basic facts, notions, theoretical and methodological principles connected to children's and young adult literature.
- The student will become familiar with the most important works and authors of children's and young adult literature of the individual eras (among others, Sándor Weöres, Károly Sirató Tamkó, Dániel Varró, Ottó Kiss, Elek Benedek, Éva Janikovszky, Pál Békés, Ervin Lázár, Gyula Böszörményi).
- Will be familiar with the brief history of children's and young adult literature.

#### Abilities:

- After completing the training, as a pedagogical assistant the student will be able to apply the knowledge acquired on the topic of children's and young adult literature while teaching the subject of Hungarian language and literature.
- The student is able to make a difference between folk and literary tales and their types based on their poetic, linguistic and thematic peculiarities.
- As a pedagogical assistant, the student will be able to hold independent and multilayered analyzing activity sessions of high standard based on children's and young adult literary works with the most determining symbols, archetypes and formal, social-critical peculiarities in the center.
- As a pedagogical assistant, the student will be able to apply various strategies (cooperative, drama pedagogical etc.) of teaching literature during the sessions and activities lead by them.

#### Competencies:

- The student will possess the civilian attitude supported by society and will relate positively to their profession and the target group of their activities. In establishing the latter, the sensitizing nature of children's and young adult literature will certainly amplify the student as well.
- Will relate positively toward the sociocultural and linguistic colorfulness of society. Numerous literary characters present in the curriculum of the semester are good examples for colorfulness and the acceptance of it.
- Will be able to create their own standpoint and opinion on the subject of children's and young adult literature in a way so that they would still be open for revising and constructively defending these attitudes. Since during the semester we will mention both the aesthetic and educative nature of the works, the student can decide which one to put in the foreground during the teaching process.
- After the training, as a pedagogical assistant the student will be able to explain the curricular material (see it in detail in the brief summary section) connected to children's and young adult literature.

- Will possess the basic knowledge about the factors affecting the diverse development of the individuals participating in the training – irrespective of whether they are the result of disadvantageous health or social background, or talent and exceptional abilities –, so as to enable the successful cooperation with special educators, psychologists and other professionals during the training process designed in the spirit of inclusive pedagogy, and to be able to work according to and also apply the advice of these professionals. The analyzed works will include characters with disadvantageous social background and physical handicap as well. The discussion based on them can not only contribute to the success of inclusive pedagogy, but also to the resolution of the problems of the works as well as to the strengthening of tolerance.
- The student will be able to keep track with the latest results of children's and young adult literature and to actively continue their professional self-development.

### **Brief syllabus:**

1. Children's and young adult literature as a field of research (its aspects, situation, functions and grouping according to receivers).
2. Folk children's lyric poetry (general peculiarities, types and features of nursery rhymes, types and features of children's rhymes) and the eras of literary children's poetry (pedagogical, psychological, modern and contemporary).
3. Modern children's poetry (peculiarities, the works of the most important representatives).
4. Contemporary children's poetry I. (features of vocal and word game poetry, most important representatives and their works).
5. Contemporary children's poetry II. (the peculiarities of children's monologue, most important representatives and their works).
6. Children's epic poetry (classification, children's epic poetry based on tales and short stories, comparison of folk and literary tale, tale collectors and writers).
7. Peculiarities (the elements of permanence and variability) and subgenres (fairy tale, animal tale, legend tale, short story tale, tales about the foolish devil, village mockeries, jest tales, lie tales, form tales) of the folk tales.
8. Minor epic poetry of children's literature (the differences between literary tale and children's story, updated tale, own tale, embedded tales, opposing tales, sad tales, lyric tales, children's tales, fables and allegoric tales).
9. Tale novel I. (particularities, structural typology and the most important authors and works of the 20th century tale novel).
10. Tale novel II. (particularities, changes and most important authors and works of the 21st century tale novel).
11. Young adult novel I. (its traditions, approach based on age groups and genres, its relation to popular literature).
12. Young adult novel II. (problem-centric novels, significant authors and works).

### **Literature:**

- BAKA P. 2022. Óperenciák: Fejezetek a kortárs magyar gyermek- és ifjúsági irodalomból. – 1. vyd. – Dunajská Streda (Slovensko) : NAP Kiadó. ISBN 978-80-8104-109-9
- BAKA, P. 2023. Doboztankönyv: Élményalapú irodalomtanítás a populáris, ifjúsági és gyerekirodalom köréből. 1. vyd. – Dunajská Streda (Slovensko) : NAP Kiadó. 80 s. – ISBN 978-80-8104-113-6
- KOMÁROMI G. 2001. Gyermekirodalom. Budapest: Helikon Universitas. ISBN 963 208 725 9
- LOVÁSZ A. 2015. Felnőtt gyerekirodalom. Tanulmányok, kritikák és majdnem lexikon. Budapest: Cerkabella Kiadó. ISBN 978-963-9820-60-9

- PETRES CSIZMADIA G. 2015. Fejezetek a gyermek- és ifjúsági irodalomból. Nyitra: Nyitrai Konstantin Filozófus Egyetem. ISBN 978-80-558-0903-8
- BÁLINT, P. 2004. Közelítések a meséhez. Debrecen: Didakt Kft., ISBN 9632062736
- BÁRDOS J. 2015. Piroska és a vegetariánus farkas. Kalandozások a kortárs gyermekirodalomban. Budapest: Pont Kiadó. ISBN 978-963-9957-95-4
- BAUER G. (1994) Gyermekirodalom. Budapest: Nemzeti Tankönyvkiadó. ISBN 0011825
- BETTELHEIM, B. (1985) A mese bűvölete és a bontakozó gyermeki lélek. Budapest: Gondolat Kiadó. ISBN 9632827198
- BOGNÁR T. 2001. A magyar gyermekvers. Budapest: Nemzeti Tankönyvkiadó. ISBN 963 19 1249 3
- BOGNÁR T. 1994. Elemzések a gyermek- és ifjúsági irodalom körében. Budapest: Nemzeti Tankönyvkiadó. ISBN 0011196
- BOGNÁR T. 2004. Gyermekpróza. Világ- és magyar irodalom. Budapest: Nemzeti Tankönyvkiadó. ISBN 963 19 2497 1
- BOLDIZSÁR I. 2004. Mesepoétika. Írások mesékről, gyerekekről, könyvekről. Budapest: Akadémiai Kiadó. ISBN 963 05 8178 7
- BOLDIZSÁR I. 2010. Meseterápia. Budapest: Magvető Könyvkiadó. ISBN 978 963 14 2893 3
- F. HEGYI M. – G. PAPP K. 1999. A játszótársam, mondd, akarsz-e lenni... A kortárs magyar gyermek- és ifjúsági irodalom jelene és jövője. Győr: Apáczai Csere János Tanítóképző Főiskola. ISBN 963-7287-10-8
- F. KOVÁCS F. 1986. Mondóka, gyermekvers, esztétikum. Budapest: Tankönyvkiadó. ISBN 9631791653
- KÁDÁR, A. 2012. Mesepszichológia. Gyomaendrőd: Kulcslyuk Kiadó. ISBN 978-963-89419-6-1
- HANSÁGI Á. – HERMANN Z. – MÉSZÁROS M. – SZEKERES N. (eds.) 2018. Kézifékes fordulást is tud. Tanulmányok a legújabb magyar gyermekirodalomból. Budapest: Balatonfüred Városért Közalapítvány. ISBN 978-963-9990-60-9
- KOMÁROMI G. 1990. Elfelejtett irodalom. Móra Ferenc Könyvkiadó, Budapest. ISBN 963 11 6623 6
- LOVÁSZ A. (ed.) 2011. Navigátor. Kortárs gyerekirodalmi lexikon (Szerk. Lovász A.). Cerkabella Könyvkiadó, Szentendre. ISBN 978-963-9820-16-6
- PROPP, V. J. 1999. A mese morfológiája. 2. jav. kiadás. Osiris Kiadó, Budapest, 1999. ISBN 963 379 461 7
- TARBAY, E. 1999. Gyermekirodalomra vezérlő kalauz. Budapest: Szent István Társulat. ISBN 963 360 861 9
- BAKA, P. 2020. Teljes gözzel: Bevezetés a steampunk olvasásába. Komárom: Selye János Egyetem, ISBN 978-80-8122-352-5
- BAKA, P. 2019. Az animizmus mint reinkarnációs motívum: Gimesi Dóra: A Macskaherceg kilencedik élete. In: Prae = Prae Literary Journal. 21/2. 64–77. ISSN 1585-5112
- BAKA, P. 2019. J. K. Rowling varázsvilága és a nácizmus. In: Opus : szlovákiai magyar írók folyóirata. 11/1. 51–56. ISSN 1338-0265
- BAKA, P. 2020. Torzult, árnyékos ösvényen: Sepsi László: Ördögcsapás. In: Partitúra : irodalomtudományi folyóirat. 15/2. 63–76. ISSN 1336-7307
- BAKA, P. 2021. The Feminist Hungarian Folktale as Postmodern Combinatorics – The Analysis of Csenge Virág Zalka’s Story-Book Titled Ribizli a Világ Végén [Currant at the End of the World]. In: AD ALTA : journal of interdisciplinary research : recenzovaný mezinárodní vědecký časopis. Vol. 11, no. 2 (2021), p. 18–24. ISSN 1804-7890. WoS.

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

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 71					
A	B	C	D	E	FX
23.94	29.58	19.72	18.31	0.0	8.45
<b>Teacher:</b> PaedDr. Patrik Baka, PhD.,					
<b>Date of last update:</b> 29.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ FOF/25	<b>Name:</b> Hungarian Phonetics and Phonology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 3 <b>For the study period:</b> 39 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Methods for assessing students' performance (continuous assessment): There will be two tests during the term (the first in the middle of the academic period and the second in its last week). Students can get a maximum of 25 points for both tests, so a total of 50 points. Both tests contain theoretical and practical tasks and questions according to the content of the course and the additional literature. Student workload: 4 credits = approx. 100 hours (39 hours for participation in lessons; 36 hours for regularly preparing from the content of each lesson and the literature; 25 hours for checking additional content - professional articles and/or videos that help students to work on specific issues in a given topic). Scoring: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), below 50% Fx. Students not reaching 50% will not earn the credits.	
<b>Results of education:</b> <b>Knowledges:</b> <ul style="list-style-type: none"> <li>- Students will be introduced to the basic concepts, regularities, trends, related fields and short history of phonetics and phonology.</li> <li>- Students will know the characteristics of speech production and perception.</li> <li>- Students will be familiar with the major phonetic transcription systems.</li> <li>- Students will be familiar with the system of vowels and consonants, and will understand the rules of sounds (rules of vowels and consonants).</li> <li>- Students will know the suprasegmental features of speech.</li> <li>- Students will know the types and characteristics of speech defects and the possible solutions to correct them.</li> <li>- Students will know the methods of teaching phonetics and phonology.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Students will be able to determine the place of phonetics and phonology in the context of language levels based on the acquired knowledge.</li> <li>- Students will have the skill and knowledge of the procedures and strategies required to use the International Phonetic Alphabet (IPA) for recording pronunciation, to classify vowels and consonants, and to recognize the rules of sounds (rules of vowels and consonants).</li> </ul>	

- After completing their studies, they will be able to apply their knowledge gained from phonetics and phonology in teaching Hungarian language and literature under the guidance of a practicing teacher.

Competencies:

- Students will be able to form their own opinion and attitude towards issues related to phonetics and phonology and will be able to critically review and defend them constructively.

- After completing their studies, they will be able to explain to students the topics related to phonetics and phonology under the guidance of a practicing teacher.

- Students will be able to deal with the problems of pedagogical work caused by the diversity of the educated population (e.g. dialects, speech disorders, language discrimination).

- Students will be able to keep up with current developments in phonetics and phonology and will be able to grow professionally.

### **Brief syllabus:**

1. General characteristics, concepts, trends, history and related disciplines of phonetics and phonology

2. Speaking and writing, the history of writing

3. Phonetic transcription systems, International Phonetic Alphabet (IPA)

4. Characteristics and functions of the speech organs

5. Characteristics and functions of the auditory organ

6. The system of Hungarian vowels

7. The system of Hungarian consonants

8. Laws of language I.

9. Laws of language II.

10. Suprasegmental characteristics of speech

11. Classifying and correcting speech disorders

12. Teaching methods of phonetics and phonology

### **Literature:**

– A. JÁSZÓ, A. 1994. Hangtan. In: A. JÁSZÓ (ed.): A magyar nyelv könyve. Budapest: Trezor Kiadó. 73–161. ISBN 963 9088 92 7

– BOLLA, K. 1995. Magyar fonetikai atlasz. Budapest: Nemzeti Tankönyvkiadó. ISBN 963 18 6832 X

- CSÉFALVAY, F. 2025. Mi a baj a hangtantanítással? In: BAKA, L. P. – MÉSZÁROS, A. – SIMON, Sz. – LITOVKINA, A. (eds.): 16th International Conference of J. Selye University. Language and Literacy Sections. Conference Proceedings. Komárno: J. Selye University. 978-80-8122-508-6. <https://doi.org/10.36007/5086.2025.135>

– GÓSY M. 2004. Fonetika, a beszéd tudománya. Budapest: Osiris Kiadó. ISBN 963 389 666 5

– HERNÁDI, S. 2006. Beszédművelés. Budapest: Osiris Kiadó. ISBN 9633894700

– ISTÓK B. – TÓTH, S. J. – N. VARAGYA, Sz. 2021. A fonetika tanításának problémái és lehetőségei. Memóriamankók a beszédhangok osztályozásának tanításában. In: Hungarológiai Közlemények 22/2. 56–77. ISSN 0350 2430

– KASSAI, I. 2005. Fonetika. Budapest: Nemzeti Tankönyvkiadó. ISBN 963 19 5779 9

– MOLNÁR, E. 1996. Leíró magyar hangtan. Budapest: Nemzeti Tankönyvkiadó.

– MOLNÁR, J. 1970. A magyar beszédhangok atlasza. Budapest: Tankönyvkiadó.

– MONTÁGH, I. – MONTÁGHNÉ RIENER, N. – VINCZÉNÉ BÍRÓ, E. 2002. Gyakori beszédhibák a gyermekkorban. Budapest: Holnap Kiadó.

– PAPP, I. 1971. Leíró magyar hangtan. Budapest: Tankönyvkiadó. ISBN 0007292.

– MARKÓ, A. 2017. Hangtan. In: TOLCSVAI NAGY, G. (ed.): Nyelvtan. Budapest: Osiris Kiadó. 75–203. ISBN 978-963-276-291-3

<b>Language, knowledge of which is necessary to complete a course:</b>					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 165					
A	B	C	D	E	FX
14.55	12.12	20.61	22.42	13.33	16.97
<b>Teacher:</b> Mgr. Vojtech Istók, PhD.,					
<b>Date of last update:</b> 29.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ LAK/25	<b>Name:</b> Literature and Culture
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student will give an interactive lecture on a selected topic (50% of the total grade). Assessment criteria: - content of the paper: correct and up-to-date treatment of the selected topic, , work with literature, etc. - verbal and non-verbal expression: factual and terminological correctness and professional treatment of the topic, manner of expression, eye contact, etc. - use of visual, acoustic, audiovisual means: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. - interactivity and group work The student submits a written thesis that treats a freely chosen topic in the field of literature and culture (50% of the total grade). Assessment criteria for the written work: - formal editing (spelling) - the balance of the different parts of the seminar paper - logic, systematicity, consistency, clarity of interpretation, professionalism in the manner of expression, inventiveness of interpretation - work with specialist literature, presented system of conceptual apparatus Overall student workload: - regular class attendance (2 x 45 minutes per week) - 26 hours - regular preparation based on studying the content of the individual lessons and readings, studying the literature and reading literary works - 29 hours - preparation of an interactive lecture based on the literature - 10 hours - preparation of a written thesis - 10 hours Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> The student will be proficient in the basic concepts, principles, and theoretical and methodological principles of literary comparatistics.	

The student will understand the connections between the different types of art.

The student will understand social contexts in literature and the arts, such as issues of feminism, gender, epidemics, etc.

Skills:

The student will be able to recognize and describe current issues in literature and culture.

The student will be able to evaluate the process and outcomes of educational activities.

Competencies:

The student will develop positive attitudes toward contemporary theories of literature and culture, and seek to understand them as much as possible. In this spirit, he/she will also teach his/her pupils and, through interactive and cooperative exercises, show them the practical dimension of analytical methods.

The student will be able to identify the basic differences of cultures in a multicultural environment and their impact on the student's personality.

The student will develop proper attitudes towards the diversity of the world and their future pupils.

The student will be able to keep in touch with current developments in literature and culture, and effectively continue his/her own professional development.

### **Brief syllabus:**

1. Defining culture, researching culture, mediating culture
2. Cultural past, history of education, iconography
3. Cultural memory, cultural identity, Memory studies
4. Definition of epoch as systematization of culture
5. National culture, minority culture, subculture
6. Canons and contrastive research.
8. Literary canons, cult formation in literature
9. Kulturwissenschaft vs. Cultural studies
10. Culture of presence and meaning
11. Gender and literary studies
12. Minority studies, postcolonialism, posthumanism. Popular culture and literature

### **Literature:**

- H. NAGY, P. 1999. Kánonok interakciója. Budapest: FISZ. ISBN 9638603828
- H. NAGY, P. 2006. Paraziták. Dunaszerdahely: NAP Kiadó. ISBN 80 89032 83 4
- H. NAGY, P. 2016. Alternatívák: A popkultúra kapcsolatrendszerei. Budapest: Prae.hu. ISBN 978 615 5070 55 6
- FRIED, I. 1986. Kelet- és Közép-Európa között: Irodalmi párhuzamok és szembesítések a kelet-közép-európai irodalmak köréből. Budapest: Gondolat. ISBN 963 281 663 3
- FRIED, I. 2002. A közép- európai szövegüniverzum. Lucidus Kiadó. ISBN 9639465054.
- ĎURIŠIN, D. 1977. Összehasonlító irodalomkutatás. Budapest: Gondolat. ISBN 963 280 482 1
- SZEGEDY-MASZÁK, M. 1995. "Minta a szőnyegen": A műértelmezés esélyei. Budapest: Balassi Kiadó. ISBN 963 506 057 2
- SZEGEDY-MASZÁK, M. 2008. Megértés, fordítás, kánon. Bratislava: Kalligram. ISBN 978 80 8101 035 4

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

### **Notes:**

### **Evaluation of subjects**

Total number of evaluated students: 90

A	B	C	D	E	FX
73.33	18.89	0.0	0.0	0.0	7.78
<b>Teacher:</b> doc. Péter Nagy, PhD.,					
<b>Date of last update:</b> 29.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ LAV/25	<b>Name:</b> Literature and Science
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student will give an interactive lecture on a selected topic (50% of the total grade). Assessment criteria: - content of the paper: correct and up-to-date treatment of the selected topic, , work with literature, etc. - verbal and non-verbal expression: factual and terminological correctness and professional treatment of the topic, manner of expression, eye contact, etc. - use of visual, acoustic, audiovisual means: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. - interactivity and group work The student submits a written thesis that treats a freely chosen topic in the field of literature and culture (50% of the total grade). Assessment criteria for the written work: - formal editing (spelling) - the balance of the different parts of the seminar paper - logic, systematicity, consistency, clarity of interpretation, professionalism in the manner of expression, inventiveness of interpretation - work with specialist literature, presented system of conceptual apparatus Overall student workload: - regular class attendance (2 x 45 minutes per week) - 26 hours - regular preparation based on studying the content of the individual lessons and readings, studying the literature and reading literary works - 29 hours - preparation of an interactive lecture based on the literature - 10 hours - preparation of a written thesis - 10 hours Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> The student will be able to navigate and argue scientific issues related to literature. The student will recognize the difference between scientific and non-scientific thinking.	

<p>The student will be able to navigate the scholarly literature and be able to apply this knowledge in practice.</p> <p>Skills:</p> <p>The student will have his/her own opinion on particular issues in literature and science and will be able to argue promptly.</p> <p>The student will be able to apply his/her scientific knowledge in a variety of cultural-artistic and pragmatic-communicative activities.</p> <p>Competencies:</p> <p>The student will understand the role of science in education, and will be able to communicate this to his/her environment and to his/her students.</p> <p>The student will be able to apply the acquired knowledge in a variety of cultural-artistic and pragmatic-communicative activities.</p> <p>The student will be able to communicate the latest results of his/her field to the lay and professional public.</p>
<p><b>Brief syllabus:</b></p> <ol style="list-style-type: none"> <li>1. Conflict of faculties, criteria of science</li> <li>2. The relationship between scientific thinking and the interpretation of literary works</li> <li>3. Scientific approaches in literature research</li> <li>4. Contextual analysis</li> <li>5. Scientific concepts and literary science</li> <li>6. Episteme, paradigm, discourse, autopoiesis, rhizome, entropy, chaos</li> <li>7. Integrative literary science</li> <li>8. Network theory and literary science</li> <li>9. Memetics, cultural epidemiology</li> <li>10. Technomedia and cryptographic phenomena in literature</li> <li>11. Technological fiction and speculative fiction</li> <li>12. The importance of science fiction. Science popular literature</li> </ol>
<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>- H. NAGY, P. 2019. A képzelet tudománya: Praxeológiai bevezetés. Komárom: SJE. ISBN</li> <li>- H. NAGY, P. – KESERŰ, J. (zost.). 2011. Kontrafaktumok: Spekulatív fikció és irodalom. Komárom: SJE. ISBN</li> <li>- H. NAGY, P. 2020. Karanténkultúra és járványvilág. Budapest: Prae Kiadó. ISBN</li> <li>- H. NAGY, P. 2020. Mikromechanizmusok. Dunaszerdahely: NAP Kiadó. ISBN</li> <li>- BARABÁSI, A.-L. 2016. A hálózatok tudománya: Szimulációk és adatfeldolgozás. Budapest: Libri. ISBN 978-963-310-787-4</li> <li>- BARABÁSI, A.-L. 2003. Behálózva - A hálózatok új tudománya. Magyar Könyvklub. ISBN 963-547-895-x</li> <li>- SÁMTA, SZ. 2012. Mesterséges horizontok: Bevezetés a kortárs sci-fi olvasásába. Dunajská Streda: Lilium Aurum. ISBN 978-80-8062-468-2</li> <li>- KAKU, M. 2014. Az elme jövője: Hogyan próbálja a tudomány megismerni, feljavítani és többre tenni képessé az agyat. Budapest: Akkord Kiadó. ISBN 978-963-252-082-7</li> <li>- FOUCAULT, M. 1998. A fantasztikus könyvtár: Válogatott tanulmányok, előadások és interjúk. Budapest: Pallas Stúdió-Attraktor Kft. ISBN 963 9022 85 3</li> </ul>
<p><b>Language, knowledge of which is necessary to complete a course:</b></p>
<p><b>Notes:</b></p>
<p><b>Evaluation of subjects</b></p> <p>Total number of evaluated students: 45</p>

A	B	C	D	E	FX
84.44	8.89	2.22	0.0	0.0	4.44
<b>Teacher:</b> doc. Péter Nagy, PhD.,					
<b>Date of last update:</b> 29.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ LEA/25	<b>Name:</b> Lexicology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The general requirements for successful completion of the course are: active participation in seminars and exercises, participation in assigned tasks and discussions during seminars and exercises, preparation and submission of a report and its (oral) presentation, successful completion of the final examination (written test). During the semester, the student will give a lecture on a specific topic in lexicology (20 points, i.e. 40% of the total grade). At the end of the semester, the student will take a written test on the theoretical part of the course (30 points, i.e. 60% of the total grade). The test will be accepted only if the student scores at least 15 points. The paper will be accepted (E) if the student achieves at least 10 points. The maximum score is 50 points (20 points for the paper, 30 points for the test). Assessment criteria for the oral presentation and the oral presentation: - Content of the paper: choice of topic, purpose of the paper, work with the literature, drawing conclusions, elaboration, etc. (10 points) - Verbal and non-verbal expression: logical and systematic presentation, clarity of presentation, expression, eye contact, etc. (5 points). - Use of visual, acoustic, audiovisual tools: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. (5 points) Rating scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. No credit can be given to a student who does not achieve 50%. The student's total workload (3 credits = 75 hours): participation in exercises and seminars (20 hours), self-study, preparation for seminars (25 hours), preparation and presentation of a report (15 hours), preparation for the written examination (15 hours).	
<b>Results of education:</b> Knowledge: - The student will be able to name the basic terminology and disciplines of lexicology. - The student will acquire theoretical and practical knowledge in the use of lexicological systems and facts. - The student will be familiar with the concepts, principles, theory and methodology of lexicology of the Hungarian language.	

- The student will learn about the origins of Hungarian vocabulary and, on the basis of this knowledge, will master the basic lexicological procedures of vocabulary enrichment.
- The student will be able to familiarise him/herself with the different semantic groups of lexemes, the methods and procedures of word formation, the motivations of word formation, the enrichment of vocabulary through the use of transcription.

**Skills:**

- On the basis of the knowledge acquired, the student will be able to define the place of lexicology in the context of the language levels.
- The learner will be able to correctly identify the components of word-forming structures.
- The learner will be able to use dictionaries and lexical corpora correctly.
- Upon graduation, the student will be able to apply the knowledge acquired in the field of lexicology in the teaching of Hungarian language and literature under the guidance of an independent teacher.
- He/she will have acquired the basic procedures, skills and strategies for creating tasks aimed at enriching learners' vocabulary.

**Competencies:**

- The student will be able to apply the theoretical knowledge acquired in the lexicology of the Hungarian language to linguistic practice.
- The student will be able to relate positively to the socio-cultural and linguistic diversity of society.
- The learner will feel a sense of responsibility for the effective development of native language vocabulary.
- The student will be able to formulate, critically review and constructively defend his/her own opinions and attitudes in the field of lexicology.
- After graduation, they will be able to present lexical material in the teaching of Hungarian language and literature under the guidance of an independent teacher.
- The student will be able to apply lexicological knowledge didactically in everyday school practice.
- You will have a basic knowledge of the differences in the development of individuals due to health or social disadvantages, or to talents and gifts, in order to be able to collaborate effectively with special needs teachers, psychologists and other experts and to follow their professional recommendations and conclusions in the implementation of the educational process in the context of inclusive education and training.
- You will be able to follow current developments in lexicology and to pursue your own professional development effectively.

**Brief syllabus:**

1. General characteristics of lexicology and its fields. Lexicology and other levels of language.
2. Words and lexemes. Structure and characteristics of the lexical inventory of the Hungarian language.
3. Chronological layers in the vocabulary of the Hungarian language.
4. Diachronic changes in the vocabulary of the Hungarian language.
5. Lexicology and time: archaisms, neologisms.
6. Movement and expansion of vocabulary - Dynamics of vocabulary. Word formation.
7. Learning foreign languages. Hungarian language in contact with other languages. Reasons for the acquisition of lexemes. Adaptation of adopted words.
8. Principles and tasks of phraseology in Hungarian.
9. Properties, origin and division of phrasemes. Meaning, form, origin and variation of phrases.
10. Onomastics. Types of proper nouns and their general characteristics.
11. Personal names and geographical names - more detailed characteristics.

12. Methods of teaching lexicology.

**Literature:**

- A. JÁSZÓ, A. 2004. A magyar nyelv könyve. Budapest: Trezor. ISBN 963 908 897 2  
– BÁRCZI, G. 2013. A magyar szókincs eredete. Budapest: Tinta Könyvkiadó. ISBN 978 963 86090 5 2.  
– BÁRDOSI, V. 2015. Szólások, közmondások eredete. Frazeológiai etimológiai szótár. Budapest: Tinta Könyvkiadó. ISBN 978 963 409 008 3.  
– FORGÁCS, T. 2012. Bevezetés a frazeológiába. A szólás- és közmondáskutatás alapjai. Budapest: Tinta Könyvkiadó. ISBN 978 963 7094 69 9.  
– GECSŐ, T. 1999. Lexikális jelentés, aktuális jelentés. Budapest: Tinta Könyvkiadó. ISBN 963 860 901 x  
– GECSŐ, T. 1999. Poliszémia, homonímia. Budapest: Tinta Könyvkiadó. ISBN 963 860 131 0  
– KESZLER, B. 2000. Magyar grammatika. Budapest: Nemzeti Tankönyvkiadó. ISBN 963 195 880 9

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 72

A	B	C	D	E	FX
12.5	29.17	33.33	11.11	8.33	5.56

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

**Date of last update:** 29.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ MJD/25	<b>Name:</b> Modern linguistic trends
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Methods of assessment of learning outcomes (continuous assessment): During the semester, the student presents a short oral paper on a given topic in the field of cognitive linguistics, psycholinguistics or linguistic landscape (10 points). At the end of the semester, the student writes a test which includes tasks/questions of a theoretical and practical nature within the scope of the course syllabus (20 points). Total student workload: 1 credit = approx. 30 hours (26 hours for regular class attendance; 4 hours for a short oral report). Scoring: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), below 50% Fx. Students not reaching 50% will not earn the credits.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Student will be familiar with the branches, history, and related sciences of modern linguistics and their place in linguistics.</li> <li>- The student will know the interdisciplinary nature of cognitive science and the cognitive approach to language.</li> <li>- Student will be able to define the basic concepts of modern linguistic disciplines (categorization, prototype theory, schematization, mental lexicon, mental representation of language, etc.).</li> <li>- Student will be able to characterize the production and understanding of speech from the aspect of psycholinguistics.</li> <li>- Student will be able to characterize various aspects and dimensions of the linguistic landscape.</li> <li>- Student will be familiar with the methods of teaching modern linguistics.</li> <li>- The knowledge acquired will enable the student to deepen his/her general insight into the study of other linguistic disciplines.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Based on the acquired knowledge, the student will be able to locate the position of modern linguistic disciplines in the context of linguistic planes.</li> <li>- After graduation under the guidance of an independent teacher, the student will be able to apply the acquired knowledge in the field of cognitive linguistics, psycholinguistics and linguistic landscape in the teaching of the subject Hungarian language and literature.</li> </ul>	

- Student will have acquired the procedures, skills and strategies to identify modern linguistic disciplines and their linguistic approaches.

Competencies:

- Student will be able to positively approach the socio-cultural and linguistic diversity of society.

- Student will be able to formulate his/her own positions and attitudes in the field of modern linguistics, critically revise and constructively defend them.

- Upon graduation, under the guidance of an independent teacher, the student will be able to explain to students material in the thematic area of cognitive linguistics, psycholinguistics or linguistic landscape.

- Student will be able to keep in touch with current developments in modern linguistic disciplines and effectively pursue his/her own professional development.

### **Brief syllabus:**

1. Cognitive science and its interdisciplinary nature. Cognitive approach to language: paradigms, goals, ideas and methods

2. The nervous system and language, knowledge and memory. Language and thought: linguistic relativism and universalism

3. Meanings from the aspect of cognitive semantics: denotative meaning, metaphor, structural metaphor, metonymy

4. Categorization, prototype theory, differences of linguistic and conceptual categorization. Grammatical categorization, relations in the sentence

5. Production and comprehension of speech (words and sentences).

6. Psycholinguistics of morphology: different models of suffix processing. Comprehension and the mental lexicon.

7. Understanding simple sentences and clauses. Schematization and comprehension of texts.

8. Acquisition of speech, learning foreign languages. Mental representation of language and bilingualism.

9. Research on the linguistic landscape - synchrony and diachrony

10. Language landscape research - bilingualism and language rights

11. Linguistic Landscape Research - Text and Image Relationship

12. Methods in the teaching of modern linguistics

### **Literature:**

– ISTÓK, V. – LŐRINCZ, G. – TÓTH, S. J. 2022. Jazyková krajina miest Komárno a Komárom. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-432-4

– ISTÓK, B. – LŐRINCZ, G. – TÖRÖK, T. 2024. Módszertani megfontolások az iskolai és óvodai nyelvi tájkép kutatásához. In: POLGÁR, A. – KESERŰ, J. – LŐRINCZ, G. – NAGY, P. (eds.): *Didicisse fideliter artes*. Köszöntő kötet Szabó András tiszteletére. Komárom: Selye János Egyetem. 235–262. ISBN 978-80-8122-498-0

– LŐRINCZ, G. – ISTÓK, B. 2023. Magyar nyelv-tankönyvek az újabb nyelvészeti irányzatok tükrében. Komárom: Selye János Egyetem. ISBN 978-80-8122-479-9

- GÓSY, M. 2005. *Pszicholingvisztika*. Budapest: Osiris Kiadó, ISBN 978-963-3897-73-7

– KIEFER, F. 2003. *A magyar nyelv kézikönyve*. Budapest: Akadémiai Kiadó. ISBN 963 05 7985

– KIEFER, F. 2011. *Magyar nyelv*. Budapest: Akadémiai Kiadó. ISBN 978-963-0583-24-4

– KÖVECSSES, Z. 2005. *A metafora: gyakorlati bevezetés a kognitív metaforaelméletbe*. Budapest: Typotex. ISBN 963-9548-55-3

– LŐRINCZ, G. 2018. Szemantikaoktatás a mentális lexikon működésének tükrében. In: *A magyar mint anyanyelv, kisebbségi és idegen nyelv oktatási kérdései és oktatási segédletei: A Variológiai Kutatócsoport 8. nemzetközi tankönyvkutató szimpóziumának tanulmányai: A*

Variológiai Kutatócsoport 8. nemzetközi tankönyvkutató szimpóziumának tanulmányai. Lőrincz Gábor, Lőrincz Julianna, Simon Szabolcs. Komárno: Univerzita J. Selyeho, P. 199-220. ISBN 978-80-8122-278-8.

– LŐRINCZ G. 2019. Identitásjelölő elemek egy délnyugat-szlovákiai kisváros nyelvi tájképében. In: Acta Universitatis de Carolo Eszterházy Nominatae = Az Eszterházy Károly Egyetem tudományos közleményei: Tanulmányok a magyar nyelvtudomány köréből: Sectio Linguistica Hungarica: Sectio Linguistica Hungarica. Domonkosi Ágnes. = Az Eszterházy Károly Egyetem tudományos közleményei: Tanulmányok a magyar nyelvtudomány köréből Eger: Líceum Kiadó, P. 39-52. ISSN 2631-0198

– PLÉH, Cs. – LUKÁCS, Á. 2014. Pszicholingvisztika I-II. Budapest: Akadémiai Kiadó, 2014. ISBN 978-963-0594-99-8.

– TOLCSVAI NAGY, G. 2013. Bevezetés a kognitív nyelvészetbe. 1. vyd. - Budapest: Osiris Kiadó. 392 s. - ISBN 978 963 276 239 5

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 5

A	B	C	D	E	FX
20.0	60.0	20.0	0.0	0.0	0.0

**Teacher:** Mgr. Gábor Lőrincz, PhD.,

**Date of last update:** 29.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ MOR/25	<b>Name:</b> Morphology of Hungarian Language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 3 <b>For the study period:</b> 39 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Methods for assessing students' performance (continuous assessment): There will be two tests during the term (the first in the middle of the academic period and the second in its last week). Students can get a maximum of 25 points for both tests, so a total of 50 points. Both tests contain theoretical and practical tasks and questions according to the content of the course and the additional literature. Student workload: 4 credits = approx. 100 hours (39 hours for participation in lessons; 36 hours for regularly preparing from the content of each lesson and the literature; 25 hours for checking additional content - professional articles and/or videos that help students to work on specific issues in a given topic). Scoring: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), below 50% Fx. Students not reaching 50% will not earn the credits.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Student will be familiar with the basic concepts, contexts, branches, related sciences, and a brief history of morphology and its place in linguistics.</li> <li>- Students will know the classification of word types and the problem of their subdivision in the Hungarian language.</li> <li>- Student will be able to name and characterize the different word types.</li> <li>- Student will be able to list and characterize the types and variants of root morphemes and suffixes.</li> <li>- Student will know the different forms of word formation.</li> <li>- Student will know the methods of teaching morphology.</li> <li>- The acquired knowledge allows the student to deepen the general insight into the study of other linguistic disciplines.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Students will be able to determine the place of morphology in the context of language levels based on the acquired knowledge.</li> </ul>	

- After completing their studies, they will be able to apply their knowledge gained from morphology in teaching Hungarian language and literature under the guidance of a practicing teacher.

- Student will have acquired the procedures, skills and strategies to classify word types and morphemes and to identify their characteristic features.

Competencies:

- Students will be able to form their own opinion and attitude towards issues related to morphology and will be able to critically review and defend them constructively.

- After completing their studies, they will be able to explain to students the topics related to morphology under the guidance of a practicing teacher.

- Students will be able to deal with the problems of pedagogical work caused by the diversity of the educated population (e.g. dialects, speech disorders, language discrimination).

- Students will be able to keep up with current developments in morphology and will be able to grow professionally.

### **Brief syllabus:**

1. Basic characteristics, concepts, branches, history, related sciences of morphology and its place in linguistics

2. General issues of word types and their system in the Hungarian language (classification and characteristics). Verbal species and problems of their subdivision.

3. Verbs (characteristics, meaning, function in a sentence, grammatical categories, subdivision)

4. Nouns (characteristics, meaning, function in a sentence, grammatical categories, subdivision)

5. Adjectives and numerals (characteristics, meaning, function in the sentence, grammatical categories, subdivision)

6. Pronouns (characteristics, meaning, function in the sentence, grammatical categories, subdivision)

7. Adverbs and verbs - infinitive, participle, transitive (characteristics, meaning, function in the sentence, grammatical categories, subdivision)

8. Formal words and words in sentence function (characteristics, meaning, function in the sentence, grammatical categories, subdivision)

9. Morphological typology (formal and semantic criteria). Grammatical form, grammatical meaning, morpheme

10. Morpheme subdivision (types and variants of root morphemes and suffixes, analytic and synthetic word forms)

11. Word formation (derivation, truncation, splitting of forms and meanings, compound words of subordinating and adjunctive nature, etc.)

12. Methods in teaching morphology

### **Literature:**

– A. JÁSZÓ, A. 1994. A magyar nyelv könyve. Budapest: Trezor Kiadó. ISBN 963 9088 92 7

– KESZLER, B. 2000. Magyar grammatika. Budapest: Nemzeti Tankönyvkiadó. ISBN 9631958809

– KIEFER F., É. KISS K., SIPTÁR P. 1998. Új magyar nyelvtan. Budapest: Osiris Kiadó. ISBN 963 379 327 0

– KIEFER, F. 2003. A magyar nyelv kézikönyve. Budapest: Akadémiai Kiadó. ISBN 963 05 7985

– LŐRINCZ, G. 2013. Néhány főnévi szóalakvariáns-pár jelentéstani szempontú vizsgálata. In: Zborník medzinárodnej vedeckej konferencie UJS - 2013: "Nové výzvy vo vede a vo vzdelávaní" Sekcie pedagogických a humanitných vied. Komárno: Univerzita J. Selyeho, s. 349-363. ISBN 978-80-8122-073-9.

- LŐRINCZ, G. 2016. Nyelvi variativitás a szlovákiai magyar nyelvváltozatokban. 1. vyd. Eger: Liceum, 246 s. ISBN 978-615-5621-27-7. ISSN 1787-9671.
- LŐRINCZ, J. 2015. Morfológia. Szófajtani és alaktani alapismeretek. Komárom: Selye János Egyetem Tanárképző Kar. ISBN 978-80-8122-131-6
- TOLCSVAI NAGY, G. 2017. Nyelvtan. Budapest: Osiris Kiadó. ISBN 978-963-276-291-3.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 139

A	B	C	D	E	FX
5.76	3.6	15.83	28.06	39.57	7.19

**Teacher:** Mgr. Gábor Lőrincz, PhD.,

**Date of last update:** 29.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ MSL1/25	<b>Name:</b> History of Hungarian and World Literature 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> <p>The student will write two midterm tests (15 points each) during the semester: the first in the middle and the second in the last week of the class period (30 points total). During the semester, the student presents an interactive oral paper on a given topic in the field of the history of early Hungarian and world literature (20 points).</p> <p>In a justified case, the student has the possibility to replace the interactive oral report with a seminar paper on any topic in the field of the history of early Hungarian and world literature, but it has to be handed in by the end of the 10th week of the semester at the latest. The student may obtain a maximum of 20 points for the seminar paper.</p> <p>The student's theoretical knowledge is assessed by oral examination. In order to take the oral examination, the student has to obtain a total of at least 50% of the maximum number of points (i.e. at least 25 points out of 50 points) from the tests and the interactive paper (or term paper). In the oral examination, the student may obtain an additional 50 points (i.e. 50% of the total mark). The maximum number of points will be 100 (2 x 15 points for the tests, 20 points for the interactive paper, 50 points for the oral exam).</p> <p>In a justified case, the student has the option of replacing the oral examination with a written examination. For the written examination, the student may obtain a maximum of 50 points.</p> <p>Assessment criteria for the intermediate tests: mastery of the individual thematic units is assessed on the basis of regular preparation based on the content of the individual seminars and literature.</p> <p>Review criteria for the oral report:</p> <ol style="list-style-type: none"> <li>1. content of the paper: choice of topic, work with literature, etc. (5 points)</li> <li>2. verbal and non-verbal expression: logical and systematic presentation, clarity of presentation, manner of expression, eye contact, etc. (5 points)</li> <li>3. use of visual, acoustic, audiovisual means: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. (5 points)</li> <li>4. adherence to time limit: approx. 20-25 minutes (5 points)</li> </ol> <p>Seminar paper evaluation criteria:</p> <ol style="list-style-type: none"> <li>1. formal aspects of the seminar paper: structure, language, spelling, etc. (10 points)</li> <li>2. content of the seminar paper: choice of topic, work with literature, citations, etc. (10 points)</li> </ol> <p>Assessment criteria for the oral/written examination: content, mastery of theoretical knowledge are assessed.</p>	

Total student load: 5 credits = 125 hours (contact teaching: 39 hours, study of literature: 31 hours, preparation for midterm tests: 25 hours, preparation for oral report: 10 hours, preparation for oral exam: 20 hours).

Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.

### **Results of education:**

Knowledge:

- The student will have knowledge of the development of early Hungarian literature from the beginnings to the 18th century, of the most important literary genres (e.g. legends, chronicles, genres of religious poetry and prose, etc.), of the sociocultural aspects of the period, and of basic philological approaches to the sources.
- The student will be proficient in the concepts of literary history, and will be able to recognize artistic tendencies, styles, and movements (e.g., Humanism, Renaissance, Mannerism, Baroque, etc.),
- The student will be familiar with the history of early Hungarian and world literature, the first linguistic and literary sources and monuments of Hungarian literature.

Skills:

- The student will be able to locate the position of the history of early Hungarian literature in the context of world literature on the basis of the acquired knowledge.
- The student will be able to apply the acquired knowledge in the field of the history of early Hungarian and world literature in the teaching of the subject Hungarian language and literature.
- The student will have mastered procedures, skills and strategies in the analysis of literary works of early Hungarian literature and in the comparison of works of Hungarian and world literature.

Competencies:

- The student will be able to formulate his/her own opinions and positions in the field of the history of Hungarian and world literature, to critically revise and constructively defend them.
- After graduation, under the guidance of an independent teacher, he/she will be able to explain to pupils the subject matter of early Hungarian literature.
- They will be able to keep in touch with current developments in the history of early Hungarian and world literature and to continue their own professional development effectively.

### **Brief syllabus:**

1. Introduction to the history of Old Hungarian Literature. Medieval literature: chronicle and gesta.
2. Latin and Hungarian sacred literature. Medieval genres: legends, sermons, first translations of the Bible, sacred poetry. The first monuments of Hungarian literature.
3. Beginnings of Hungarian poetry and fiction (Ómagyar Mária-siralom, love poetry, occasional literature, etc.).
4. Humanism and the Renaissance. Janus Pannonius's poetry in the European context. Genres of neo-Latin poetry in Hungary, prose works and historiography (Galeotto Marzio, Antonio Bonfini, István Brodarics, Miklós Oláh, Ferenc Forgách, etc.).
5. Literature of the Reformation. Verse chronicles, so-called "Reformation Chronicles". Biblical history, verse stories.
6. Renaissance. The work of B. Balassi. Mannerism and the work of J. Rimay. Translations of the Psalms (M. A. Szenci).
7. Baroque literature: basic concepts of literature (concetto, meraviglia, propagandistic baroque, etc.). The sacred register of Baroque literature. Baroque emblems, allegories in Baroque literature, contamination of genres.
8. The heroic register of Baroque literature: the work of M. Zrínyi. The epic and the theory of the epic. Eschatological, intertextual, interdisciplinary aspects of M. Zrínyi's epic.

9. The courtly and gallant register of Baroque literature. The work of István Gyöngyösi.
10. Sacred and secular prose. Autobiographies, historiography, short stories, conversions, letters.
11. Baroque drama: sacred drama, satirical dramas, comedies, mythological travesties, school drama.
12. Rococo literature. Basic concepts, articulations, genres. Poetry and prose. Beginnings of the novel.

**Literature:**

- MADAS, E. 2009. „Látjátok feleim..“ A kezdetektől a 16. század elejéig: Magyar nyelvemlékek. Budapest: OSzK. ISBN 978-963-200-571-3
- KOVÁCS, S. I. 2003. Szöveggyűjtemény a régi magyar irodalomból I. Késő-renaisszánsz, manierizmus és kora-barokk. Budapest: Osiris. ISBN 9633894301
- KOVÁCS, S. I. 2003. Szöveggyűjtemény a régi magyar irodalomból II. Barokk és késő-barokk rokokó. Budapest: Osiris. ISBN 963 379 639 3
- SZEGEDY-MASZÁK, M. – JANKOVITS, L. – ORLOVSZKY, G. 2008. A magyar irodalom története I. A kezdetektől 1800-ig. Budapest: Gondolat. ISBN 978 963 693 007 3
- PÁL, J. 2012. Világirodalom. Budapest: Akadémiai. ISBN 976 963 05 8596 5
- CSEHY, Z. 2019. Bevezetés a régi magyar irodalom tanulmányozásába I. A középkortól a manierizmusig. Úvod do štúdia staršej maďarskej literatúry I. Od stredoveku k manierizmu. Bratislava: Združenie Alberta Szenci Molnára, Szenci Molnár Albert Egyesület, ISBN 978-80-971983-747. Dostupné na: [https://fphil.uniba.sk/fileadmin/fif/katedry\\_pracoviska/kmj/ Csehy\\_online\\_tankonyv1.pdf](https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/kmj/ Csehy_online_tankonyv1.pdf)
- SZABÓ, A. 2005. Mezőváros, reformáció és irodalom (16-18. század). Budapest Universitas Kiadó. ISBN 963 9104 93 0
- SZABÓ, A. 2011. „Bizontalan helyeken búdosunk”: Szenci Molnár Albert a magyar és az európai szellemi életben. Dunaszerdahely – Komárom: Lilium Aurum – Selye János Egyetem Tanárképző Kar. ISBN 978-80-8062-433-0
- SZABÓ, A. 2012. A rejtőzködő bibliafordító: Károlyi Gáspár (Nagykároly, 1535 körül–Gönc, 1591. december vége). Budapest: Kálvin, 2012. ISBN 978 963 558 205 1
- PETRŐCZI, É. – SZABÓ, A. 2011. A zsoldár a régi magyar irodalomban: A Csurgón 2007. május 24-27-én tartott konferencia előadásai. Budapest: Károlyi Gáspár Református Egyetem - L' Harmattan. ISBN 978-963-236-483-4
- SZABÓ, A. 2004. A késő humanizmus irodalma Sárospatakon 1558-1598. Debrecen: Hernád. ISBN 9632145925
- POLGÁR, A. 2010. Ovidius redivivus: Kapitoly z dejín maďarského umeleckého prekladu. Bratislava: Kalligram. ISBN 978-80-8101-380-5
- POLGÁR, A. 2011. Ráfogások Ovidiusra: Fejezetek az antik költészet magyar fordítás- és hatástörténetéből. Bratislava: Kalligram. ISBN 978-80-8101-491-8
- POLGÁR, A. 2020. Poszeidón gyöngyszakállá: Görög-latin intertextusok nyomában, Janus Pannoniustól Weöres Sándorig. Bratislava: Kalligram. ISBN 978-80-8101-992-0

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 102

A	B	C	D	E	FX
17.65	17.65	18.63	25.49	13.73	6.86

**Teacher:** doc. Mgr. Anikó Polgár, PhD., Dr. habil. PaedDr. József Keserű, PhD.,

**Date of last update:** 29.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ MSL2/25	<b>Name:</b> History of Hungarian and World Literature 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> <p>The student will write two midterm tests (15 points each) during the semester: the first in the middle and the second in the last week of the class period (30 points total). During the semester, the student presents an interactive oral paper on a given topic in the history of Hungarian and world literature of the Enlightenment and the Romantic period (20 points).</p> <p>In a justified case, the student has the possibility to replace the interactive oral report with a seminar paper on any topic in the field of Hungarian and world literature of the Enlightenment and the Romantic period, but it has to be handed in by the end of the 10th week of the semester at the latest. The student may obtain a maximum of 20 points for the seminar paper.</p> <p>The student's theoretical knowledge is assessed by oral examination. In order to take the oral examination, the student has to obtain a total of at least 50% of the maximum number of points (i.e. at least 25 points out of 50 points) from the tests and the interactive paper (or term paper). In the oral examination, the student may obtain an additional 50 points (i.e. 50% of the total mark). The maximum number of points will be 100 (2 x 15 points for the tests, 20 points for the interactive paper, 50 points for the oral exam).</p> <p>In a justified case, the student has the option of replacing the oral examination with a written examination. For the written examination, the student may obtain a maximum of 50 points.</p> <p>Assessment criteria for the intermediate tests: mastery of the individual thematic units is assessed on the basis of regular preparation based on the content of the individual seminars and literature.</p> <p>Review criteria for the oral report:</p> <ol style="list-style-type: none"> <li>1. content of the paper: choice of topic, work with literature, etc. (5 points)</li> <li>2. verbal and non-verbal expression: logical and systematic presentation, clarity of presentation, manner of expression, eye contact, etc. (5 points)</li> <li>3. use of visual, acoustic, audiovisual means: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. (5 points)</li> <li>4. adherence to time limit: approx. 20-25 minutes (5 points)</li> </ol> <p>Seminar paper evaluation criteria:</p> <ol style="list-style-type: none"> <li>1. formal aspects of the seminar paper: structure, language, spelling, etc. (10 points)</li> <li>2. content of the seminar paper: choice of topic, work with literature, citations, etc. (10 points)</li> </ol> <p>Assessment criteria for the oral/written examination: content, mastery of theoretical knowledge are assessed.</p>	

Total student load: 5 credits = 125 hours (contact teaching: 39 hours, study of literature: 31 hours, preparation for midterm tests: 25 hours, preparation for oral report: 10 hours, preparation for oral exam: 20 hours).

Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.

### **Results of education:**

Knowledge:

- The student will have knowledge of the development of the history of Hungarian and world literature of the Enlightenment and Romantic periods, the most important literary genres, the socio-cultural aspects of the period, and basic philological approaches to the sources.
- The student will be able to recognize artistic tendencies, styles and movements associated with a given period, e.g.: classicism, sentimentalism, romanticism.
- The student will be familiar with the history of Hungarian and world literature of the Enlightenment and the Romantic period, the relations between Hungarian and world literature.

Skills:

- On the basis of the acquired knowledge, the student will be able to locate the position of the history of Hungarian literature of the Enlightenment and Romanticism in the context of world literature.
- The student will be able to apply the acquired knowledge in the field of the history of Hungarian and world literature of the Enlightenment and Romanticism in the teaching of Hungarian language and literature.
- The student will have acquired skills in analysing literary works of classical Hungarian literature and in comparing works of Hungarian and world literature.

Competencies:

- The student will have developed socially accepted civic attitudes and a positive attitude towards his/her profession and target group.
- The student will be able to formulate his/her own opinions and attitudes in the field of Hungarian and world literature history of the Enlightenment and Romanticism, and be able to critically revise and constructively defend these opinions and attitudes.
- The student will be able to explain to pupils the subject matter of the history of Hungarian and world literature of the Enlightenment and Romanticism.
- The student will be able to keep in touch with current developments in the history of Hungarian and world literature of the Enlightenment and Romanticism and to pursue his/her own professional development effectively.

### **Brief syllabus:**

1. Literature of the Enlightenment. The influence of the European Enlightenment on Hungarian literature. French Enlightenment (Voltaire, Diderot, Rousseau). Enlightenment in Hungarian literature. The work of György Bessenyei and János Batsányi.
2. Characteristic features of classicism. German classical literature (Goethe, Schiller). Classicism in Hungarian literature. The work of F. Kazinczy and D. Berzsenyi.
3. Sentimentalism in European literature (Rousseau, Gessner). Sentimentalism in Hungarian literature (Gábor Dayka, Pál Ányos, József Kármán, Ferenc Kazinczy).
4. Poetry of Mihály Vitéz Csokonai.
5. Hungarian drama in the 18th-19th centuries. The work of József Katona.
6. Romanticism in European literature. The most important representatives of German Romanticism (Heine, Hoffmann, Novalis, Hölderlin, Kleist), English Romanticism (Coleridge, Byron, Shelley, Keats). French and Russian romance (V. Hugo, Puskin).

7. Characteristic features of Hungarian Romanticism. Life work and literary contribution of Károly Kisfaludy.
8. István Széchenyi's essays, diaries and travelogues.
9. Ferenc Kölcsey's poetry, prose and translations.
10. Lyric, epic and dramatic works of Mihály Vörösmarty.
11. Lyric and epic poetry of Sándor Petőfi. Prose, dramatic works and translations by Sándor Petőfi.
12. Prose works in the first half of the 19th century (novels by András Fáy, Miklós Jósika and József Eötvös).

**Literature:**

- PÁL, J. 2012. Világirodalom. Budapest: Akadémiai. ISBN 976 963 05 8596 5
- SZEGEDY-MASZÁK, M. – VERES, A. 2007. A magyar irodalom története II.: 1800-tól 1919-ig. Budapest: Gondolat. ISBN 978 963 693 008 0
- MORTIER, R. 1983. Az európai felvilágosodás fényei és árnyai. Budapest: Gondolat. - 407 s. - ISBN 963 281 232 8
- PINTÉR, M. Zs. 2014. Édes érzékenység. Tanulmányok Ányos Pálról. Budapest: Gondolat. ISBN 978-963-693-386-9.
- EGYED, E. 2014. Irodalomértelmezések a felvilágosodástól napjainkig. Kolozsvár: Egyetemi Műhely Kiadó. ISBN 978-606-8145-57-0
- HORVÁTH, K. 1997. A romantika értékrendszere. Budapest: Balassi, 1997. - 312 s. - ISBN 9635061528
- CZIFRA, M. – SZILÁGYI, M. 2014. Textológia - filológia - értelmezés: Klasszikus magyar irodalom. Debrecen: Debreceni Egyetemi Kiadó. ISBN 978 963 318 468 4
- MARGÓCSY, I. 2011. Petőfi-kísérletek: Tanulmányok Petőfi Sándor életművéről. Bratislava: Kalligram. ISBN 978-80-8101-481-9
- KULIN, F. – SZILÁGYI, M. 2011. Magyar költők - 19. század, I-II. Budapest: Kortárs Könyvkiadó. ISBN 978 963 9985 22 3
- SZILÁGYI, M. 2014. Ki vagyok én? Nem mondom meg...: Tanulmányok Petőfiről. Budapest: Petőfi Irodalmi Múzeum. ISBN 978-963-9401-97-6
- BALOGH, P. – LENGYEL, R. 2017. Római költők a 18-19. századi magyarországi irodalomban: Vergilius, Horatius, Ovidius. Budapest: MTA BTK ITIy. ISBN 978-615-5478-40-6
- POLGÁR, A. 2011. Ráfogások Ovidiusra: Fejezetek az antik költészet magyar fordítás- és hatástörténetéből. Bratislava: Kalligram. ISBN 978-80-8101-491-8
- POLGÁR, A. 2020. Poszeidón gyöngyszakálla: Görög-latin intertextusok nyomában, Janus Pannoniustól Weöres Sándorig. Bratislava: Kalligram. ISBN 978-80-8101-992-0

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 95

A	B	C	D	E	FX
34.74	18.95	9.47	16.84	11.58	8.42

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

**Date of last update:** 29.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ MSL3/25	<b>Name:</b> History of Hungarian and World Literature 3.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student's final grade (100 points/%) is composed of the results of several types of work completed during the semester. Students will work with the instructor at the beginning of the semester to develop a framework for passing the course. Potential modules for passing the course: - The student will conduct an interactive lecture on a selected topic during the semester. <b>Assessment Criteria:</b> Proficiency, Interactivity, Group interaction, form requirements. - By the end of the 13th week of the semester, the student will submit a written paper that treats a freely chosen topic in the field of modern literature. <b>Assessment Criteria:</b> Proficiency, work with specialized literature, requirements for relevance of language, spelling and form of the work. - In the examination period, the student will participate in an oral or written examination through which he/she will demonstrate his/her knowledge, skills, attitudes, autonomy and responsibility related to the subject. <b>Total student workload:</b> 5 credits = 125 hours (contact teaching: 39 hours, literature study: 31 hours, preparation for oral report: 20 hours, preparation for examination: 35 hours). <b>Grade scale:</b> A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> - The student will have an in-depth knowledge of the trends and major developments in Hungarian and world literature in the late 19th and early 20th centuries. -The student will have a thorough knowledge of the life works of the most famous authors of the time.	

-The student will acquire knowledge of the pedagogical aspects of teaching Hungarian and world literature of the second half of the 19th and the first half of the 20th century.

Skills:

- The student will be able to locate the position of 19th and 20th century Hungarian literary history in the context of world literature based on the knowledge acquired.

- Upon graduation, the student will be able to apply the acquired knowledge in the field of the history of Hungarian and world literature in the teaching of the subject of Hungarian language and literature.

- The student will have mastered the procedures, skills and strategies in the analysis of literary works of early Hungarian literature and in the comparison of works of Hungarian and world literature.

Competences:

- The student will develop positive attitudes toward issues in Hungarian and world literature at the border of the 19th and 20th centuries, and seek to understand them as much as possible.

- The student will be able to formulate his/her own opinions and positions on the history of Hungarian and world literature, and be able to critically revise and constructively defend them.

-The student will be able to keep in touch with current developments in Hungarian literature and effectively pursue his/her own professional development.

### **Brief syllabus:**

1. Flaubert, Dostoevsky, Leo Tolstoy and others

2. The prose works of Mór Jókai and Kálmán Mikszáth

3. Imre Madách: Az ember tragédiája (The Tragedy of Man)

4. Modern poetry: Baudelaire, Whitman, Rilke and others

5. János Arany's life work and the transformation of Hungarian lyric poetry at the end of the 19th century

6. Modern novel: Proust, Woolf, Thomas Mann, Joyce, Kafka

7. The poetry of Endre Ady

8. The importance of the Nyugat periodical

9. Hungarian poetry at the beginning of the 20th century (Mihály Babits, Dezső Kosztolányi, Milán Füst and others)

10. Hungarian prose at the beginning of the 20th century (Zsigmond Móricz, Dezső Kosztolányi, Gyula Krúdy, Frigyes Karinthy, Antal Szerb and others)

11. Avant-garde in world literature

12. The beginnings of the avant-garde in Hungarian literature (Lajos Kassák)

### **Literature:**

– H. NAGY, P. 2003. Ady-kollázs. Bratislava: Kalligram. ISBN 80-7149-536-0

– L. ERDÉLYI, M. – KESERŰ, J. – H. NAGY, P. 2008. Lírai versek a magyar irodalomból II. Szöveggyűjtemény. Komárno: SJE. ISBN 9788089234400

– KESERŰ, J. 2014. Teatralitás Krúdy Gyula Napraforgó c. regényében. In: Születésnap kalandok: A Krúdy Gyula születésének 135. évfordulója alkalmából rendezett konferencia szerkesztett előadásai. - Budapest: Magyar Irodalomtörténeti Társaság, 2014. ISBN 978-963-89580-2-0, P. 167-174

- KESERŰ J. 2024. The Uniqueness and Teachability of Gyula Krúdy's Prose. In: Ezhegodnik Finno-Ugorskikh Issledovanii : Yearbook of Finno-Ugric Studies". Ishevsk: Udmurt State University. ISSN 2224-9443. – ISSN (online) 2311-0333. Roč. 18, č. 1 (2024), s. 115-120.

– H. NAGY, P. 2015. Öt modern költő. Komárno: Univerzita J. Selyeho, 2015. ISBN 978-80-8122-135-4

- SZABOLCSI, M. 1966. A magyar irodalom története. Budapest: Akadémiai Kiadó. ISBN 0000467
- VARGA, J. 1970. Adytól máig. Budapest: Szépirodalmi Könyvkiadó.
- PÁL, J. 2008. Világirodalom. Budapest: Akadémiai Kiadó. ISBN 976 963 05 8596
- SZERDAHELYI, I. 1992. Világirodalmi lexikon. Budapest: Akadémiai Kiadó. ISBN 9630564165
- SZERB, A. 1980. A világirodalom története. Budapest: Magvető Kiadó. ISBN 963 14 1568 6

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 68

A	B	C	D	E	FX
42.65	33.82	14.71	2.94	2.94	2.94

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

**Date of last update:** 29.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ MSL4/25	<b>Name:</b> History of Hungarian and World Literature 4.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student will give an interactive lecture in which a freely chosen topic will be the focal point. Evaluation Criteria: Content of the paper: correct and up-to-date treatment of the chosen topic, , work with literature, etc. # verbal and non-verbal expression: factual and terminological correctness and professional treatment of the subject, manner of expression, eye contact, etc. # use of visual, acoustic, audiovisual means: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. # interactivity and group work In the examination period, the student will take part in an oral or written examination through which he/she demonstrates his/her knowledge, skills, attitudes, autonomy and responsibility regarding the subject. The student's total workload: - regular attendance - 39 hours - regular preparation based on the study of the content of the individual lessons and readings, study of specialist literature and reading of literary works - 16 hours - exam preparation - 20 hours Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> - The student will have an in-depth knowledge of the directions and major developments in 20th century Hungarian and world literature. -The student will have a thorough knowledge of the life works of the most famous authors of the time. -The student will acquire knowledge of the pedagogical aspects of teaching 20th century Hungarian and world literature. <b>Skills:</b> - The student will be able to locate the position of the history of 20th century Hungarian literature in the context of world literature on the basis of the acquired knowledge.	

- Upon graduation, the student will be able to apply the acquired knowledge in the field of the history of Hungarian and world literature in the teaching of the subject of Hungarian language and literature.

Competences:

- The student will develop positive attitudes towards the issues of 20th century Hungarian and world literature, and seek to understand them as much as possible.

- After graduation, under the guidance of an independent teacher, he/she will be able to explain to pupils the subject matter of 20th century Hungarian and world literature.

-The student will be able to keep in touch with current developments in Hungarian literature and effectively pursue his/her own professional development.

### **Brief syllabus:**

1. The Second Wave of Modernism in Hungarian Literature (Attila József, Lőrinc Szabó).

2. Precursors of postmodernism in world literature (J. L. Borges, J. Cortázar, S. Beckett, I. Calvino, K. Vonnegut, V. Nabokov)

3. Genres and trends in Hungarian literature in the period from 1945 to 1948

4. The main lyrical trends after 1945:

A, Confession and the "collective" personality (Gyula Illyés, László Nagy, Ferenc Juhász)

B, Objectivity and Hermeticism (János Pilinszky, Ágnes Nemes Nagy, Sándor Weöres)

5. The main developmental tendencies of epic after 1945 (László Németh, Tibor Déry, Géza Ottlik)

6. New tendencies in Hungarian lyric poetry after 1968 (Dezső Tandori, Imre Oravecz, György Petri)

7. Directions in epic after 1960/70 (Miklós Mészöly, Imre Kertész, Péter Nádas, Péter Esterházy)

8. Magical realism in world literature (G. García Márquez, S. Rushdie, A. Carter)

9. Representatives of lyricism in the world literature of the 20th century

10. Representatives of the epic in the world literature of the 20th century

11. Popular literature in the 20th century

12. Postmodernism and Minimalism (Milorad Pavic, Thomas Pynchon, Umberto Eco, John Barth)

### **Literature:**

– PÁL, J. 2012. Világirodalom. Budapest: Akadémiai. ISBN 976 963 05 8596 5

–MOLNÁR, G. T. 2005. Világirodalom a modernség után. Budapest. Hatágú Síp Alapítvány, ISBN 963 7615 43 1

–SZERB, A. 1980. A világirodalom története. Budapest: Magvető Kiadó. ISBN 963 14 1568 6

–KRISTÓ NAGY, A. 1993. A világirodalom története II.. Budapest: Trezor Kiadó. ISBN 9637685294

–KULCSÁR SZABÓ, E. 2010. Megkülönböztetések: Médium és jelentés az irodalmi modernségben. Budapest: Akadémiai. ISBN 978 963 05 8789 1

–KESERŰ, J. 2009. Mindez így: Tanulmányok, kritikák 1999–2009. Dunaszerdahely: NAP Kiadó. ISBN 978-80-8104-018-4

–KESERŰ, J. 2011. Az össze nem függő parkok. Dunaszerdahely: NAP Kiadó. ISBN 978 80 8104 038 2

–H. NAGY, P. Költészet és szövegköziség: Verstechnológiai paradigmaváltás a 20. század végi magyar lírában. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-386-0

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

### **Notes:**

### **Evaluation of subjects**

Total number of evaluated students: 65

A	B	C	D	E	FX
16.92	10.77	36.92	16.92	16.92	1.54
<b>Teacher:</b> Dr. habil. PaedDr. József Keserű, PhD., doc. Péter Nagy, PhD.,					
<b>Date of last update:</b> 29.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ OB/25	<b>Name:</b> Bachelor's Thesis and Defense
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 8	
<b>Recommended semester/trimester of study:</b> 5., 6..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> KMJ/MJdb/BS/25	
<b>Conditions for passing the subject:</b> <p>While writing the Bachelor thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of Bachelor and Master's theses, dissertations and habilitation theses written at Selye János University. The recommended length of the Bachelor thesis is 30 to 40 pages (54 000 to 72 000 characters with spaces). The deadline for submission of the Bachelor thesis is specified in the timetable for the academic year. The Bachelor thesis is checked for authenticity in the central register of final theses. A report is drawn up on the outcome.</p> <p>The examination of authenticity is a prerequisite for the defence. The submission of the Bachelor thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Bachelor thesis.</p> <p>The Bachelor thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided.</p> <p>The supervisor mainly assesses the fulfilment of the objective, the student's autonomy and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the Bachelor thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis.</p> <p>The assessor focuses on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the Bachelor thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis.</p> <p>The examination board will assess the originality of the thesis, the degree of student involvement in the solution of the academic problem, the student's self-reliance and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc.</p>	

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

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

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

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

### **Results of education:**

Knowledge:

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

Skills:

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

Competences:

The student is able to

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

### **Brief syllabus:**

The procedure for defending the Bachelor Thesis is as follows:

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

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

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

<p>4. The conclusions and proposals drawn by the student.  A copy of the thesis and its electronic presentation are provided to the student during the presentation. The student presents the thesis on his own for a minimum of 10 minutes. He/she may use computing devices.  The final thesis is available to the committee before and during thesis defence.</p>					
<p><b>Literature:</b>  KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004.  Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na <a href="https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf">https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf</a></p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b></p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 18</p>					
A	B	C	D	E	FX
61.11	5.56	11.11	22.22	0.0	0.0
<p><b>Teacher:</b></p>					
<p><b>Date of last update:</b> 29.03.2025</p>					
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ PMJ/25	<b>Name:</b> Hungarian Orthography
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Methods for assessing students' performance (continuous assessment): There will be two tests during the term (the first in the middle of the academic period and the second in its last week). Students can get a maximum of 20 points for both tests, so a total of 40 points. Both tests contain theoretical and practical tasks and questions according to the content of the course and the additional literature. Student workload: 3 credits = approx. 75 hours (26 hours for participation in lessons; 24 hours for regularly preparing from the content of each lesson and the literature; 25 hours for checking additional content - professional articles and/or videos that help students to work on specific issues in a given topic). Scoring: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), below 50% Fx. Students not reaching 50% will not earn the credits.	
<b>Results of education:</b> <b>Knowledges:</b> <ul style="list-style-type: none"> <li>- Students will know the rules of Hungarian orthography.</li> <li>- Students will know the principles of Hungarian orthography (the principles of pronunciation, word analysis, tradition and simplification).</li> <li>- Students will become familiar with the short history of Hungarian orthography.</li> <li>- Students will know the methods of teaching orthography.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Students will be able to use their knowledge of orthography gained during the course when creating their own texts.</li> <li>- After completing their studies, students will be able to apply their knowledge of orthography in the teaching of Hungarian language and literature under the guidance of a practicing teacher.</li> <li>- Students will have the skills and knowledge of procedures and strategies on how to create tasks and dictated texts to practice spelling.</li> <li>- Students will be able to use ICT tools in the teaching of orthography.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>- Students will feel responsible for the effective development of writing skills in their native language.</li> </ul>	

- Students will be able to express their own opinion and attitude to problems with spelling. They will be able to critically review these questions and defend their opinion constructively.
- After completing their studies, they will be able to explain the education material related to Hungarian orthography to students.
- Students will be able to deal with problems in the context of pedagogical work caused by the diversity of the educated population (e.g. the impact of a family environment or dialect on a student's spelling skills).
- Students will be able to keep up with the current development of Hungarian orthography and will be able to grow professionally.

#### **Brief syllabus:**

1. The short history and literature of Hungarian orthography
2. The basics of Hungarian orthography: alphabet, alphabetical order
3. The principles of Hungarian orthography: (I) principle of pronunciation, (II) principle of word analysis
4. The principles of Hungarian orthography: (III) principle of tradition, (IV) principle of simplification
5. Transcription of vowel sounds
6. Transcription of consonant sounds
7. Spelling of compound words
8. Spelling of proper nouns
9. Spelling of number names, numerals and dates
10. Hyphenating
11. Old and new methods in the teaching of orthography
12. ICT tools in the teaching of orthography

#### **Literature:**

- ADAMIKNÉ, J. A. 2008. Anyanyelvi nevelés az ábécétől az érettségiig. Budapest: Trezor Kiadó. ISBN 978-963-8144-31-7
- A magyar helyesírás szabályai. 2015. Budapest: Akadémiai Kiadó, 12. vydanie. ISBN 978 963 05 9631 2
- CSEKŐ, Gy. 2016. Helyesírás 12.0. Szabályok, feladatok a helyesírási szabályzat 12. kiadásának tanításához. Budapest: Neteducatio. ISBN 978-615-80328-2-7
- CS. NAGY, L. 1994. Helyesírási gyakorlókönyv. Budapest: Trezor.
- FERCSIK, E. 2016. Helyesírási munkafüzet. Feladatok A magyar helyesírás szabályai 12. kiadásához. Budapest: Tinta Könyvkiadó. ISBN 978-963-409-043-4
- HERNÁDI, S. 2016. Helyesírási önképző: A magyar helyesírás szabályai új, 12. kiadása alapján. Budapest: Móra Könyvkiadó. ISBN 978 963 415 506 5
- ISTÓK, B. – LŐRINCZ, G. – TÖRÖK, T. – BAKA, L. P. (eds.) 2023. A helyesírás-tanítás aktuális kérdései. Komárom: Selye János Egyetem. ISBN 978-80-8122-480-5
- ISTÓK, B. – LŐRINCZ, G. – TÖRÖK, T. 2023. Memóriamankók a helyesírás tanításában. In: ISTÓK, B. – LŐRINCZ, G. – TÖRÖK, T. – BAKA, L. P. (eds.) 2023. A helyesírás-tanítás aktuális kérdései. Komárom: Selye János Egyetem. 23–42. ISBN 978-80-8122-480-5
- LACZKÓ, K. – MÁRTONFI, A. 2005. Helyesírás. Budapest: Osiris. ISBN 963 389 541 3
- LŐRINCZ, G. – ISTÓK, B. 2023. A gazdasági nyelvi tájkép felhasználhatósága a helyesírás-tanításban. In: BÁRDOS, D. – TÓTH, E. (eds.): Helyesírás és tehetséggondozás a digitális térben. XXVI. Simonyi Zsigmond Kárpát-medencei helyesírási verseny. Nagykőrös: Károli Gáspár Református Egyetem Pedagógiai Kar. 81–91. ISBN 978-615-6637-16-1. <https://doi.org/10.5281/zenodo.10467781>

– TAKÁCS, G. 2021. Magyar helyesírás: A helyesírási szabályzat közérthető magyarázata példákkal. Budapest: Tinta Könyvkiadó. ISBN 978-963-409-294-0  
 – TÓTH, E. (ed.) 2017. Magyar helyesírási szótár: A magyar helyesírás szabályai szerint tizenkettedik kiadása szerint. Budapest: Akadémiai Kiadó. ISBN 978 963 05 9823 1

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 122

A	B	C	D	E	FX
21.31	23.77	27.87	13.11	7.38	6.56

**Teacher:** Mgr. Vojtech Istók, PhD., Mgr. Gábor Lőrincz, PhD.,

**Date of last update:** 29.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ SEM/25	<b>Name:</b> Semantics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Methods of assessment of learning outcomes (continuous assessment): During the semester, the student presents a short oral report on a given topic in the field of semantics (10 points). At the end of the semester, the student writes a test which includes tasks/questions of theoretical and practical nature within the scope of the course syllabus (20 points). Total student workload: 2 credits = approx. 50 hours (26 hours for regular class attendance; 20 hours for regular preparation based on studying the content of the individual lessons and reading/studying the literature; 4 hours for a short oral report). Scoring: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), below 50% Fx. Students not reaching 50% will not earn the credits.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Student will be familiar with the basic concepts, branches, history, related sciences of semantics and its place in linguistics.</li> <li>- Student will be familiar with the classification of general and linguistic features.</li> <li>- Student will be able to name and characterize types of meanings.</li> <li>- Student will be able to characterize the system of lexical meaning relations.</li> <li>- Student will know the semantic aspects of phraseological units.</li> <li>- Student will know the methods of teaching semantics.</li> <li>- The knowledge acquired will enable the student to deepen the general insight to the study of other linguistic disciplines.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Based on the acquired knowledge, the student will be able to locate the position of semantics in the context of linguistic planes.</li> <li>- After graduation, under the guidance of an independent teacher, the student will be able to apply the acquired knowledge in the field of semantics in the teaching of the subject of Hungarian language and literature.</li> <li>- The student will have acquired the procedures, skills and strategies to apply the definition of meaning on the basis of different linguistic approaches (i.e. cognitive, logical, structural), to</li> </ul>	

classify lexical meaning relations and the meaning of morphemes, lexemes and syntagms, to identify different types of meaning (polysemy, homonymy, synonymy, antonymy, etc.).

Competencies:

- Student will be able to positively approach the socio-cultural and linguistic diversity of society.
- Student will be able to formulate his/her own opinions and positions in the field of semantics, to critically revise and constructively defend them.
- Upon graduation, under the guidance of an independent teacher, the student will be able to explain to pupils the material in the thematic area of semantics.
- Student will be able to keep in touch with current developments in semantics and effectively pursue his/her own professional development.

**Brief syllabus:**

1. Basic characteristics, concepts, branches, history, related sciences of semantics and its place in linguistics
2. Typology of general and linguistic signs (natural and artificial signs, icons, index, symbol)
3. The relationship between linguistic sign and meaning (denotation, denotate, referent, referent). Meaning as a central concept of cognitive, logical and structural semantics
4. Types of meaning: denotative, connotative, lexical, syntactic, pragmatic meaning of words
5. Lexical semantics, system of lexical meaning relations (polysemy, homonymy, synonymy, antonymy, semantic field, variation, different types of splitting of word shapes and meanings)
6. Concept and typology of polysemy and homonymy (synchronic and diachronic approach, metonymic and metaphorical relations)
7. Concept and typology of synonymy and semantic field (hyponymy, hyperonymy, cohyponymy)
8. Paronymy and antonymy
9. Lexical variation, typology of splitting of forms and meanings
10. Changes in meaning: expansion, narrowing, semantic shift
11. Phraseological units and their meaning
12. Methods in the teaching of semantics

**Literature:**

- A. JÁSZÓ, A. 1994. A magyar nyelv könyve. Budapest: Trezor Kiadó. ISBN 963 9088 92 7
- GECSŐ, T. 2000. Lexikális jelentés, aktuális jelentés. Budapest: Tinta Könyvkiadó. ISBN 963 86090 1 X
- ISTÓK V. - LŐRINCZ G. - TÓTH Sz. T. 2022. Semantics of the virolect with particular regard to the Hungarian language = Семантика виролекта с особым вниманием к венгерскому языку. In: Vestnik Ugrovedenia [textový dokument (print)] [elektronický dokument] . – Chanty-Mansijsk (Ruská federácia) : Ob-Ugric Institute of Applied Research and Development. – ISSN 2220-4156. – ISSN (online) 2587-9766. – Roč. 12, č. 1, s. 48-56. SCO ; WOS CC
- KIEFER, F. 2003. A magyar nyelv kézikönyve. Budapest: Akadémiai Kiadó. ISBN 963 05 7985
- KIEFER, F. 2007. Jelentéselmélet. Budapest: Corvina. ISBN 9631345483
- LŐRINCZ, G. 2016. Nyelvi variativitás a szlovákiai magyar nyelvváltozatokban. 1. vyd. Eger: Líceum, 246 s. ISBN 978-615-5621-27-7. ISSN 1787-9671
- LŐRINCZ, G. – LŐRINCZ J. 2020. A nyelvi variativitás elméleti kérdései = Theoretical questions of language variability. DOI 10.38143/Nyr.2020.2.229 Magyar Nyelvőr: a magyar Tudományos Akadémia Magyar Nyelvi Bizottságának folyóirata. Évf. 144, sz. 2, p. 229-253. ISSN 0025-0236.
- LŐRINCZ J. 2015. Jelentéstani alapismeretek. Komárom: Szakképző és Felnőttképzési Intézet. ISBN 978-80-970011-8-6

– LŐRINCZ J. 2009. Nyelvi jelentés és variativitás: Szemantikai alapismeretek. Komárom: Szülőföld Alap, ISBN 978-80-89234-88-2

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 18

A	B	C	D	E	FX
27.78	22.22	16.67	33.33	0.0	0.0

**Teacher:** Mgr. Gábor Lőrincz, PhD.,

**Date of last update:** 29.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ SYX1/25	<b>Name:</b> Syntax of Hungarian Language 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> <b>SEMINAR:</b> The student will write two midterm tests (15 points each) during the semester: the first in the middle and the second in the last week of the class period (30 points total). During the semester, the student presents an interactive paper on a chosen topic in syntax (20 points). In a justified case, the student has the possibility to replace the interactive paper with a seminar paper on any topic in the field of syntax, which should be handed in no later than the end of the 10th week of the semester. The student may receive a maximum of 20 points for the seminar paper. In order to take the oral examination, the student has to obtain at least 50% of the number of points he/she can obtain continuously (i.e. at least 25 out of 50 points) from the tests and the interactive paper (or term paper) together. <b>PRESENTATION:</b> The student's theoretical knowledge is assessed by oral examination. By successfully passing the oral examination, the student can obtain an additional 50 points (i.e. 50% of the total mark). The maximum number of points after completion of the course is 100 (2 x 15 points for the tests, 20 points for the interactive paper, 50 points for the oral examination). In a justified case, the student has the option of replacing the oral examination with a written examination. For the written examination, the student may obtain a maximum of 50 points. <b>Assessment criteria for continuous tests:</b> - mastery of the theoretical thematic units according to the course syllabus - skills in analysing simple sentences - application of theoretical knowledge <b>Review criteria for the paper:</b> 1. content of the paper: choice of topic, purpose of the paper, work with literature, etc. (4 points) 2. verbal and non-verbal expression: logical, systematic, comprehensible presentation, professional manner of expression, etc. (4 points) 3. use of ICT tools: digital presentation (structure, key words, images, etc.), interactivity of the presentation, etc. (4 points) 4. interaction with the audience (questions, quizzes, tests, tasks, etc.) (4 points) 5. time limit: approx. 15-20 minutes (4 points) <b>Seminar paper evaluation criteria:</b>	

1. formality: structure, language, professional expression, spelling, etc. (10 points)
2. content: topicality of the topic, purpose of the thesis, work with literature, citations, etc. (10 points)

Assessment criteria for the oral/written examination:

Demonstration of theoretical knowledge and skills

Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.

### **Results of education:**

Knowledge:

By completing the course the student acquires theoretical knowledge in the field of syntax. The student will gain an overview of the peculiarities of the sentence as a rather large communicative, structural unit, as well as of its various types. The acquired knowledge provides the student with a theoretical basis and a starting point for practical skills in analysing sentences of different types.

Skills:

- The student is able to analyze different types of sentences that are also included in the curriculum and standards in elementary and secondary schools.
- The student is able to interpret the context in which sentences function in a text.
- The student is able to develop students' sentence interpretation and production skills.

Competencies:

- The student will have built socially accepted civic attitudes and a positive relationship to his/her profession and target group.
- The student will be able to accept the socio-cultural and linguistic diversity of society and adopt a positive attitude towards it.
- The student will be able to justify his/her own pedagogical action in the teaching of knowledge in the field of syntax and will be able to critically revise as well as constructively defend it.
- The student will be competent to independently plan activities that contribute to effective and conscious verbal, nonverbal and written communication as well as to the critical thinking of his/her future students.
- The student will be competent to formulate independently a scientific problem, to think relationally-analytically about a defined issue.
- Can master pedagogical work in the context of the diversity of the educated population.
- The student will have extensive knowledge of the differences in the development of individuals that result from the health or social disadvantages of students. The student will be aware of the role of special treatment of gifted and talented students.
- The student will be able to cooperate effectively with special educators, psychologists and other experts in the implementation of the educational process in the conditions of inclusive education and follow their professional recommendations and conclusions.
- The student will be able to follow and accept new scientific results of syntax.
- The student will be eligible for continuing his/her own professional development.

### **Brief syllabus:**

1. Definition of a sentence
2. Methods of parsing a simple sentence
3. Concept of syntagms, division of syntagms
4. Knowledge of types of sentences by exercises. Concept of modality
5. Adverb and types of adverb. Knowing the types of adverb by exercises
6. Subject and types of subject. Knowledge of the types of subject by exercises
7. Relationship between subject and adverb
8. The function of the subject in a sentence. Types of subject, knowledge of subject by exercises

9. The system of adverbial determinations in Hungarian. Knowledge of types of adverbial determiners by exercises  
 10. Adjective. Knowledge of the adjective by exercises  
 11. Branch analysis  
 12. Methodology of teaching the analysis of simple sentences

**Literature:**

- ADAMIKNÉ JÁSZÓ, A. (red..) 2004. A magyar nyelv könyve. Budapest: Trezor Kiadó. ISBN 9639088972  
 – KESZLER, B. (red.) 2000. Magyar grammatika. Budapest: Nemzeti Tankönyvkiadó. 461–554. ISBN 96319249998  
 – KESZLER, B. – LENGYEL, K. 2018. Magyar grammatikai gyakorlókönyv. Budapest: Műszaki. ISBN 978-963-16-4695-5  
 – HEGEDŰS, R. 2019. Magyar nyelvtan. Formák, funkciók, összefüggések. Budapest: Tinta Könyvkiadó. ISBN 978-963-409-158-5  
 – IMRÉNYI, A. – KUGLER, N. – LADÁNYI, M. – MARKÓ, A. – TÁTRAI, Sz. – TOLCSVAI NAGY, G. 2017. Nyelvtan. Budapest: Osiris Kiadó. ISBN 978-963-276-291-3

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 91

A	B	C	D	E	FX
23.08	26.37	18.68	18.68	12.09	1.1

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

**Date of last update:** 29.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ SYX2/25	<b>Name:</b> Syntax of Hungarian Language 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for the service of the object: <b>SEMINAR:</b> The student writes two tests (15-15 points) during the semester: the first half of the diligence period, the second in the last week of the diligence period (the two tests together amount to 30 points). In addition, the student provides an interactive reference during the semester on a chosen topic from the subject of complex and multi-complex sentences (20 points). If justified, the student has the opportunity to replace the interactive reference with seminar work; on any topic from the 2 subjects of syntax. The latter must be submitted no later than the 10th week of the diligence period. Seminar work can be rewarded with 20 points. In order to take an oral exam, a student must earn at least 50% of the points he or she can earn during the diligence period (a. m. 25 out of 50). This amount of points is collected from the tests and the interactive referee (or seminar work). <b>LECTURE:</b> The theoretical knowledge of the student is evaluated in the form of an oral exam. By successfully passing the oral exam, the student can score another 50 points (a. m. 50% of the total score of the assessment). The maximum score that can be achieved by completing the subject is 100 points (2 x 15 points for the tests, 20 points for the interactive referee, 50 points for the oral exam). In justified cases, the student has the opportunity to replace the oral exam with a written exam. The score that can be obtained by passing the written exam is up to 50 points. <b>Evaluation criteria for the tests to be carried out during the diligence period:</b> – mastery of the knowledge of theoretical topics according to the curriculum of the subject – demonstration of skills in the analysis of complex sentences and multi-complex sentences – application of theoretical knowledge <b>Evaluation criteria for the referee:</b> 1. the content of the referee: choice of topic, purpose of the referee, work with literature, etc. (4 points) 2. verbal and nonverbal manifestation: logical, systematic, clear explanation, professionalism in the mode of expression, etc. (4 points)	

3. use of ICT tools: digital presentation (structure, keywords, images, etc.), interactivity of the presentation, etc. (4 points)

4. cooperation with students (questions, quiz, tests, assignments, etc.) (4 points)

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

Evaluation criteria for seminar work:

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

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

Evaluation criteria for the oral/written exam:

proof of theoretical knowledge and skills

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

### **Results of education:**

Results of training:

Knowledge:

By absolving the subject, the student acquires theoretical knowledge of the subject area of a complex sentence. You will get an overview of the characteristics of a complex sentence as a relatively voluminous communicative and structural unit (commune, edit), as well as various types of sentences.

The knowledge gained provides the student with a starting theoretical basis for acquiring the skills necessary for the analysis of complex and multi-complex sentences.

Skills:

– The student is able to analyze various types of complex sentences that are included as a body of knowledge in the educational programs and standards of primary and secondary school.

– The student is able to interpret the functions of complex sentences and multi-complex sentences in the context.

– The student is able to develop students' skills in interpreting and constructing complex and multi-complex sentences.

Competences:

– The student will have socially accepted civic attitudes; and with a positive attitude towards the students.

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

– The student is able to justify his or her own pedagogical activity in teaching/applying the knowledge acquired by syntax 2, as well as to reassess or defend them in a constructive way.

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

– The student will be able to formulate scientific questions independently, seeing them in their context, to think analytically about the specified problem.

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

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

– The student will be able to cooperate effectively with special teachers, psychologists and other professionals in the realization of the teaching-educational process under the conditions

of inclusive education, and to act in accordance with their professional recommendations and decisions.

– The student will be able to follow and absorb new scientific knowledge of the science of syntax.

– The student will have a need to continue his or her own professional development.

**Brief syllabus:**

1. The concept of a complex sentence and a multi-complex sentence; Varieties according to their structure
2. Complex sentences of subordination
3. It's not a clause that explains it. The predicate clause
4. Bound extension clauses. The subjective clause.
5. The subject clause, the bound adverbs, and the unbounded (free) extension clauses. The adjective clause
6. Clauses with semantic extra content: clauses with specific meanings
7. Complex sentences
8. Related and opposite juxtaposition
9. Juxtaposition with selector and inference suffixes
10. Appendices with the explanatory suffix
11. The multi-complex sentences. The period/circle sentence. Stylistic information about complex and multi-complex sentences.
12. Teaching the analysis of complex and multi-complex sentences

**Literature:**

– ADAMIKNÉ JÁSZÓ, A. (red.) 2004. A magyar nyelv könyve. Budapest: Trezor Kiadó. ISBN 9639088972

– KESZLER, B. (red.) 2000. Magyar grammatika. Budapest: Nemzeti Tankönyvkiadó. 461–554. ISBN 96319249998

– KESZLER, B. – LENGYEL, K. 2009. Magyar grammatikai gyakorlókönyv. Budapest: Nemzeti Tankönyvkiadó. ISBN 978-963-16-4695-5

– HEGEDŰS, R. 2019. Magyar nyelvtan. Formák, funkciók, összefüggések. Budapest: Tinta Könyvkiadó. ISBN 978-963-409-158-5

– IMRÉNYI, A. – KUGLER, N. – LADÁNYI, M. – MARKÓ, A. – TÁTRAI, Sz. – TOLCSVAI NAGY, G. 2017. Nyelvtan. Budapest: Osiris Kiadó. ISBN 978-963-276-291-3

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 67

A	B	C	D	E	FX
10.45	14.93	26.87	20.9	22.39	4.48

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

**Date of last update:** 29.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ TEL/25	<b>Name:</b> Theory of Literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 / 1 <b>For the study period:</b> 13 / 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student's final grade consists of the results of several types of work completed during the semester. At the beginning of the semester, students and teachers will develop a framework for passing the course. During the semester, students will take 2 examinations - one on the topics of the seminars, the other on the topics of the practicals. In the probationary period, the student will take a written examination through which he/she will demonstrate his/her knowledge, skills and competences related to the subject. Total student workload: 5 credits = 125 hours (contact teaching: 39 hours, study of literature: 26 hours, preparation for examinations: 25 hours, preparation for the examination: 35 hours). Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student will learn the basic concepts of narratology, such as author and text, narrative structure, types of narrators, time and space.</li> <li>- The student will gain an overview of the internal structure of literary scholarship and basic literary theoretical concepts. The course pays special attention to literary types and genres. The student will have an overview of the development of Hungarian verse.</li> <li>- The student will be familiar with verse systems in Hungarian poetry and the basic expressive forms of fiction.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The student will be able to apply theoretical knowledge and will be able to identify the content of specific creative tasks raised in the implementation of the knowledge presented,</li> <li>- The student will be able to apply the acquired knowledge in both theoretical and practical terms against the background of a specific type of task and activity.</li> <li>- The student will be characterized by independent, critical and analytical thinking, which can be flexibly applied in the conditions of teaching.</li> </ul> <b>Competencies:</b>	

- The student will be able to theoretically justify and apply the principles and choice of methods of narratology.
- The student will be able to apply the basic concepts of literary theory and its interpretive practices to the teaching of literature in elementary and secondary schools.
- The student will gain competence in the analysis of poetic texts.

**Brief syllabus:**

LECTURE

1. Basic concepts of the theory of literature
2. The system of genres
3. The concept of narratology
4. Author and text
5. Narrative structure
6. Realism and metafiction
7. Language, representation, style
8. Time and space
9. Diachronic approaches
10. Cognitive narratology
11. Corporate narratology
12. Transmedia narratology

SEMINAR

1. Who speaks? The difference between author and narrator in fiction. Functions of the narrator
2. Types of narrator. The relationship between the narrator and the hero. Heterodiegetic and homodiegetic narrator
3. Focalization
4. Types of focalization
5. Issues of polyphony in novels
6. Theoretical issues of "style indirect"
7. Modality and tonality of the text
8. Relationship of time and space in texts. The concept of chronotope
9. The difference between story and narrative.
10. Issues of anisochrony
11. Chronology, linearity, alinearity
12. Time of the epic and the novel

EXERCISE

1. Basic concepts: prosody, metre and versology. Verse systems in Hungarian poetry.
2. Basic forms of expression in fiction (bound, unbound speech). Free verse.
3. Verse, rhythm, rhyme. Division of rhymes. Metrical units and elements of verse
4. Basic concepts of timekeeping. Stems, lines (colons) and strophes. Caesura and dieresis.
5. Historical overview of the development of Hungarian verse.
6. The beginnings of time poetry.
7. Analysis of poetic texts with accentual rhythm.
8. Analysis of poetic texts with timekeeping rhythm: iambic, trochaic verses.
9. Analysis of poetic texts with timekeeping rhythm: hexameter, pentameter, distichon.
10. Analysis of poetic texts with timekeeping rhythm: strophes of ancient origin (Alcaean, Sapphic, etc.).
11. Stanzas of non-antic origin: tercine, ritornello, stanza.
12. Metrical formations from the Orient (haiku, tanka, ghazel, Indian prosodic systems in Hungarian literature). Experimental poetry, visual poetry and free verse.

**Literature:**

- BROOKS, P. 1992. Reading for the Plot: Design and intention in narrative. Cambridge: Harvard University Press, 363 s. ISBN 0-674-74892-1.
- ECO, U. 2007. Hat séta a fikció erdejében. Budapest: Európa. ISBN 978 963 07 8232 6
- ECO, U. 2006. Nyitott mű. Budapest: Európa. ISBN 963 07 7991 9
- KESERŰ, J. 2011. Elképzelt terek. In: OPUS 12: Szlovákiai Magyar Írók Folyóirata. ISSN 1338-0265, Évf. 3, sz. 3. (2011), p. 75-94.
- KESERŰ, J. 2014. Hogyan olvassunk rémtörténeteket? In: Az irodalomkutatás új kihívásai. Budapest: Gondolat. ISBN 978 963 693 539 9, p. 102-122.
- CSEHY, Z. – POLGÁR, A. 2018. Gyakorlati magyar verstan. Praktická príručka maďarskej verzológie. Bratislava: Univerzita Komenského v Bratislave. ISBN 978 80 223 4521 7
- SZEPES, E. – SZERDAHELYI, I. 1981. Verstan. Budapest: Gondolat. ISBN 963 03 4523 4
- GÉHER, I. L. 2014. Dekonstruált ritmika. A vers szótagidőtartam-lüktetésének szimmetriarendje Weöres Sándor Magyar etűdök-verseinek 1. sorozatában. Budapest: Ráció. ISBN 978 615 5047 67 1
- HORVÁTH, K. 2009. Irodalom, retorika, poétika. Budapest: Editio Princeps. ISBN 978 963 06 8497 2

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

Total number of evaluated students: 149

A	B	C	D	E	FX
17.45	24.16	20.81	14.09	8.72	14.77

**Teacher:** Dr. habil. PaedDr. József Keserű, PhD., doc. Mgr. Anikó Polgár, PhD.,**Date of last update:** 29.03.2025**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ TES1/25	<b>Name:</b> Text-Based Seminar 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student writes two essays (20 points each) during the semester for a maximum of 40 points. Evaluation criteria for essays: - genre consistency (4 points) - appropriate style (4 points) - aesthetic quality, uniqueness (4 points) - spelling (4 points) - scope (4 points) Distribution of student work hours: - 1 credit: regular class attendance (2 x 45 minutes per week) - 26 hours - 1 credit: regular preparation based on studying the content of the individual lessons and readings, studying the literature and writing practice essays, which the student receives as "homework", according to the focus of the individual seminars and exercises - 24 hours Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> – The student will know the specifics of creative writing. The student will be more familiar with the genres and forms that correspond to them. - The student will be familiar with the supporting data, concepts, principles, theoretical and methodological principles of creative writing (see the section Brief outline of the course). - The student will be familiar with typical writing assignments and exercises in the field of creative writing. - The student will be familiar with a brief history of creative writing. <b>Skills:</b> – The student will be able to use the acquired theoretical knowledge of creative writing in writing his/her own texts. In addition to a good knowledge of genres, he/she will be able to discuss the character traits from which to write the text. - After graduation, the student will be able to apply the acquired knowledge of creative writing in the teaching of Hungarian language and literature under the guidance of an independent teacher. With his students, he will not only write simple texts, but also creative texts, which require	

much more consideration in their creation, but the result is also much more varied. Applying and practicing different types of texts will also be of great help in everyday life.

- The basic procedures, skills and strategies to frame essays will be mastered.

Competencies:

- The student will be able to positively approach the socio-cultural and linguistic diversity of society. The fact that essays have to be written from the point of view of different characters also strengthens students' (and their future pupils') tolerance and openness towards each other.

- They feel a responsibility to effectively develop writing literacy in their mother tongue.

- They will be able to formulate their own opinions and attitudes in the field of creative writing, and be able to critically revise and constructively defend them. This is aided by the fact that you will encounter a variety of genres throughout the semester. Meanwhile, it also tests that in certain groups of students who are the most viable.

- Upon graduation, the student will be able to explain, under the guidance of an independent teacher, the material related to creative writing and to develop his/her own criteria for essays.

- The student will have the basic knowledge of the differences in the development of individuals resulting from their health or social disadvantages, or their gifts and talents, in order to be able to cooperate effectively with special educators, psychologists and other experts and to follow their professional recommendations and conclusions when implementing the educational process in the conditions of inclusive education and upbringing. The text for writing can be very diverse in terms of scope and genre. However, by adapting to the community and the abilities of the students (and their future students), we can certainly achieve success.

- They will be able to keep in touch with current developments in creative writing and continue their own professional development effectively.

### **Brief syllabus:**

1. Creative writing and its function in teaching literature. Exercises related to different genres of epics (myths about the origin of man, animals; one-minute stories, etc.)

2. Creative writing exercises related to specific prose works (transformation, rewriting, change of perspective, exchange of genre specifics, etc.)

3. The function of creative writing in the creation of a literary world and characters.

4. The importance of word processing (compression, opening and closing sentences, changing genre, creating a story from fragments, etc.)

5. the function of creative writing in group work (found words, alternating dialogue, text replacement, etc.)

6. Textual reflection of works of other arts through creative writing tasks (visual, auditory and audiovisual)

7. Creative writing and women's writing. Creating texts in different genres, based on texts by women authors. Differences between female and male perspectives. Excerpts from male and female diaries, fictional letters distinguishing male and female perspectives.

8. Creative writing and rhetoric. Techniques of argumentation, argument and counter-argument. Argumentation in different roles. Laus and vituperatio (celebratory and pejorative speech). Comparison.

9. Creative writing and autobiographical genres. Exercises based on autobiographical texts (montage of diary extracts, self-portrait).

10. Creation of poetic texts. Creation of verses, haiku. Possibilities of verbal and visual associations. Acoustic poetry. Games with syllables, acoustic translation. Types of rhyme, rhyme play.

11. Text production: description of artwork, exercises associated with the genres of ephrasis and emblem.

12. Poetic images, creation of metaphors. Metaphors based on contrasts

**Literature:**

- ADAMIKNÉ, J. A. 2008. Anyanyelvi nevelés az ábécétől az érettségiig. Budapest: Trezor Kiadó. ISBN 978-963-8144-31-7
- BAKA, P. 2023. Doboztankönyv: Élményalapú irodalomtanítás a populáris, ifjúsági és gyerekirodalom köréből. 1. vyd. – Dunajská Streda (Slovensko) : NAP Kiadó. 80 s. – ISBN 978-80-8104-113-6
- BOROSNÉ JAKAB, E. – SCHLETTNÉ SEBŐ, I. 2002. Irodalmi írásbeli érettségi - A fogalmazás technikája. Budapest: Corvina Kiadó. ISBN 9631351696
- CSIKÓSNÉ MONOSTORI, E. 1993. Fogalmazás. Budapest: Mozaik. ISBN 9638057556
- CSIKÓSNÉ MONOSTORI, E. 1994. Fogalmazás lépésről lépésre II. Budapest: Mozaik. ISBN 9638057572.
- Fülöp, M. – SZILÁGYI FERENCNÉ. 2004. Fogalmazás munkafüzet: A. Celldömölk: AK - Apáczai Kiadó. ISBN 0002940.
- HEDGE, T. 2017. Writing. Oxford: Oxford University Press. 2. ed. ISBN 978 019 442190 4.
- HORVÁTH Viktor 2014. A vers ellenforradalma, A versírás és versfordítás tanulása és tanítása. Budapest: Magvető, 2014. ISBN 978-963-142-909-1
- L. ACZÉL Petra 2004. Retorika: A szóból épült gondolat – Gyakorlókönyv. Budapest: Krónika Nova Kiadó. - ISBN 963 9128 73 2.
- QUINTILIANUS, M. F. 2008. Szónoklattan, ford. Adamik Tamás, Csehy Zoltán, Kopeczky Rita, Krupp József, Polgár Anikó, Tordai Éva - Bratislava: Kalligram. - ISBN 978-80-7149-961-9
- CICERO 2012. Összes retorikaelméleti művei. Ford. Adamik Tamás, Csehy Zoltán, Krupp József, Kisdi Klára, Mezei Mónika, Polgár Anikó: - Bratislava: Kalligram. - ISBN 978-80-8101-617-2
- BAKA VIDA, B. – BAKA P. 2019. Az (ember)idegen természet fojtogató ölelése: Jeff VanderMeer: Déli Végek-trilógia (doboztankönyv-fejezet). In: Módszertani Közlöny = Metodički glasnik = Methodological bulletin = Methodologische Mitteilungen = Metodički glasnik 9/1. 10–25. ISSN 2217-4540.
- BAKA, P. 2018. Mi lett volna, ha...? - Alternatív történelmi kalauz: Doboztankönyv-fejezet. In: Eruditio - Educatio : Vedecký časopis Pedagogickej fakulty Univerzity J. Selyeho v Komárne = a Selye János Egyetem Tanárképző Karának tudományos folyóirata = Research Journal of the Faculty of Education of J. Selye University. 13/1. 89–100 ISSN 1336-8893.

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

Total number of evaluated students: 6

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

**Teacher:** PaedDr. Patrik Baka, PhD., doc. Mgr. Anikó Polgár, PhD., doc. Péter Nagy, PhD.,**Date of last update:** 29.03.2025**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ TES2/25	<b>Name:</b> Text-Based Seminar 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student will give an interactive lecture on the selected topic (100%). Assessment criteria: Proficiency Interactivity Group interaction Form requirements Overall student workload: - Class attendance and lecture preparation - 26 hours Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> - The student can explain the distinctive features of 20th and 21st century Hungarian and world literature. - The student can characterize the main idea of the literary works analyzed, and the social, political, and cultural context in which they were written. - The student is able to discern which literary-critical analysis is necessary for a given work (e.g., feminist, psychoanalytic, or biographical). <b>Skills:</b> - The student is able to interpret and analyze 20th century literary texts and apply techniques and methods of contemporary literary schools (cultural, feminist, and postcolonial interpretation, etc.). - The student is able to independently gather information about 20th and 21st century writers and literary texts in various publications and on the Internet. - The student is able to formulate his/her own opinions and positions, critically revising them. <b>Competences:</b> - The student learns the historical, cultural and social specificities of some literary works of the 20th and 21st centuries. - The student develops positive attitudes towards the issues of 20th and 21st century Hungarian and world literature and tries to understand them as much as possible. He/she will also teach	

his/her students in this spirit, and will show them the practical dimension of analytical methods through interactive and cooperative exercises.

**Brief syllabus:**

1. Analysis of the works of important representatives of Hungarian and world literature of the 20th and 21st centuries
2. The socio-historical background of the analysed works
3. Theoretical issues of interpretation of literary works
4. Author - work - reader in the literary process.
5. Intermedia contexts of the analysed works
6. Analysis of works by important authors of 20th century Hungarian literature
7. Analysis of works by major authors of 20th century world literature
8. Analysis of works by major authors of 21st century Hungarian literature
9. Analysis of works by major authors of 21st century world literature
10. Systematization of knowledge on the basic social scientific issues of the works analysed
11. Systematization of knowledge on theoretical issues of the analyzed works
12. Systematization of knowledge on literary-historical issues of the analyzed works

**Literature:**

- KESERŰ, J. 2009. Mindez így: Tanulmányok, kritikák 1999–2009. Dunaszerdahely: NAP Kiadó. ISBN 978-80-8104-018-4
- KESERŰ, J. 2021. Lehetnek sárkányaid is. Budapest: Prae. ISBN 978-615-6199-15-7
- MOLNÁR, G. T. 2015. A figyelem művészete: Bevezetés az irodalmi művek értelmezésébe. Budapest: Eötvös Loránd Tudományegyetem. ISBN 978-963-284-579-1
- PÁL, J. 2012. Világirodalom. Budapest: Akadémiai. ISBN 976 963 05 8596 5
- KULCSÁR SZABÓ, E. 2017. Verskultúrák: A líraelmélet perspektívái. Budapest: Ráció Kiadó. ISBN 978-615-5675-08-9
- KULCSÁR SZABÓ, E. 1998. A megértés alakzatai. Debrecen: Csokonai Kiadó. ISBN 963 260 134 3
- H. NAGY, P. 1999. Kánonok interakciója. Budapest: Fiatal Írók Szövetsége. ISBN 963 86038 2 8

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 6

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

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

**Date of last update:** 29.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ VŽJ/25	<b>Name:</b> Research of Living Languages
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> At the beginning of the semester, students work with the instructor to develop a framework for completing the course. <b>SEMINAR:</b> During the semester, the student will take two mid-term tests (15 points each): the first one in the middle of the semester and the second one in the last week of the teaching period (30 points in total). During the semester, the student will give an interactive lecture on a specific topic (20 points). If justified, the student has the possibility to replace the interactive lecture with a seminar paper on any topic in sociolinguistics, which must be handed in by the end of the 10th week of the semester at the latest. The student may receive up to 20 points for the seminar paper. A student may only sit the oral examination if he/she has obtained at least 50% of the maximum score (i.e. at least 25 out of 50 points) from the tests and the interactive paper (or mid-term paper). <b>PRESENTATION:</b> The student's theoretical knowledge is assessed by an oral examination. The maximum score is 100 points (2 x 15 points for the tests, 20 points for the interactive essay, 50 points for the oral examination). In justified cases, the student has the possibility to replace the oral examination with a written examination. The maximum number of marks a student may obtain in the written examination is 50. <b>Evaluation criteria for mid-term tests:</b> - mastery of each thematic unit on the basis of systematic preparation, based on the theoretical and practical content of the seminars and the literature - mastery of each specific topic on the basis of regular preparation based on the theoretical content of the literature <b>Criteria for evaluating an interactive presentation:</b> 1. content of the report: choice of topic, purpose of the report, work with literature, etc. (4 points) 2. verbal and non-verbal expression: logical and systematic presentation, clarity of presentation, expression, eye contact, etc. (4 points)	

3. use of visual, acoustic, audiovisual tools: digital presentation (structure, keywords, images, etc.), short recordings, videos, etc. (4 points)
4. student involvement: questions and answers, quizzes and tests, exercises, etc. (4 points)
5. adherence to the time frame: about 20 minutes (4 points)

Evaluation criteria for seminar work:

1. formal aspects of the seminar work: structure, language, spelling, etc. (10 points)
2. the content of the seminar paper: choice of topic, purpose of the paper, working with the literature, references, etc. (10 points)

Evaluation criteria for the oral examination:

content: theoretical knowledge and its application in education

Rating scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. No credit can be given to a student who does not achieve 50%.

### **Results of education:**

Knowledge:

- The student will have a broad scientific knowledge of the issues and methods of research in the field of living languages.
- The knowledge acquired will enable the student to better understand the linguistic reality and to study related linguistic disciplines.
- Students will learn the basics of dialect research and the spatial distribution of Hungarian dialects.
- The student will gain a comprehensive understanding of language as a social phenomenon.

Skills:

- On the basis of the knowledge acquired, students will be able to identify the place and importance of living language research in the context of linguistic disciplines.
- The student will be able to transfer the knowledge gained in the field of living language research into the didactic system of Hungarian language teaching.
- The student will be able to apply dialectological knowledge and research on living language.
- The student will be able to identify linguistic ideologies and other features of language use in different speech communities.
- The student will be able to apply practical research methods.

Competencies:

- The student has socially accepted civic attitudes and a positive attitude towards his/her profession and target group.
- The student will be able to relate positively to the socio-cultural and linguistic diversity of society.
- The student will be able to formulate, critically review and constructively defend his/her own views and attitudes.
- The student will be able to develop and formulate topics and tasks related for upper primary and secondary school students.
- They will be able to formulate independently a scientific problem, to think relationally and analytically about a specific issue.
- You will be familiar with the issues of pedagogical work in the context of the diversity of the population studied.
- You will have a broad knowledge of differences in the development of individuals due to health or social disadvantages, talents and abilities, in order to be able to collaborate effectively with special needs teachers, psychologists and other professionals in the implementation of the educational process in inclusive education and to follow their professional recommendations and conclusions.

- You will be able to keep in touch with current developments in the field of lifelong language research and effectively pursue your own professional development.

### **Brief syllabus:**

1. Introduction to the methods of living language research
2. The linguistic situation of Hungarians in Slovakia
3. Research directions and possibilities of language use of Hungarians in Slovakia (dialectology, comparative linguistics, sociolinguistics, language planning, language policy, language management, linguistic landscape)
4. Language use and language repertoire of Hungarians in Slovakia. Contact effect, language borrowing, code-switching
5. Research methods in anthropological linguistics
6. Main fields of anthropological linguistics. Language and culture (colours, kinship terminology)
7. Language use peculiarities of Hungarians in Hungary and Slovakia (swearing, linguistic expression of aggression)
8. linguistic turns in everyday life (phraseology, contact, naming, linguistic forms of love dialogues, political discourse)
9. Speech, writing, images. Graffiti, tattooing, language
10. Research methods in cognitive linguistics
11. Theoretical foundations of cognitive linguistics
12. Language pedagogy and cognitive linguistics

### **Literature:**

- ADAMIKNÉ JÁSZÓ, A. 2002. Szociolingvisztikai szöveggyűjtemény. Budapest: Tinta Könyvkiadó. ISBN 963 9372 28 5
- BALÁZS Géza – Takács Szilvia 2009. Bevezetés az antropológiai nyelvészetbe. Celldömök – Budapest: Pauz-Westermann – Inter PRAE.HU. ISBN 978-963-9432-89-5
- Istók Béla - Lőrincz Gábor - Török Tamás: Módszertani megfontolások az iskolai és óvodai nyelvi tájkép kutatásához. In: Polgár Anikó - Keserű József - Lőrincz Gábor - H. Nagy Péter (szerk.): *Didicisse fideliter artes*. Köszöntő kötet Szabó András tiszteletére. Komárom: SJE TKK, 2024, ss. 235-262. ISBN 978-80-8122-498-0
- KÁRPÁTI Eszter (szerk.) 2003. Szöveggyűjtemény az alkalmazott nyelvészet tanulmányozásához. Budapest: Aula Kiadó. ISBN 963 9478 40 7
- KISS, J. 1995. Társadalom és nyelvhasználat. Szociolingvisztikai alapfogalmak. Budapest: Nemzeti Tankönyvkiadó. ISBN 963 18 6816 8
- CRYSTAL, D. 2003. A nyelv enciklopédiája. Budapest: Akadémiai Kiadó. ISBN 963 379 211 8
- ISTÓK, B. 2018. Internetes futballnyelvhasználat. Közösség, mémek, szóalkotás. Eger: Líceum Kiadó. ISBN 978-615-5621-93-2
- ISTÓK, B. – LŐRINCZ, G. – LŐRINCZ, J. – SIMON, Sz. 2020 (eds.). 2020. Tankönyvkutatás – fordított tankönyvek – kétnyelvűség. Komárom: Univerzita J. Selyeho. ISBN 978-80-8122-361-7
- LANSTYÁK, I. – SZABÓMIHÁLY, G. (eds.) 1997. Nyelvi érintkezések a Kárpát-medencében. Bratislava: Kalligram – A Magyar Köztársaság Kulturális Intézete. ISBN 80-7149-211-6
- LANSTYÁK, I. 2014. Nyelvalakítás és nyelvi ideológiák. Bratislava: Comenius Egyetem. ISBN 978-80-223-3705-2. Online: [http://web.unideb.hu/~tkis/lanstyak\\_istvan-nyelvalak\\_es\\_nyelvi\\_ideol\\_2014.pdf](http://web.unideb.hu/~tkis/lanstyak_istvan-nyelvalak_es_nyelvi_ideol_2014.pdf)
- LANSTYÁK, I. – SIMON, Sz. (eds.): Tanulmányok a kétnyelvűségről. Bratislava: Kalligram. ISBN 80-7149-476-3

- SÁNDOR, K. 2014. Határtalan nyelv. Bicske: SZAK Kiadó Kft. ISBN 978-963-9863-37-8
- SÁNDOR, K. 2016. Nyelv és társadalom. Budapest: Krónika Nova Kiadó. ISBN 978-615-5205-14-9
- SIMON, Sz. 2010. Nyelvi szondázások. Alkalmazott nyelvészeti tanulmányok a szlovákiai magyar nyelvhasználat köréből. Dunaszerdahely: Lilium Aurum. ISBN 978-80-8062-418-7.
- TÓTH, S. J. 2019. Sociolingvistika v slovensko-madžarskom kontexte. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-307-5
- WARDHAUGH, R. 1995. Szociolingvisztika. Budapest: Osiris – Századvég Kiadó. ISBN 963 379 046 8

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 103

A	B	C	D	E	FX
14.56	43.69	25.24	6.8	0.97	8.74

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

**Date of last update:** 29.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ ZUF/25	<b>Name:</b> Basics of Finno-Ugric Language Studies
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The general requirements for successful completion of the course are: active participation in seminars and exercises, participation in assigned tasks and discussions during seminars and exercises, preparation and submission of a report and its (oral) presentation, successful completion of the final examination (written test). During the semester, the student will give a lecture on a specific topic in Hellenic Studies (20 points, i.e. 40% of the total grade). At the end of the semester, the student will take a written test on the theoretical part of the course (30 points, i.e. 60% of the total grade). The test will be accepted only if the student scores at least 15 points. The paper will be accepted (E) if the student achieves at least 10 points. The maximum score is 50 points (20 points for the paper, 30 points for the test). Assessment criteria for the oral presentation and the oral presentation: - Content of the paper: choice of topic, purpose of the paper, work with the literature, drawing conclusions, elaboration, etc. (10 points) - Verbal and non-verbal expression: logical and systematic presentation, clarity of presentation, expression, eye contact, etc. (5 points). - use of visual, acoustic, audiovisual tools: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. (5 points) Rating scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. No credit can be given to a student who does not achieve 50%. The student's total workload (3 credits = 75 hours): participation in exercises and seminars (20 hours), self-study, preparation for seminars (25 hours), preparation and presentation of a report (15 hours), preparation for the written examination (15 hours).	
<b>Results of education:</b> Knowledge: - The student will acquire a basic knowledge of the genetic relationship between languages. - The student will acquire the basic data, concepts, principles, theoretical and methodological principles of linguistic typology, historical, areal and comparative linguistics. - The student will learn about the prehistory of the Hungarian ethnicity and the development of the Hungarian language.	

- The student will learn the diachronic approach to the linguistic systems of the Finno-Ugric languages.

**Skills:**

- Based on the knowledge acquired, the student will be able to determine the typological and genetic position of the Hungarian language.

- After graduation, the student will be able to apply the knowledge acquired in the field of the origins and genetic relationship of the Hungarian language to the teaching of Hungarian language and literature under the guidance of an independent teacher.

**Competencies:**

- The student develops socially acceptable attitudes of citizenship and a positive attitude towards his/her profession and target group.

- The student will be able to relate positively to the socio-cultural and linguistic diversity of society.

- The learner will be able to formulate, critically review and constructively defend his/her own opinions and attitudes about the prehistory of the Hungarian ethnic group and the origins of the Hungarian language.

- He/she will be able to deal with issues of pedagogical work in the context of the diversity of the population taught.

- At the end of your studies, you will be able to explain to your students, under the guidance of an independent teacher, the subject of the origins of the Hungarian language.

- You will have a basic knowledge of the differences in the development of individuals due to health or social disadvantages, or to talents and gifts, so as to be able to cooperate effectively with special needs teachers, psychologists and other professionals in the implementation of the educational process in the context of inclusive education and training, and to follow their professional recommendations and conclusions.

- The student will be able to keep up to date with current knowledge in historical, areal and comparative linguistics and to pursue his/her own professional development effectively.

**Brief syllabus:**

1. Similarities and differences between languages.
2. Typology of languages. Basic concepts, principles and brief history of science.
3. Historical and comparative linguistics. Basic concepts, principles and brief history of science.
4. Areal linguistics. Basic concepts, principles and brief history of science. 4.
5. Concepts and content of Finno-Ugric linguistics
6. Aims, significance and methods of study of the Finno-Ugric languages
7. Methods of determining the ancestral homeland of the Hungarians
8. Genetics and typology of languages related to Hungarian
9. Finno-Ugric features of the Hungarian language
10. Questions of similarity between Finno-Ugric and other languages
11. Language, history and current status of the Uralic and Finno-Ugric peoples
12. The use of Finno-Ugric knowledge in the teaching of the Hungarian language.

**Literature:**

– BERECSKI, G. 1998. A magyar nyelv finnugor alapjai. Budapest: Univesitas. ISBN 963 910 418 3

– BYNON, T. 1997. Történeti nyelvészet. Budapest: Osiris. ISBN 963 379 304 1

– CSEPREGI, M. 2001. Finnugor kalauz. Panoráma. ISBN 963 243 862 0

– DOMOKOS, P. 2004. Finnugor regék és mondák. Budapest: Móra Ferenc Könyvkiadó. ISBN 963 11 7951 6.

– NANOVSZKY, GY. 1996. A finnugorok világa. Budapest – Moszkva: Teleki László

Alapítvány. ISBN 963 046 844 1  
– RÉDEI K. 1998. Östörténetünk kérdései. A nyelvészeti dilettantizmus kritikája. Budapest:  
Balassi Kiadó. ISBN 963 506 238 9.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 56

A	B	C	D	E	FX
30.36	19.64	25.0	12.5	1.79	10.71

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

**Date of last update:** 29.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ ÚSL/25	<b>Name:</b> Introduction to World Literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student presents an oral paper on a given topic in the field of the history of world literature (20 points, i.e. 40% of the total grade). At the end of the semester, the student writes a test on the practical part of the course (30 points, i.e. 60% of the total grade). The test will be accepted only if the student achieves at least 15 points. The lecture will be passed if the student achieves at least 10 points. The maximum number of points will be 50 (20 points for the paper, 30 points for the test). Assessment criteria for the mid-term test: the application of the knowledge acquired in the seminar lessons is assessed (characteristic features of the different genres of ancient literature, interpretation of works of Greek and Latin poetry, characteristic features of Greek theatre, characteristic features of historiography and oratory, the relationship between ancient and medieval literature, etc.). Review criteria for the oral report: 1. content of the paper: choice of topic, work with literature, etc. (5 points) 2. verbal and non-verbal expression: logical and systematic presentation, clarity of presentation, manner of expression, eye contact, etc. (5 points) 3. use of visual, acoustic, audiovisual means: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. (5 points) 4. adherence to time limit: approx. 20-25 minutes (5 points) Seminar paper evaluation criteria: 1. formal aspects of the seminar paper: structure, language, spelling, etc. (10 points) 2. content of the seminar paper: choice of topic, work with literature, citations, etc. (10 points) Total student load: 3 credits = 75 hours (contact teaching: 26 hours, study of literature: 29 hours, preparation for oral report: 10 hours, preparation for test: 10 hours). Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
<b>Results of education:</b> Knowledge – The student will be familiar with the specifics of ancient Greek and Roman literature. - The student will know the concepts, principles of ancient literature. - The student will learn the typical features of each genre.	

- The student will know a brief history of Greek and Roman literature and the sociocultural aspects of the period.

Skills:

- The student will be able to use the acquired knowledge of the history of world literature in the analysis of literary works.

- After graduation, the student will be able to apply the acquired knowledge in the field of the history of ancient literature in the teaching of the subject Hungarian language and literature.

- The student will have acquired the basic procedures, skills and strategies necessary for the analysis of specific texts.

Competencies:

– The student will be able to formulate his/her own opinions and positions in the field of the history of world literature, critically revise and constructively defend them.

- Upon completion of the course, the student will be able to explain the material related to the history of Greek and Roman literature and produce his/her own analyses of the works.

- The student will be able to keep in touch with current developments in Hungarian translations of ancient literature.

### **Brief syllabus:**

1. The origins of European literature. Relations between Greek literature and Oriental literature.

2. Homer and Homeric poetry.

3. The epic in ancient literature. Hesiod, Vergil and Apollonios Rhodios.

4. Greek lyric and choral poetry. Sappho, Alkaios, Anacreon, Pindaros. Anacreonian songs. Epigrams from the Greek Anthology.

5. Eclogue in Greek and Roman literature. Theocritos and Vergilius. Roman elegy (Tibullus, Propertius, Ovid).

6. Characteristic features of Greek theatre. Sophocles, Euripides, Aeschylus.

7. Greek and Roman comedy. Aristophanes, Menandros, Plautus. Roman tragedy (Seneca).

8. Introduction to Roman poetry. Lucretius, Catullus, Horatius, Ovid. Epigrams (Martialis) and fables (Phaedrus).

9. Greek and Roman prose works I. Historiography (Herodotus, Thucydides, Iulius Caesar, Sallustius, Titus Livius, Tacitus, Suetonius, Plutarch).

10. Greek and Roman prose works II. Rhetoric. Demosthenes, Isocrates, Lysias, Cicero. Plato: Defence of Socrates.

11. Greek and Roman novel. Longos, Petronius. Epistola in ancient literature.

12. The influence of ancient literature on medieval literature. Ancient Christian literature. Ambrosius and St. Augustine. Genres of Byzantine poetry: hymn, canon, kontakion, troparion.

### **Literature:**

– ADAMIK, T. 2009. Római irodalom. A kezdetektől a nyugatrómai irodalom bukásáig. Bratislava: Kalligram. ISBN 978-80-8101-226-6.

– SZILÁGYI, J. Gy. 2005. Szirénzene. Ókortudományi tanulmányok. Budapest: Osiris. ISBN 963 389 729 7

– PÁL, J. 2012. Világirodalom. Budapest: Akadémiai. ISBN 976 963 05 8596 5

– KAPITÁNYFFY, I. – ZEPESSY, T. 2013. Bevezetés az ógörög irodalom történetébe. Budapest: ELTE Eötvös József Collegium. ISBN 978-615-5371-08-0

– POLGÁR, A. 2003. Catullus noster. Catullus-olvasatok a 20. századi magyar költészetben. Bratislava: Kalligram. ISBN 8071495573

– POLGÁR, A. 2017. Új alakokká vált testek. Devecseri Gábor és az ovidiusi Átváltozások. In Ókor, roč. 16, č. 3, s. 54–65. ISSN 1589-2700 Další vydanie: Világok között. Tanulmányok

- Ovidius életművéről, Krupp József (editor), Budapest: Reciti, 2020, s. 247–266. ISBN 978-615-5478-83-3
- POLGÁR, A. 2020. Fejezetek az antik irodalomból magyar szakosok számára (Oktatási segédlet). Kapitoly z dejín antickej literatúry pre maďarčinárov (učebný text). Bratislava: Združenie Alberta Szenci Molnára, Szenci Molnár Albert Egyesület. ISBN 978-80-973425-3-1. Dostupné na: [https://fphil.uniba.sk/fileadmin/fif/katedry\\_pracoviska/kmj1/2020AntikTankoenyv.pdf](https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/kmj1/2020AntikTankoenyv.pdf)
- POLGÁR, A. 2020. Szöveggyűjtemény a középkori latin és görög irodalomból (Oktatási segédlet magyar szakosoknak). Chrestomatia stredovekej latinskej a gréckej literatúry (Učebný text pre študentov maďarčiny). Bratislava: FiF UK. ISBN 978-80-973425-4-8. Dostupné na: [https://fphil.uniba.sk/fileadmin/fif/katedry\\_pracoviska/kmj1/2020SzoveggyujtemenyPOLGAR-1.pdf](https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/kmj1/2020SzoveggyujtemenyPOLGAR-1.pdf)
- CICERO 2012. Összes retorikaelméleti művei. prekl. Tamás Adamik, Zoltán Csehy, József Krupp, Klára Kisdi, Mónika Mezei, Anikó Polgár. Bratislava: Kalligram. - ISBN 978-80-8101-617-2
- QUINTILIANUS, M. F. 2008. Szónoklattan, prekl. Tamás Adamik, Zoltán Csehy, Rita Kopeczky, József Krupp, Anikó Polgár, Éva Tordai. Bratislava: Kalligram. ISBN 978-80-7149-961-9
- SZEPESSY, T. 2014. Római költők antológiája. Budapest: ELTE Eötvös József Collegium. ISBN 9786155371257
- SZEPESSY, T. 2000. Görög költők antológiája. Egyetemi tankönyv. Budapest: Typotex. ISBN 963 9132 88 8
- BELFIORE, J.-C. 2008. A görög és római mitológia lexikona. Budapest: Saxum. ISBN 978 963 248 046 6
- KERÉNYI, K. 2003. Az örök Antigoné. Vallástörténeti tanulmányok. Budapest: Paidion. ISBN 963 204 896 2

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 125

A	B	C	D	E	FX
15.2	17.6	16.8	20.0	12.0	18.4

**Teacher:** doc. Mgr. Anikó Polgár, PhD.,

**Date of last update:** 29.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ ÚVL/25	<b>Name:</b> Introduction to the Study of Literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Course requirements: Students will write 1 review paper during the semester on pre-arranged topics based on the syllabus. Assessment criteria for the review: - Mastery of the individual topic units based on regular preparation based on the theoretical and practical content of the individual seminars and literature. - Mastery of specific subject areas on the basis of regular training based on the theoretical content of the literature. - In the probationary period, the student will take part in a written examination through which he/she will demonstrate his/her knowledge, skills and competences related to the subject Overall student workload: 5 credits = 125 hours (scope of contact teaching: 39 hours, study of literature: 36 hours, exam preparation: 50 hours). Grade scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
<b>Results of education:</b> Knowledge: - The student will learn the terminology of literary science and gain knowledge of the various parts of literary science. - The student will be able to independently collect information on a given subject, navigate through available reference books, dictionaries, encyclopedias and lexicons. The student will be able to orient himself/herself in the methods of distinguishing important and less important information for practice, to analyze the information gathered, to evaluate it in general and to present it publicly. - The student will be familiar with the developmental tendencies of literary scholarship from its beginnings to the present. Skills: - The student will be able to navigate and argue issues in literary scholarship.	

- The student will be able to motivate his/her students for the acquisition of the subject matter as well as to awaken their general interest in the process of education for cultural awareness, aesthetics, and literary taste in the field of fine literature.
  - The student will be able to independently acquire further knowledge in the field of literary science,
  - The student will be able to apply theoretical knowledge and will be able to identify the content of specific creative tasks raised in the implementation of the knowledge presented,
- Competencies:
- The student will understand the role of culture, language and literature in the field of education, and will be able to communicate this to his/her environment and to his/her students.
  - The student will be able to apply the acquired knowledge in a variety of cultural-artistic and pragmatic-communicative activities.
  - The student will be able to carry out targeted development of self-knowledge.
  - The student will be able to apply a system of knowledge and skills necessary for the needs of teaching related subjects in elementary and secondary schools. The student will be able to use them in his/her own creative practice in school.

### **Brief syllabus:**

1. Introduction to the terminology of literary theory. Basic concepts. Literary theory and natural sciences.
2. Literature as an institution (premises: the principle of the author, representation and experience)
3. Literature as communication (basic concepts: author, work, reader, production, reception, reading, understanding, analysis, application, history, canon, mimesis)
4. Literature in the age of alterity. The emergence of hermeneutics.
5. The nature of modernity. The emergence and development of the letterpress. The project of the Enlightenment.
6. Characteristics of premodern literary science.
7. Literary theory in the age of modernity. Formalism and the New Criticism.
8. Structuralism and post-structuralism.
9. Postmodern literary scholarship. Hermeneutics and reception theories. Deconstruction.
10. Current issues in literary scholarship.
11. Literature and cultural studies.
12. Issues in metaphilology. Literature and new media.

### **Literature:**

- KESERŰ, J. 2016. Bevezetés az irodalomtudományba. Komárom: Selye János Egyetem. ISBN 978 80 8122 174 3
- BÓKAY, A. 1997. Irodalomtudomány a modern és posztmodern korban. Budapest: Osiris Kiadó, ISBN 9633792207
- BÓKAY, A. 2006. Bevezetés az irodalomtudományba. Budapest: Osiris Kiadó, ISBN 963 389 883 8
- JEFFERSON, A. 2005. A modern irodalomelmélet kialakulása. Budapest: Osiris Kiadó, Budapest, ISBN 963-379-102-2
- BÓKAY, A. – VILCSEK, B. 2001. A modern irodalomtudomány kialakulása. Budapest: Osiris Kiadó, ISBN 9633792983
- GADAMER, H. G. 1984. Igazság és módszer. Budapest: Gondolat Kiadó. ISBN 963 281 440 1
- DÉRI, B. – KELEMEN, P. – KRUPP, J. – TAMÁS, Á. 2011. Metafilológia 1. Budapest: Ráció Kiadó. ISBN 978 615 5047 23 7
- KELEMEN, P. – KULCSÁR SZABÓ, E. – TAMÁS, Á. – VADERBA, G. 2014. Metafilológia 2. Budapest: Ráció Kiadó. ISBN 978-615-5047-76-3

<p>– JAUSS, H. R., 1999. Recepcióelmélet - esztétikai tapasztalat - irodalmi hermeneutika: Irodalomelméleti tanulmányok. Budapest: Osiris Kiadó. ISBN 963 379 493 5</p> <p>– DE MAN, P. 2002. Olvasás és történelem: Válogatott írások. Budapest: Osiris Kiadó. ISBN 963 389 291 0</p>					
<b>Language, knowledge of which is necessary to complete a course:</b>					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 162					
A	B	C	D	E	FX
21.6	10.49	17.9	15.43	14.81	19.75
<b>Teacher:</b> Dr. habil. PaedDr. József Keserű, PhD., PaedDr. Patrik Baka, PhD.,					
<b>Date of last update:</b> 29.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ ÚŠJ/25	<b>Name:</b> Introduction to Linguistics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Methods for assessing students' performance (continuous assessment): There will be two tests during the term (the first in the middle of the academic period and the second in its last week). Students can get a maximum of 20 points for both tests, so a total of 40 points. Both tests contain theoretical and practical tasks and questions according to the content of the course and the additional literature. Student workload: 3 credits = approx. 75 hours (26 hours for participation in lessons; 24 hours for regularly preparing from the content of each lesson and the literature; 25 hours for checking additional content - professional articles and/or videos that help students to work on specific issues in a given topic). Scoring: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), below 50% Fx. Students not reaching 50% will not earn the credits.	
<b>Results of education:</b> Knowledges: <ul style="list-style-type: none"> <li>- Students will have a coherent and reasonable knowledge of the language, its rules, the methods and conditions of its operation, and its relationship to other languages.</li> <li>- Students will be able to name the differences between animal communication and human language.</li> <li>- Students will become familiar with the main communication models and language features.</li> <li>- Students will know the most important theories about the origins of language.</li> <li>- Students will be able to characterize the relationship between language and thinking.</li> <li>- Students will be familiar with the classification of languages based on their genetic, typological and areal characteristics.</li> <li>- Students will become familiar with the short history of linguistics.</li> <li>- Students will be able to briefly describe the new trends in linguistics.</li> </ul> Skills: <ul style="list-style-type: none"> <li>- Students will be able to determine the place of linguistics in the system of sciences.</li> <li>- Students will be able to determine the place of the Hungarian language in the context of the languages of the world.</li> </ul>	

- Students will be able to formulate the subject and purpose of linguistic research independently and effectively.
- Students will be able to apply basic linguistic knowledge and terms in education.
- Students will be able to apply basic knowledge and key terms in mid-term and final tests.
- Students will be able to apply their knowledge of linguistics on specific examples of language.

**Competencies:**

- Students will have a positive attitude towards the socio-cultural and linguistic diversity of society.
- Students will be able to formulate their own opinion and attitude related to linguistic issues, which they will be able to critically review and defend constructively.
- After completing their studies, students will be able to explain the educational material of linguistics to students under the guidance of a practicing teacher.
- Students will be able to deal with problems in the context of pedagogical work caused by the diversity of the educated population.
- Students will be able to keep up with the current developments in linguistics and will be able to grow professionally.

**Brief syllabus:**

1. The concept, subject, areas and methods of research, language as a sign system, language levels
2. The origins of language (theories), the relationship between language and thinking, language functions (communication models)
3. Animal communication, human language
4. History of Linguistics I. (Antiquity)
5. History of linguistics II. (Middle Ages)
6. History of linguistics III. (New Age)
7. Classification of languages based on their genetic, typological and areal characteristics
8. Ferdinand de Saussure (langue, parole, langage, synchrony, diachrony, language sign, syntagmatic and paradigmatic relations, etc.)
9. Linguistic structuralism (Prague school, Danish school, American descriptive linguistics, etc.)
10. Generative grammar (competence, performance, transformation, deep structure, surface structure, universal grammar, etc.)
11. New trends in linguistics (sociolinguistics, pragmatics, psycholinguistics, etc.)
12. The Hungarian language among the languages of the world

**Literature:**

- A. JÁSZÓ, A. 1994. A magyar nyelv könyve. Budapest: Trezor Kiadó. ISBN 963 9088 92 7
- BALÁZS, G. (ed.) 2011. Nyelvészetről mindenkinek. 77 nyelvészeti összefoglaló. Budapest: Inter. ISBN 978-963-89240-0-1
- CRYSTAL, D. 2003. A nyelv enciklopédiája. Budapest: Akadémiai Kiadó. ISBN 963 379 211 8
- FODOR, I. 2001. Mire jó a nyelvtudomány? Budapest: Balassi Kiadó. ISBN 9635064098
- ISTÓK, B. 2019. Netnyelvészeti kaleidoszkóp. Eruditio – Educatio. 14/1: 83–99. ISSN 1336-8893
- KÁLMÁN, L. – TRÓN, V. 2007. Bevezetés a nyelvtudományba. Budapest: Tinta Könyvkiadó. ISBN 978-963-7094-65-1
- KÓNYA, I. 2006. Bevezetés a nyelvtudományba. Komárno: Selye János Egyetem. ISBN 8089234038
- MÁTÉ, J. 1997. A 19. századi nyelvtudomány rövid története: Elméletek, irányzatok és módszerek I. Budapest: Nemzeti Tankönyvkiadó, 1997. ISBN 963-18-7650-0

- MÁTÉ, J. 1998. Elméletek, irányzatok és módszerek II. A 20. századi nyelvtudomány történetének főbb elméletei és irányzatai. Budapest: Nemzeti Tankönyvkiadó. ISBN 963 18 8342 6
- NÁDASDY, Á. 2020. Milyen nyelv a magyar? Budapest: Corvina. ISBN: 978 963 13 6643 3
- KENESEI, I. 2004. A nyelv és a nyelvek. Budapest: Akadémiai Kiadó. ISBN 9630579596
- SÁNDOR, K. 2014. Határtalan nyelv. Bicske: SZAK Kiadó Kft. ISBN 978-963-9863-37-8
- SAUSSURE, F. 1967. Bevezetés az általános nyelvészetbe. Budapest: Gondolat. ISBN 0007991
- TELEGDI, Zs. 1984. Bevezetés az általános nyelvészetbe. Budapest: Tankönyvkiadó. ISBN 963 17 7452

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 111

A	B	C	D	E	FX
16.22	18.02	17.12	18.02	12.61	18.02

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

**Date of last update:** 29.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KMJ/MJdb/ ŠS/25	<b>Name:</b> Hungarian Language and Literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5., 6..	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> KMJ/MJdb/FOF/25 and KMJ/MJdb/ÚVL/25 and KMJ/MJdb/MOR/25 and KMJ/MJdb/TEL/25 and KMJ/MJdb/MSL1/25 and KMJ/MJdb/VŽJ/25 and KMJ/MJdb/MSL2/25 and KMJ/MJdb/SYX1/25 and KMJ/MJdb/MSL3/25 and KMJ/MJdb/SYX2/25 and KMJ/MJdb/DMJ/25 and KMJ/MJdb/MSL4/25	
<b>Conditions for passing the subject:</b> <p>All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule. In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience.</p> <p>The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit.</p> <p>The results of the state examination and the thesis defence are publicly announced by the chair of the board.</p>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has acquired knowledge in the compulsory and profile subjects of the study programme,</li> <li>- the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan,</li> <li>- the student is able to analyse and evaluate the knowledge acquired in the subject.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- the student is able to present his/her expertise,</li> <li>- the student is able to hand over his/her knowledge</li> <li>- the student is able to organise and apply the theoretical knowledge acquired,</li> <li>- the student has the ability to organise and apply the knowledge acquired in the course of his (her) studies.</li> </ul> <b>Competences:</b>	

- 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:**

**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: 33

A	B	C	D	E	FX
21.21	12.12	30.3	15.15	21.21	0.0

**Teacher:**

**Date of last update:** 29.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ BCZ/25	<b>Name:</b> Human biology and basics of first aid
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the seminars, which consist of a theoretical and practical part. During the practical part, the student will try out, practice, and at the end, demonstrate basic practical skills in providing emergency first aid in various simulated situations and various types of injuries and accidents. The partial evaluation of the subject represents the evaluation of the protocols for some human organ systems, which the student will receive as homework (30%). In the final part, the student proves his theoretical knowledge by completing the test (70%). Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%. Achieving 50% of the total points is necessary to award credits. Total student load: 2 credits = 60 hours (13 hours: participation in seminars, 47 hours: self-study and preparation for the exam, preparation of protocols).	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student can characterize the ontogenetic development of a person from the formation of gametes through pre-embryonic development to the end of post-embryonic development.</li> <li>- The student can characterize the individual organ systems of a person with an emphasis on the morphological and functional characteristics of these systems in specific age periods, focusing mainly on childhood and adolescence.</li> <li>- The student can summarize theoretical knowledge about basic life-saving actions, disorders of consciousness, breathing disorders, seizures, bleeding from wounds, shock, fractures, joint injuries, and burns.</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- The student can understand and grasp the physiological processes that take place in the human body.</li> <li>- The student can explain and use the anatomy, morphology, and physiology of the human body in his teaching practice.</li> <li>- The student can practically perform essential emergency support of life functions - opening the airways, rescue breathing, chest compressions (heart massage), stopping bleeding, stabilizing position, cardiopulmonary resuscitation (revival), including the use of automatic external defibrillation,</li> </ul>	

- The student can provide psychological support to the disabled.
- The student can explain the importance of health protection already in childhood and can approach individual problems related to biological development processes in the organism concerning the given age of the child.
- The student can practically use knowledge and skills in dealing with sudden life and serious health-threatening processes of traumatic and/or non-traumatic origin.

**Competencies:**

- The student gains an overview of the functioning of the human body and the diseases that can most often affect human health, thereby gaining a positive attitude towards protecting and maintaining their health.
- The student acquires a positive attitude toward providing first aid and preventing sudden threats to the life and health of school-age children and adults.

**Brief syllabus:**

Characteristics of cell structure, individual tissue types. Ontogenetic development.

Human skeleton, characteristics of bones, morphological and functional characteristics of the skeleton in childhood. First aid for joint injuries, broken limbs, skull, and spine.

Characteristics of the muscular system, morphological and functional characteristics of the muscular apparatus in childhood. First aid for injuries to tendons, muscles, and contusions.

Respiratory system, morphological and functional characteristics of the respiratory system in childhood. First aid for respiratory arrest, removal of a foreign body from the airways, artificial respiration.

Circulatory system, morphological and functional characteristics of the circulatory system in childhood.

First aid for cardiac arrest, blood clotting, stopping bleeding in different types of wounds, types of dressings, and wound dressing techniques.

Characteristics of sense organs. Morphological and functional characteristics of sensory organs in childhood.

First aid for burns caused by caustics and chemicals.

Structure of the nervous system, morphological and functional characteristics of the nervous system in childhood. Damage to the nervous system, epileptic seizure, convulsions, and first aid.

Characteristics of the endocrine system, hormones, morphological and functional characteristics of the endocrine system in childhood.

Characteristics of genital systems. Morphological and functional characteristics of the genital system in childhood. The most common sexually transmitted diseases.

Gastrointestinal system, morphological and functional characteristics of the gastrointestinal system in childhood. Poisoning, drug poisoning, alcohol poisoning, food poisoning.

Excretory system, morphological and functional characteristics of the excretory system in childhood. The most common diseases of the excretory system.

Types of shock states, distributive types of shock, anaphylactic shock, and allergies.

**Literature:**

ANDICS, L.: Elsősegély: Közúton, otthon, munkahelyen, közterületen – 1. vyd. – Budapest: Sophia Kiadó, 2004 – 86 s. – ISBN 963216279X.

BASS, D., MAURICE, K.: Elsősegélynyújtás csecsemőknek és gyermekeknek. – 1, vyd. – Békéscsaba: Booklands, 2000. – 160 s. – ISBN 97863 9613 62 1.

BODZSÁR, E., ZSÁKAI, A.: Humánbiológia: Gyakorlati kézikönyv. - 1. vyd.- Budapest: Elte Eötvös Kiadó, 2004 – 300 s. – ISBN 963 463 653 5.

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

McCracken, T. O.: Háromdimenziós anatómiai atlasz. Budapest : Scholar Kiadó, 2000. - 237 s. - ISBN 978-963-9193-99-4.  
 NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.  
 PORÁČOVÁ, J., NAGY, M., BERNÁTOVÁ, R., a kol. Fyziológia živočíchov a človeka - 1. vyd. - Prešov : Fakulta humanitných a prírodných vied PU v Prešove, 2014. - 591 s., [36,65 AH]. - ISBN 978-80-555-1150-4.  
 STOPPARDOVÁ, M.: Prvá pomoc malým deťom: Stručný sprievodca prvou pomocou. – 1. vyd. – Bratislava: Slovart s.r.o., 2005. – 63 s. – ISBN 80-8085-022-4.  
 SZENTÁGOTHAJ, J.: Funkcionális anatómia I.-III. Budapest : Medicina Könyvkiadó, 2006. - 710, 600, 800. - ISBN 963 242 565 0.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 299

A	B	C	D	E	FX
11.04	18.73	29.43	22.07	9.03	9.7

**Teacher:** Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., RNDr. Štefan Balla, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ DID/25	<b>Name:</b> General didactics and preparation for school observation
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites: 1. Preparation for the selected educational activity (lesson) 2. Observation sheets 3. Final exam - 100 points As a condition for admission to the examination, the student must submit a preparation for the selected learning activity (lesson) in the context of solving the assigned problem independently (or in pairs) and observation sheets to be completed in the student's logbook. Total student workload in terms of time allocation: 2 credits = 60 hours - attendance at lectures and seminars (26 hours), - preparation for class (10 hours), - preparation of observation sheets (10 hours), - preparation for the final examination (14 hours). Final assessment: maximum score of 100 points. A passing grade is required to achieve at least 50 points, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must achieve 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (50-59 points) of the total number of points.	
<b>Results of education:</b> Knowledge: The student knows - basic didactic concepts and the place of didactics in pedagogical science, - The main trends in epistemology, - The student will learn the basic principles of epistemology, the main ideas of epistemology, the main concepts of epistemology, the operations of thought and the limitations of rational thought, - the most important theories and models of learning, - age characteristics of children and age-specific features of their thinking, - the main theories of motivation, - the aims and outcomes of education and learning, - methods and means of planning the educational process,	

- educational strategies, including the main methods, forms of work and means.

The student has specific knowledge of :

- Modern techniques of project planning, imaging means, their purpose and applicability,
- Conscious planning for consistency of pedagogical content, objective and expected outcomes, contexts of sub- and final expected products,
- the content breakdown and methods of completing documents used during the hospitalization,
- the student knows the laws and principles of didactics of the age in question,
- the student knows the theoretical background, aspects, requirements and strategies for the implementation of educational work in schools,
- the student increases awareness of the role and importance of the state and institutional/school educational program,
- the student knows the aspects and requirements of planning, organization, implementation and evaluation, as well as the structure of thematic plans and preparations.

Skills:

The student is able to:

- Consciously summarize the sub- and final expected pedagogical products as part of their planning activities,
- integrate modern planning tools in the development of educational planning and preparation,
- apply the methodological toolkit,
- plan educational activities on the basis of the state educational programme,
- categorize the system of requirements based on the skill level of students based on their age and individual characteristics and can also, appropriately assign teaching objectives and strategies in accordance with the content of education,
- choose methods (methods and tools) of assessment and self-assessment, apply assessment questions depending on the age and individual characteristics of pupils,
- analyse the educational realities seen on the basis of given aspects and criteria (achievement of the objective, appropriateness of methods and strategies, etc.).

Competences:

Student:

- is able to imply his/her own theoretical-didactic knowledge into his/her own pedagogical practice,
- is able to present, explain and justify in detail those educational strategies which he/she has consciously chosen and applied in the process of pedagogical planning,
- is able to present the complex aspects and expectations of hospitality and pedagogical planning,
- feels responsible for adherence to ethical principles,
- is able to communicate and collaborate effectively,
- feels responsible for the correct analysis of a methodological and professional problem,
- identifies with the role of the teacher in accordance with professional expectations,

### **Brief syllabus:**

The concept and place of didactics in pedagogy.

Epistemological aspects of education.

Thought operations.

Education, teaching and learning: theories and models.

Planning the educational process.

The teacher and his strategies. Methods and teaching aids.

Basic didactic concepts and principles of education and training. Pedagogical documentation.

Curriculum documents, the structure of the current state educational program, its application in the development of the institutional educational program. Its position in the planning of educational activity.

Educational process and its stages. Organisational forms.  
Planning of educational work, levels of planning.  
Explanation, evaluation and summary of professional experience gained during the hospitalization.  
Reflective (analytical) and self-reflective (self-analytical) activities of the assistant, teacher.  
Methodological basis of evaluation and self-evaluation.  
Methodological preparation of students for the profession of teacher, assistant teacher. Practical aspects of the implementation of pedagogical work. Preparation for observation. Observation and analysis of pedagogical phenomena. Content analysis. Pedagogical diary. Portfolio.

### **Literature:**

Compulsory literature:

Az óvodai nevelés állami oktatási programja – magyar nyelvű fordítás. 2019. Markovics, T. (szerk). Komárom : Comenius Pedagógiai Intézet, khsz., 2019. 168 o. ISBN 978-80-969694-2-5.  
HORVÁTHOVÁ, K. Oktatásmenedzsment. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. 200 p. ISBN 978-80-8122-136-1.  
TÓTH, P. - HORVÁTH, K. Didaktika. Bevezetés az oktatás elméletébe. Komárno : Selye János Egyetem, 2021, 342 p. ISBN 978-80-8122-403-4.  
HORVÁTH, K.- NÉMETH, A.- STRÉDL, T. - SZABÓOVÁ, E. - TÓTH BAKOS, A. 2015. Szlovák-magyar pedagógiai terminológiaiaa kézikönyv. Slovensko-maďarská pedagogická terminologická príručka. 1. vyd. Komárno : Selye János Egyetem - UJS, 2015, 132 p. ISBN 978-80-8122-160-6.  
KOVÁCS, GY.- BAKOSI, É. 2004. Óvodapedagógia. Debrecen, 2004, 1. kötet 226 o. ISBN 963 430 924 0. [online]. Dostupné na internete: [https://dea.lib.unideb.hu/dea/bitstream/handle/2437/268618/FILE\\_UP\\_0\\_Ovodapedagogia.pdf?sequence=1&isAllowed=y](https://dea.lib.unideb.hu/dea/bitstream/handle/2437/268618/FILE_UP_0_Ovodapedagogia.pdf?sequence=1&isAllowed=y)  
KOVÁCSNÉ BAKOSI, É. 2013. A szabadidő pedagógiai kérdéseihez. [online]. Dostupné na internete: <http://socprof.partium.ro/Documents/Training%20material%201.pdf>  
Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. Bratislava: Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky a Štátny pedagogický ústav. 112 s. [online]. Dostupné na internete: [https://www.minedu.sk/data/files/6317\\_svp\\_materske\\_skoly\\_2016-17780\\_27322\\_1-10a0\\_6jul2016.pdf](https://www.minedu.sk/data/files/6317_svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf) Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách (statpedu.sk)  
Slovensko-maďarský glosár školskej terminológie. Szlovák- magyar közoktatási szószeret. 2020. Bratislava: Ministerstvo školstva, vedy, výskumu a športu SR. [online]. Dostupné na internete: [https://www.minedu.sk/data/files/9495\\_final\\_svk\\_mad.pdf](https://www.minedu.sk/data/files/9495_final_svk_mad.pdf)  
SZABÓOVÁ, E. 2018. Személyiségfejlesztő nevelő-oktató tevékenységek az óvodában. In: Orsovics, Y., Strédl, T., Szabóová, E., Vass, V. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : Selye János Egyetem, Tanárképző Kar, 2018. p. 59-105. ISBN 978-80-8122-282-5.  
Vyhláška č. 541/2021 Z. z. Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky o materskej škole. [online] Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2021/541/>  
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/>  
Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Aktuálne doplnené, novelizované znenie. [online]. Dostupné na internete: [https://www.minedu.sk/data/files/9495\\_final\\_svk\\_mad.pdf](https://www.minedu.sk/data/files/9495_final_svk_mad.pdf)

Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnanoch a o zmene a doplnení niektorých zákonov. [online]. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2019/138/>

Recommended literature:

ALBERT, S. 2005. Didaktika. 1. vyd. Dunajská Streda : Lilium Aurum, 2005. 290 s. ISBN 80-8062-252-3.

BORBÉLYOVÁ, D.- MÉSZÁROS, T.- NAGYOVÁ, CS. 2020. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. 1. vyd. Komárno: Univerzita J. Selyeho. 161 s. ISBN 978-80-8122335-8.

DEREVJANÍKOVÁ, A.- DZURILLA, M. 2014. Hudobná výchova v predprimárnej edukácii. Bratislava: MPC, 57 s. ISBN 978-80-8052-900-0. [online] Dostupné na internete: [https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/derevjanikova\\_dzurilla\\_0.pdf](https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/derevjanikova_dzurilla_0.pdf)

ČERNEK, P. 2014. Metodické poznámky k ŠVP pre materské školy pre vzdelávaciu oblasť Matematika a práca s informáciami. Bratislava: MPC, 34 s. ISBN 978 – 80 – 565 – 0032 – 3. [online] Dostupné na internete: [https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/cernek\\_0.pdf](https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/cernek_0.pdf)

HORVÁTHOVÁ, K – SZÖKÖL, I. 2013. Kontrola a hodnotenie žiackych výkonov. Komárno: Univerzita J. Selyeho, 119 s. ISBN 978-80-8122-083-8.

KOLLÁRIKOVÁ, Z., PUPALA, B. 2010. Predškolská a elementárna pedagogika. Praha: Portál, 445 s. ISBN 978-80-7367-828-9.

MASARYKOVÁ, D. 2014. Vzdelávacia oblasť Zdravie a pohyb. Bratislava: Metodicko-pedagogické centrum. Metodická príručka. 38 s. ISBN 978-80-8052-891-1. [online]. Dostupné na internete: [https://mpcedu.sk/sites/default/files/publikacie/zdravie\\_a\\_pohyb\\_metodicka\\_prirucka\\_zal-\\_na\\_webe.pdf](https://mpcedu.sk/sites/default/files/publikacie/zdravie_a_pohyb_metodicka_prirucka_zal-_na_webe.pdf)

Metodický list na osvojovanie štátneho – slovenského jazyka v materských školách s vyučovacím jazykom národnostných menšín. 2016. Bratislava: ŠPÚ. [online]. Dostupné na internete: [https://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/ppv\\_metodicky-list\\_odborne-pojmy.pdf](https://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/ppv_metodicky-list_odborne-pojmy.pdf)

MINÁRECHOVÁ, M.- ŽOLDOŠOVÁ, K. 2014. Človek a svet práce. Metodická príručka k vzdelávacej oblasti Štátneho vzdelávacieho programu pre materské školy. Bratislava : MPC. [online]. Dostupné na internete: [https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/minarechova\\_zoldosova\\_2.pdf](https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/minarechova_zoldosova_2.pdf)

MINÁRECHOVÁ, M.- ŽOLDOŠOVÁ, K. 2014. Človek a príroda. Metodická príručka k vzdelávacej oblasti Štátneho vzdelávacieho programu pre materské školy. Bratislava : MPC, 41 s.. [online]. Dostupné na internete: [https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/minarechova\\_zoldosova\\_1.pdf](https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/minarechova_zoldosova_1.pdf)

KAŠČÁK, O. - PUPALA, B. 2016. Evaulácia v materskej škole. Bratislava: ŠPÚ. 31 s. ISBN 978 – 80 – 8118 – 179-5.

PONDELÍKOVÁ, R. 2014. Umenie a kultúra- výtvarná výchova. Metodická príručka pre učiteľky materských škôl. Bratislava: MPC. 74 s. ISBN 978-80-8052-899-7. [online]. Dostupné na internete: <https://mpc-edu.sk/sites/default/files/projekty/vystup/pondelikova.pdf>

SZABÓOVÁ, E. 2016. Oktatási stratégiák az óvodapedagógusok képzésében a komáromi Selye János Egyetemen. In A Selye János Egyetem 2016-os Nemzetközi Konferenciájának tanulmánykötete : „Korszerű szemlélet a tudományban és az oktatásban“. Pedagógiai szekciók. Komárno : Univerzita J. Selyeho - Selye János Egyetem, 2016. p. 413-422. ISBN 978-80-8122-187-3.

PRIBÉK, L. 2020. Pedagógusszerepek vizsgálata, pedagógustevékenységek feltárása a Közép-dunántúli régió középfokú kollégiumaiban. Eszterházy Károly Katolikus Egyetem, Eger. Doktori

disszertáció, témavezető: Dr. Kotschy Andrásné. DOI: 10.15773/EKE.2020.001 Dostupné na internete: <http://disszertacio.uni-eszterhazy.hu/74/>

VASS, V. 2017. Kompetenciafejlesztés a 21. században (értékteremtés és megújulás). Komárom : Selye János Egyetem Tanárképző Kara, 2017. 89.p. ISBN 978-80-81-22-232-0. [online]

Dostupné na internete: 2018-03-07\_2018.01.23\_Vass\_Vilmos\_Nyomdakesz\_Belivek.pdf (uj.s.k)

ZÁPOTOČNÁ, Z.- PETROVÁ, Z. 2016. Jazyk a komunikácia. Metodická príručka k vzdelávacej oblasti Štátneho vzdelávacieho programu pre predprimárne vzdelávanie.

Bratislava: ŠPÚ. 27 s. ISBN 978 – 80 – 8118 – 175 – 7. [online]. Dostupné na internete: [https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/matrska-skola/zrevidovane\\_jazyk-komunikacia\\_na\\_zverejnenie.pdf](https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/matrska-skola/zrevidovane_jazyk-komunikacia_na_zverejnenie.pdf)

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 267

A	B	C	D	E	FX
13.86	11.61	11.99	16.48	30.34	15.73

**Teacher:** prof. Péter Tóth, PhD., Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Beáta Kiss, PhD., PaedDr. Alexandra Nagyová, PhD., Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ DOC-b/25	<b>Name:</b> Volunteering, helping activities
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio, i.e. based on the work produced during the volunteering activity (30 points). The conditions for completing the course are set and regulated by the Directive of the Dean of the Faculty of Education UJS: Principles of pedagogical practice at the Faculty of Education UJS student is obliged to follow the relevant part of this document, related to the pedagogical practice. Students shall prepare the following documents during their volunteer activity. He/she is obliged to submit an accurately and bilingually completed protocol on the completion of the volunteer activity and to create a portfolio based on a previously created and consulted structure. <b>Mandatory components of the portfolio:</b> - The portfolio must include a bilingually completed volunteering protocol. - The portfolio must include the structure of the volunteering organisation (observation of individual non-formal learning activities) (10 points) - The portfolio must include the activities of their work in the field carried out during the volunteering activity (10 points) - Documentation of the period (preparation for each activity) (10 points). Total student workload: 1 credit = 30 hours Participation in 13 hours of practicum (contact hours); 10 hours of preparation for, and participation in, volunteer activities; 7 hours of portfolio preparation.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student can monitor, analyse, volunteer activities.</li> <li>• The student will be able to document the activities observed in the volunteer organization,</li> <li>• The student will be able to plan, organize and conduct individual education and leisure activities in the organization.</li> <li>• The student is able to build positive interpersonal relationships with the organization's leadership and to establish positive relationships with people.</li> </ul> <b>Ability:</b> <ul style="list-style-type: none"> <li>• The student will be able to work with members of the volunteer organization.</li> <li>• The student will be able to participate actively in the activities of the organization.</li> </ul>	

- Through informal activities, the student will be able to manage, organize and create an event for a voluntary organization.

Competences:

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

**Brief syllabus:**

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

**Literature:**

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 16

a	n
93.75	6.25

**Teacher:** Mgr. Attila Bognár, PaedDr. Peter Židek, PhD., Mgr. Katalin Sýkora Hernády, PhD., PaedDr. Beáta Kiss, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ DTV/25	<b>Name:</b> Digital technologies in the educational process
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The prerequisite is active participation in the seminars and continuous compilation of a portfolio of specific digital/virtual/online tools that are implemented in the pedagogical or educational process. The categories of the portfolio evaluation are: submission on time, consideration of formal requirements (orderliness, logical interconnection, aesthetics) and content requirements (methodology of the developing assessment tool, didactic treatment of the implementation of the assessment tool in education). The table of assessment criteria will be available to students on moodle after logging in to the e-learning course. The final grade will be calculated as follows: $(0.1 \times \% \text{ of active participation in the exercises}) + (0.9 \times \% \text{ obtained from the portfolio assessment})$ Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours portfolio preparation. To achieve a grade of A, 90-100%; for a grade of B, 80-89%; for a grade of C, 70-79%; for a grade of D, 60-69%; and for a grade of E, 50-59% of the total number of points must be earned.	
<b>Results of education:</b> <b>Knowledge:</b> Possesses knowledge of the digital society with respect to the teaching profession and the performance of its activities. Knows the challenges of the digital world reflected in education. Knows how to relate the appropriate digital tool to each pedagogical objective. Knows the possibilities of online learning to support active student learning. Knows the strategies, methods and forms offered by digital technologies and virtual reality to develop students' subject and digital literacy, Has knowledge of the risks of the digital world. Knows the principles of netiquette and effective communication in the digital world. <b>Skills:</b> Possesses basic methodological competencies and skills in ICT. Independently applies adequate methods of working in the digital world.	

Is able to navigate in the digital world of information and use e-resources in the performance of professional activities.

Is able to navigate the range of possibilities for the use of digital technology to support - the developmental processes of individuals, their positive lifelong stimulation and the differences in the development of individuals resulting from health or social disadvantages.

Competences:

Characterized by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to issues of pedagogy and subject-specific areas of didactics,

can work effectively independently in the online world,

is competent to exercise the profession of a pedagogical employee, meets the requirements of the professional standard of a beginning pedagogical employee in terms of digital literacy.

Can reflect on and improve the effectiveness of his/her own teaching activities. Can identify with his/her own profession.

Identifies with the attitude of a teacher whose duty it is to support talented, but also to support weaker pupils and pupils with special educational needs in their cognitive development, including through digital technologies.

### **Brief syllabus:**

Cognitive process in the digital world. Appropriate tools for pedagogical purposes. Familiarity with selected applications.

Applications supporting the online cognitive process and its management through virtual classrooms.

Online tools to support cooperative learning. Augmented reality options.

Assessment supported with digital technology. Online application for instant feedback. Creation of online tests/quizzes.

Intervention and inclusion in digital pedagogy. Supporting pupils with special educational needs through digital technology

Data protection and online safety.

### **Literature:**

ABONYI-TÓTH, A., TURCSÁNYI\_SZABÓ, M. A mobiltechnológiával támogatott tanulás és tanítás módszerei. Educatio Társadalmi Szolgáltató Nonprofit Kft., 2015, (dostupné na internete: [https://www.educatio.hu/pub\\_bin/download/tamop311\\_II/eredmenyek/m\\_learning/mlearning\\_kotet.pdf](https://www.educatio.hu/pub_bin/download/tamop311_II/eredmenyek/m_learning/mlearning_kotet.pdf))

FARKAS, A. et al. Digitális pedagógiai módszertani ajánlások gyűjteménye. Budapest: Oktatási Hivatal. 2021. (dostupné na internete:

[https://www.oktatas.hu/pub\\_bin/dload/kozoktatas/tavoktatas/Modszertani\\_gyujtemeny\\_01\\_08\\_compressed.pdf](https://www.oktatas.hu/pub_bin/dload/kozoktatas/tavoktatas/Modszertani_gyujtemeny_01_08_compressed.pdf))

JÓZSA, K., et al. FOCUS teszt: új, számítógépalapú vizsgálati eszköz 3–8 éves

gyermek számára. Gyermeknevelés, 2019. (7)2–3, 111–124. (dostupné na internete:

[https://www.researchgate.net/publication/338986310\\_FOCUS\\_teszt\\_uj\\_szamitogep-alapu\\_vizsgalati\\_eszkoz\\_3-8\\_eves\\_gyermekek\\_szamara](https://www.researchgate.net/publication/338986310_FOCUS_teszt_uj_szamitogep-alapu_vizsgalati_eszkoz_3-8_eves_gyermekek_szamara))

KALÁŠ, Ivan et al. Premeny školy v digitálnom veku. Bratislava: SPN – Mladé letá,s.r.o.,2013.

ISBN 978-80-10-02409-4. Košice: pre UIPŠ vydal elfa, s.r.o., 2010. ISBN 978-80-8086-143-8.

LÉVAI, D., PAPP-DANKA, A. Interaktív oktatásinformatika. Eger: Eszterházy Károly Főiskola, ISBN 978-615-5297-74-8, (dostupné na internete: [http://www.eltereader.hu/media/2016/02/Interaktiv\\_Oktatasinformatika\\_READER.pdf](http://www.eltereader.hu/media/2016/02/Interaktiv_Oktatasinformatika_READER.pdf))

TÓTH-MÓZER, SZ. – MISLEY, H. Digitális eszközök integrálása az oktatásba Jó gyakorlatokkal, tantárgyi példákkal, modern eszközzel. Budapest: Eötvös Loránd

Tudományegyetem. 2019. ISBN 978-963-489-129-1. (dostupné na internete: [http://mindenkiiskolaja.elte.hu/wp-content/uploads/2019/09/Digit%C3%A1lis-eszk%C3%B6z%C3%B6k-integr%C3%A1l%C3%A1sa-az-oktat%C3%A1sba\\_INTERA.pdf](http://mindenkiiskolaja.elte.hu/wp-content/uploads/2019/09/Digit%C3%A1lis-eszk%C3%B6z%C3%B6k-integr%C3%A1l%C3%A1sa-az-oktat%C3%A1sba_INTERA.pdf))  
SZARKA, K. Inovácie v pregraduálnej príprave učiteľov s využitím webových aplikácií. 1. vyd. Komárom: KOMPRESS Nyomdaipari Kft., 2018. 154 s. [11,21AH]. ISBN 978-615-00-2597-1.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 117

A	B	C	D	E	FX
56.41	25.64	10.26	4.27	3.42	0.0

**Teacher:** prof. Krisztián Józsa, DSc., Mgr. Katarína Szarka, PhD., PaedDr. Beáta Kiss, PhD., Dr. habil. Erika Kopp, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ IPG/25	<b>Name:</b> Inclusive pedagogy
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for successful completion of the course is active participation in lectures and seminars, as well as successful completion of written examinations. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for exam. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 1 credit = 30 hours (13 hours: attendance at lectures, 17 hours: self-study and exam preparation).	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Masters the basic competences for approaching a student with special educational needs from a theoretical and practical point of view.</li> <li>• Knows and understands basic concepts such as segregation, integration, inclusion.</li> <li>• Can define the terms special pedagogy, therapeutic pedagogy.</li> <li>• Acquires professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education.</li> <li>• Can transform theory into practice, knows progressive trends in the field of special pedagogy.</li> <li>• Knows the types and types of SEN, disabilities and other disorders of the relevant age period.</li> <li>• Orients himself correctly according to the Methodological Instructions of the Ministry of Education of the Slovak Republic for the inclusion of pupils with SEN, controls the individual educational plan and program.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Can recognize the symptoms of individual cases of SEN, disorders and disabilities.</li> <li>• Orients itself in the possible reasons for the occurrence of individual cases of SEN, disorders and disabilities.</li> <li>• Can compile pedagogical-psychological and subject criteria according to the physical and mental age of children and pupils.</li> <li>• Can navigate the methods of the given issue, apply observation schemes, screening.</li> <li>• Can differentiate children and pupils with SEN, proceed according to the individual educational plan.</li> </ul>	

- Can research and formulate the theoretical and practical starting points needed to solve the encountered problems.
- Can cooperate and consult with other experts, work in a team.

Competences:

- Responds to problems flexibly and well-founded, acts democratically, acts tolerantly.
- Applies principles of inclusive thinking, optimal working climate, cooperative methodology.
- Implements targeted development of self-knowledge, participates in further education.
- Independently plans activities that expand knowledge about social services, can create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior towards students.

### **Brief syllabus:**

Subject, mission and goals of therapeutic and special pedagogy, education of the disabled. Basic terms: segregation, integration, inclusion, norm, normality, abnormality, reversibility, irreversibility.

School problems: difficulties, disorders, falling behind.

Types and types of SEN - indicators for the inclusion (integration) of children and pupils.

Sensory, physical and mental disabilities, communication skills disorders, learning disorders, giftedness, psychosocial disorders, other types and types of disorders and difficulties.

Options and principles of integration.

Educating pupils from socially disadvantaged backgrounds. Pupils from marginalised Roma communities.

Individual educational plan and program - development and implementation.

Cooperation with the inclusive team and counseling centers, school psychologist and school special educator.

Overview of stimulation programs and their application possibilities in the educational process, development and development - educational options, therapy, corrections, re-education as options for optimizing the educational process of pupils with specific developmental learning disabilities.

### **Literature:**

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

BORDÁS, S., FORRÓ, Zs., NÉMETH, M. STRÉDL, T. 2005. Pszichológiai jegyzetek. 1. kiadás. Komárno: UJS. ISBN 8096925156

KASTELOVÁ, A. – NÉMETH, O. 2014. Základy špeciálnopedagogickej diagnostiky a základy špeciálnopedagogického poradenstva. Bratislava : IRIS, 2013. 210 s. ISBN 9788089726011.

MÉREI, F. – V. BINET, Á. 2017. Gyermeklélektan. Budapest: LIBRI. 2017. 404 o. ISBN 9789633107997

N. KOLLÁR, K. 2004. Pszichológia pedagógusoknak. Budapest : Osiris Kiadó, 2004. 637 s. ISBN 963389672X

STRÉDL, T. 2013. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. Komárno : UJS. ISBN

STRÉDL, T. 2017. Terápiák és nevelés : A terápia szocializációs hatása a nevelésben. 1. vyd. Komárno : Univerzita J. Selyeho, 2017. 102 s. ISBN 9788081222276

STRÉDL, T. 2015. Befogadás és/vagy elfogadás : Zborník medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2015 : "Inovácia a kreativita vo vzdelávaní a vede" - Sekcie pedagogických vied. - Komárno : Univerzita J. Selyeho, 2015. - ISBN 978-80-8122-144-6, CD-ROM, p. 214-229.

STRÉDL, T. 2009. Differenciálás az oktatásban : Katedra : Szlovákiai magyar pedagógusok és szülők lapja. - ISSN 1335-6445, roč. 17., č. 4 (2009), s. 10-11.

STRÉDL, T. 2014. Esélyegyenlőség - és egyenőtlenség az oktatásban : A köznevelés kulturális, szociális és biológiai tényezői = Kultúrne, sociálne a biologické faktory edukácie - vedecký zborník Katedry pedagogiky a Katedry biológie PF UJS v Komárne : A SJE TKK Neveléstudományi Tanszékének és Biológia Tanszékének tudományos tanulmánykötete. - Komárno : Univerzita J. Selyeho, 2014. - ISBN 978-80-8122-114-9, CD-ROM, p. 84-89.

STRÉDL, T. 2013. Inkluzív pedagógia : avagy a gyógypedagógiáról másképp : Komárno : Univerzita J. Selyeho, 2013. - 148 s.[8 AH]. - (Monographiae Comaromienses 14.). - ISBN 978-80-8122-089-0.

TÓTH-BAKOS, A. 2014. Az egészségünkben akadályozottak és a zeneterápia : A köznevelés kulturális, szociális és biológiai tényezői = Kultúrne, sociálne a biologické faktory edukácie - vedecký zborník Katedry pedagogiky a Katedry biológie PF UJS v Komárne : A SJE TKK Neveléstudományi Tanszékének és Biológia Tanszékének tudományos tanulmánykötete. - Komárno : Univerzita J. Selyeho, 2014. - ISBN 978-80-8122-114-9, CD-ROM, p. 54-59.

VAJDA, ZS. 1990. A gyermek pszichológiai fejlődése. (Psychický vývin dieťaťa). Budapest : 2006 (3. prepracované vydanie)

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

VÁŠEK, Š. 1995. Špeciálnopedagogická diagnostika. Bratislava : SPN. ISBN 8008020563

ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha : Portál, 2011. ISBN 978802620044.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 119

A	B	C	D	E	FX
77.31	9.24	12.61	0.0	0.84	0.0

**Teacher:** PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., Dr. habil. Aranka Híves-Varga, PhD., Dr. habil. Erika Kopp, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ IZS/25	<b>Name:</b> Integrated student at school
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for successful completion of the course is active participation in lectures and seminars, as well as successful completion of written examinations. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for exam. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 1 credit = 30 hours (13 hours: attendance at lectures, 17 hours: self-study and exam preparation).	
<b>Results of education:</b> Upon completion of the course, the student will <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Master the basic competences for approaching a student with special educational needs from a theoretical and practical point of view.</li> <li>• Controls the basic terminology of the given issue, knows various theoretical directions and practical outcomes in practice.</li> <li>• Controls and understands basic concepts such as segregation, integration, inclusion.</li> <li>• Can define the terms special pedagogy, therapeutic pedagogy.</li> <li>• Acquires professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education.</li> <li>• Can transform theory into practice, knows progressive trends in the field of special pedagogy.</li> <li>• Controls the types and types of SEN, disabilities and other disorders of the relevant developmental age period.</li> <li>• Orients himself correctly according to the Methodological Instructions of the Ministry of Education of the Slovak Republic for the inclusion of pupils with SEN, controls the individual educational plan and program.</li> <li>• Become familiar with methodological approaches, structure and aspects of job descriptions.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Can recognize the symptoms of individual cases of SEN, disorders and disabilities.</li> <li>• Orients itself in the possible reasons for the occurrence of individual cases of SEN, disorders and disabilities.</li> </ul>	

- He can independently evaluate the personality assumptions of the child and student in the educational process.
- Can compile pedagogical-psychological and subject criteria according to the physical and mental age of the students.
- Can navigate the methods of the given issue, apply observation schemes, screening.
- Can differentiate children and students with SEN, proceed according to the individual educational plan.
- He is able to perform screening and orient himself in pedagogical-psychological diagnostics.
- Can research and formulate the theoretical and practical starting points needed to solve the encountered problems.
- Can cooperate and consult with other experts, work in a team.

**Competences:**

- Responds to problems flexibly and well-founded, acts democratically, acts tolerantly.
- Applies principles of inclusive thinking, optimal working climate, cooperative methodology.
- Implements targeted development of self-knowledge, participates in further education.
- Independently plans activities that expand knowledge about social services, can create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior towards students.

**Brief syllabus:**

Subject and goals of therapeutic and special pedagogy.

Basic terms: segregation, integration, inclusion, standard, normality, abnormality.

Characteristics of children's school developmental period.

School problems: difficulties, disorders, lagging.

Indications for special educational needs of students.

Compilation of observation schemes for individual target groups (screening).

Development and development - educational opportunities.

Indicators for inclusion (integration) of children and students.

Education of pupils from socially disadvantaged backgrounds. Pupils from marginalised Roma communities.

Options and principles of integration.

Individual educational plan and program - development and implementation.

Cooperation with the inclusive team and counseling centers.

School psychologist and school special educator.

Overview of incentive programs and their application possibilities in the educational process.

**Literature:**

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

BORDÁS, S., FORRÓ, Zs., NÉMETH, M. STRÉDL, T. 2005. Pszichológiai jegyzetek. 1. vydanie 2005. Komárno: UJS. ISBN 8096925156

KASTELOVÁ, A. – NÉMETH, O. 2014. Základy špeciálnopedagogickej diagnostiky a základy špeciálnopedagogického poradenstva. Bratislava : IRIS, 2013. 210 s. ISBN 9788089726011.

MÉREI, F. – V. BINET, Á. 2017. Gyermeklélektan. Budapest: LIBRI. 2017. 404 o. ISBN 9789633107997

N. KOLLÁR, K. 2004. Pszichológia pedagógusoknak. Budapest : Osiris Kiadó, 2004. 637 s. ISBN 963389672X

STRÉDL, T. 2013. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. Komárno : UJS. ISBN

STRÉDL, T. 2017. Terápiák és nevelés : A terápia szocializációs hatása a nevelésben. 1. vyd. Komárno : Univerzita J. Selyeho, 2017. 102 s. ISBN 9788081222276

<p>VAJDA, ZS. 1990. A gyermek pszichológiai fejlődése. (Psychický vývin dieťaťa). Budapest : 2006 (3. prepracované vydanie)</p> <p>VAJDA, ZS., KÓSA, É. 2005. Neveléslélektan. (Psychológia výchovy). Budapest : Osiris Kiadó . 2005.</p> <p>VAŠEK, Š. 1995. Špeciálnopedagogická diagnostika. Bratislava : SPN. ISBN 8008020563</p> <p>ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha : Portál, 2011. ISBN 978802620044.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 6</p>					
A	B	C	D	E	FX
66.67	16.67	16.67	0.0	0.0	0.0
<p><b>Teacher:</b> PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., Dr. habil. Aranka Híves-Varga, PhD., Dr. habil. Erika Kopp, PhD.,</p>					
<p><b>Date of last update:</b> 28.03.2025</p>					
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ KONAJ/25	<b>Name:</b> Conversation in the English language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student presents an interactive lecture on a selected topic from one of the listed items. A maximum of 25 points may be earned for the lecture, with a minimum of 13 points required to meet the requirements. The following criteria are assessed: # Expertise (10 points) # Interactivity (5 points) # Audience involvement (5 points) # Formal requirements (5 points) During the probationary period, the student will take a written examination to demonstrate his/her knowledge, skills and competencies in the subject matter. The maximum number of points that can be obtained in the written examination is 75. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours preparation for the interactive lecture. Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> # The student will be introduced to basic communication topics in English and will have a basic understanding of a variety of areas. # By completing this course, the student will gain an overview of the grammatical structure of the English language and acquire basic vocabulary in English. <b>Skills:</b> # The student will be able to use basic English conversational phrases practically. # The student will be able to express vocabulary used in everyday life and integrate this basic knowledge into his/her teaching practice. # The student will be able to produce independent sentences within each topic area. <b>Competencies:</b> # The student will develop a positive attitude towards Indo-European languages and minority issues and will share this attitude in his/her teaching, emphasizing tolerance.	

# The student will be able to form his/her own opinion and express his/her attitude towards Indo-European languages and the relationship between Hungarian and English, and will be able to critically examine and constructively defend it.

**Brief syllabus:**

1. a) Grammar: verb forms, possessive pronouns  
b) Conversational topics: greetings, basic forms of introductions, introducing yourself
2. a) Grammar: singular and plural nouns  
b) Conversational topics: colours, months, days of the week, my favorite things
3. a) Grammar: present simple tense  
b) Conversational topics: everyday activities, description of the chosen day
4. a) Grammar: place names and tenses (under, next to, in, on. ..)  
b) Conversation topics: weather, seasons, Introducing the selected season
5. a) Grammar: Modal verb expressing ability (Can)  
b) Conversation topic: house, example of the selected house
6. a) Grammar: Present continuous tense  
b) Conversation topics: leisure time, describing leisure time
7. a) Grammar: Countable and uncountable nouns  
b) Conversation topic: Food and drinks
- 8 a) Grammar: Past Simple Tense (Past Simple)  
b) Conversation Topics: Travel, describing my last vacation
- 9 a) Grammar: Regular and Irregular Verbs  
b) Conversation Topic: Culture, Screening a Movie
- 10 a) Grammar: Intensification of Adjectives  
b) Conversation Topics: work, introducing a selected job
- 11 a) Grammar: Future Simple - will  
b) Conversation Topic: Shopping, describing future plans
- 12 a) Grammar: Future Simple - going to  
b) Conversation Topic: Summer and going on a trip, describing a favorite summer memory
13. Test, Summary

**Literature:**

- Lambert, J.: "New English File Elementary 4th edition" : Oxford University Press 2019. ISBN: 978-0194031592
- Morton, J.: "English Grammar for Students of French" - Olivia and Hill Press, 2003. ISBN: 978-0934034347
- Murphy, R.: "English Grammar in Use" - Cambridge University Press, 2019. ISBN: 978-0521189392
- Murphy, R.: "Grammar in Use: A Self-study Reference and Practice Book for Elementary Students of English" - Cambridge University Press, 2012. ISBN: 978-0521189064
- Swan, M. and Walter, C.: "Oxford English Grammar Course: Basic" Oxford University Press 2011. ISBN: 978-0194420823
- Woods, G.: "English Grammar Workbook For Dummies" . For Dummies, 2011. ISBN: 978-1119376598

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

hungarian, english

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 13

A	B	C	D	E	FX
46.15	15.38	23.08	0.0	0.0	15.38
<b>Teacher:</b> PD Dr. phil. habil. Attila Mészáros,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ KONAJ2/25	<b>Name:</b> Conversation in the English language 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4., 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student presents an interactive lecture on a selected topic from one of the listed items. A maximum of 25 points may be earned for the lecture, with a minimum of 13 points required to meet the requirements. The following criteria are assessed: # Expertise (10 points) # Interactivity (5 points) # Audience involvement (5 points) # Formal requirements (5 points) During the probationary period, the student will take a written examination to demonstrate his/her knowledge, skills and competencies in the subject matter. The maximum number of points that can be obtained in the written examination is 75. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours preparation for the interactive lecture. Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> # The student will be introduced to basic communication topics in English and will have a basic understanding of a variety of areas. # By completing this course, the student will gain an overview of the grammatical structure of the English language and acquire basic vocabulary in English. <b>Skills:</b> # The student will be able to use basic English conversational phrases practically. # The student will be able to express vocabulary used in everyday life and integrate this basic knowledge into his/her teaching practice. # The student will be able to produce independent sentences within each topic area. <b>Competencies:</b> # The student will develop a positive attitude towards Indo-European languages and minority issues and will share this attitude in his/her teaching, emphasizing tolerance.	

# The student will be able to form his/her own opinion and express his/her attitude towards Indo-European languages and the relationship between Hungarian and English, and will be able to critically examine and constructively defend it.

**Brief syllabus:**

1. a) Grammar: Simple Past Tenses, Regular and Irregular Verbs  
b) Conversation Topics: Travel, my best vacation
2. a) Grammar: Simple Past Tenses, Past Simple: Regular and Irregular Verbs  
b) Conversation Topics: Jobs, my dream job
3. a) Grammar: Future Simple: will and going to  
b) Conversation Topics: Clothes, my future plans
4. a) Grammar: Present Perfect Tense (Present Perfect)  
b) Conversation Topics: Shopping, introducing my favorite business establishment
5. a) Grammar: Present Perfect Tense (Present Perfect)  
b) Conversation Topics: National Holidays , Introducing my favorite national holiday
6. a) Grammar: First Conditional  
b) Conversation topics: Body parts, description of my school
7. a) Grammar: Second Conditional  
b) Conversation topics: Food and drinks, If I won the lottery I...
8. a) Grammar: Adjective comparison  
b) Conversation topics: Emotions and feelings, description and characteristics of a person
9. a) Grammar: Prepositions of time and place  
b) Conversation topics: Directions, introducing my favourite book
10. a) Grammar: Repeating for the exam  
b) Conversation topics: Introducing my community
11. Student presentations
12. Student presentations
13. Test, summary

**Literature:**

Lambert, Jerry. New English File Pre-Intermediate 4th edition, Oxford University Press, 2019. ISBN 9780194031592  
 Murphy, Raymond: "English Grammar in Use" - Cambridge University Press, 2019. ISBN: 978-0521189392  
 Murphy, Raymond: "Grammar in Use: A Self-study Reference and Practice Book for Elementary Students of English" - Cambridge University Press, 2012. ISBN: 978-0521189064  
 Swan, Michael and Walter, Catherine: "Oxford English Grammar Course: Basic" Oxford University Press 2011. ISBN: 978-0194420823  
 Woods, Geraldine: "English Grammar Workbook For Dummies" . For Dummies, 2011. ISBN: 978-1119376598

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

hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 29

A	B	C	D	E	FX
34.48	24.14	13.79	10.34	6.9	10.34

**Teacher:** PD Dr. phil. habil. Attila Mészáros,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ KONNJ/25	<b>Name:</b> Conversation in the German language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Ongoing assessment: 2x vocabulary and grammar tests (2x 20 points - 40% of the assessment) Final assessment: 1x final test on vocabulary and grammar (60 points - 60% of the assessment). Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% cannot be awarded credit.	
<b>Results of education:</b> <b>Knowledge:</b> Upon successful completion of the course, students will have the lexical and grammatical language resources at level A1.1 of the European Framework of Reference for Languages. <b>Abilities:</b> Students understand basic information in a foreign language that is clearly and simply expressed. Students understand simple questions in NJ on topics related to their person, background or to everyday situations (shopping, travel, accommodation, etc.). <b>Competencies:</b> Students are able to answer simple questions with acquired linguistic resources. Students are able to fill in a registration form when checking in, are able to give basic information about themselves and are able to carry out a simple conversation in a foreign language.	
<b>Brief syllabus:</b>	
<b>Literature:</b> SCHMOHL, Sabrina. Akademie Deutsch A1+ Deutsch als Fremdsprache ; Intensivlehrwerk mit Audios online Bd. 1. München: Hueber, 2020. ISBN 978-3-19-101650-0. SCHMOHL, Sabrina. Akademie Deutsch A1+ Deutsch als Fremdsprache ; Zusatzmaterial mit Audios online Bd. 1. München: Hueber, 2020. ISBN 978-3-19-111650-7. Német-magyar/magyar-német szótár a hallgató választása szerint Autentikus szövegek és további tananyagok állnak rendelkezésre a kiválasztott témákról az egyetemi e-learning rendszerben.	
<b>Language, knowledge of which is necessary to complete a course:</b>	

hungarian, german					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 45					
A	B	C	D	E	FX
66.67	13.33	13.33	4.44	2.22	0.0
<b>Teacher:</b> PD Dr. phil. habil. Attila Mészáros,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ KONNJ2/25	<b>Name:</b> Conversation in the German language 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4., 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Ongoing assessment: 2x vocabulary and grammar tests (2x 20 points - 40% of the assessment) Final assessment: 1x final test on vocabulary and grammar (60 points - 60% of the assessment) Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% cannot be awarded credit.	
<b>Results of education:</b> Knowledge: upon successful completion of the course, students will have vocabulary and grammatical competence at level A2 of the European Framework of Reference for Languages. Abilities: students will be able to understand frequently used expressions and basic information in a foreign language. Students will understand simple questions in German about their personality, background or everyday situations (shopping, work, travel, accommodation, etc.). Competences: Students will be able to answer simple questions using the acquired language. Students can exchange simple information in common situations. They can express their education, their immediate surroundings and their needs in simple words.	
<b>Brief syllabus:</b> <ul style="list-style-type: none"> <li>- Introducing yourself, simple conversations with your partner</li> <li>- Activities</li> <li>- Family</li> <li>- Hobbies and free time</li> <li>- Traveling</li> <li>- Friends, friendship</li> <li>- Dressing up, shopping</li> <li>- Human characteristics (external, internal), description of the person</li> <li>- The weather</li> <li>- Hello, at the doctor's</li> </ul>	
<b>Literature:</b> SCHMOHL, Sabrina. Akademie Deutsch A1+ Deutsch als Fremdsprache ; Intensivlehrwerk mit Audios online Bd. 1. München: Hueber, 2020. ISBN 978-3-19-101650-0.	

SCHMOHL, Sabrina. Akademie Deutsch A1+ Deutsch als Fremdsprache ; Zusatzmaterial mit Audios online Bd. 1. München: Hueber, 2020. ISBN 978-3-19-111650-7.  
Német-magyar/magyar-német szótár a hallgató választása szerint  
Autentikus szövegek és további tananyagok állnak rendelkezésre a kiválasztott témákról az egyetemi e-learning rendszerben.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 35

A	B	C	D	E	FX
25.71	34.29	25.71	5.71	5.71	2.86

**Teacher:** PD Dr. phil. habil. Attila Mészáros,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ KONSJ/25	<b>Name:</b> Conversation in the Slovak language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Course evaluation will be based on the successful presentation of communication topics and a final written paper. 1. Student activity in seminars 50%. When communicating/conversing about an assigned topic, the student will demonstrate readiness and ability to express himself/herself relevantly on the topic, while adhering to the linguistic and stylistic norms of cultured language expression. Pre-assigned topics for such conversations will be based on lectures, interviews, video recordings, information gathered from books, articles, pedagogical documents / pedagogical texts. The evaluation will take into account accuracy, fluency of verbal and written expression, knowledge of the topics, as well as the ability to take their own stance on them or to give their own solutions. 2. Written final work 50% (demonstration of the ability to express oneself in writing in the Slovak language). The student will demonstrate the ability to write a coherent text in the Slovak language in the range of 750 - 1 500 words on a variety of issues that are the subject of the topics discussed, assessing accuracy of content, conciseness, knowledge of the topic, grammatical correctness, vocabulary and added value - the formulation of a conclusion). This activity will only be considered passed if the student achieves at least 25%. Another condition for passing is active participation in the seminars. The student must not exceed an absence rate of 20 % (see the currently valid Study Regulations of J. Selye University). Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> The primary aim of the course is to strengthen the students' communicative skills in the Slovak language and at the same time to point out the possibilities of using the expressive means of the Slovak language in communicative acts related to various spheres of society; the emphasis will	

be placed primarily on topics in the field of pedagogy, which should help students to broaden their knowledge of this scientific field and thus strengthen the communicative competences that the teaching profession requires in the 21st century. The main objectives of the course are: - to develop new habits and skills in listening to and reacting to linguistic speech, - to develop the ability to express oneself verbally and in writing in the Slovak language, - to improve communication skills in critical thinking and speaking, - to become a more effective communicator in different contexts and situations. The course develops all basic language competences (reading, speaking, writing and listening), mainly focused on the acquisition of communication skills and abilities.

Knowledge:

- the student will consolidate his/her knowledge in the field of stylistics and grammar of the Slovak language,
- gain knowledge of the topics discussed.

Skills:

- the student will be able to communicate effectively, functionally and cultivated in the school environment in the Slovak language,
- the student will be able to confidently complete the job application process,
- the student will be able to formulate a written application for employment including a cover letter and the necessary documentation (affidavit, etc.), create a professional CV using Europass,
- students will be able to communicate more effectively both verbally and non-verbally,
- students will be able to manage their studies more effectively,
- students will be able to establish better relationships with the people around them,
- students can learn the art of improving self-esteem, self-reflection, self-assessment,
- students will be able to learn to read body language and facial expressions.
- students will develop a positive attitude towards Slovak culture and language.
- students will be able to develop focused self-knowledge in the field of Slovak as a foreign language and in the field of pedagogy,
- students will be able to independently plan activities to enhance their communication and pedagogical skills,
- students will be able to strengthen the language skills necessary for the work of a teacher in a school environment.

Competences:

- the student develops and strengthens a positive relationship to the Slovak language and Slovak culture,
- the student strengthens his/her communicative competences in the Slovak language,
- the student strengthens other pedagogical competences.

#### **Brief syllabus:**

The selection of the topics of the seminars will be based both on the communication frequency and their topicality within the time and geographical space of contemporary Slovakia in the European context, with a special emphasis on strengthening communication competences in the field of pedagogy. The acquisition and consolidation of communicative skills and linguistic abilities will be thus focused on listening to language speeches with comprehension, producing oral and written speeches, developing and consolidating lexical vocabulary, practising grammar and conversing on various topics of social and especially school life.

#### **Literature:**

Barková, V., Buznová, V., Dratva, T. 1999. Slovenčina pre cudzincov (cvičebnica). Bratislava : SPN, 1999.

Bortlíková, A., Maierová, E., Navrátilová, J. 2008. Hovoríme spolu po slovensky! B Slovenčina ako cudzí jazyk (2 učebnice, gramatika, 2 cvičebnice, 2 CD). Bratislava : UK 2008.

Dekan, J. 1995. Pedagogická komunikácia v teórii a v praxi. Nitra: VŠPg, 1995.

Dolník, J. 2009. Všeobecná jazykoveda. B.: Veda 2009. Najmä kap. Pragmatika.

Ferencová, J., Zahatňanská, M., Šuťáková, V. 2017. Sociálna a didaktická komunikácia. 2017.

Findra, J. 2013. Jazyková komunikácia a kultúra vyjadrovania. Martin: Vydavateľstvo Osveta 2013. 240 s.

Haláková, Z. 2012. Pedagogická komunikácia pre študentov učiteľstva. Bratislava: UK 2012.

Kamenárová, R. a kol. 2017. E-slovak, Information, (Comenius University, Studia Academica Slovaca – The Center for Slovak as a Foreign Language, 2017), Dostupné na: <https://www.e-slovak.sk/mod/page/view.php?id=919>.

Kamenárová a kol. 2012, 2014, 2015, 2017, 2022: Krížom-krážom. Bratislava: Univerzita Komenského. Všetky diely (pre úrovne od A1 do C2).

Nelešovská, A. 2005. Pedagogická komunikace v teorii a praxi. Praha: Grada 2005.

Sedláková a kol. 2013. Slovenčina pre cudzincov. Košice. 2013. <https://www.upjs.sk/public/media/5596/Sedlakova-Slovencina-pre-cudzincov.pdf>

Slovake.eu, Slovenčina online – ľahko a rýchlo, (2017), Dostupné na: <https://slovake.eu/sk/about>

Sýkora Hernády, K. 2022. Self-Efficacy učiteľov v neustálenom edukačnom prostredí. Schola nova, quo vadis? (s. 105-109) Praha: Extrasystem Praha. ISBN 978-80-87570-59-3.

Vrábľová, J. a kol. 2016. First Aid in Slovak – Prvá pomoc po slovensky, (Univerzita Komenského. Studia Academica Slovaca – centrum pre slovenčinu ako cudzí jazyk, 2016).

Vaňko, J. 1999. Komunikácia a jazyk. Nitra : FF UKF 1999.

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

slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 7

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

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ MKO/25	<b>Name:</b> Minority competencies
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for passing the course: active participation of the student in lectures, - participation of the student in the assignments and participation in the analysis and discussions during lectures, - an essay in which the student analyses relevant professional, scientific literature or an article (100 points), or a project proposal for an educational activity with the aim of developing the student's intercultural and minority competences (100 points). Criteria for essay evaluation: - Presentation of a literature review (20 points), - analysis and evaluation (40 points), - drawing conclusions and formulating suggestions (20 points), - elaboration (20 points). Criteria for evaluation of the educational activity project proposal: - Content (40 points), - originality (20 points), - formality (20 points), - presentation of the literature review (20 points). Total student load: 2 credits = 60 hours - 13 hours lecture attendance; 20 hours self-study; 27 hours preparation of term papers. The condition for successful completion of the course in both training modules is obtaining at least 50% of the maximum course grade. Overall course pass mark: - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70-79% (70-79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points)	
<b>Results of education:</b> Knowledge:	

- The student can explain and justify the transformations of the terms intercultural, multicultural, and transcultural education.
- The student will be familiar with the concepts of identity, majority and minority identity, educator identity, and minority educator identity.
- The student will be able to analyze current concepts of minority educational policy in Slovakia.

**Skills:**

- The student will be able to independently search, compare and work with relevant literature sources.

**Competencies:**

- The student will be able to design a project of an educational activity in order to develop intercultural and minority competences of the pupil.
- The student will be able to design various didactic games that aim at developing intercultural and minority competences of the pupil.

**Brief syllabus:**

Theoretical approaches to identity from a minority identity perspective.

General theoretical foundations of the concept of identity

Theories of identity research.

State and nation - national, ethnic, majority and minority identity.

Forms of ethnic and national minority education; contemporary analysis of the situation in Slovakia.

Curricular aspects of minority identity.

**Literature:**

HORVÁTHOVÁ, Kinga, Péter TÓTH, András NÉMETH. 2019. Kisebbségi helyzet, identitás és műveltség [elektronický zdroj]: A szlovákiai magyar pedagógusok társadalmi önmegvalósítása. 1. vyd. Komárno: Univerzita J. Selyeho, 2019. 117 s. [CD-ROM]. ISBN 978-80-8122-309-9.

HUSZÁR, Zsuzsanna, Melinda NAGY, Péter TÓTH, Béla István PUKÁNSZKY a András NÉMETH. 2021. Szlovákiai magyar pedagógusok szakmaképe, kisebbségi és pedagógusi identitásának vizsgálata. In: Engler Ágnes, Bocsi Veronika, Andl Helga (eds.). Új kutatások a neveléstudományokban 2020: Család a nevelés és az oktatás fókuszában. Debrecen: Magyar Tudományos Akadémia Pedagógiai Bizottság, 2021, P. 178-197.

LISZKA, J. 2009. Interetnikus és interkulturális kapcsolatok Dél-Szlovákiában. Komárno : Selye János Egyetem. ISBN 978-80-89234-87-5

LÁZÁR, I., 39 interkulturális játék : Ötlettár tanároknak az interkulturális kompetencia és a csoportdinamika fejlesztéséhez. Budapest : Eötvös Loránd Tudományegyetem. (Bölcsészet- és Művészetpedagógiai Tananyagok, ISSN 2416-1780 ; 9.) ISBN 978-963-284-657-6

NAGY, M., STRÉDL, T., SZARKA, L. 2018. Többség, kisebbség és a tolerancia II. : Kapcsolatok és identitások a számok tükrében. Komárno : Univerzita J. Selyeho. ISBN 978-80-8122-280-1

RÓKA, J., HOCHÉL, S. 2009. Interkulturális és nemzetközi kommunikáció a globalizálódó világban. Budapest : Budapesti Kommunikációs és Üzleti Főiskola. ISBN 978-963-7340-74-1

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

A	B	C	D	E	FX
0.0	0.0	100.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Tímea Mészáros, Mgr. Anita Tóth-Bakos, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ MPP/25	<b>Name:</b> Art-pedagogy-psychology, personal development course
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: - Active participation of the student in the seminars, - Participation of the student in the assigned tasks and involvement in discussions and creative individual and group activities and activities during the seminars. Total student workload: 1 credit = 30 hours - 13 hours for participation in seminars (contact hours), - 7 hours of study of recommended reading, - 10 hours of participation in assignments. Prerequisites for successful completion of the course are as follows: - Active participation of the student in the seminars, participation in debates, individual and group activities within the seminars (50%), - completion of the individual and group assignments (50%).	
<b>Results of education:</b> The aim of the course is to develop the personality of future teachers, their personality traits, communication skills and strengthening self-esteem as necessary attributes for the successful implementation of the educational process. The course introduces students to the methods, techniques and practices of experiential learning, positive psychology and positive education, through which the education of creative, empathetic, tolerant and professionally self-confident and motivated educators is carried out. <b>Knowledge:</b> - The student is proficient in the fundamentals of the art, education, and psychological disciplines system. - The student knows the fundamentals of experiential pedagogy theory and practice. - The student knows the foundations of the theory and practice of positive psychology and positive education. - The student knows the basic methods and techniques of art therapy, music therapy, art therapy, with their possible use in the educational process. <b>Skills:</b> - The student is able to apply selected methods, techniques, procedures of positive psychology and positive education in the educational process.	

- The student is able to use selected methods, techniques, procedures of applied psychology and pedagogical communication in the educational process.
- The student is able to apply selected innovative, progressive methods and techniques for the benefit of comprehensive personality development.

**Competencies:**

- The student purposefully and systematically pursues the development of his/her own personal and pedagogical core competencies, including through artistic and educational psychological disciplines.
- The student understands the educational process as an opportunity to develop and shape the personality of pupils and teachers, using new knowledge from the field of positive psychology and positive education.
- The student has developed competences for adapting elements, techniques and procedures from the field of artistic-educational and pedagogical-psychological disciplines to his/her own educational activity.

**Brief syllabus:**

- The place and importance of artistic, pedagogical and psychological disciplines in the development of personality aptitudes and harmonious personality development.
- Art education and its means in favor of developing emotional intelligence and comprehensive development of personality.
- Possibilities of application and application of creative methods and techniques of art education, passive and active art therapy and music therapy in the educational process (e.g. participation in an artistic event or participation in the creation of various projects of artistic orientation).
- Pedagogical-psychological disciplines, methods, techniques and means in favour of prevention and mental health of the pedagogical personality.
- Possibilities of application and application of methods and techniques of activation and motivation in the educational process:
  - Creation of a motivational calendar,
  - techniques of "rethinking and reframing" from the field of positive psychology,
  - altruism, volunteer activities and their influence on the mental and psychological health of the pedagogical personality,
  - the possibilities of drama education,
  - methods and techniques of "team-building" in favour of building interpersonal relationships.
- Possibilities of practicing and applying methods and techniques for the development of communication skills.
- Possibilities of practicing and applying methods and techniques with relaxation intention and to relieve tension, stress, stage fright.
- Positive pedagogy, positive psychology, experiential pedagogy as innovative and progressive directions of the 21st century and possibilities of their implementation in the educational process.

**Literature:**

- BAGDY, E. 2003. Pszichofitness. ANIMULA, 2003. ISBN 9634080502.
- BAGDY, E. 2002. Személyiségfejlesztő módszerek az iskolában. Budapest: Nemzeti Tankönyvkiadó, 2002. ISBN 9631922359.
- BAGDY, E. & BISHOP, B. & BÖJTE, CS. & RAMBALA, É. 2011. Hidak egymáshoz: Empátia, kommunikáció, konfliktuskezelés. Budapest: Kulcslyuk Kiadó. ISBN 978-963-89026-5-8.
- BAGDY, E., & KÁDÁR, A. KOZMA-VÍZKELETI, D. & PÁL, F. & SZONDY, M. 2014. Bízz magadban!: Önértékelés, önfogadás, önbecsülés. Budapest: Kulcslyuk Kiadó. ISBN 978-615-5281-18-1.

CINDLEROVÁ I. & A. CSEHIOVÁ & S. DUKIČIN VUČKOVIĆ & G. ENTLOVÁ & Z. GADUŠOVÁ & GY. GÁL & T. GUZIUROVÁ & A. HAŠKOVÁ & L. HOLEČKOVÁ & K. HORVÁTHOVÁ, K. & SZŐKÖL. I. 2016. A pedagógiai kommunikáció. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-175-0.

HORVÁTH & L. IVANOVIĆ VIBIĆ & T. JOVANOVIĆ & S. KLIMSZOVÁ & L. KNEZEVIĆ & L. KOVÁCS & K. KRPÁLKOVÁ-KRELOVÁ & I. LOMNICKÝ & E. MALÁ & ZS. MOGYORÓSI & S. O. NINKOVIĆ & L. PAVERA & L. PREDANOCYOVÁ & B. RADULOVIĆ & M. STOJANOVIĆ & E. STRANOVSKÁ & K. SZARKA & I. ŠIMONOVÁ & A. TÓTH-BAKOS & T. TÖRÖK & M. TRNOVÁ & T. VACINOVÁ & I. VIRÁG & E. PETLÁK & M. VÍTEČKOVÁ. 2021. MENTOR TRAINING: Materials and Tasks. Ostrava: Ostravská univerzita. ISBN 978-80-7599-294-9.

CSEHIOVÁ, A. 2014. Interdiszciplináris vonatkozások a művészeti és a zenei nevelés területén. In: Zborník z medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2014: "Vzdelávanie a veda na začiatku XXI. storočia" - Sekcie pedagogických vied. Komárno: Univerzita J. Selyeho, 2014, CD-ROM, s. 59-67. ISBN 978-80-8122-103-3.

CSEHIOVÁ, A. 2021. Művészeti nevelés, tolerancia és kapcsolódási pontjaik a pedagógushallgatók szemszögéből = Art education, tolerance and their connection from the perspective of teacher trainees. In: Aktuálne úlohy, problémy a riešenia vyučovania slovenského jazyka a slovenskej literatúry v školách s vjm. Szőköl István. = Szlovák nyelv és szlovák irodalom aktuális feladatai, problémái, tanításának megoldásai a magyar tannyelvű iskolákban Komárno: Univerzita J. Selyeho. P. 5-22, [CD-ROM]. ISBN 978-80-8122-387-7.

CSEHIOVÁ, A. 2020. The Transfer Effect of Musical Activities in Terms of Abilities and Personality Development - About the Results of a Music-Pedagogical Study. AD ALTA: journal of interdisciplinary research : recenzovaný meزيoborový vědecký časopis. Vol. 10, no. 2 (2020), p. 46-50. ISSN 1804-7890. WoS

CSEHIOVÁ, A. & KANCSZÉ NAGY, K. Az élménypedagógia helye és szerepe a felsőoktatásban. In: Neveléstudományi kutatások a Kárpát-medencei oktatási térben: A 4. Kárpát-medencei Oktatási Konferencia tanulmánykötete: A 4. Kárpát-medencei Oktatási Konferencia tanulmánykötete. Tóth Péter, Horváth Kinga, Maior Enikő, Bartal Mária, Duchon Jenő. Komárno: Univerzita J. Selyeho, 2019, CD-ROM, p. 362-373. ISBN 978-80-8122-310-5.

CSEHIOVÁ, A. & KANCSZÉ NAGY, K. 2019. Élmény-foglalkozások a Selye János Egyetemen: "Művészet-Pedagógia-PSZichológia". DOI 10.36007/3334.2019.09-17 In: 11. International Conference of J. Selye University : Pedagogical Sections: Pedagogical Sections. Bukor József, Nagy Melinda, Pukánszki Béla István, Csehiová Agáta, Józsa Krisztián, Szőköl István. Komárno: Univerzita J. Selyeho. Online, s. 9-17. ISBN 978-80-8122-333-4.

CSÍKSZENTMIHÁLYI, M. 2001. Flow - Az áramlat = A tökéletes élmény pszichológiája. Budapest: Akadémiai Kiadó. ISBN 963 05 7770 4.

CSÍKSZENTMIHÁLYI, M. 2016. Kreativitás = A flow és a felfedezés avagy a találékonyság pszichológiája. Budapest: Akadémiai Kiadó. (Az elme kerekai, ISSN 2061-2087) ISBN 978 963 05 8746 4.

KANCSZÉ NAGY, K. & CSEHIOVÁ, A. 2020. "Az élménykeresés foka" egy tanárképzésben végzett kutatás eredményei. In: HuCER 2020: Tanulás és innováció a digitális korban: Tanulás és innováció a digitális korban. Kozma Tamás, Juhász Erika, Tóth Péter. Budapest: Magyar Nevelés- és Oktatáskutatók Egyesülete. P. [91]. ISBN 978-615-5657-08-5.

STRÉDL, T. 2017. Terápiák és nevelés: A terápia szocializációs hatása a nevelésben. Komárno: Univerzita J. Selyeho, 2017. 102 s. ISBN 978-80-8122-227-6.

TÓTH-BAKOS, A. Alternatív irányzatok a zenei nevelésben az inklúzió jegyében, avagy, hogyan lehet a zene tényleg mindenkié. In Parlando [online]. 2021, no. 6 [cit. 2021-12-07]. Dostupné na internete: <[http://www.parlando.hu/2021/2021-6/Toth-Bakos\\_Anita.pdf](http://www.parlando.hu/2021/2021-6/Toth-Bakos_Anita.pdf)>. ISSN 2063-1979.

TÓTHNÉ LITOVKINA, A. & ZOLCZER, P. 2018. Önfejlesztés és produktivitás: Rövid útmutató személyiségünk és teljesítőkéességünk fejlesztéséhez. Komárno: Univerzita J. Selyeho ISBN 978-80-8122-288-7.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 37

a	n
100.0	0.0

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ MUV/25	<b>Name:</b> Methods of learning and research
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student's total workload: developing and updating a research plan min. 2 pages (20 points), development and adaptation of research methods and instruments (20 points), presentation of research method and instrument min. 2 pages (20 points), testing research methods and tools, summarizing experiences min. 3 pages (40 points). OR to reveal the learning style of the students with a selected questionnaire (min. 15 students), evaluate, identify learning styles and summarize the results in a written paper (min. 3 pages, 40 points). Complete evaluation of the success of the subject: <ul style="list-style-type: none"> <li>• A = 90 – 100% (100 – 90 points) - excellent,</li> <li>• B = 80 – 89% (89 – 80 points) - very good,</li> <li>• C = 70 – 79% (79 – 70 points) - good,</li> <li>• D = 60 – 69% (69 – 60 points) - satisfactory,</li> <li>• E = 50 – 59% (59 – 50 points) - pass,</li> <li>• FX = 0 – 49% (49 – 0 points) - fail.</li> </ul> The student's total workload - Work Schedule: 2 credit = 60 hours: 13 hours (contact hours); 47 hours (preparation of a semester paper).	
<b>Results of education:</b> Educational outcomes: The fulfilment of subject requirements entails the acquisition of the following characteristics; <b>Knowledge:</b> Familiarity with the most important characteristics of scientific research; Familiarity with the qualitative and quantitative methodologies; Familiarity with the methods of collecting research data; Familiarity with the basics of case-studies and online researches; Familiarity with the basics of Academic Writing; Familiarity with the working with scientific literature; Familiarity with the methods and characteristics of scientific literature; Familiarity with methods of reference to scientific literature;	

Familiarity with relationship between learning style, learning environment and learning motivation;  
Familiarity with the basic concepts of learning methodology;  
Familiarity with the main characteristics of measuring instruments (used during data collection),  
Familiarity with the criteria of validity and reliability;  
Familiarity with the requirement of an argumentative interpretation;

Abilities:

The student is able to:

- formulate the purpose of the research,
- compile a research plan on a selected topic,
- develop the principles of scientific literature research,
- evaluate the appropriateness of the applied research instruments and methods.

Competencies:

The student is capable of:

- preparing her/his own research plan,
- formulating hypotheses and/or questions,
- choosing research methods and instruments in order to implement her/his own research plan,
- analyzing and referring to the scientific literature,
- summarizing thoughts, based on the processed literature formulation.

### **Brief syllabus:**

The main characteristics of pedagogical research.  
Quantitative and qualitative methodologies of pedagogical science.  
Formulation of research hypotheses and questions.  
Selection and processing of appropriate scientific literature.  
Data collection methods (questionnaire, interview, observation, tests).  
Case studies, researches on the internet.  
The thesis as a publication.  
System of scientific references.  
Learning styles and learning environment.  
Learning didactics.  
Correlations of learning and teaching styles.

### **Literature:**

Andragógiai interdiszciplináris kutatómódszertan / Kálmán Anikó. - 2. vyd. - Budapest : OKKER Oktatási és Kiadói Rt., 2005. - 148 s. - ISBN 963 9228 97 4.  
Kutatómódszertan = Elmélet, gyakorlat, tanulmányok : Oktatási segédlet / Menyhárt József. - 1. vyd. - Nitra-Nyitra : Nyitrai Konstantin Filozófus Egyetem -Univerzita Konštantína Filozofa v Nitre, 2015. - 167 s. - ISBN 978-80-558-0962-5.  
A társadalomtudományi kutatás gyakorlata / Earl Babbie ; Gábor Kende. - 6. vyd. - Budapest : Balassi Kiadó, 2008. - 600 s. - ISBN 978-963-506-764-0.  
Doing a Successful Research Project : Using Qualitative or Quantitative Methods / Martin Davies, Nathan Hughes. - 2. vyd. - Hampshire : Palgrave Macmillan, 2014. - 278 s. - ISBN 978-1-137-30642-5.  
Doing Your Research Project : A Guide for First-time Researchers / Judith Bell, Stephen Waters. - 7. vyd. - London : McGraw-Hill Education, 2018. - 344 s. - ISBN 978-0-335-24338-9.  
Metody pedagogického výzkumu : Základy kvantitativního výzkumu / Miroslav Chráska. - 2., akt. vyd. - Praha : Grada, 2016. - 254 s. - ISBN 978-80-247-5326-3.  
Egyéni különbségek szerepe a tanulásban : Tanulási stratégiák / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2012. - 143 s. - ISBN 978-963-88946-7-0.

Egyéni különbségek szerepe a tanulásban : A tanulási stílus / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2011. - 222 s. - ISBN 978-963-88946-5-6.-  
 A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája / Paul Roeders, Gefferth Éva. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 3

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

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PDI/25	<b>Name:</b> Pedagogical diagnostics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for passing the subject: The student's final assessment (max. 100 points = 100%) consists of the various results of the work done during the semester and the final test. Conditions for completing the subject: - active participation in lectures, - the student's participation in assigned tasks, analyses and discussions during lectures, - preparation of the student's seminar presentation / preparation of the thesis to be submitted, - successful final exam During the semester, students must complete the following tasks: - During the semester: a) written work in the form of a case study (group work; min 6 pages; max 50 points) or b) making a diagnostic record/observation sheet (group work; min 5 pages; max 50 points) or c) individual educational plan for a student with special educational needs within a given subject (group work; 5 pages; max 50 points). Aspects of evaluation a/ o description of the case from a diagnostic point of view, application of technical terminology (20 points), o content and form (10 points), o the suitability of the strategies proposed for the development of the problematic area(s) (20 points). Optional: written work or lecture/presentation. b/ o content (20 points), o form (10 points), o categorization of fields, technical terminology (20 points). Optional: written work or lecture/presentation. c/ o content (20 points), o form / structure (10 points),	

o suitability of strategies and procedures (20 points).

Optional: written work or lecture/presentation.

- At the end of the semester:

Completed final test (max 50 points)

Aspects of evaluation: based on the scores achieved A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; E = 50-59% of the total score.

The student's total workload in terms of the distribution of working hours: 2 credits = 60 working hours:

- Participation in lectures (13 working hours).

- The student's research work in connection with the seminar presentation/thesis to be submitted and its preparation (22 working hours).

- Preparation for the final test (25 working hours).

Final evaluation: The maximum score is 100. The condition for passing the subject is a minimum of 50 points (50%) with the condition that all tasks must be completed with at least 50%. Rating scale: A (90-100%), B (80-89%), C (70-79%), D (60-69%), E (50- 59%).

### **Results of education:**

Results of education:

Knowledge

The student...

- on a theoretical level, can identify the developmental and individual characteristics of the child/student/youth, as well as the possibilities of self-evaluation,

- can justify the selection criteria of methods and forms of assessment related to the learning and behaviour of the child/student/youth,

- understands the cultural needs and characteristics of different social groups,

- raises awareness of the importance of pedagogical work depending on the diversity of the population,

- able to define the concept of pedagogical diagnostics, its goals and tasks, types and applied methods,

- familiar with computer-based testing procedures.

Abilities

The student...

- will be able to evaluate the educational process and its results, the learning process and its results: able to reasonably implement the pedagogical evaluation,

- has basic practical experience in assessing the current level of development and developmental characteristics of children/students,

- recognize pathological signs in behaviour; able to implement prevention, recognize and solve sociopathological phenomena,

- supports the formation of self-evaluation processes in their students,

- can modify and thereby make the activities more efficient,

- can apply reasonable and effective methods and forms of evaluation, evaluates the child/student free of prejudices and stereotypes,

- can identify developmental and individual characteristics in practice, recognize specific educational needs,

- takes into account the different levels of development of each child/student resulting from socio-cultural differences,

- has basic knowledge related to developmental differences resulting from the specific educational needs of individuals (health or social disadvantage, talent). Able to effectively cooperate with specialists (special pedagogues, psychologists and other specialists) during the educational process, following the principles of inclusive pedagogy, and to take their instructions

and conclusions into account in relation to the education of children/students with special educational needs,

- able to document results and select or compile record/observation sheets,
- is able to apply the methods and tools of pedagogical diagnostics in practice,
- accepts individual differences (accepts differences resulting from developmental and spiritual characteristics), has practical experience in identifying the psychological and social factors of learning and accepts and takes into account the diversity of the class/community,
- is able to develop an individual educational plan for a student with special educational needs and apply it in practice.

Competencies

The student...

- identifies with their profession and institutional standards,
- demonstrates an empathic attitude towards others,
- can adequately evaluate the learning process and its results based on the specified criteria (achievement of the set goals, the impact of learning on the child/student) according to the individual's developmental and individual characteristics,
- can use the skills necessary to establish the correct diagnosis during pedagogical diagnosis in practice and can formulate the prognosis, can set the appropriate development goals,
- uses the principles of assertive communication, communicates with legal representatives and specialists (psychologist, special pedagogue, other specialists) in matters concerning children/students with special educational needs,
- can effectively communicate and cooperate with the external environment,
- feels responsible for the effective implementation of the educational process supported by pedagogical diagnostics and the application of self-reflection.

### **Brief syllabus:**

Pedagogical diagnostics as a scientific discipline. Its development tendencies and trends in the 20th and 21st centuries in Hungary and abroad.

Concept, object, goals, tasks and basic concepts of pedagogical diagnostics.

Pedagogical diagnostics in the school environment. Its focuses, importance, functions and methodological rules.

Typology of pedagogical diagnostics. The process of diagnosis. Application of pedagogical diagnostics in pedagogical processes.

Diagnostic competences of pedagogical workers.

Pedagogical evaluation. Basic requirements of diagnostic, formative and summative assessment.

Methods and tools of pedagogical diagnostics and their practical application.

Documenting the results of pedagogical diagnostics.

Diagnosing in practice. Social skills. Measuring learning motivation. Diagnosis of cognitive abilities. Computer-based testing.

Integration is inclusion.

Students with special educational needs in the school. Institutional integration of students with special educational needs. Integration, learning and behaviour disorder.

Educational programs for students with special educational needs. Individual educational plan and its practical application.

Cooperation with legal representatives, institutions and professionals.

### **Literature:**

- BORBÉLYOVÁ, D. 2021. A pedagógiai diagnosztika új útjai és kihívásai. Komárno: Selye János Egyetem, Tanárképző kar. 251 o. ISBN 978-80-8122-394-5.

- Koncepcia rozvoja nadaných detí a mládeže v SR. 2007. Bratislava. [online]. Dostupné na internete: <https://www.minedu.sk/data/att/933.pdf>
- MERTIN, V.-KREJČOVÁ, L. 2016. Metody a postupy poznávání žáka. Pedagogická diagnostika. Wolters Kluwer ČR. 400 s. ISBN 9788075520142.
- Stratégia SR pre mládež na roky 2021-2028. [online]. Dostupné na internete: [https://www.minedu.sk/data/files/11043\\_strategia-slovenskej-republiky-pre-mladez-na-roky-2021-2028.pdf](https://www.minedu.sk/data/files/11043_strategia-slovenskej-republiky-pre-mladez-na-roky-2021-2028.pdf)
- STRÉDL, T. 2013. Inkluzív pedagógia avagy a gyogypedagógiáról másképp. 1. kiad. Komárno : Univerzita J. Selyeho, 148 s. ISBN 978-80-8122-089-0.
- VARGÁNÉ, MEZŐ, L. 2009. A pedagógiai dignosztika és az együttnevelést segítő szakmaközi együttműködés lehetőségei. [online]. Dostupné na internete: <https://ofi.oh.gov.hu/vargane-mezo-lilla-pedagogiai-diagnosztika-es-az-egyuttnevelest-segito-szakmakoz-egyuttmukodes>
- VAŠEK, Š. 2004. Špeciálno- pedagogická diagnostika. 4. vyd. Bratislava: Sapientia s.r.o, 2004. 168 s. ISBN 80-969112-0-1.
- ZELINKOVÁ, O. 2009. Poruchy učení : dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, ADHD. 1. vyd. Praha : Portál, 263 s. ISBN 978-80-7367-514-1.
- ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha: Portál. 208 s. ISBN 978-80-2620-044-4.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 177

A	B	C	D	E	FX
25.99	16.95	19.77	19.77	15.82	1.69

**Teacher:** prof. Krisztián Józsa, DSc., Dr. habil. Erika Kopp, PhD., Mgr. Katarína Szarka, PhD., PaedDr. Diana Borbélyová, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PHO/25	<b>Name:</b> Pedagogical evaluation
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Final student assessment (max. 100 points = 100%): independent written work and final test. Prerequisites: - Active participation of the student in lectures, - active participation of the student in the course of the course, - successful completion of the final test. During the semester the student must prepare: - written thesis: The student has to construct a knowledge test in the context of his/her own approbation course. The paper should include: 1.) a knowledge test with a maximum time limit of 45 minutes, 2.) the correct answer key for each item, 3.) instructions for measurement (when, under what circumstances pupils can write the test, what aids they can use, etc.), 4.) A brief analysis of the curriculum (grade level; specific part of the curriculum covered etc.). Assessment criteria: - Form requirement (10 points), - content requirement, methodological correctness (20 points), - quality of instructions and key (20 points). Assessment criteria on the basis of the scores: to achieve an A grade 90-100% (50-46 points); for grade B, 80-89% (45-41 points); for grade C, 70-79% (40-36 points); for grade D, 60-69% (35-31 points); and for grade E 50-59% ( 30-25 points) of the total number of points. 0-24 points = FX. - Pass the final test - at the end of the semester (max 50 points). The test serves to verify the student's theoretical knowledge. Grading criteria based on points: to achieve grade A, you need to get 90-100% (50-46 points); for grade B, 80-89% (45-41 points); for grade C, 70-79% (40-36 points); for grade D, 60-69% (35-31 points) and for grade E, 50-59% ( 30-25 points) of the total points. 0-24 points = FX. Total student workload - distribution of work hours: 2 credits = 60 work hours: - Lecture attendance: total for the semester (13 hours).	

- Student's written work and its elaboration - designing a knowledge test (22 working hours).
- Preparation for the final test (25 working hours).

The maximum number of points is 100. The condition for passing the course is the achievement of at least 50 points, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade of A, 90-100% (90-100 points); for a grade of B, 80-89% (80-89 points); for a grade of C, 70-79% (70-79 points); for a grade of D, 60-69% (60-69 points); and for a grade of E, 50-59% (50-59 points) of the total number of points. 49-0 points = FX.

### **Results of education:**

#### Knowledge

##### The student

- has an in-depth knowledge of the methodological foundations of assessment theory and practice, and of the theory and practice of student assessment,
- understand the importance of assessment and feedback in learning,
- can give an overview of current trends in assessment in education,
- has knowledge of the purpose and methods of diagnostic, formative and summative assessment,
- has knowledge of methodological guidelines for assessing and grading students,
- has knowledge of the similarities and differences between skills and knowledge tests,
- knows the principles of writing tasks,
- knows of the principles for the preparation of assesment and measurement guides,
- knows the principles of testing knowledge.

#### Skills:

##### The student

- will be able to evaluate the teaching-learning process and its outcomes, the learning process and its outcomes: will be able to carry out effective pedagogical evaluation,
- has basic practical experience in assessing learners' current levels of development and developmental characteristics,
- is able to apply different methods and forms of assessment, to assess the learner without prejudice and stereotypes,
- can identify developmental and individual characteristics in practice,
- is able to apply in practice the pedagogical assessment tools,
- is able to test subject knowledge.

#### Competences:

##### The student

- identifies with his/her profession and with institutional standards,
- demonstrates empathy towards others,
- is able to evaluate the learning process and its results in relation to the developmental and individual characteristics of the person, on the basis of the criteria set (achievement of objectives, impact of learning on the learner),
- adopt a non-judgemental and non-stereotypical approach to pedagogical assessment,
- has basic competences in the field of educational assessment.

#### Topics:

1. Student assessment. The impact of assessment on student performance and motivation.
2. Types, methods and tools of assessment in the teaching-learning process.
3. Diagnostic, formative and summative tests.
4. Assessment in relation to norms and criteria.
5. Performance indicators of tests, objectivity, reliability, validity. Assessment for learning in the classroom.
6. Skills and ability tests.

7. Principles of constructing and using proficiency tests.
8. Exploring content and requirements, constructing taxonomies.
9. Task pathology, types of tasks for knowledge assessment.
10. Practice in preparing knowledge assessment tasks.
11. Measurement and evaluation guides, revision key.
12. Interpretation of measurement results, use in school.

**Brief syllabus:**

Student assessment. The impact of assessment on student performance and motivation.  
 Types, methods and tools of assessment in the teaching-learning process.  
 Diagnostic, formative and summative tests.  
 Assessment in relation to norms and criteria.  
 Performance indicators of tests, objectivity, reliability, validity. Assessment for learning in the classroom.  
 Skills and ability tests.  
 Principles of constructing and using proficiency tests.  
 Exploring content and requirements, constructing taxonomies.  
 Task pathology, types of tasks for knowledge assessment.  
 Practice in preparing knowledge assessment tasks.  
 Measurement and evaluation guides, revision key.  
 Interpretation of measurement results, use in school.

**Literature:**

BORBÉLYOVÁ, D. 2021. A pedagógiai diagnosztika új útjai és kihívásai. Komárno: Selye János Egyetem, Tanárképző kar. 251 o. ISBN 978-80-8122-394-5.

CSÍKOS, Cs. & B. NÉMETH, M. 1998. A tesztekkel mérhető tudás. In B. Csapó (Ed.), Az iskolai tudás (pp. 83–114). Budapest: Osiris Kiadó. ISBN 963 389 246 5. online. Dostupné na internete: [http://publicatio.bibl.u-szeged.hu/11931/1/CsBeno\\_Iskolai\\_tudas\\_2002.pdf](http://publicatio.bibl.u-szeged.hu/11931/1/CsBeno_Iskolai_tudas_2002.pdf)

CSAPÓ, B. et. al. (szerk.). 2015. A matematikai tudás online diagnosztikus értékelésének tartalmi keretei. Budapest: Oktatókutató és Fejlesztő Intézet. online. Dostupné na internete: <http://pedagogus.edia.hu/?q=content/matematikai-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei>

CSAPÓ, B. et. al. (szerk.). 2015. A természettudományi tudás online diagnosztikus értékelésének tartalmi keretei. Budapest: Oktatókutató és Fejlesztő Intézet, Budapest. online. Dostupné na internete: <http://pedagogus.edia.hu/?q=content/term%C3%A9szettudom%C3%A1nyi-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei>

D. MOLNÁR, É., MOLNÁR, E. K. & JÓZSA, K. 2012. Az olvasásvizsgálatok eredményei. In: Csapó Benő (szerk.): Mérlegen a magyar iskola. Budapest: Nemzeti Tankönyvkiadó. 17–81. online. Dostupné na internete: [http://pedagogus.edia.hu/sites/default/files/merlegen\\_a\\_magyar\\_iskola.pdf](http://pedagogus.edia.hu/sites/default/files/merlegen_a_magyar_iskola.pdf)

JÓZSA, K. 2012. A tanulás affektív tényezői. In: Csapó Benő (szerk.): Mérlegen a magyar iskola. Nemzeti Tankönyvkiadó, Budapest. 367–406. online. Dostupné na internete: [http://www.staff.u-szeged.hu/~fejesj/pdf/Jozsa-Fejes\\_2012\\_Affektiv\\_tenyezok.pdf](http://www.staff.u-szeged.hu/~fejesj/pdf/Jozsa-Fejes_2012_Affektiv_tenyezok.pdf)

JÓZSA, K. 2012. Részletes tartalmi keretek az olvasás diagnosztikus értékeléséhez. In: Csapó Benő és Csépe Valéria (szerk.): Tartalmi keretek az olvasás diagnosztikus értékeléséhez. Budapest: Nemzeti Tankönyvkiadó. 219–308. online. Dostupné na internete: [http://www.edu.u-szeged.hu/~csapo/publ/Olvasas\\_tartalmi\\_keretek.pdf](http://www.edu.u-szeged.hu/~csapo/publ/Olvasas_tartalmi_keretek.pdf)

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

hungarian, slovak

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 1					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> prof. Krisztián Józsa, DSc., Dr. habil. Erika Kopp, PhD., Mgr. Katarína Szarka, PhD., PaedDr. Diana Borbélyová, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PPX1/25	<b>Name:</b> Introductory pedagogical practice
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 25s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The conditions for the completion of the course are defined by the current dean's guideline of the Faculty of Teacher Education of the SJU TKK Komárom: the Principles of Pedagogical Practice of the Selye János University. The student is obliged to follow the instructions for the subject Pedagogical Practice 1 - PPX 1 of this document and to act according to them. The conditions for completing the course: - active participation of the student in the pedagogical practice within the given time interval in accordance with the guidelines, - cooperation of the student in the performance of the tasks, active participation in the analysis and discussion during the pedagogical exercise, - submission of a completed report, stamped and signed by the institution, certifying participation in the pedagogical training (PPX 1), - Completion of a portfolio (reflection on the induction training) - assessment of the quality of the portfolio/reflection (max. 50 points): <ul style="list-style-type: none"> <li>• content: 35 points,</li> <li>• format: 15 points.</li> </ul> Total workload of the student: 1 credit = 25 working hours •5 contact hours in the form of attendance at the institution; 5 hours of analysis; 10 hours evaluation and reflection. Successful completion of the course requires: 1.) the submission of a completed and signed/ stamped report on the pedagogical practice (PPX 1 2.) obtaining at least 50% of the maximum number of points (50 points) for the course. Final assessment: - passed = 50 - 100% (25 - 50 points) - not passed = 49 - 0% (0 - 24 points)	
<b>Results of education:</b> <b>Knowledge:</b> - the student is familiar with the school's legal documents. - The student knows the pedagogical documentation of the school. <b>Skills:</b> - be able to find their way around school legislation and search for relevant information,	

<p>- be able to find their way around the school's pedagogical documentation.</p> <p>Competencies:</p> <p>- the student is able to independently observe and analyse the internal and external space of the school in the context of the implementation of educational processes.</p>					
<p><b>Brief syllabus:</b></p> <p>The pedagogical practice in the training schools/practice school facilities, within which the student will acquire knowledge on the following topics: school legislation, pedagogical documentation, teaching methods, curricula, curriculum, thematic plans, teaching process, preparation for the classroom, possibilities for active work with students, evaluation criteria.</p> <p>Preparing a portfolio/reflection.</p>					
<p><b>Literature:</b></p> <p>CINDLEROVÁ, I,- CSEHIOVÁ, A. et al. 2021. Mentor Training: Materials and Tasks. 1. vyd. Ostrava: Ostravská univerzita, 268 s. ISBN 978-80-7599-294-9.</p> <p>HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.</p> <p>PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Štátne vzdelávacie programy</p> <p>Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J. Selyeho.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b></p> <p>hungarian , slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b></p> <p>Total number of evaluated students: 301</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>88.04</td> <td>11.96</td> </tr> </tbody> </table>		a	n	88.04	11.96
a	n				
88.04	11.96				
<p><b>Teacher:</b> PaedDr. Tamás Török, PhD.,</p>					
<p><b>Date of last update:</b> 28.03.2025</p>					
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PPX2/25	<b>Name:</b> Pedagogical practice 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 25s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation on the Principles of Pedagogical Practice at the SJE CPTS. The student is obliged to follow the sections of this document concerning the pedagogical practice of tutorials (PPX2). Mandatory parts of the portfolio: - A (completed) protocol certifying the completion of the pedagogical training - Observed lessons analysis and completed observation forms - Other documents and annexes of the pedagogical practice. Subject grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 1 credit = 25 hours (10 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis and 15 hours of preparation: preparation for the pedagogical practice - consultation with the trainer, preparation for the lesson, preparation of the portfolio and documentation)	
<b>Results of education:</b> Oktatási kimenetek: Knowledge: - The student is able to observe and analyse activities in upper secondary and secondary school. - The student is able to evaluate professionally the observed upper secondary and secondary school activities and activities. - The student is able to consult school documents. - The student is familiar with the staff structure and material resources of the school. - The student is aware of the specific activities of the teacher during the lessons. - The student knows and understands the environment, culture and organisation of primary and secondary schools. Skills: - The ability to identify the different manifestations of the structural elements of personality, the psychological processes of the learner in the process of teaching and in social interactions. - Knowledge of the specific activities of the teacher during the day, in the classroom and in the teaching of subjects related to his/her field of specialisation in primary and secondary schools.	

- Identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- Can identify the teaching methods used in the lesson.
- Describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in the field of the teacher's specialisation.
- Describe the processes of student assessment in the teaching process.
- Identify the teaching and communication style and professional skills of the teacher.
- Ability to process, evaluate and reflect on the results of observations in the context of educational theory.
- The learner can recognise his/her own level of competence.
- The learner is able to identify common professional problems, to search for, formulate and solve them from a theoretical and practical background (using practical procedures in practice).
- The ability to identify gifted pupils, pupils with difficulties or special educational needs, disadvantaged pupils, pupils with multiple disadvantages and pupils with special educational needs.

**Competencies:**

- It takes a position on observed phenomena based on previous theoretical knowledge.
- Understands the relationship between teaching principles, consequences and learning effectiveness.
- Reflects on own pedagogical skills.
- The student will be able to develop self-awareness of the teaching profession in a targeted way.
- The student will be able to create an atmosphere of trust, helpfulness, encouragement, attentiveness, acceptance, openness, recognition and management of the working style of others.

**Brief syllabus:**

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

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

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

To carry out a professional analysis of the lessons observed in collaboration with the trainee teacher.

Documenting the process and results of each lesson observed.

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

**Literature:**

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

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

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

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

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.	
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak	
<b>Notes:</b>	
<b>Evaluation of subjects</b> Total number of evaluated students: 177	
a	n
96.05	3.95
<b>Teacher:</b> PaedDr. Tamás Török, PhD.,	
<b>Date of last update:</b> 28.03.2025	
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PPX3/25	<b>Name:</b> Pedagogical practice 3
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 25s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation on the Principles of Pedagogical Practice at the SJE CPTS. The student is obliged to follow the sections of this document concerning the pedagogical practice of tutorials (PPX3). Mandatory parts of the portfolio: - A (completed) protocol certifying the completion of the pedagogical training - Observed lessons analysis and completed observation forms - Other documents and annexes of the pedagogical practice. Subject grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 1 credit = 25 hours (10 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis and 15 hours of preparation: preparation for the pedagogical practice - consultation with the trainer, preparation for the lesson, preparation of the portfolio and documentation)	
<b>Results of education:</b> <b>Knowledge:</b> - The student is able to observe and analyse activities in upper secondary and secondary school. - The student is able to evaluate professionally the observed upper secondary and secondary school activities and activities. - The student is able to consult school documents. - The student is familiar with the staff structure and material resources of the school. - The student is aware of the specific activities of the teacher during the lessons. - The student knows and understands the environment, culture and organisation of primary and secondary schools. <b>Skills:</b> - The ability to identify the different manifestations of the structural elements of personality, the psychological processes of the learner in the process of teaching and in social interactions. - Knowledge of the specific activities of the teacher during the day, in the classroom and in the teaching of subjects related to his/her field of specialisation in primary and secondary schools.	

- Identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- Can identify the teaching methods used in the lesson.
- Describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in the field of the teacher's specialisation.
- Describe the processes of student assessment in the teaching process.
- Identify the teaching and communication style and professional skills of the teacher.
- Ability to process, evaluate and reflect on the results of observations in the context of educational theory.
- The learner can recognise his/her own level of competence.
- The learner is able to identify common professional problems, to search for, formulate and solve them from a theoretical and practical background (using practical procedures in practice).
- The ability to identify gifted pupils, pupils with difficulties or special educational needs, disadvantaged pupils, pupils with multiple disadvantages and pupils with special educational needs.

**Competencies:**

- It takes a position on observed phenomena based on previous theoretical knowledge.
- Understands the relationship between teaching principles, consequences and learning effectiveness.
- Reflects on own pedagogical skills.
- The student will be able to develop self-awareness of the teaching profession in a targeted way.
- The student will be able to create an atmosphere of trust, helpfulness, encouragement, attentiveness, acceptance, openness, recognition and management of the working style of others.

**Brief syllabus:**

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

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

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

To carry out a professional analysis of the lessons observed in collaboration with the trainee teacher. Documenting the process and results of each lesson observed.

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

**Literature:**

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

Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

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

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

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.	
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian ,slovak	
<b>Notes:</b>	
<b>Evaluation of subjects</b> Total number of evaluated students: 122	
a	n
96.72	3.28
<b>Teacher:</b> PaedDr. Tamás Török, PhD.,	
<b>Date of last update:</b> 28.03.2025	
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PRP/25	<b>Name:</b> Profession of teaching
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student's final grade (max. 100 points = 100%) consists of the results of several types of work carried out during the semester and a final didactic test. <ul style="list-style-type: none"> <li>- Student participation in assignments and involvement in analysis and discussions during lectures,</li> <li>- an essay in which the student analyses relevant professional, scientific literature or an article (50 points), or a project proposal for an educational activity aimed at developing the pedagogical competences of the teacher (50 points)</li> <li>- a final didactic test (50 points).</li> </ul> Criteria for the evaluation of the essay: <ul style="list-style-type: none"> <li>- presentation of a literature review (10 points),</li> <li>- analysis and evaluation (20 points),</li> <li>- drawing conclusions and formulating proposals (10 points),</li> <li>- elaboration (10 points).</li> </ul> Criteria for evaluation of the educational activity project proposal: <ul style="list-style-type: none"> <li>- Content (20 points)</li> <li>- originality (10 points)</li> <li>- formality (10 points)</li> <li>- presentation of the literature review (10 points)</li> </ul> Total student workload: 2 credits = 60 hours <ul style="list-style-type: none"> <li>- 26 hours attendance at lectures (contact hours); 17 hours self-study; 17 hours preparation of term papers.</li> </ul> The maximum number of points is 100. 100 points are required to pass the course, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must obtain 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (59-50 points) of the total number of points.	
<b>Results of education:</b> Knowledge <ul style="list-style-type: none"> <li>- The student knows the most important exploratory methods to reveal the social situation of groups and students,</li> </ul>	

- The student knows the pedagogical methods that promote community formation and development,
- the student knows pedagogical theories about the role of the teacher, expectations related to the role of the teacher,
- the student has knowledge of the role of reflective thinking, opportunities for further education,
- the student is informed in the field of educational research,
- the student knows the main ethical standards of his/her profession.

#### Skills

The student will be able to:

- Independently search, compare and use relevant literature sources,
- define strategies appropriate to the goals of education,
- select organizational forms and organize an environment conducive to effective learning,
- independently, professionally analyse different learning situations,
- reflectively interpret, analyse and evaluate their pedagogical experiences and opinions.

Competencies:

Student:

- Can form an independent opinion, reflect on himself/herself as a future teacher.
- Is able to develop own practices to achieve the set goals,
- behaves empathetically towards different social groups,
- takes responsibility for the mission of his/her institution,
- feels responsible for the effective solution of each problem.

#### **Brief syllabus:**

1. Professionalization, profession: professional theories; historical and sociological interpretation of professionalization.
2. History and interpretation of the development and changes in the teaching profession.
3. History of the teaching profession and teacher training. Paradigms of teacher education. Characteristics of the teaching profession.
4. Pedagogical research; the concept and results of pedeutology.
5. Career suitability, personality of the teacher.
6. The role of the teacher in the teaching-learning process. Styles and strategies of learning and teaching (when, how and why it is necessary to innovate them),
7. Theories and career models of professional development. A professionally informed interpretation of the individual, organisational and systemic relationship between continuous professional development. Innovation and collaboration in the teaching career (a two-factor model of retention in the profession)
8. A model of the educator's career. Individual career image and reflection.
9. Reflexivity in the teacher's work. The reflective teacher.
10. Strengthening teachers' professional awareness, support for their work, their career opportunities.
11. Teacher's code of ethics.
12. Difficulties of the teaching profession: role conflicts, prevention of burnout syndrome.
13. Competences of beginning teachers, possibilities of their development.
14. Professional support for beginning teachers. Mentoring opportunities in public education and higher education.

#### **Literature:**

Czető Krisztina: Eredményesség és szakmai fejlődés. A tanári eredményesség modelljei és az eredményes szakmai fejlődést és tanulást támogató tanulási helyzetek megközelítése.

Neveléstudomány, 2020 (8) 1. sz. 80-93. [http://nevelestudomany.elte.hu/downloads/2020/nevelestudomany\\_2020\\_1\\_83-97.pdf](http://nevelestudomany.elte.hu/downloads/2020/nevelestudomany_2020_1_83-97.pdf) [2022. 02. 05.]

Falus Iván (szerk.): Tanári pályaaalkalmasság – kompetenciák – sztenderdek. Nemzetközi áttekintés. Eszterházy Károly Főiskola, Eger, 2011. [http://epednet.ektf.hu/eredmenyek/tanari\\_palyaaalkalmassag\\_kompetenciak\\_sztenderdek.pdf](http://epednet.ektf.hu/eredmenyek/tanari_palyaaalkalmassag_kompetenciak_sztenderdek.pdf) ISBN 978-963-9894-86-0 [2022. 02. 05.]

Hercz Mária (szerk.): Pályakezdő óvodapedagógusok túlélőkészlete. [http://www.jgypk.hu/mentorhalo/tananyag/Plyakezd\\_vodapedaggusok\\_tllkszleteV3/index.html](http://www.jgypk.hu/mentorhalo/tananyag/Plyakezd_vodapedaggusok_tllkszleteV3/index.html) [2022. 02. 05.]

Ingvarson, L. (2002): Development of a national standards framework for the teaching profession. [https://research.acer.edu.au/cgi/viewcontent.cgi?article=1007&context=teaching\\_standards](https://research.acer.edu.au/cgi/viewcontent.cgi?article=1007&context=teaching_standards) [2022. 02. 05.]

N. Tóth Ágnes: Az inkluzív pedagógus. In: A pedagógia adósságai. Savaria University Press. Szombathely. 2015.  
[https://www.researchgate.net/profile/Agnes-N-Toth/publication/316432178\\_Az\\_inkluziv\\_pedagogus/links/58fdc181a6fdccae60a1e71d/Az-inkluziv-pedagogus.pdf](https://www.researchgate.net/profile/Agnes-N-Toth/publication/316432178_Az_inkluziv_pedagogus/links/58fdc181a6fdccae60a1e71d/Az-inkluziv-pedagogus.pdf) [2022. 02. 05.]

Németh András: Magyar pedagógusképzés és a pedagógus szakmai tudásformák I. 1775 –1945. nemzeti fejlődési trendek, nemzetközi recepciós hatások. ELTE Eötvös Kiadó, Budapest, 2012. ISBN: 978 963 33120934

Pukánszki Béla István: Iskola és pedagógusképzés. Gondolat, Budapest, 2013. ISBN: 9789636932282

Sági Matild (szerk.): A pedagógushivatás megerősítésének néhány aspektusa. OFI, Budapest, 2015. [https://ofi.oh.gov.hu/sites/default/files/attachments/1506257\\_a\\_pedagogushivatas\\_megerositesenek\\_nehany\\_aspektusa\\_beliv.pdf](https://ofi.oh.gov.hu/sites/default/files/attachments/1506257_a_pedagogushivatas_megerositesenek_nehany_aspektusa_beliv.pdf) [2022. 02. 05.]

Szivák Judit: Reflektív elméletek, reflektív gyakorlatok. ELTE, Budapest, 2014. ISBN 978-963-284-482-4.  
[https://www.eltereader.hu/media/2016/05/Szivak-\\_READER.pdf](https://www.eltereader.hu/media/2016/05/Szivak-_READER.pdf) [2022. 02. 05.]

Vámos Ágnes (szerk.): Tanuló pedagógusok és az iskola szakmai tőkéje. Eötvös Kiadó, ELTE, Budapest, 2016. [https://www.eltereader.hu/media/2017/05/Vamos\\_Agnes\\_Tanulo\\_pedagogusok\\_READER.pdf](https://www.eltereader.hu/media/2017/05/Vamos_Agnes_Tanulo_pedagogusok_READER.pdf) ISBN 978-963-284-805-1 [2022. 02. 05.]

Z. Gadusova (szerk.): Mentor training. Materials and tasks. The publication is supported by Erasmus+ project No. 2020-1-SK01-KA201-078250 Mentor Training (MENTRA). ISBN 978-80-7599-294-9.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 137

A	B	C	D	E	FX
58.39	14.6	4.38	7.3	6.57	8.76

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ RAS/25	<b>Name:</b> Family and school
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites for passing the course are: active participation of the student in lectures and submission of a written thesis during the semester. The assessment of the course will be based on the points obtained in the following distribution: maximum 10 points for participation maximum 30 points for solving seminar problems during class and maximum 60 points for the submitted work. A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. FX 50% or less. Total student load: 1 credit = 30 hours (13 hours of active participation in lectures; 17 hours of independent study and preparation of written work).	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student knows the details of school and family education.</li> <li>- The student knows the possibilities and interactions with parents</li> <li>- the student knows and current methods for problem solving and conflict management.</li> <li>- The student knows current social trends in social and family difficulties</li> <li>- the student knows and social inequalities and the problems they cause</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- The student is able to independently search, compare and use relevant literary sources,</li> <li>- The student is able to navigate between legal documents and search for relevant legislation,</li> <li>- the student is able to manage a small social group,</li> <li>- the student is able to collaborate with partner institutions of his/her school.</li> <li>- The student is able to embrace family values.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>- The student is able to use his/her theoretical knowledge in the context of the family and the school,</li> <li>- the student is able to develop his/her own procedures to achieve his/her goals,</li> <li>- the student is compassionate towards different social groups,</li> <li>- the student is able to critically evaluate legislative documents related to his/her work,</li> <li>- the student takes responsibility for solving problems related to his/her work.</li> </ul>	
<b>Brief syllabus:</b>	

The concept and history of the family.  
Family form and family functions.  
The place, role and absence of members in the family.  
Evolution of family life and changes in family life.  
Paranormal crises and the under-functioning family.  
The family and the school.  
Methods of getting to know the family.  
Opportunities for cooperation.  
Educational methods and teacher communication.  
Social deficiencies and school success.  
Research on family inequalities.  
The education of family life.  
Strengthening the relationship between school and family. Good practices.

**Literature:**

Balogh László–Bolló Csaba–Dávid Imre–Tóth László–Tóth Tamás: A pedagógusok, szülők együttműködése és a kollégiumok szerepe a tehetségfejlesztésben. Magyar Tehetségsegítő Szervezetek Szövetsége, 2014. ISSN 2062-5936  
[https://tehetseg.hu/sites/default/files/konyvek/geniusz\\_31\\_net.pdf](https://tehetseg.hu/sites/default/files/konyvek/geniusz_31_net.pdf)  
Cs. F. Nemes Márta: Családpedagógiai módszertan. Családi Nevelésért Alapítvány, Bp., 2001-2002.  
Forward, S. (2000): Mérgező szülők. Budapest, Háttér Kiadó, 346 p.  
Hegedűs Judit ( szerk.): Család, gyermek, társadalom – A gyakorlati pedagógia néhány alapkérdése sorozat (5. kötet) ELTE, Budapest, 2006.  
<http://gepeskonyv.btk.elte.hu/adatok/Pedagogia/84N%E1dasi/Nyomtat%E1sra/pdf/Csal%E1d,%20gyermek,%20t%E1rsadalom.pdf>  
Kováts-Németh Mária – Muhi Béla – Szijártó István (szerk.) A család és szerepe a tehetséggondozásban. Ziegler-nyomda, Keszthely, 2013.  
Németh András (2004): Az európai család változásai. in: Pukánszky Béla-Németh András: A pedagógia problémátörténete. Gondolat Budapest, 241-259.o ISBN: 963 956 7183  
Podráczky J. szerk. 2012. Szövetségben. Tanulmányok a család és az intézményes nevelés kapcsolatáról. Budapest, ELTE Eötvös Kiadó.  
Pukánszky Béla: A gyermekkor története. Műszaki Kiadó, Budapest, 2001.  
Ranschburg Jenő (2004): Gepárd–kölykök. Urbis Kiadó, Budapest, 5–137. ISBN: 963 929 1595  
Szabó Éva (2008). Szeretettel és szigorral. Az iskolai nevelés problémái a szülők és a tanárok szemszögéből. Akadémiai Kiadó. ISBN:9779630583771  
UTASI Ágnes: A bizalom hálója. Mikro-társadalmi kapcsolatok, szolidaritás. Budapest, 2002. Új Mandátum Kiadó 155 p.  
Vajda Zsuzsa (2005): A család funkciói. in: Vajda Zsuzsanna–Kósa Éva: Neveléslélektan. Osiris Kiadó, Budapest, 171–179. ISBN: 963389 7289

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 202

A	B	C	D	E	FX
64.85	15.35	10.89	6.44	0.5	1.98
<b>Teacher:</b> Dr. habil. Aranka Híves-Varga, PhD., Dr. habil. Erika Kopp, PhD., Mgr. Anita Tóth-Bakos, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ RMK/25	<b>Name:</b> Regional and minority culture
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>- Active participation of the student in lectures,</li> <li>- Participation of the student in the assignments and participation in the analysis and discussions during the lectures,</li> <li>- an essay in which the student analyses relevant professional, scientific literature or an article (100 points), or a project proposal for an educational activity aimed at developing the student's intercultural and minority competences (100 points)</li> </ul> Essay evaluation criteria: <ul style="list-style-type: none"> <li>- Presentation of a literature review (20 points),</li> <li>- analysis and evaluation (40 points),</li> <li>- drawing conclusions and formulating suggestions (20 points),</li> <li>- elaboration (20 points).</li> </ul> Criteria for evaluation of the educational activity project proposal: <ul style="list-style-type: none"> <li>- Content (40 points),</li> <li>- originality (20 points),</li> <li>- formality (20 points),</li> <li>- presentation of the literature review (20 points).</li> </ul> Total student workload: 2 credit = 60 hours <ul style="list-style-type: none"> <li>- 13 hours of lecture attendance; 20 hours of self-study; 27 hours of term paper preparation.</li> </ul> The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade.           Overall course pass mark: <ul style="list-style-type: none"> <li>- A = 90 - 100% (90 - 100 points)</li> <li>- B = 80 - 89% (80 - 89 points)</li> <li>- C = 70 - 79% (70 - 79 points)</li> <li>- D = 60 - 69% (60 - 69 points)</li> <li>- E = 50 - 59% (50 - 59 points)</li> <li>- FX = 0 - 49% (0 - 49 points)</li> </ul>	
<b>Results of education:</b> Knowledge:	

- The student can explain and justify the transformations of the terms intercultural, multicultural, and transcultural education.
- The student will be familiar with the concepts of identity, majority and minority identity, educator identity, and minority educator identity.
- The student will understand the cultural legacy of generations, and societal value systems.
- The student will be able to analyze current concepts of minority educational policy in Slovakia.

**Skills:**

- The student will be able to independently search, compare and work with relevant literary sources.

**Competencies:**

- The student will be able to design a project of an educational activity in order to develop intercultural and minority competences of the pupil.
- The student has internalized social values.
- The student has respect for ancestral traditions.
- The student is able to create various didactic games aimed at developing the student's intercultural and minority competences.

**Brief syllabus:**

Theoretical approaches to identity from a minority identity perspective.

General theoretical foundations of the concept of identity.

Theories of identity research.

State and nation - national, ethnic, majority and minority identity.

Cultural and social values with regard to minorities.

Forms of education of ethnic and national minorities; current analysis of the situation in Slovakia.

Curricular aspects of minority identity.

**Literature:**

HORVÁTHOVÁ, Kinga, Péter TÓTH, András NÉMETH. 2019. Kisebbségi helyzet, identitás és műveltség [elektronický zdroj]: A szlovákiai magyar pedagógusok társadalmi önmegvalósítása. 1. vyd. Komárno: Univerzita J. Selyeho, 2019. 117 s. [CD-ROM]. ISBN 978-80-8122-309-9.

HUSZÁR, Zsuzsanna, Melinda NAGY, Péter TÓTH, Béla István PUKÁNSZKY a András NÉMETH. 2021. Szlovákiai magyar pedagógusok szakmaképe, kisebbségi és pedagógusi identitásának vizsgálata. In: Engler Ágnes, Bocsi Veronika, Andl Helga (eds.). Új kutatások a neveléstudományokban 2020: Család a nevelés és az oktatás fókuszában. Debrecen: Magyar Tudományos Akadémia Pedagógiai Bizottság, 2021, P. 178-197.

LISZKA, J. 2009. Interetnikus és interkulturális kapcsolatok Dél-Szlovákiában. Komárno : Selye János Egyetem. ISBN 978-80-89234-87-5

LÁZÁR, I., 39 interkulturális játék : Ötlettár tanároknak az interkulturális kompetencia és a csoportdinamika fejlesztéséhez. Budapest : Eötvös Loránd Tudományegyetem. (Bölcsészet- és Művészetpedagógiai Tananyagok, ISSN 2416-1780 ; 9.) ISBN 978-963-284-657-6

NAGY, M., STRÉDL, T., SZARKA, L. 2018. Többség, kisebbség és a tolerancia II. : Kapcsolatok és identitások a számok tükrében. Komárno : Univerzita J. Selyeho. ISBN 978-80-8122-280-1

RÓKA, J., HOCHÉL, S. 2009. Interkulturális és nemzetközi kommunikáció a globalizálódó világban. Budapest : Budapesti Kommunikációs és Üzleti Főiskola. ISBN 978-963-7340-74-1

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

hungarian, slovak

**Notes:**

<b>Evaluation of subjects</b>					
Total number of evaluated students: 249					
A	B	C	D	E	FX
38.55	26.1	22.09	10.44	0.8	2.01
<b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Tímea Mészáros, Mgr. Anita Tóth-Bakos, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ RPK/25	<b>Name:</b> Gross motor development
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a summary assessment of theoretical knowledge and practical skills. 80% active participation at the lectures. The evaluation involves developing a seminar and presenting health practices for good physical well-being, as well as relaxation and relaxation practices to protect health. The student will present at a seminar the learning of good terminology for physical exercise, basic rules for describing mobility. Evidence of theoretical knowledge is given in writing during the examination period (open and closed questions). Credit terms and assessment criteria: Seminars in a range of 5 pages (A4, v.p.: 12, r.: 1,5), the preparatory part of educational activities and the presentation of health practices for good physical well-being, and relaxation and relaxation practices to protect health. The student will present at a seminar the learning of good terminology for physical exercise, basic rules for describing mobility. Compliance with this requirement is a condition for participation in the final written knowledge check. Assessment criteria (max. Score 15): The formal side of the seminar work, the feasibility of content and application options in terms of pedagogical practice, the appropriate selection of physical practices and kinesthetic games, the use of good terminology and a description of practices, the incorporation of sentences in content, the indication of educational activity in practical implementation. A practical introduction to the extended preparation section, a variety of warm-up options (n=3), which are adapted in content and format to the selected age groups (younger school age, adults). Compliance with this requirement is a condition for participation in the final written knowledge check. Assessment criteria: In order to meet this requirement, practical demonstration of the warm-up models produced is desirable depending on the age of the pedagogical performance, organization of practices and terminology. Completed/not completed Knowledge validation (open and closed questions) is the basic terminology of physical exercise, principles of graphical representation and drawing practices, laws on the mold development of human engine skills, including the development of basic movement patterns and mobility skills, growth attributes and human development at individual mold genetic stages, theory of theoretical	

and didactic movement, health education, relaxation and relaxation practices, specificity of the development of the mobility of children of kindergarten age.

Participation in the written knowledge check is conditional on the fulfillment of the on-going conditions for the taking of credits (participation, preparation of medical practice aids, practical demonstration of sample satisfaction, seminar work).

Assessment criteria (maximum score 30): The minimum requirement for written completion of the subject is 16 points (minimum 50 %). Final assessment: V: 100-91% B: 90-81% C: 80-71% D: 70-61% E: 60-50% FX: 49% or less.

Total student workload : 2 credits = 60 hours, 13 hour participation at the lectures; 47 hours of self-study.

### **Results of education:**

Knowledge:

- It is familiar with current public education programs, it will be able to implement and evaluate education and training.
- The trainee has basic knowledge of the area.
- It can work effectively as a team Member and individually control, using sports games.
- The student will be able to organize leisure activities.
- The student can acquire expertise in leisure activities and individual sports games.
- The student will be able to learn and use the basics of movement and pre-training in the wild.

Capabilities:

- The graduate knows and understands the concept of the institutional socialization process in a broader social science context It is ready to provide independent care, further education and professional development.
- The student will be able to properly create kinesthetic games that are appropriate for the age.
- The student will be able to apply his/her knowledge correctly in developing kinesthetic gaming projects.

Competences:

- The student will be able to apply his knowledge to his/her work, which may influence his/her professional choice.
- It is able to create a problem channel and to navigate the situation of individuals at the target groups.
- The student will be able to develop a targeted self-knowledge related to vocational guidance.
- The student will be able to design his/her activities independently.
- He knows the legislation and institutional context in which to exercise his profession. It has developed socially accepted civic attitudes and a positive attitude toward its profession and target group.
- The student will be able to develop a reliable, helpful, encouraging, attentive and accepted attitude, an open atmosphere to learn about and manage the way others work.

### **Brief syllabus:**

The importance of kinesthetic toys for the somatic, physiological and psychological antisocial development of students. Kinesthetic toys and basic knowledge of their distribution. Use of kinesthetic games in practice and in leisure time. Collective sporting activities, didactic games. All-in-one games and their use: Play games, play games with a ball (FIT-BALL), and play games for children in the open. Learn the basic rules for handling kinesthetic games. Motion-manipulation toys. Terminology for physical practices. Basic rules for the movement description. Preparatory part of the educational activities - exercises, warm-up methods. The regularity and mold development of the growth and development of human motorized skills. The development of motorized skills and opportunities to develop motor skills at different stages of learners' development. Kinesthetic

toys and physical practices for good body-keeping. Kinesthetic games and physical exercises to improve basic movements. Kinesthetic games and physical exercises to develop basic mobility skills. Kinesthetic toys are designed to develop motorized skills fitness. Kinesthetic games aim at improving the capacity for the coordination of motor skills. Preparation, conduct, methodological and educational procedures (evaluations) for kinesthetic games. Relaxation, health and relaxation practices.

**Literature:**

Dobay Beáta: Mozgásos játékgyűjtemény, 2016 ISBN 978-80-81-22-192-7  
 Pektor Gabriella: Mozgásfejlesztő játékok gyűjteménye, 2011 ISBN 978-963-697-652-1  
 Farmosi István: Mozgásfejlődés, Dialog Campus, Pécs, 2007 ISBN 963-9310-06-9  
 Laczo Eugen a kol.: Rozvoj a diagnostika pohybových schopností detí a mládeže, Bratislava 2014, ISBN 978-80-97-14-66-0-3, [http://www.telesnavychova.sk/userfiles/downloads/Rozvoj\\_diagnostika\\_PS\\_Laczo\\_2014.pdf](http://www.telesnavychova.sk/userfiles/downloads/Rozvoj_diagnostika_PS_Laczo_2014.pdf)  
 Nádas Lajos: Motoros cselekvéses játékok az iskolai testnevelésben, 2001 ISBN 963-19-2112-3  
 Židek, J. et al.: Turistika a ochrana života a zdravia, Univerzita Komenského, Bratislava, 2013,  
 Židek, J. et al.: Turistika história turistiky obsah, druhy a formy turistiky ochrana prírody, PEEM, Bratislava, 2004

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

hungarian ,slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 105

A	B	C	D	E	FX
66.67	17.14	13.33	2.86	0.0	0.0

**Teacher:** PaedDr. Peter Židek, PhD., Mgr. Attila Bognár,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ SOV/25	<b>Name:</b> Sociology of education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites for passing the course are: active participation of the student in the exercises and submission of a written thesis during the semester. The evaluation of the course will be made on the basis of the points obtained in the following distribution: a maximum of 10 points for participation, a maximum of 30 points for solving the semester assignments during the class and a maximum of 60 points for the submitted work. A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. FX 50% or less. Total student load: 1 credit = 30 hours (13 hours active participation in exercises; 17 hours study and preparation of written work).	
<b>Results of education:</b> The goal of this course is to introduce the student to various sociological conceptions of education and social expectations. The goal is to provide a foundation of sociological knowledge about the work of educators and the empathy needed to understand people in different social situations. <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Acquire the basic concepts of the sociology of education,</li> <li>- The student will become familiar with the details of family and school socialization,</li> <li>- the student will become familiar with current methods for conflict and problem solving,</li> <li>- the student will become familiar with current social problems</li> <li>- the student will become familiar with current difficulties of social inequalities</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The student will be able to independently search, compare, and use relevant sources of scholarly literature,</li> <li>- the student is able to recognize the difficulties of education and upbringing of children coming from different social backgrounds,</li> <li>- The student is able to manage a small social group,</li> <li>- the student is able to independently analyze a variety of educational situations,</li> <li>- the student is able to appreciate different social values.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>- The student forms his/her own opinion, thinks of himself/herself as a future teacher,</li> <li>- the student is able to create his/her own procedures to achieve his/her own goals,</li> </ul>	

- the student is empathetic towards different social groups,
- the student identifies with the mission of his/her institution,
- the student feels responsibility for effective problem solving.

### **Brief syllabus:**

Problems addressed by the sociology of education. Opinions on the sociology of education.

The development of topics in the sociology of education: socio-historical context.

Scenarios of education, forms of socialization: family, pre-school, school and out-of-school education.

Family research from a sociological perspective: family functions and socialization.

Sociology of the educational system: the continental system. The Atlantic system. Who owns the school?

Theories of capital in educational research: human capital theory.

Cultural capital and the theory of reproduction. Social capital as a compensating factor of disadvantage.

Multi-culturalism, intercultural education: society and historical background. The concept and meaning of multicultural and intercultural education.

Approach to multicultural and intercultural education. Using multicultural and intercultural education to develop skills. Analysis of school performance and student achievement.

Social mobility and school: social structure, inequalities in school. Social mobility and equal opportunities in school.

Equal opportunities and inclusion in school: strategies for social and school coexistence.

Linguistic socialisation and school: School as a test of language ability and higher level language contact. Bernstein's language codes.

Effectiveness, good outcomes and adequacy in public education. Circumstances affecting effectiveness.

Minority education. Demographic trends in the Carpathian Basin.

### **Literature:**

Csepeli Gy. et al. 1987 Modern polgári társadalomelméletek. Budapest: Gondolat Kiadó  
 ĎURDÍK, Ladislav. Asszimilációs folyamatok a szlovákiai magyarság körében. 1. vyd. Pozsony: Kalligram, 2004. 152 s. ISBN 978-80-7149-668-5.

Gál Gyöngyi: Erdélyből áttelepedett pedagógusok otthon- és családképe. Katolikus Pedagógia, VII. ÉVFOLYAM, 2018/1–2. SZÁM. pp.5-16 (2018).

Kováts-Németh Mária: Kultúráközvetítés és pedagógiai értékrendszerek. Komárno: Selye János Egyetem Tanárképző Kara, 2013.

Kozma Tamás: Bevezetés a nevelésszociológiába. Nemzeti Tankönyvkiadó 1994

Lannert Judit (2004): Minőség, hatékonyság, eredményesség. Új Pedagógiai Szemle, <http://epa.oszk.hu/00000/00035/00087/2004-12-ko-Lannert-Hatekonysag.html>

Tóth Péter, Holik Ildikó (szerk.): Új kutatások a neveléstudományokban 2015: Pedagógusok, tanulók, iskolák – az értékformálás, az értéközvetítés és az értékteremtés világa. MTA Pedagógiai Tudományos Bizottság, Budapest, 2016 ISSN 2062-090X.

Varga Aranka (szerk.): A nevelésszociológia alapjai 2015. Pécs. ISBN (epub) 978-963-642-850-1 – DOI 10.15170/BTK.2015.00001. <https://mek.oszk.hu/14500/14566/14566.pdf>

Továbbá a: Képzés és Gyakorlat, a Köznevelés, az Iskolakultúra, a Neveléstudomány, a Nevelésszociológia, a Pedagógusképzés, a Magyar Pedagógia, a Fejlesztő Pedagógia és az Egészségnevelés című folyóiratok tantárgyhoz kapcsolódó további írásai (2015-2021.)

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

hungarian, slovak

<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 120					
A	B	C	D	E	FX
45.0	25.0	14.17	8.33	4.17	3.33
<b>Teacher:</b> Dr. habil. Erika Kopp, PhD., PaedDr. Beáta Kiss, PhD., Dr. habil. Aranka Híves-Varga, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

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

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

**Skills:**

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

**Competences:**

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

**Brief syllabus:**

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

Ethical principles of professional training.

Organisational requirements of the professional training.

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

Planning and designing the work, preparation for the activity.

Pedagogical reflection. Evaluation. Self-evaluation.

Pedagogical documentation

**Literature:**

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

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

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

<p>FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.</p> <p>ORSOVICS, Y. a kol. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : UJS, 2018. 161 s. ISBN 978-80-8122-282-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. [online]. Dostupné na internete: &lt;<a href="https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/">https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/</a>&gt;.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácii a ďalšej dokumentácii. [online]. Dostupné na internete: <a href="https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/">https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/</a></p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Ostatné dokumenty: Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho. Az iskola, intézmény pedagógiai és egyéb dokumentációja.</p>	
<p><b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak</p>	
<p><b>Notes:</b></p>	
<p><b>Evaluation of subjects</b> Total number of evaluated students: 53</p>	
a	n
84.91	15.09
<p><b>Teacher:</b> Mgr. Katalin Sýkora Hernády, PhD., PaedDr. Beáta Kiss, PhD., PaedDr. Tamás Török, PhD.,</p>	
<p><b>Date of last update:</b> 28.03.2025</p>	
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.</p>	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TFV/25	<b>Name:</b> Educational theory and educational philosophy
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General requirements: <ul style="list-style-type: none"> <li>• active participation,</li> <li>• written exam (50 point),</li> <li>• seminar assignments, groupwork</li> <li>• written essay a written essay on one of the specified topics of the course (min requirements: essay based on min. 5 literature, 15.000 character) (50 points)</li> </ul> Criteria for assessing the written essay: <ul style="list-style-type: none"> <li>- Content 20 points,</li> <li>- Formal structure 10 points,</li> <li>- Literature used 20 points.</li> </ul> Total workload of the student: 3 credits = 90 hours (26 hours lecture and seminar; 32 hours of independent study, preparation for the exam and 32 hours for the essay). To successfully complete the course, at least 50% of the maximum number of points (100 points) must be obtained. Total assesment of the course: <ul style="list-style-type: none"> <li>• A = 90 – 100% (150 – 135 point)</li> <li>• B = 80 – 89% (134 – 120 point)</li> <li>• C = 70 – 79% (119 – 105 point)</li> <li>• D = 60 – 69% (104 – 90 point)</li> <li>• E = 50 – 59% (89 – 75 point)</li> <li>• FX = 0 – 49% (0 – 74 point)</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- The student knows and can interpret the results of recent research.</li> <li>- The student is able to understand and apply the results of new research in the field of education and pedagogy.</li> <li>- The student knows and be able to interpret the different conceptions of the human person, the related educational approaches, be aware of the socio-cultural factors influencing these approaches and recognise their implications for personal development.</li> </ul>	

- The student is familiar with and able to apply different theoretical approaches and interpretations of education and its role.
- The student is able to develop his/her understanding of the person, the child and education in dialogue with other theories in an open-minded way; he/she will seek to develop a coherent approach of his/her own.
- The student is familiar with pedagogical methods that promote community building and development.

**Skills:**

- The student is able to develop an awareness of his/her own conception of man and child, of education, to communicate with others and to understand others' ideas about man;
- The student is able to search, compare and use relevant literature independently,
- The student is able to identify strategies appropriate to educational and pedagogical objectives,
- The student is able to select forms of organisation and to organise an environment conducive to effective learning,
- The student is able to analyse different educational situations independently and professionally,
- The student is able to reflect, analyse and evaluate his/her pedagogical experiences and views.

**Competences:**

- The student is sufficiently prepared and committed to carry out professional and pedagogical work in a responsible manner,
- the student takes responsibility for the mission of his/her institution,
- the student has a sense of responsibility for the effective solution of specific problems,
- the student has a democratic commitment to values and a sense of responsibility, is ready to accept values different from his/her own, and is open to learning about and respecting the opinions of others.

**Brief syllabus:**

Anthropological foundations of education. Culture- education-learning: the social mimesis; the mimetic foundations of cultural learning, traditions, celebration, play, rites and informal education. Basic concepts of education: upbringing, culture - enculturation, socialisation, individualisation, education, learning.

Discipline and education, the purpose of education, the role of ideals and norms in education; the main European value systems (conservative-Christian, liberal, socialist, alternative) and their educational implications, diversity in schools, value pluralism.

Institutional education; school as a social institution: functions of school, mobility, school selection and equal opportunities. The hidden curriculum and school rites.

The relationship between family and school.

The relationship between school, local society and the state. Legislation on the functioning of education. Slovak education laws and ISCED.

Vulnerability of modern mass democracies and the totalitarianism.

The postmodern. Main directions and dilemmas of contemporary philosophy.

**Literature:**

Bárány Tibor (szerk.): Kiskaté. Kortárs filozófiai kiskönyvtár. Műút Könyvek, Miskolc, 2017. ISBN 978-615-5355-22-6

<http://www.muut.hu/wp-content/uploads/kiskate.pdf>

Csejtei Dezső (2016): Filozófia a mindennapokban. Gondolatok emberről, világról, Istenről. Attraktor, Gödöllő-Máriabesnyő. ISBN:9786155601101

<https://www.szaktars.hu/attraktor/view/csejtei-dezso-filozofia-a-mindennapokban-gondolatok-emberrol-vilagrol-istenrol-2016/?pg=224&layout=s>

Dietrich, Jürgen – Tenorth, Heinz-Elmar: A modern iskola kialakulása és működése. Műszaki Könyvkiadó, Budapest, 2003. ISBN 963 16 2757 8  
 Donald, Merlin (2002): Az emberi gondolkodás eredete. Osiris, Budapest. ISBN 963 389 085 3  
 Németh András (2004): Ember és világainak változásai. Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184  
 Németh András: Nevelés – gyermek – iskola. Eötvös Kiadó, Budapest, 1997. ISBN: 9639024198  
 Németh András: Emberi idővilágok – pedagógiai megközelítések. Gondolat Kiadó, Budapest, 2013. ISBN 9789636932688  
 Wulf, Christoph: Az antropológia rövid összefoglalása. Enciklopédia Kiadó, Budapest, 2007. ISBN 963 9655 09 0

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 532

A	B	C	D	E	FX
53.2	25.75	13.72	3.95	0.94	2.44

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TKZ/25	<b>Name:</b> Movement culture and healthy lifestyle education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in hours, seminars and oral exams. The content of the seminar work will be to plan part of the curriculum under the subject-matter of the curriculum for a selected type of school facility. The definition of the competences of the child/student of the selected school facility type (50 points), the definition of the educational thematic area of the selected school facility type (50 points). Final assessment: A-100-91% B-90-81%, C-80-71%, D-70-61%, E-60-50%. Students who do not reach 49% will not receive credit. Total student workload: 2 credits = 60 hours, participation in 13 hour lectures (contact); 47 hours self-studying and preparation - half-year work.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student is able to work with theoretical knowledge.</li> <li>• The student is able to develop preparedness for child and youth health practices.</li> <li>• The student can develop various tools to improve the mobility of children, young people and the adult population.</li> <li>• The student can set up specific warm-up exercises per age group.</li> </ul> <b>Capabilities:</b> <ul style="list-style-type: none"> <li>• The student will be able to navigate through the AOP Education area of health and physical activity.</li> <li>• The student has the ability to expand his or her knowledge and self-training.</li> <li>• The student is able to develop their own preparedness and health practices for different age groups.</li> <li>• The student is able to apply sentence-related knowledge in practice.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>• The student will be able to apply his/her knowledge in the course of his/her future work.</li> <li>• It can make contact not only with children, but also with parents and adults.</li> <li>• The student has the ability to provide professional reasons for his activity.</li> <li>• The student is able to implement a targeted self-training development.</li> </ul>	

- The student is able to independently design activities that enhance his or her knowledge and contribute to his or her choice of profession.
- The student is able to demonstrate a reliable, helpful, encouraging, attentive and accepted attitude, to create an atmosphere open to knowledge.

**Brief syllabus:**

The theory and basic knowledge of physical culture, physical education and sport education. ( physical culture, kinesthetic games, conditional, coordination, compensatory practices). The physical development of pupils' school age. Healthy lifestyle - elements of a healthy lifestyle for students. The main principles of a healthy lifestyle. Physical activity for a healthy lifestyle. Theoretical and basic knowledge, practical and recreational use of kinesthetic toys. Various sports activities in school clubs. Knowledge of basic tourism skills and information in nature in summer and winter. Organization of various sporting events under the legislation in force at the Ministry of Education of the Slovak Republic. Knowledge of basic health standards for sports activities in schools.

**Literature:**

Dobay, Beáta. Mozgásos játékgyűjtemény: (óvó- és alsó tagozatos pedagógusok részére). 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 135 s. ISBN 978-80-8122-192-7.

Dobay, Beáta a Elena Bendíková. Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia. 1. vyd. Komárom: Kompress, 2016. 104 s. ISBN 978-963-12-7613-8

Domonkos Mihály: Testkultúra, Juhász Gyula Pedagógiai Kar – Szeged, ISBN 978-963-306-366-8, <http://www.ofi.hu/tudastar/kultura-testkultura>, <http://www.jgypk.u-szeged.hu/dok/tamopsport/Nadori-Dancs-Retsagi-Ekler-Gaspar%20-%20Sportelmeleti%20ismeretek>

Gaal Sándorné, Kunos Andrásné : Testnevelési játékok anyaga és tervezése az óvodában, Szolnok, 0. - 246 s. - ISBN 963 650 519 5.

Gaal Sándorné: Mozgásfejlődés és fejlesztés az óvodában : Kézikönyv óvodapedagógusok számára / - 1. vyd. - Szarvas : Szarvaspress, 2010. - 332s. - ISBN 978-963-08-0198-0.

Gaal Sándorné, Bencze Sándorné: A testnevelés mozgásanyagának feldolgozása a 3-10 éves korosztály számára, Szarvas, 2004. - 224 s. - ISBN 0010409.

Rétsági Erzsébet: A testnevelés tantárgypedagógiája, Dialóg Campus, 2004

Farmosi István: Mozgásfejlődés, Dialóg Campus, 2005

Šelingerová - Šelinger: Športová antropológia, SVSpTVaŠ, 2017

ZANZA TV – Testkultúra, <https://zanza.tv/fogalom/testkultura>

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

hungarian ,slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 11

A	B	C	D	E	FX
45.45	36.36	9.09	9.09	0.0	0.0

**Teacher:** PaedDr. Peter Židek, PhD., Mgr. Attila Bognár,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TPR/25	<b>Name:</b> Theory and practice of the management of educational institutions
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: - Active participation of the student in lectures, - Successful completion of a continuous knowledge test, - successful completion of the final examination. The course ends with an examination. The intermediate written knowledge test has a maximum score of 60 points. The final written knowledge test has a maximum score of 40 points. The successful completion of the course is subject to obtaining at least 50 % of the maximum possible grade for the course (100 points). The grade is awarded on the following scale: A - 90-100%, B - 80-89%, C - 70-79%, D - 60-69%, E- 50-59%. Total student load: 1 credit = 30 hours - 26 hours lecture attendance (contact hours); 4 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> - The student has knowledge of the specifics of school management in the areas of comprehensive management, quality management, management styles, school marketing, school climate and culture - the student is familiar with management styles and can characterise them, - the student knows the structure of the school system of the Slovak Republic, - the student is familiar with school legislative documents, - the student is able to characterise the competences of the head teacher, his/her rights and duties, as well as the rights and duties of the founder and control bodies, - the student knows the forms of cooperation with partners of educational institutions, - the student knows the meaning and methods of evaluation and self-evaluation, - the student is familiar with pedagogical documentation related to the management of educational institutions (school educational and educational programmes), - the student knows the target and structural difference between the school educational programme of kindergarten and the educational programme of school educational institutions, - the student knows the background to the development of each programme, - the student knows the procedures for the development of individual programmes.	
<b>Skills:</b>	

- The student can independently search, compare and work with relevant literary sources,
- the student is able to navigate school legislative documents and search for relevant information,
- the student is able to establish cooperation with school partners and educational institutions,

**Competences:**

- The student is able to imply theoretical knowledge into his/her own pedagogical practice in the field of management and cooperation,
- the student is able to conceive his/her own practices in achieving the set objectives in the field of management and cooperation,
- the student is able to apply knowledge about school management in the context of school management in the Slovak Republic in relation to legislation,
- the student will be able to critically evaluate existing legal documents especially in relation to national schools,
- the student will be able to evaluate the ongoing changes in the field of public administration, to express his/her own opinion on the justification of self-governing structures in the process of school management,
- the student will feel responsible for the quality of individual programs for the benefit of an effective educational process.

**Brief syllabus:**

Functions of the school. The nature of school governance in a democratic society. Adaptability of the school management system.

The position and roles of the state administration in school management. The responsibilities of local government, school authorities and other bodies in the management of schools and schools.

The nature and content of management. Concepts and theories of management. Functions of management - basic and general management functions.

School management. Models of school management, their peculiarities. Organisational structure of the school. Comprehensive school management in the implementation of the school educational programme. Educational programmes from the point of view of school management. Management of the development and implementation of the school educational programme. Internal standards of the school as regulators of optimal functioning.

Management styles. Personality and communication skills of the school manager. School marketing from the point of view of contemporary school needs.

School climate and culture in terms of the development and implementation of the school educational programme.

Kindergarten and school education partners and their cooperation.

Evaluation and self-evaluation methods in management.

Legislative basis for the development of the school educational programme of kindergarten and educational programme of school educational establishments.

Principles of development and structure of the school educational program of kindergarten and educational program of school educational facilities.

Analysis of local conditions and possibilities of kindergarten and school educational facilities prior to the development of the educational and school educational program - SWOT analysis.

Stages of creation of school educational and educational programs.

**Literature:**

HORVÁTHOVÁ, K. Opatávamenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.

HORVÁTHOVÁ, K., OBDRŽÁLEK, Z. Organizácia a manažment školstva: Terminologický a výkladový slovník. Bratislava : SPN, 2004. 419 s. ISBN 80-10-00022-1.

HORVÁTHOVÁ, K. a kol. Otázky koncepcie prípravy riadiacich zamestnancov škôl. Nitra : UKF, 2011. 344 s. ISBN 978-80-558-0001-1.

HORVÁTHOVÁ, K. Školský manažment v nových spoločenských podmienkach (pre riadiacich pedagogických zamestnancov). Bratislava : UK, 2008. 181 s. ISBN 978-80-969178-8-4.

HORVÁTHOVÁ, K, MANNIOVÁ, J. Úvod do školského manažmentu. Ivanka pri Dunaji : AXIMA, 2008. 179 s. ISBN 978-80-969178-6-0.

KETS DE VRIES, M. The leadership mystique: Leading behavior in human enterprises. Great Britain : Pearson Education, 2006. 279 s. ISBN 978-1-4058-4019-4.

PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.

SIVÁK, J. Minőség az óvodában. Budapest : Okker, 2001, 272 o. ISBN 963-9228-50-8.

SLAVÍK, J. Hodnocení v současné škole: Východiská a nové metody pro praxi. Praha : Portál, 1999. 190 s. ISBN 80-7178-262-9.

ŠTÁTNY PEDAGOGICKÝ ÚSTAV, 2016. Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách [online]. Bratislava : ŠPÚ, 2016. 112 s. Dostupné na internete <[https://www.statpedu.sk/files/articles/nove\\_dokumenty/statny-vzdelavaci-program/svp\\_materske\\_skoly\\_2016-17780\\_27322\\_1-10a0\\_6jul2016.pdf](https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf)>.

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Zákon č. 138/2019 o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.

Zásady tvorby školských vzdelávacích programov a výchovných programov – [www.statpedu.sk](http://www.statpedu.sk), [www.minedu.sk](http://www.minedu.sk).

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 456

A	B	C	D	E	FX
17.32	21.05	19.96	19.3	21.05	1.32

**Teacher:** Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Alexandra Nagyová, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TVD/25	<b>Name:</b> Creative workshop
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> <ul style="list-style-type: none"> <li>- active participation of the student in the exercises</li> <li>- participation of the student in the assignments and participation in the discussions during the exercises</li> <li>- submission of term papers in physical and digital form and its presentation</li> <li>- Evaluation of the success of the semester work - max. 50 points:               <ul style="list-style-type: none"> <li>- quality - 20 points,</li> <li>- originality - 10 points,</li> <li>- formal aspect - 10 points,</li> </ul> </li> <li>- a short oral explanation of the concept and content of the works the contents and the content of the submitted works - 10 points.</li> <li>- The successful completion of the course includes the submission of term papers in digitised form as a pdf document, with the quality and content of this document being assessed separately according to the following criteria - max. 30 points:               <ul style="list-style-type: none"> <li>- formal aspect - 10 points</li> <li>- quality of reproductions of the theses - 10 points</li> <li>- skills in the use of digital media (working with hardware and software) -10 points</li> </ul> </li> </ul> Evaluation - max. 80 points: A : 72 - 80 points (90 - 100%) B: 64 - 71 points (80 - 89%) C: 56-63 points (70-79%) D: 48 - 55 points (60 - 69%) E: 40 - 47 points (50 - 59%) Fx: 0-39 points (0-49%) Total student load: 1 credit = 30 hours - 13 hours of participation in exercises (contact hours); 8 hours of self-study; 9 hours of term paper preparation.	
<b>Results of education:</b> Knowledge Student/Student:	

- Knows the tools of the visual arts and their proper use
- knows the art techniques and their areas of application
- knows the application of some graphic, plastic and digital technologies
- knows the forms of visual education activities
- recognises the specificities of the visual representation of children and young people
- knows the methods of education aimed at developing creativity
- plans and organises forms of visual education and craft activities

#### Skills

The student is able to:

- use the tools of visual arts correctly and to apply them appropriately
- select and apply appropriate art techniques on the surface and in space
- use the elements of visual language in different ways on the surface and in space
- express themselves using art techniques on a given subject
- carry out certain graphic, plastic and digital processes
- to reflect on current social and cultural issues and critical thinking

#### Competencies:

The student is able to:

- Apply practical knowledge of the curriculum as applied to creative production practices
- apply the theoretical knowledge of the curriculum that he/she uses in a creative way
- establish own procedures for achieving goals in planning and implementing art activities
- to work independently in creative making practices or in learning the curriculum
- identify with their own profession in which they are fluent in developing their own abilities and skills
- feel responsible for methodologically correct planning, organisation and implementation of art activities
- to support the thinking and creative processes of children and young people and their visual expression

#### **Brief syllabus:**

Visual expression - perception, qualities, experience.

Ecology and environmental awareness in art education - land art, environmental art, arte povera.

The development of pictorial representation of children and young people - schematism, symbols, colour and form, space.

Phenomena of visual art - creation, styles.

Characteristics of media - typical expressive means of media.

Bookmaking - Japanese binding, paperback, picture book.

Theory and practice of digital competence - digital image and text, basics of typography and graphic design - poster, advertising, visual identity.

Synesthesia, smells, sounds and touch on canvas, free association of images based on our senses through art therapy.

The possibilities of spatial representation on the canvas - historical overview, peculiarities of spatial representation of children's drawings, basics of perspective representation.

Possibilities of integrating visual education into other areas of education.

Visual education by project method.

Environment: technology and tradition - objects, spaces, function.

Environment: technology and tradition - tradition, design, fashion.

#### **Literature:**

ARHNEIM, R. A vizuális élmény: Az alkotó látás pszichológiája. Budapest: Gondolat, 1979, 560 s. ISBN 9632801415

BÁLVÁNYOS, H. Esztétikai - művészeti ismeretek nevelés: Vizuális kultúra II. : Képzőművészet, tárgy - és környezetkultúra. Budapest: Balassi Kiadó, 1998, 168 s. ISBN 963 506 240 0.

BÁLVÁNYOS, H. Látás és szemléltetés. Budapest: Balassi Kiadó, 2003, 155 s. ISBN 963 506 521 3.

BÁLVÁNYOS, H., SÁNTA, L. Vizuális megismerés, kommunikáció. Budapest: Balassi Kiadó, 2000, 125s. ISBN 963 506 354 7.

BAKOS, T., BÁLVÁNYOS, H., PREISINGER ZS. A vizuális nevelés pedagógiája: 6-12 éves korosztályban. Budapest: Balassi Kiadó, 2001, 263 s. ISBN 963 506 398 9.

BEKE, M. 77 magyar népi játékok. Budapest: Corvina, 2017, 304 s. ISBN 978 963 13 6431 6. 161 s. ISBN 978-80-8122-335-8.

DVORSZKY, H. Design: A forma művészete. Budapest: Képzőművészeti Alap Kiadóvállalata, 1979, 295 s. ISBN 963 336 119 2

FEUER M. A gyermekrajzok fejlődéslélektana. Budapest: Akadémiai Kiadó, 2000, 405 s. ISBN 9630577321.

FIEDLER, J., VANCURÁNÉ, S. A., HAJDÚ, A. Kép-játék-hang: Foglalkozási tervek képzőművészeti alkotásokhoz. Budapest: Pedellus Tankönyvkiadó, 2015, 80 s. ISBN 978-615-5154-63-8.

GOMBRICH E. H.. A művészet története. Budapest: Gondolat Kiadó, 1983, 522 s. ISBN 9632812158.

HEGYI, L. Avantgarde és transzavantgarde. Budapest: Magvető Kiadó, 1986, 520 s. ISBN 963 14 0875 2.

KÁRPÁTI A. A gyermekrajztól a fiatalok vizuális nyelvégig. Budapest: Akadémiai Kiadó, 2019, 210 s. ISBN 978 963 454 361 9.

KÁRPÁTI A. Firkák, formák, figurák: A vizuális nyelv fejlődése a kisgyermekkortól a serdülőkorig. Budapest: Dialóg Campus Kiadó, 2001, 198 s. ISBN 963 9123 36 6.

VIRÁGVÖLGYI P. A tipográfia mestersége számítógéppel. Budapest: Osiris, 2002, 262 s. ISBN 963379529X.

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

hungarian , slovakian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 115

A	B	C	D	E	FX
53.91	26.09	8.7	0.87	6.09	4.35

**Teacher:** Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ UDP/25	<b>Name:</b> Introduction to pedagogical studies
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites for successful completion of the course: <ul style="list-style-type: none"> <li>- active participation of students in lectures,</li> <li>- written exam (50 points),</li> <li>- Creation and presentation of a term paper on one of the topics or subtopics of the course using at least 3 primary sources and at least 5 literary sources, min. 20 000 characters.</li> </ul> Assessment of the term paper (50 points): <ul style="list-style-type: none"> <li>- content 20 points,</li> <li>- formal structure 10 points,</li> <li>- list of references 20 points.</li> </ul> Total student workload: 3 credits = 90 hours (26 hours of participation in contact teaching, 32 hours of self-study, 32 hours of term paper preparation) Final evaluation: maximum 100 points. 100 points are required to pass the course, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must obtain 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (59-50 points) of the total number of points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student knows and can interpret the most important scientific results about human beings, the different ideas about human beings, the educational perceptions associated with them, is aware of the sociocultural factors influencing attitudes, and is aware of the implications of all this for personal development.</li> <li>- The student is able to understand and interpret the results of recent theoretical, anthropological and historical research adequate to teacher education.</li> <li>- The student is familiar with various theoretical approaches and interpretations of education and their roles and is able to apply them in his/her work.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Using the results of the discipline, the student approaches contemporary phenomena of education and pedagogy on the basis of new aspects, with a historical context.</li> </ul>	

- The student should develop his/her image of people and children, his/her perception of education and upbringing, be able to be aware of it and communicate it to others.
- With democratic commitment and a sense of responsibility, the student is prepared to accept values other than his/her own, to recognize and respect the views of others.
- The student is able to reflectively interpret, analyze and evaluate his/her teaching experiences and opinions.

**Competences:**

- The student is able to form an independent opinion, to reflect on himself/herself as a future teacher.
- The student is able to develop his/her own procedures to achieve set goals,
- The student behaves empathetic towards different social groups.
- The student takes responsibility for the mission of his/her institution.
- Student feels responsible for the effective solution of each problem.

**Brief syllabus:**

Historical and cultural anthropological approach to education, basic concepts of education - human body, ritual, holiday, space, time, narrative knowledge, informal education, generational relations, education as a social primary function, evolution of culture (mimetic, mythic, paradigmatic) ; Basic models of ancient Greek education, educational ideas of Greek philosophers (Socrates, Plato, Aristotle).

Augustinian principle of education, transformation of medieval man and his worlds - origins of medieval approach to children, education and education, institutionalized education of women.

The world of the Renaissance man, his important pedagogical thinkers (Vittorino da Feltre, Guarino da Verona, Neri St. Philipines, Juan Vives).

The Reformation and the Catholic renewal. Man and worldview - changes in childhood, the family model and women's education.

Early modern and modern man and his education - institutional education, its main ideologies (Comenius, Locke, Rousseau); temporal and institutional discipline.

The formation and development of modern European school systems in the 19th and 20th centuries. The main stages of the development of Hungarian education (Ratio Educationis, Law on Popular Education); the age of the development of Hungarian women's education.

Pedagogical scientific thought, Herbart and his pupils, positivism, pedagogy of spiritual science, experimental pedagogical aspirations, paediatric studies and modern child psychology.

The crisis of modern times. School criticism, life reform, women's emancipation movements. The development and main trends of reform pedagogy (Montessori, Waldorf, Freinet, Jenaplan, Dalton-plan), their methodological role in the innovation of school, kindergarten and teaching practice. Competence profile of the future teacher, practical activities and experience.

**Literature:**

Kéri Katalin: Hölgyek napernyővel. Nők a dualizmus kori Magyarországon 1867-1914. Pro Pannonia Kiadó, Pécs, 2008. ISBN: 9789639893092

Kéri Katalin: Lánynevelés és női művelődés az újkori Magyarországon: nemzetközi kitekintéssel és nőtörténelmi alapozással. Kronosz Kiadó, Pécs, 2018. ISBN: 9789634670377

Mészáros István – Németh András – Pukánszky Béla: Neveléstörténet. Bevezetés a pedagógia és az iskoláztatás történetébe. Osiris, Budapest, 2003. ISBN: 9633793432

Németh András: A reformpedagógia múltja és jelene. Nemzeti Tankönyvkiadó, Budapest, 1996. 2. átdolgozott és bővített kiadás: 1998, 3. kiadás: 1998; 4. kiadás 2001. ISBN 9789631921908

Németh András – Skiera Ehrenhard: Reformpedagógia és az iskola reformja. Nemzeti Tankönyvkiadó, Budapest, 1999. 2. kiadás 2003. ISBN: 9631901688

<p>Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184</p> <p>Németh András et al: Alternatív- és reformpedagógia a gyakorlatban  <a href="http://nti.btk.pte.hu/dogitamas/BHF_FILES/html/99Nemeth/topic.php-topic=14.htm">http://nti.btk.pte.hu/dogitamas/BHF_FILES/html/99Nemeth/topic.php-topic=14.htm</a>  (2022.02.07.)</p> <p>Pukánszki Béla István: Pedagógiai eszmetörténet. Budapest: Gondolat, 2013. ISBN 978-963-693-228-2.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b>  hungarian, slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 309</p>					
A	B	C	D	E	FX
41.42	24.6	16.5	3.88	4.21	9.39
<p><b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Péter Tóth, PhD., Mgr. Anita Tóth-Bakos, PhD., prof. Krisztián Józsa, DSc.,</p>					
<p><b>Date of last update:</b> 28.03.2025</p>					
<p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ UFIK/25	<b>Name:</b> Introduction to Finnish language and culture
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student will hold an interactive lecture, the focus of which will be a freely chosen topic from the field of Finnish realities. A maximum of 25 points can be achieved per lecture. The lecture will only be completed if the student achieves at least 13 points. Evaluation criteria: - expertise (10 points), - interactivity (5 points), - group interaction (5 points), - form requirements (5 points). During the exam period, the student will take part in a written exam, through which he will demonstrate his knowledge and skills related to the subject. A maximum of 75 points can be achieved on the written exam. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours preparation for the interactive lecture Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credits will not be granted to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> – The student will become familiar with basic Finnish realities, will have basic knowledge about the Finnish educational system, Hungarian-Finnish relations and Finnish culture. – By completing the course, the student will gain an overview of the grammatical structure of the Finnish language and acquire basic Finnish vocabulary. <b>Abilities:</b> – The student will be able to use basic Finnish conversational phrases. – The student will be able to apply acquired knowledge from the field of Finnish culture and Finnish realities, especially from the field of Finnish education in his pedagogical practice. <b>Competencies:</b> – The student will develop positive attitudes towards the issue of Finno-Ugric languages and minority groups. In this spirit, he will also teach his students about tolerance.	

He will be able to formulate his own opinions and positions in the area of Finno-Ugric languages, Hungarian-Finnish relations and the Finnish education system, he will be able to revise them critically and defend them constructively.

### **Brief syllabus:**

1. a) Grammar: Writing and pronunciation, demonstrative pronouns, verb olla, 3rd person  
b) Conversation: Greetings, polite phrases  
c) Realities: Geography of Finland. Finno-Ugric languages
2. a) Grammar: verb olla (singular), negation and interrogative sentences  
b) Conversation: Introducing, establishing acquaintances, family  
c) Reality: History of Finland
3. a) Grammar: Adhesive, inessive, harmony of vowels, alternation of consonants  
b) Conversation: Orientation in the city  
c) Reality: Hungarian-Finnish relations
4. a) Grammar: Plural of the verb olla and pl. no. nouns, past tense (impf.)  
b) Conversation: Days of the week, free time  
c) Reality: Finnish education
5. a) Grammar: Genitive, word order  
b) Conversation: Traveling  
c) Reality: Minorities in Finland
6. a) Grammar: Numbers, partitive  
b) Conversation: Shopping. Time and space  
c) Reality: Finnish holidays
7. a) Grammar: Sentence structure "minulla on..."  
b) Conversation: Monuments  
c) Reality: Characteristic features of Finns, stereotypes, dialects
8. a) Grammar: Verbs of the puhua type, translative, elative  
b) Conversation: Nations and languages  
c) Reality: Kalevala and Finnish mythology
9. a) Grammar: Conjugation of verbs of the pattern tietä, voida, luulla, haluta  
b) Conversation: Accommodation  
c) Reality: Finnish literature
10. a) Grammar: nouns  
b) Conversation: Colors, properties  
c) Reality: Finnish music and visual arts
11. a) Grammar: Expression of the subject, irregular verb to do  
b) Conversation: In a restaurant  
c) Realities: Folk art
12. a) Grammar: Partitive and accusative of personal pronouns, interrogative pronouns, tykätä type verbs  
b) Conversation: Parts of the body  
c) Reality: Finnish literature for children and youth

### **Literature:**

Olli NUUTINEN, Suomea suomeksi I, Helsinki, Suomalaisen Kirjallisuuden Seura, 2008. ISBN 978-951-717-737-5  
DOMOKOS Péter. Finnugor regék és mondák, Budapest, Móra Ferenc Könyvkiadó, 2012. ISBN 978 963 11 9257 5.  
BERECZKI Gábor, A magyar nyelv finnugor alapjai, Budapest, Universitas Könyvkiadó, 2003. ISBN 963 9104 79 5.

CSEPREGI Márta, Finnugor kalauz, Budapest, Panoráma, 2001. ISBN 9632438620.  
 Pasi SAHLBERG, A finn példa. Mit tanulhat a világ a finnországi oktatási rendszer reformjából?  
 Preklad Fazekas Dóra. Budapest, Nemzeti Tankönyvkiadó, 2013. ISBN 978-963-19-7522-2  
 POLGÁR Anikó, A másik tekintet. Kisebbség, mítosz, idegenség a finn, magyar és szlovákiai  
 magyar irodalomban, Dunajská Streda: MEDIA NOVA M-Nap Kiadó, 2021. ISBN 978 80 8104  
 096 2.  
 POLGÁR Anikó, Stereotypes in the Hungarian translations of contemporary Finnish poetry,  
 Yearbook of Finno-Ugric Studies, Vol. 17, Issue 2, 2023, p. 245–254. (Web of Science) ISSN  
 2224-9443

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

hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 36

A	B	C	D	E	FX
44.44	22.22	11.11	5.56	2.78	13.89

**Teacher:** doc. Mgr. Anikó Polgár, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ UFIK2/25	<b>Name:</b> Introduction to Finnish language and culture 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4., 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Participation in seminars in accordance with the UJS Study Regulations. Learning grammatical forms, reading and translating texts. Regular preparation during the semester. Successful completion of an oral exam at the end of the semester, which demonstrates knowledge, skills and competencies related to the subject. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% will not be awarded credits.	
<b>Results of education:</b> <b>Knowledge:</b> - The student will expand his knowledge about Finnish realities, Finnish culture and the Finnish educational system. - By completing this subject, the student will expand his knowledge of Finnish grammar and expand his Finnish vocabulary. <b>Abilities:</b> - The student will be able to use basic Finnish conversational expressions in practice. - The student will be able to apply knowledge about Finnish culture, Finnish realities and the Finnish educational system in his own pedagogical practice. <b>Competencies:</b> - The student will develop a positive relationship with Finno-Ugric languages and minorities and will teach his students in this spirit with an emphasis on tolerance. - He will be able to formulate his own opinions and attitudes on Finno-Ugric languages, Hungarian-Finnish relations and Finnish education and will be able to critically review and defend them constructively.	
<b>Brief syllabus:</b> 1. a) Grammar: Practicing Finnish numbers b) Conversation: Introduction, student life 2. a) Grammar: Types of nouns: practicing the alternation of degrees	

- b) Reality: Finnish cities
- 3. a) Grammar: Types of verbs: practicing alternation of degrees
- b) Conversation: Parts of the day, activities
- 4. a) Grammar: Phrases
- b) Reality: Travel, sightseeing in Finland
- 5. a) Grammar: Relative pronouns, relative clauses
- b) Conversation: Personal data, filling out forms
- 6. a) Grammar: Translative and Elative
- b) Realities: Minority policy, education
- 7. a) Grammar: Irregular verbs
- b) Conversation: Orientation, directions
- 8. a) Grammar: Basics of word formation
- b) Reality: Finnish applied art
- 9. a) Grammar: Practicing the partitive
- b) Conversation: Opposites, properties
- 10. a) Grammar: Expressing the subject
- b) Reality: Sauna in Finnish culture
- 11. a) Grammar: Interrogative pronouns, personal pronouns
- b) Conversation: Catering, restaurant
- 12. a) Grammar: Repetition, overview of the grammatical system
- b) Reality: Finno-Ugric mythology

**Literature:**

Olli NUUTINEN, Suomea suomeksi I, Helsinki, Suomalaisen Kirjallisuuden Seura, 2008. ISBN 978-951-717-737-5

DOMOKOS Péter. Finnugor regék és mondák, Budapest, Móra Ferenc Könyvkiadó, 2012. ISBN 978 963 11 9257 5.

BERECZKI Gábor, A magyar nyelv finnugor alapjai, Budapest, Universitas Könyvkiadó, 2003. ISBN 963 9104 79 5.

CSEPREGI Márta, Finnugor kalauz, Budapest, Panoráma, 2001. ISBN 9632438620.

Pasi SAHLBERG, A finn példa. Mit tanulhat a világ a finnországi oktatási rendszer reformjából? Preklad Fazekas Dóra. Budapest, Nemzeti Tankönyvkiadó, 2013. ISBN 978-963-19-7522-2

POLGÁR Anikó, A másik tekintet. Kisebbség, mítosz, idegenség a finn, magyar és szlovákiai magyar irodalomban, Dunajská Streda: MEDIA NOVA M-Nap Kiadó, 2021. ISBN 978 80 8104 096 2.

POLGÁR Anikó, Stereotypes in the Hungarian translations of contemporary Finnish poetry, Yearbook of Finno-Ugric Studies, Vol. 17, Issue 2, 2023, p. 245–254. (Web of Science) ISSN 2224-9443

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

hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 12

A	B	C	D	E	FX
66.67	8.33	16.67	8.33	0.0	0.0

**Teacher:** doc. Mgr. Anikó Polgár, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ UGK/25	<b>Name:</b> Introduction to Greek language and culture
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Participation in seminars in accordance with the UJS Study Regulations. Learning grammatical forms, reading and translating texts. Regular preparation during the semester. Successful completion of an oral exam at the end of the semester, which demonstrates knowledge, skills and competencies related to the subject. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% will not be awarded credits.	
<b>Results of education:</b> <b>Knowledge:</b> – The student will become familiar with basic Greek realities, will have basic knowledge about Greek literature and mythology, about the influence of Greek culture on Hungarian, about the history of the Greek language. – By completing the course, the student will gain an overview of the grammatical structure of the Greek language and master the basic Greek vocabulary. <b>Abilities:</b> – The student will be able to read simple classical and biblical texts in Greek, recognize important words and expressions, compare the Greek text with the Hungarian translation, use a Greek-Hungarian dictionary. – The student will be able to apply the acquired knowledge in the field of Greek culture and Greek realities in his pedagogical practice. <b>Competencies:</b> – The student will develop positive attitudes towards ancient heritage, one of the main pillars of European culture, and will teach his students in this spirit. – He will be able to formulate his own opinions and positions in the area of the culture of ancient Greece and in the area of the influence of Greek culture on the Hungarian one, he will be able to revise them critically and defend them constructively.	
<b>Brief syllabus:</b>	

<p>1. a) Grammar: Introduction to the study of the Greek language, phonetics of the Greek language, Greek writing b) Realities: Introduction to the history of the Greek language</p> <p>2. a) Grammar: Basic concepts of Greek grammar, stress in Greek b) Realities: Characteristic features of Greek culture</p> <p>3. a) Grammar: Article. The basic form of a Greek noun b) Reality: Geography of Greece</p> <p>4. a) Grammar: Present tense of the verb ε#μί b) Reality: Architecture in ancient Greece</p> <p>5. a) Grammar: o-stem declension b) Reality: Greek theater</p> <p>6. a) Grammar: a-stem declension – feminine gender b) Realities: Greek rhetoric</p> <p>7. a) Grammar: a-stem declension – masculine b) Realities: Basics of Greek mythology</p> <p>8. a) Grammar: Imperfect of the verb ε#μί b) Realities: Characteristic features of Greek literature</p> <p>9. a) Grammar: Personal pronouns b) Reality: Greek holidays</p> <p>10. a) Grammar: Greek adjectives b) Realities: Christianity and ancient culture</p> <p>11. a) Grammar: Praesens imperfectum b) Realities: Ancient culture in European education</p> <p>12. a) Grammar: Introduction to the third declension b) Reality: The influence of Greek culture</p>
<p><b>Literature:</b> Varga Zsigmond: Bibliai görög olvasó- és gyakorlókönyv. Sárospatak, Hernád Kiadó, 2015, ISBN 978-615-80132-6-0 Györkösy Alajos – Kapitánffy István – Tegye Imre: Ógörög – magyar nagyszótár. Budapest, Akadémiai, 1993 ISBN 963 05 6522 6 Tóth Eszter – Csalog Eszter: Újszövetségi görög nyelvkönyv. Budapest, Szent Pál Akadémia, 1998. ISBN 963 04 9816 2 Bolonyai Gábor – Forró Orsolya – Kulin Veronika: Bevezetés az ógörög nyelvbe. ΘΕΩΝ ΔΙΑΛΟΓΟΙ. Budapest, Bölcsész Konzorcium 2006. ISBN 963 9704 67 9 Belfiore, Jean-Claude – Karsai György: A görög és római mitológia lexikona. Budapest, Saxum, 2008. ISBN 978 963 248 046 6. Maywald József – Vayer Lajos – Mészáros Ede: Görög nyelvtan. Budapest, Tankönyvkiadó, 1980. ISBN 963 17 32 282 Szepessy Tibor: Görög költők antológiája. Egyetemi tankönyv. Budapest, Typotex, 2000 ISBN 963 9132 888 Polgár Anikó: Poszeidón gyöngyszakála. Görög–latin intertextusok nyomában, Janus Pannoniustól Weöres Sándorig. Pozsony, Kalligram, 2020. ISBN 978-80-8101-992-0</p>
<p><b>Language, knowledge of which is necessary to complete a course:</b> hungarian</p>
<p><b>Notes:</b></p>
<p><b>Evaluation of subjects</b> Total number of evaluated students: 31</p>

A	B	C	D	E	FX
58.06	16.13	9.68	3.23	6.45	6.45
<b>Teacher:</b> doc. Mgr. Anikó Polgár, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ULK/25	<b>Name:</b> Introduction to Latin language and culture
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student will hold an interactive lecture, the focus of which will be a freely chosen topic from the area of Roman realities. A maximum of 25 points can be achieved per lecture. The lecture will only be completed if the student achieves at least 13 points. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours preparation for the interactive lecture. Evaluation criteria: - expertise (10 points), - interactivity (5 points), - group interaction (5 points), - form requirements (5 points). During the exam period, the student will take part in a written exam, through which he will demonstrate his knowledge and skills related to the subject. A maximum of 75 points can be achieved on the written exam. Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credits will not be granted to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> – The student will become familiar with basic Roman realities, will have basic knowledge about Roman literature and mythology, about the influence of Roman culture on Hungarian. – By completing the subject, the student will gain an overview of the grammatical structure of the Latin language and acquire basic Latin vocabulary. <b>Abilities:</b> – The student will be able to read simple continuous texts in Latin. – The student will be able to apply the acquired knowledge from the field of Roman culture and Roman realities in his pedagogical practice. <b>Competencies:</b> – The student will develop positive attitudes towards ancient heritage, one of the main pillars of European culture, and will teach his students in this spirit.	

– He will be able to formulate his own opinions and positions in the area of the culture of ancient Rome and in the area of the influence of Roman culture on the Hungarian one, he will be able to revise them critically and defend them constructively.

**Brief syllabus:**

1. a) Grammar: Introduction to the study of the Roman language, Latin script, pronunciation. I. declension  
b) Reality: Introduction to the history of the Roman language
2. a) Grammar: Nouns II. declination  
b) Reality: The foundation of Rome
3. a) Grammar: Adjectives II. declination. Basic forms of verbs  
b) Reality: Characteristic features of Roman culture
4. a) Grammar: Substantive III. declensions, consonant stem, masculine and feminine  
b) Reality: Geography of the Roman Empire
5. a) Grammar: Substantive III. declensions, consonant stem, neuter gender  
b) Realities: Pannonia
6. a) Grammar: Conjugation of Latin verbs. I-IV. conjugation, praesens  
b) Reality: Architecture in ancient Rome
7. a) Grammar: Tense of the verb esse, praesens. Substantive III. declensions, i- stem.  
b) Reality: Family in ancient Rome
8. a) Grammar: Praeteritum imperfectum  
b) Reality: School in ancient Rome
9. a) Grammar: Declension of personal and possessive pronouns  
b) Reality: Roman mythology
10. a) Grammar: Imperative. Use of locative and vocative  
b) Realities: Roman literature
11. a) Grammar: Praesens perfectum. Supine  
b) Reality: Roman holidays
12. a) Grammar: Demonstrative, relative and interrogative pronouns  
b) Reality: The influence of Roman culture on Hungarian culture

**Literature:**

N. Horváth Margit – Dr. Nagy Ferenc: Latin nyelvkönyv I., Budapest, Oktatási Hivatal, 2013. ISBN 978-615-6336-82-8  
Finály Henrik: A latin nyelv szótára, Budapest, Akadémiai, 2002. ISBN 963 05 7863 8  
Bárcki Ildikó: Orbis Latinus I. Latin nyelvkönyv és kultúrtörténet kisgimnazisták számára. Budapest, Nemzeti Tankönyvkiadó, 1994. ISBN 963 18 8680 8  
Bárcki Ildikó: Orbis Latinus II. Latin nyelvkönyv és kultúrtörténet kisgimnazisták számára. Budapest, Nemzeti Tankönyvkiadó, 1994. ISBN 963 19 0127 0.  
Polgár Anikó: Ráfogások Ovidiusra. Fejezetek az antik költészet magyar fordítás- és hatástörténetéből. Bratislava, Kalligram, 2011. ISBN 978-80-8101-491-8  
Belfiore, Jean-Claude – Karsai György: A görög és római mitológia lexikona, Budapest, Saxum, 2008. ISBN 978 963 248 046 6.

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

hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 42

A	B	C	D	E	FX
45.24	23.81	21.43	0.0	2.38	7.14
<b>Teacher:</b> doc. Mgr. Anikó Polgár, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ULK2/25	<b>Name:</b> Introduction to Latin language and culture 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4., 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Participation in seminars in accordance with the UJS Study Regulations. Learning grammatical forms, reading and translating texts. Regular preparation during the semester. Successful completion of an oral exam at the end of the semester, which demonstrates knowledge, skills and competencies related to the subject. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% will not be awarded credits.	
<b>Results of education:</b> <b>Knowledge:</b> - The student will expand his knowledge of Roman realities, literature, mythology, culture and the influence of Roman culture on Hungarian. - By completing the subject, the student will gain an overview of the system of verbs and nouns, the analysis of a Latin sentence and expand his Latin vocabulary. <b>Abilities:</b> - The student will be able to read simple medieval and humanist Latin texts with the help of a dictionary and grammar and compare translations with the original. - The student will be able to apply and integrate the knowledge gained in the area of Latin language and culture and in the area of the influence of Latin on Hungarian culture in his own pedagogical practice. <b>Competencies:</b> – The student will develop positive attitudes towards ancient heritage, one of the main pillars of European culture, and will teach his students in this spirit. - He will be able to formulate his own opinions and attitudes in the area of Latin language and culture and in the area of the influence of Latin on Hungarian culture, he will be able to critically review and constructively defend them.	
<b>Brief syllabus:</b> 1. a) Grammar: Practicing the first and second declension of nouns	

- b) Reality: Student songs. Gaudeamus igitur
2. a) Grammar: Characteristic features of the third declension of nouns
- b) Reality: Words of Latin origin in Hungarian
3. a) Grammar: Agreement of adjectives and nouns
- b) Realities: Latin sentences
4. a) Grammar: Characteristic features of the third declension of adjectives
- b) Reality: The influence of ancient mythology
- 5 a) Grammar: Prepositions with accusative and ablative
- b) Realities: Ancient rhetoric and its influence
6. a) Grammar: Indicative praesens. Practicing conjugations
- b) Reality: Genres of ancient origin
7. a) Grammar: Analysis of a Latin sentence
- b) Reality: Carmina Burana
8. a) Grammar: Praeteritum imperfectum. Praeteritum imperfect of the verb sum
- b) Reality: Medieval Latin literature
9. a) Grammar: Expression of the future tense. Future imperfect of the verb sum
- b) Realities: Latin humanistic literature.
10. a) Grammar: Verb tense system - overview
- b) Reality: The influence of Latin on Hungarian culture
11. a) Grammar: Noun declension system - overview. Fourth and fifth declination
- b) Reality: The influence of ancient education
12. a) Grammar: Passive
- b) Reality: Latin in the modern age

**Literature:**

N. Horváth Margit – Dr. Nagy Ferenc: Latin nyelvkönyv I., Budapest, Oktatási Hivatal, 2013. ISBN 978-615-6336-82-8

Finály Henrik: A latin nyelv szótára, Budapest, Akadémiai, 2002. ISBN 963 05 7863 8

Bárczi Ildikó: Orbis Latinus I. Latin nyelvkönyv és kultúrtörténet kisgimnazisták számára. Budapest, Nemzeti Tankönyvkiadó, 1994. ISBN 963 18 8680 8

Bárczi Ildikó: Orbis Latinus II. Latin nyelvkönyv és kultúrtörténet kisgimnazisták számára. Budapest, Nemzeti Tankönyvkiadó, 1994. ISBN 963 19 0127 0.

Polgár Anikó: Ráfogások Ovidiusra. Fejezetek az antik költészet magyar fordítás- és hatástörténetéből. Bratislava, Kalligram, 2011. ISBN 978-80-8101-491-8

Belfiore, Jean-Claude – Karsai György: A görög és római mitológia lexikona, Budapest, Saxum, 2008. ISBN 978 963 248 046 6.

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

hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 20

A	B	C	D	E	FX
55.0	5.0	0.0	25.0	10.0	5.0

**Teacher:** doc. Mgr. Anikó Polgár, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ URJ/25	<b>Name:</b> Introduction to Russian language and culture
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1., 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The assessment of the course consists of the following activities: - work during seminars (50 %) - test (50 %) Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
<b>Results of education:</b> <b>Knowledge:</b> - The student will be familiar with basic communication topics and knowledge in the Russian language. - By completing this course, the student will gain an overview of the grammatical structure of the Russian language and acquire basic Russian vocabulary. <b>Skills:</b> - The student will be able to use basic Russian conversational expressions in practice. - The student will be able to form sentences independently within the framework of particular communicative topics. - The student will be able to apply basic Russian vocabulary used in everyday life. <b>Competencies:</b> - The student will develop a positive attitude towards the Russian language and national minorities and will teach his/her students in this spirit, with an emphasis on tolerance. - The student will be able to formulate his/her own opinions and attitudes towards the Russian language and Hungarian-Russian relations and will be able to critically review and constructively defend them.	
<b>Brief syllabus:</b> 1. a) Grammar: Russian alphabet, accent, pronunciation, writing Russian letters b) Conversational topics: introduction 2. a) Grammar: articles: nouns, plurals b) Conversational topics: who is it? What is it?	

3. a) Grammar: personal pronouns  
b) Conversational topics: family. Introduction of family members.
4. a) Grammar: possessive pronouns (1st and 2nd person)  
b) Conversation topics: family. Welcome, farewell.
5. a) Grammar: personal pronouns  
b) Conversation topics: family. How are you?
6. a) Grammar: negative : Expressing age.  
b) Conversational topics: family. Swearing. Ticking.
7. a) Grammar: possessive cues (3rd person)  
b) Conversation topics: Home. Pronouns.
8. a) Grammar: The interrogative pronoun "whose?". Expression of time. Expression of place.  
b) Conversational topics. Where is it? What time is it? Whose is it?
9. a) Grammar.  
b) Conversation topics. Getting to know each other.
10. a) Grammar: Dropping nouns after numerals.  
b) Conversation topics. (b) Homemaking.
11. a) Grammar: Adjectives. What? What? What?  
b) Conversation topics. Months.
12. a) Grammar. What - interrogative and imperative (intonation)  
b) Conversation topics. Reception.
13. Summary

**Literature:**

Осипова Ирина. Ключ 1. Учебник русского языка для начинающих. - 4-е изд. - Budapest: Corvina, 2005.

Осипова Ирина. Ключ 1. Рабочая тетрадь. Budapest: Corvina, 2006.

Székely András, Székely Nyina. Шаг за шагом 1. Nemzeti Tankönyvkiadó, 2010

Székely András, Székely Nyina. Шаг за шагом 1. Orosz munkafüzet. Nemzeti Tankönyvkiadó, 2011.

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

hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Anna Tóthné Litovkina, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ VVP/25	<b>Name:</b> General and developmental psychology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Successful completion of the course requires active participation in lectures and successful completion of a written examination. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 30 points for participation and max. 70 points for the exam. A student may obtain a maximum of 100 points in total. The final grade for the course is: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points. Total student load: 2 credit = 60 hours (26 hours: attendance at lectures, 34 hours: self-study and exam preparation).	
<b>Results of education:</b> After completing the course the student <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Knows the basic terminology of the subject, knows different theoretical directions.</li> <li>- Knows the basic concepts of general psychology, such as perception, sensation, learning, memory, attention and concentration, communication, thinking, intelligence, emotion, motivation</li> <li>- Knows the mechanisms of cognitive, emotional and motivational processes.</li> <li>- Knows and can characterize the biological, psychological and sociological aspects of ontogenetic development of all developmental.</li> <li>- Knows the professional knowledge, developmental criteria, and psychological guidelines for public education participants (preschool, junior and senior school age periods, high school age, and lifelong learning).</li> <li>- Can translate theory into practice, familiar with progressive trends in special and applied psychology.</li> <li>- Familiar with methodological approaches, structure and aspects of job descriptions .</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Is able to independently construct psychological criteria according to physical and mental age.</li> <li>- Is able to orient himself in the methods of the given problem, to apply observation schemes, scearing.</li> <li>- He is able to differentiate children and pupils with SEN, to follow the individual educational plan.</li> </ul>	

- Can carry out depistigation and orientation in pedagogical-psychological diagnostics.
- Is able to investigate and formulate theoretical and practical bases necessary for solving problems encountered in pedagogical practice regarding psychological processes and developmental peculiarities.
- He/she is able to collaborate and consult with other professionals, working in a team.
- Can apply the acquired knowledge in solving practical problems in various areas of social life, especially in pedagogical practice.

Competences:

- Responds flexibly and knowledgeably to problems, speaks democratically, acts tolerantly,
- Applies the principles of inclusive thinking, optimal working climate, cooperative methodology.
- Applies the acquired knowledge of psychological phenomena and processes and age specificities from the perspective of developmental psychology to his/her own studies, to specific pedagogical, methodological and didactic disciplines and subjects of pedagogical practice.
- Carries out targeted development of self-knowledge, participates in further education
- The graduate is characterized by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the issues of the field of study of teaching.

**Brief syllabus:**

Introduction to psychology, general psychology as a scientific discipline.

Biological factors of psyche, psychophysiology, perception and sensation

Learning, memory, attention and concentration

Speech and communication, verbal, non-verbal communication and metacommunication.

Feelings and emotions, motivation, thinking and thought processes,

Intelligence and models of intelligence, emotional intelligence, creativity.

Developmental psychology as a special scientific discipline - definition.

Physical and mental age - observation schemes.

Developmental scales and developmental periods.

Theories of development of Piaget, Freud, Erikson.

Generational changes and characteristics of generational differences x, y, z and alpha generations

- change in intelligence structure

Gardner's theory of ability and its relevance to education, Rogers' theory of person-centred approach.

Recent research in developmental psychology.

**Literature:**

GOLEMAN, Daniel, N. KISS Zsuzsanna. Érzelmi intelligencia - 4. kiad. - Budapest : Háttér, 2008. - 456 s. - ISBN 9638128666.

BUGÁN Antal, OLHÁH Attila. Fejezetek a pszichológia alapterületeiből - 1. vyd. - Budapest : ELTE EÖTVÖS Kiadó, 2006. - 592 s. - ISBN 963 463 478 8.

PLÉH Csaba, BOROSS Otilia. Pszichológia A-Z : A pszichológia legfontosabb fogalmai magyar és angol nyelven - 1. vyd. - Budapest : Akadémiai Kiadó, 2010. - 403 s. - ISBN 978 963 8658 0.

PLÉH Csaba. Bevezetés a pszichológiába : Olvasmányok és feladatok a lélektan alapkérdéseinek tanulmányozásához - 1. vyd. - Budapest : Osiris Kiadó, 2004. - 920 s. - ISBN 963 389 478 6.

PLÉH Csaba. A lélektan története - 2. vyd. - Budapest : Osiris Kiadó, 2010. - 652 s. - ISBN 978 963 276 052 0.

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

Bordás, S., FORRÓ, Zs., NÉMETH, M. STRÉDL, T. Pszichológiai jegyzetek. 1. vydanie 2005.

Komárno: UJS. ISBN 8096925156

BAGDY, E. 2002. Személyiségfejlesztő módszerek az iskolában. Budapest : Nemzeti Tankönyvkiadó, 2002. 308 s. ISBN 9631922359.

N. KOLLÁR, K. 2004. Pszichológia pedagógusoknak. Budapest : Osiris Kiadó, 2004. 637 s. ISBN 963389672X.

STRÉDL, T. 2009. Fejlődésléktan (Vývinová psychológia). In Bordás-Forró-Németh-Stredl, T. 2009. Pszichológiai jegyzetek (Základy psychológie). Komárno : UJS. 2009. s. 156 – 210. ISBN 80-969251-5-6

VAJDA, ZS. 1990. A gyermek pszichológiai fejlődése. (Psychický vývoj dieťaťa). Budapest : 2006 (3. prepracované vydanie)

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 125

A	B	C	D	E	FX
19.2	24.0	26.4	19.2	11.2	0.0

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

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ZAP/25	<b>Name:</b> Introduction to academic writing
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: - Developing and updating a research plan of at least 2 pages (20 points) - development and adaptation of a research method and tool (20 points) - presentation of the research tool and method in a minimum of 2 pages (20 points) - testing of the research method and tool, summary of the experience in a minimum of 3 pages (40 points) Final course grade: - A = 90 - 100% (100 - 90 points) - B = 80 - 89 % (89 - 80 points) - C = 70-79 % (79-70 points) - D = 60 - 69 % (69 - 60 points) - E = 50 - 59 % ( 59 - 50 points) - FX = 0 - 49 % ( 49 - 0 points) Total student workload: 2 credit = 60 hours (13 hours: seminar attendance, 47 hours: self-study and research plan preparation).	
<b>Results of education:</b> <b>Knowledge:</b> Upon completion of the course, the student will know * the main features of scientific knowledge * quantitative and qualitative methods of scientific knowledge * methods of data collection * the basics of case studies and internet research * basic principles of writing bachelor theses * methods and main features of literary research * methods of reference to literature * the link between learning style, learning environment and learning motivation * measurement tools used in data collection and their main features * scientific criteria of validity and reliability * the requirement to ensure argumentative interpretation <b>Skills:</b>	

The student is able to

- formulate a research aim
- construct a research plan on a selected topic, for example, exploring learning styles
- develop principles of literary research
- evaluate the appropriateness of the research tools and methods used

Competencies:

The student can

- draw up their own research plan
- formulate hypotheses and/or questions
- choose own methods and tools to implement the research plan
- analyse the literature and formulate references to their results
- formulate summary ideas on the basis of the developed literature.

### **Brief syllabus:**

Main features of scientific knowledge

Quantitative and qualitative directions of pedagogical science

Formulation of research questions and hypotheses

Selection and processing of literature

Methods of data collection (questionnaires, interview, observation, tests)

Case studies, internet research

Bachelor's thesis as a publication genre

System of references to literature

Learning style and learning environment

Didactics of learning

The connection between learning style and teaching style

### **Literature:**

Andragógiai interdiszciplináris kutatómódszertan / Kálmán Anikó. - 2. vyd. - Budapest : OKKER Oktatási és Kiadói Rt., 2005. - 148 s. - ISBN 963 9228 97 4.

Kutatómódszertan = Elmélet, gyakorlat, tanulmányok : Oktatási segédlet / Menyhárt József. - 1. vyd. - Nitra-Nyitra : Nyitrai Konstantin Filozófus Egyetem -Univerzita Konštantína Filozofa v Nitre, 2015. - 167 s. - ISBN 978-80-558-0962-5.

A társadalomtudományi kutatás gyakorlata / Earl Babbie ; Gábor Kende. - 6. vyd. - Budapest : Balassi Kiadó, 2008. - 600 s. - ISBN 978-963-506-764-0.

Doing a Successful Research Project : Using Qualitative or Quantitative Methods / Martin Davies, Nathan Hughes. - 2. vyd. - Hampshire : Palgrave Macmillan, 2014. - 278 s. - ISBN 978-1-137-30642-5.

Doing Your Research Project : A Guide for First-time Researchers / Judith Bell, Stephen Waters. - 7. vyd. - London : McGraw-Hill Education, 2018. - 344 s. - ISBN 978-0-335-24338-9.

Metody pedagogického výzkumu : Základy kvantitativního výzkumu / Miroslav Chráska. - 2., akt. vyd. - Praha : Grada, 2016. - 254 s. - ISBN 978-80-247-5326-3.

Egyéni különbségek szerepe a tanulásban : Tanulási stratégiák / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2012. - 143 s. - ISBN 978-963-88946-7-0.

Egyéni különbségek szerepe a tanulásban : A tanulási stílus / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2011. - 222 s. - ISBN 978-963-88946-5-6.-

A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája / Paul Roeders, Gefferth Éva. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2.

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

hungarian, slovak

<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 178					
A	B	C	D	E	FX
44.94	21.91	17.42	8.43	0.0	7.3
<b>Teacher:</b> prof. Péter Tóth, PhD., PaedDr. Alexandra Nagyová, PhD., doc. dr. univ. Agáta Csehiová, PhD., Mgr. Anita Tóth-Bakos, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ZPP/25	<b>Name:</b> Basics of first aid and biology for teachers
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the seminars, which consist of a theoretical and practical part. During the practical part, the student will try out, practice, and at the end, demonstrate basic practical skills in providing emergency first aid in various simulated situations and various types of injuries and accidents. The partial evaluation of the subject is the evaluation of the seminar work (extent of at least five pages, TNR font, font size 12) on an arbitrarily selected topic from the list of topics covered according to the subject outline. Evaluation criteria (30%): - Summary of the issue according to the currently available professional literature, drawn from at least three professional sources - Description of a specific case based on own experience, or design of a specific practical method for implementing the given topic in practice - Requirements for content, form, and graphic, image documentation. In the final part, the student proves his theoretical knowledge by completing the test (70%). Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%. Achieving 50% of the total points is necessary to award credits. Total student load: 2 credits = 60 hours (13 hours: participation in lectures, 47 hours: self-study and preparation for the exam, preparation of a seminar paper).	
<b>Results of education:</b> Knowledge: - The student can name the causes, consequences, and solutions of the most frequent sudden actions of traumatic and non-traumatic origin threatening the life and health of newborns, children, and adults. - The student can summarize theoretical knowledge about basic life-saving actions, disorders of consciousness, breathing disorders, seizures, bleeding from wounds, shock, fractures, joint injuries, and burns. - The student can design adjustments to create a safe environment for children and organize various school activities. - The student can characterize individual organ systems and combine them with knowledge of first aid in case of failure of these systems.	

**Abilities:**

- The student can evaluate situations with a focus on minimizing the risk of further endangering himself and can call emergency medical services and other components of the integrated rescue system in the event of an accident.
- The student can practically perform essential emergency support of life functions - opening the airways, rescue breathing, chest compressions (heart massage), stopping bleeding, stabilizing position, cardiopulmonary resuscitation (revival), including the use of automatic external defibrillation,
- The student can provide psychological support to the disabled.
- The student can provide health care for various types of children's diseases, such as allergies, metabolic disorders, parasites, and respiratory and gastrointestinal tract diseases.

**Competencies:**

- The student acquires a positive attitude toward providing first aid and preventing sudden threats to the life and health of school-age children and adults.
- The student can justify the importance of providing first aid in the emergency health care system in sudden life and health-threatening events.
- The student can practically use knowledge and skills in dealing with sudden life and serious health-threatening events of traumatic and/or non-traumatic origin.

**Brief syllabus:**

The importance of first aid, the implementation of first aid in the educational process, and the procedure for reporting an accident to the emergency services.

Safety in the school environment (in the building, in the yard, during free time activities), building a first aid kit at school and school activities.

Essential characteristics of the respiratory system. Determining the affected person's condition, examination of the airways and essential vital functions, stabilization position, removal of a foreign body from the airways, and artificial respiration.

The structure and function of the heart, diseases of the circulatory system, and the heart providing first aid in case of cardiac arrest.

The function of blood and blood elements, stopping bleeding in different types of wounds, types of bandages and wound dressing techniques, and internal bleeding.

Essential characteristics of the musculoskeletal system, muscles, and bones. Injury of tendons, joints, treatment of fractures.

Types of shock states, anaphylactic shock, and essential characteristics of the immune system.

Essential characteristics of the nervous system. Damage to the nervous system, epileptic seizure, convulsions, and first aid.

Essential characteristics of the skin. Types of burns, first aid for burns, eye injuries.

Essential characteristics of the gastrointestinal system. First aid for poisoning.

Wounds caused by stings, bites, planning, organization, and implementation of walks, trips, camps, and safe transportation of children.

Allergies, frequent diseases of the respiratory tract and gastrointestinal tract, parasites in childhood, autoimmune diseases, and metabolic disorders in children.

**Literature:**

ANDICS, L.: Elsősegély: Közúton, otthon, munkahelyen, közterületen – 1. vyd. – Budapest: Sophia Kiadó, 2004 – 86 s. – ISBN 963216279X.

BASS, D., MAURICE, K.: Elsősegélynyújtás csecsemőknek és gyermekeknek. – 1, vyd. – Békéscsaba: Booklands, 2000. – 160 s. – ISBN 97863 9613 62 1.

BODZSÁR, E., ZSÁKAI, A.: Humánbiológia: Gyakorlati kézikönyv. - 1. vyd.- Budapest: Elte Eötvös Kiadó, 2004 – 300 s. – ISBN 963 463 653 5.

MADER, S. S.: Human biology. - 11. vyd. - Boston: Wm. C. Brown Publishers, USA, – 2008. - 600 s. - ISBN 0-978-0-07-016778-0.  
 McCracken, T. O.: Háromdimenziós anatómiai atlasz. Budapest : Scolar Kiadó, 2000. - 237 s. - ISBN 978-963-9193-99-4.  
 NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.  
 PORÁČOVÁ, J., NAGY, M., BERNÁTOVÁ, R., a kol. Fyziológia živočíchov a človeka - 1. vyd. - Prešov : Fakulta humanitných a prírodných vied PU v Prešove, 2014. - 591 s., [36,65 AH]. - ISBN 978-80-555-1150-4.  
 STOPPARDOVÁ, M.: Prvá pomoc malým deťom: Stručný sprievodca prvou pomocou. – 1. vyd. – Bratislava: Slovart s.r.o., 2005. – 63 s. – ISBN 80-8085-022-4.  
 SZENTÁGOTHAJ, J.: Funkcionális anatómia I.-III. Budapest : Medicina Könyvkiadó, 2006. - 710, 600, 800. - ISBN 963 242 565 0.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., RNDr. Štefan Balla, PhD.,

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ŠSB/25	<b>Name:</b> Theoretical foundations of education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b> KPD/UZ/UDP/25 and KPD/UZ/DID/25 and KPD/UZ/PPX1/25 and KPD/UZ/TFV/25 and KPD/UZ/PPX2/25 and KPD/UZ/PRP/25 and KPD/UZ/PPX3/25 and KPD/UZ/VVP/25 and KPD/UZ/TPR/25	
<b>Conditions for passing the subject:</b> Conditions for qualifying for the State examination: a) completion of all compulsory courses (16 credits), b) obtaining at least 11 credits from the compulsory elective courses of the program, c) obtaining 5 credits from elective courses, d) obtaining 32 credits in the prescribed composition (to complete the subject of the state examination, the student has get 2 credit). In the oral state examination, the student gives an account of his own pedagogical, psychological and biological knowledge as components of education and training. The state examination takes the form of a colloquium, in which the student's pedagogical knowledge is evaluated by the state final examination committee. The oral exam is evaluated on the basis of the following grading scale: A – 100–90%, B – 90–80%, C – 80–70%, D – 70–60%, E – 60–50%. A student who does not reach 50% does not receive credit.	
<b>Results of education:</b> Knowledge: - the student can explain the biological and social psychological aspects of the development of school-aged students, - based on the basic principles of pedagogical diagnostics, the student is able to distinguish the students' current level of personal development and developmental characteristics, - the student is able to reflect on the psychological laws of the student's learning process, - the student can identify the students' individual learning styles, - the student can assess the impact of socio-cultural determinants on the student's personal development, - the student can evaluate the compensation function of the school in relation to the effects of the socio-cultural environment on the development and improvement of the student's personality, - the student has interdisciplinary knowledge about the developmental differences of students, which result from health or social disadvantages,	

- the student will be able to assess the possibilities of developing his own career in the career development system,
- the student will be able to justify the choice of self-education methods.

**Skills:**

- the student has basic practical experience in assessing the students' current level of development,
- the student will be able to accept the developmental differences and psychological characteristics of individual students,
- the student will be able to recognize the specific educational needs of students,
- the student will be able to respect students' individual learning methods,
- the student has basic practical experience in identifying the multicultural environment of students,
- the student is able to take into account the students' different levels of development.

**Competencies:**

- the student is able to select and use appropriate pedagogical and diagnostic methods (e.g. observation, interview) to assess students' personality characteristics,
- the student is able to interpret the results of the diagnostics, draw conclusions for choosing the strategy of the educational activity,
- the student is able to cooperate with experts in the preparation of individual educational programs,
- the student is able to cooperate in the creation/innovation of the school education program,
- the student is able to cooperate with various experts for the sake of his own professional development,
- the student is able to set the goals of his own professional development,
- the student is able to identify with the need for lifelong learning,
- the student is empathetic and socially committed.

**Brief syllabus:**

- Not relevant

**Literature:**

Literature indicated in the information sheets of the study program.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 60

A	B	C	D	E	FX
40.0	20.0	21.67	8.33	8.33	1.67

**Teacher:**

**Date of last update:** 28.03.2025

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., prof. Krisztián Józsa, DSc., doc. Mgr. Anikó Polgár, PhD.