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## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ DNJ1dm/NJ/25	<b>Name:</b> Didactics of German as a Foreign 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 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The assessment is the result of the following components: 1. oral examination (colloquium) on the theory of didactics and methodology of GFL 2. Seminar work with a focus on the application of theoretical knowledge in the GFL classroom The assessment of the seminar work (written elaboration of selected literature) is the result of the following components: - review of literature; in particular, the ability to critically read an academic text and then discuss it and the ability to effectively search for academic sources and actively work with them, - written and oral argumentation, - structuring of the text and the speech, formulation of one's own opinion, writing clear, effective paragraphs, - mastery of the ethics of writing academic texts is evaluated. Weighting of midterm/final assessment: active class participation 10%, oral exam 40%, seminar paper 50%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain grade A (excellent) must obtain at least 90%, to obtain grade B 80%, to obtain grade C at least 70%, to obtain grade D 60%, to obtain grade E at least 50%. A student who obtains less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: - participation in lectures 13 h - participation in seminars 13 h - preparation for seminars 14 h - preparation for the exam 25 h - preparation of the seminar paper 25 h	
<b>Results of education:</b> Students will gain an overview of the specifics of teaching German in primary school. <b>Knowledge:</b> The graduate of the course can comprehensively define the foreign language learning process, identify the factors that influence the foreign language learning process at primary school and explain their importance for learning progress, orient themselves in the approaches applied in foreign language teaching in the past and today, know the forms and methods of teaching German as a foreign language at primary school taking into account age and level specifics, identify appropriate procedures for assessing the performance of the pupil. <b>Skills:</b> Graduates of the course can plan the teaching process in accordance with the objectives for primary schools, modify teaching material to meet the needs of different learning preferences, analyze teaching materials and identify potential bottlenecks, design the implementation of new	

technologies in the teaching of German as a foreign language, choose appropriate procedures for giving feedback and assessment of primary school students.

Competencies: The graduate of the course is able to make autonomous and independent decisions regarding his/her own development. He/she is able to present his/her knowledge in a clear manner, to argue his/her opinions appropriately and to respond constructively to criticism. They can critically reflect on their own practice and take initiative to find solutions to identified problems, and can work collaboratively with colleagues and give feedback on their performance. He is able to analytically evaluate the content of the teaching material and draw conclusions for his own pedagogical activities in the classroom.

**Brief syllabus:**

The course focuses on the theoretical and practical pedagogical-psychological aspects of didactization of foreign languages in order to comprehensively prepare students for the complexity of factors determining the effectiveness of the teaching process of German as a foreign language in the modern era.

1. Basics of Foreign Language Teaching Theory with regard to German
2. Factors influencing the foreign language learning process
3. Theories of language acquisition
4. Modern Approaches to Teaching German
5. Teacher and learner personality as influencing factors in the course of teaching of German as foreign language
6. Types and styles of learning
7. Interaction in the German as foreign language class
8. Methods and strategies for differentiated teaching of German as foreign language
9. Use of textbooks, use of texts in the German as foreign language classroom
10. Typology of exercises and tasks in teaching of German as foreign language
11. Managing the teaching of the German as foreign language lesson
12. Modern technologies in teaching of German as foreign language

**Literature:**

BAUSCH., K.R. (Hrsg.): Handbuch Fremdsprachenunterricht. Stuttgart: UTB, 2003.  
 DALHAUS, B.: Fertigkeit Hörverstehen. München: Langenscheidt, 1995.  
 FEDÁKOVÁ, K.: Deutsch als Fremdsprache. Eine Einführung in die Fachdidaktik und – methodik. 2015  
 HELBIG, G./GÖTZE, L./HENRICI, G./KRUMM, H-J. (Hrsg.): Deutsch als Fremdsprache. Berlin (HSK; 19.1-2), 2001.  
 KAST, B.: Fertigkeit Schreiben. München: Langenscheidt, 1995.  
 NEUF-MÜNKEL, G./ROLAND, R.: Fertigkeit Sprechen. München: Langenscheidt, 1994.  
 NEUNER, G./HUNFELD, H.: Methoden des fremdsprachlichen Deutschunterrichts. München: Langenscheidt, 1993.  
 WESTHOFF, G.: Fertigkeit Lesen. München: Langenscheidt, 1997.

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

German

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 7

A	B	C	D	E	FX
71.43	28.57	0.0	0.0	0.0	0.0

<b>Teacher:</b> PD Dr. phil. habil. Attila Mészáros, PD Dr. phil. habil. Attila Mészáros,
<b>Date of last update:</b> 29.03.2025
<b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ DNJ2dm/NJ/25	<b>Name:</b> Didactics of German as a Foreign 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 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The assessment is the result of the following components: 1. oral examination (colloquium) on the theory of didactics and methodology of GFL 2. Seminar work with a focus on the application of theoretical knowledge in the GFL classroom The assessment of the seminar work (written elaboration of selected literature) is the result of the following components: - review of literature; in particular, the ability to critically read an academic text and then discuss it and the ability to effectively search for academic sources and actively work with them, - written and oral argumentation, - structuring of the text and the speech, formulation of one's own opinion, writing clear, effective paragraphs, - mastery of the ethics of writing academic texts is evaluated. Weighting of midterm/final assessment: active class participation 10%, oral exam 40%, seminar paper 50%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain grade A (excellent) must obtain at least 90%, to obtain grade B 80%, to obtain grade C at least 70%, to obtain grade D 60%, to obtain grade E at least 50%. A student who obtains less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: - participation in lectures 13 h - participation in seminars 13 h - preparation for seminars 14 h - preparation for the exam 25 h - preparation of the seminar paper 25 h	
<b>Results of education:</b> Students will gain an overview of the specifics of teaching German in secondary school. Knowledge: The graduate of the course can comprehensively define the foreign language learning process, identify the factors that influence the foreign language learning process at secondary school and explain their importance for learning progress, orient themselves in the approaches applied in foreign language teaching in the past and today, know the forms and methods of teaching German as a foreign language at secondary school taking into account age and level specifics, identify appropriate procedures for assessing the performance of the learner. He has comprehensive professional and methodological knowledge in the field of foreign language teaching and is able to integrate it with knowledge of general pedagogy and psychology and apply it in multidisciplinary contexts.	

**Skills:** The graduate of this course is able to plan the instructional process in accordance with the objectives for the high school, modify instructional material to meet the needs of different learning preferences, analyze instructional materials, and identify potential trouble spots. He/she is able to choose an appropriate and adequate approach, to solve independently and to react creatively and flexibly to situations that arise in the teaching of a foreign language in secondary school. He/she can use modern teaching aids, including modern technologies, and design lessons for online platforms. Can apply appropriate and effective procedures for assessing pupil performance and involve other pupils in the assessment, as well as enabling learner self-evaluation.

**Competencies:** The graduate of the course is able to make autonomous and independent decisions regarding his/her own development. He/she is able to present his/her knowledge in a clear manner, to argue his/her opinions appropriately and to respond constructively to criticism. They can critically reflect on their own practice and take initiative to find solutions to identified problems and can work collaboratively with colleagues and give feedback on their performance. He is able to analytically evaluate the content of the teaching material and draw conclusions for his own pedagogical activities in the classroom. The student is able to conduct pedagogical research in the context of the classroom, evaluate and present the results and propose a solution to the problem under investigation in the field of foreign language teaching.

**Brief syllabus:**

1. Specifics of teaching German as foreign language in primary school
2. Specifics of teaching German as foreign language in secondary school
3. Teaching receptive language skills
4. Teaching productive language skills
5. Teaching vocabulary
6. Teaching grammar
7. Interaction in the German as foreign language class
8. Specifics of the evaluation process in primary school
9. Specifics of the evaluation process in secondary school
10. Teaching materials for primary school
11. Teaching materials for secondary school
12. Specifics of teaching German as foreign language in the online space

**Literature:**

BAUSCH., K.R. (Hrsg.): Handbuch Fremdsprachenunterricht. Stuttgart: UTB, 2003.  
DALHAUS, B.: Fertigkeit Hörverstehen. München: Langenscheidt, 1995.  
FEDÁKOVÁ, K.: Deutsch als Fremdsprache. Eine Einführung in die Fachdidaktik und –methodik. 2015  
HELBIG, G./GÖTZE, L./HENRICI, G./KRUMM, H-J. (Hrsg.): Deutsch als Fremdsprache. Berlin (HSK; 19.1-2), 2001.  
KAST, B.: Fertigkeit Schreiben. München: Langenscheidt, 1995.  
NEUF-MÜNDEL, G./ROLAND, R.: Fertigkeit Sprechen. München: Langenscheidt, 1994.  
NEUNER, G./HUNFELD, H.: Methoden des fremdsprachlichen Deutschunterrichts. München: Langenscheidt, 1993.  
WESTHOFF, G.: Fertigkeit Lesen. München: Langenscheidt, 1997.

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

German

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 7					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> PD Dr. phil. habil. Attila Mészáros, PD Dr. phil. habil. Attila Mészáros,					
<b>Date of last update:</b> 29.03.2025					
<b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ DNJ3dm/NJ/25	<b>Name:</b> Didactics of German as a Foreign Language 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 / 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> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The assessment is the result of the following components: 1. oral examination (colloquium) on the theory of didactics and methodology of German as Foreign Language 2. seminar paper - analysis of a selected German as Foreign Language textbook 3. a portfolio of teaching practice The evaluation of the seminar is the result of the following components: - active participation in classes, - development of a model lesson plan, - written elaboration of selected literature in the form of a seminar paper and oral presentation of a part of the paper. The evaluation of the model lesson plan is the result of the following components: - application of knowledge from didactics courses within the study, - incorporation of own experience from teaching practice, - ability to work actively with learning materials. The assessment of the seminar work (written elaboration of selected literature) and its presentation is the result of the following components: a literature review; in particular, the ability to read an academic text critically and then discuss it, and the ability to effectively search for and actively engage with academic sources are assessed, - written and oral argumentation, - structuring text and speech, formulating own opinion, writing clear, effective paragraphs, - mastery of the ethics of academic writing. Weighting of midterm/ final assessment: active participation 10%, model lesson plan 40%, seminar paper 50%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: - participation in lectures 13 h - participation in seminars 13 h - preparation for seminars 14 h - preparation for the exam 25 h - preparation of the seminar paper and the portfolio 25 h	
<b>Results of education:</b> Knowledge:	

- Students will gain an overview of didactic-methodological approaches to teaching German as a foreign language with respect to observing teaching and reflecting on pedagogical practice.
- They will learn the theoretical foundations of the analysis of textbooks, didactic materials and digital media for teaching German as a foreign language.
- They will be familiar with the principles of selecting and using authentic and didacticised media in the teaching process, taking into account the target group, language level and learning objectives.
- Graduate of subject understands the specifics of teaching German language and literature at the levels of the lower secondary education level (i.e., third cycle with overlap into the second cycle), lower secondary vocational education, secondary vocational education, general upper secondary education, and complete upper secondary vocational education including the subject “Language and Communication” in the second cycle of primary school.

**Skills:**

- Students will be able to systematically observe, document and analyze the course of a foreign language lesson and identify the didactic and methodological approaches used.
- They will be able to critically evaluate textbooks and supplementary materials in terms of their linguistic, thematic and methodological appropriateness.
- They will acquire practical skills in the selection, processing and application of multimedia and digital tools in specific teaching situations.

**Competences:**

- Students will be able to reflect on the teaching process from the position of a future teacher and develop their own pedagogical style based on observations and analyses.
- They will be prepared to creatively and purposefully integrate textbooks and media into the planning and implementation of language teaching.
- They will develop critical thinking skills, collaboration, and pedagogical independence in a foreign language learning environment.
- Graduate of subject is prepared to teach German language and literature at the third cycle of primary school and at secondary school, and is able to participate in the teaching of the subject “Language and Communication” in the second and third cycles, in cooperation with teachers of other philological subjects.

**Brief syllabus:**

1. Introduction to the course - course objectives and content. Discussion of the importance of teaching observation in DaF teacher education. Introduction to didactic reflection.
2. Observation as a research and educational method: goal analysis, categorization of observation criteria (language, teacher, student, interaction).
3. Methodology of teaching observation: preparation, implementation, documentation, feedback. Examples of hospitalization protocols.
4. Analysis of the teaching unit - lesson phases, language objectives, teacher's methodological-didactic decisions.
5. Textbooks of German as a foreign language: overview of current series (e.g. Menschen, Sicher!, Schritte, Aspekte neu). Structure and design principles.
6. Criteria for textbook analysis - thematic and linguistic appropriateness, gradation, consideration of SERR levels, intercultural aspects.
7. Practical analysis of the selected textbook (group work, presentation of results).
8. Media in language teaching - traditional vs. digital. Introduction to media didactics.
9. Digital tools in DaF teaching - interactive exercises, videos, podcasts, apps, online platforms (e.g. DW, Moodle, LearningApps).
10. Media creation and didacticisation: how to adapt a video, podcast or article for teaching purposes.

11. Presentation of student media projects and outputs from teaching observations.
12. Reflection and self-evaluation: what have I learned from observing and analyzing media/textbooks?
13. Summary of the course. Discussion of the link between theory and practice. Final evaluation.

**Literature:**

Bimmel, Peter / Kast, Bernd / Neuner, Gerhard (2003): Lernziel Deutsch. Empfehlungen zur Planung von DaF-Unterricht. Langenscheidt.

Brinitzer, Gabriele et al. (2019): Digitale Medien im DaF-/DaZ-Unterricht. Schneider Verlag Hohengehren.

Hallet, Wolfgang / Königs, Frank G. (Hg.) (2010): Handbuch Fremdsprachendidaktik. Cornelsen.

Müller-Hartmann, Andreas / Schocker-von Ditfurth, Marita (2017): Deutsch als Fremdsprache unterrichten. Grundlagen und Methoden. Klett.

Nünning, Ansgar (Hg.) (2004): Methoden der Unterrichtsanalyse. Wissenschaftliche Buchgesellschaft.

Zydati, Wolfgang (2007): Deutsch als Fremdsprache. Eine Einführung. Erich Schmidt Verlag.

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

German

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 2

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

**Teacher:** PD Dr. phil. habil. Attila Mészáros, PD Dr. phil. habil. Attila Mészáros,

**Date of last update:** 29.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/DSdm/ NJ/25	<b>Name:</b> Master'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> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Submission of a selected bibliography and research plan related to the topic of the thesis, and drafting of a part of the thesis (about 15 pages). Attendance at the seminar is compulsory. The student prepares part of the Master's thesis and submits the bibliography. The student must hand in a ready part of the thesis to the tutor by the deadline. If the student does not hand in the ready part of the thesis within 7 days after the deadline, he/she will not receive the credits for the course. The length of the ready part of the thesis to be handed in is determined by the tutor, the formal requirements are specified in the Rector's Directive 2/2021. The work must comply with the technical rules and ethics of citation. <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>Results of education:</b> <b>Knowledge:</b> The student is able to: - list and explain the general requirements for the preparation of the Master's thesis, describe and characterize the content structure of the Master's thesis and its parts (introduction, main body, appendices), - explain the concepts of phenomenon and fact, list and describe ways of investigating educational phenomena, - describe in more detail the main methods of collecting and processing the data presented in the Master's thesis,	

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

#### Skills:

The student is able to:

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

#### Competences:

The student

- is aware of the importance of respecting academic ethics and the ethical implications for his/her own student and future teaching activities,

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

#### **Brief syllabus:**

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

#### **Literature:**

- Smernica rektora Univerzity J. Selyeho Komárno o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho
- ESSELBORN-KRUMBIEGEL, H.: Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben. 3., überarb. Aufl. Paderborn: Ferdinand Schöningh, 2008.
- LANGER, I./VON THUN, F. S./TAUSCH, R.: Sich verständlich ausdrücken. 8. Aufl. München/Basel: Ernst Reinhardt Verlag, 2006.
- MEYER-KELLER, E.: Arbeitstechniken. Literaturwissenschaft. 4. Aufl. München: Wilhelm Fink, 1994.
- POENICKE, K.: Wie verfaßt man wissenschaftliche Arbeiten? Ein Leitfaden vom ersten Studiensemester bis zur Promotion. 2., neu bearb. Aufl. Mannheim: Dudenverlag, 1988.
- ROTHMANN, K.: Anleitung zur Abfassung literaturwissenschaftlicher Arbeiten. Arbeitstexte für den Unterricht. Stuttgart: Reclam, 1979.
- ECO, U.: Wie man eine wissenschaftliche Abschlussarbeit schreibt. Doktor-, Diplom- und Magisterarbeit in den Geistes- und Sozialwissenschaften. Heidelberg: Verlag C. F. Müller. (= UTB 1512), 2010.
- FELD-KNAPP, I.: Schreiben und Sprechen. Handreichungen zur schriftlichen und mündlichen Präsentation wissenschaftlicher Arbeiten für Lehre und Forschung. Budapest: Eötvös-József-Collegium, 2017.
- KORNMEIER, M.: Wissenschaftlich schreiben leicht gemacht: für Bachelor, Master und Dissertation. 7., aktualisierte und ergänzte Auflage. Bern/Stuttgart: UTB. (= UTB 3154), 2016.

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

German

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 6

A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> PD Dr. phil. habil. Attila Mészáros, Dr. habil. László V. Szabó, PhD.,					
<b>Date of last update:</b> 29.03.2025					
<b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ BV1/22	<b>Name:</b> Biblical Sciences 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). During the semester he/she must take and pass 2 written tests in Old Testament Theology. Those who pass both written tests do not take the oral examination on the Old Testament. Students will take an oral exam in the New Testament Theology sub-discipline at the end of the semester. For the sub-discipline of Dogmatics, students must submit a written paper by the end of the semester. Assessment of written tests, written assignments, and oral examination responses are assessed in accordance with the Regulations of Study (See Article 10. Review of Study and Assessment of Learning Outcomes of the Regulations of Study Outcomes). Student workload: 4 credits = 100-120 hours 39 hours of attendance at contact classes; 21 hours of study of recommended literature, preparation for the written test and preparation of assignments given in class; 40-60 hours of self-study.	
<b>Results of education:</b> <b>Knowledge:</b> This course provides a history of the discipline, an overview of Christian attitudes toward the Old Testament, and provides a summary view of the Pentateuch. Upon completion of the course, the student will have an overview of the theological content of the books of the Torah and the central concepts of the Old Testament. By completing the course, the student will gain a thorough understanding of the content of the New Testament, the circumstances surrounding the creation of each of the books of the New Testament, the background of New Testament contemporary history, and the religions of the time, which will ensure a proper understanding of the New Testament message. The student will gain an overview of the basic issues, major dogmatic theses, and creedal statements of Christian doctrine based on biblical teaching. <b>Skills:</b> The student will be able to integrate these into New Testament and systematic theological contexts. The student will be able to argue regarding the known content of theological reflection on faith in light of the semester's topic.	

Upon completion of the course, the student will be able to apply previously acquired knowledge through a comprehensive interpretation of the history of ideas (theology).

Through the study of systematic theology and the comparing and contrasting of various theological positions, students will develop their comparative skills, their willingness to think independently, and their ability to present their doctrinal arguments on a biblical basis.

Competencies:

By successfully completing this course, the student will develop a framework within which to evaluate the ethical actions of contemporary society.

By explaining each major biblical story and describing the development of important theological concepts, students make creative use of what they have already learned.

They also master the professional methods of a scholarly approach to the foundations of Christian doctrine, as well as the biblical stance needed to clarify controversial issues of faith.

### **Brief syllabus:**

Sub-discipline: Old Testament Theology 1

1. Basic terms.
2. A short overview of the scientific discipline.
3. Tenak, Septuagint (LXX).
4. Christian attitudes to the Old Testament.
5. Genesis - God's names and attributes, creation of the world and man.
6. Genesis - Theological anthropology and sin.
7. I. Test.
8. Patriarchs. The concept of the chosen people.
9. Exodus. Covenant Theology.
10. The Ten Commandments.
11. Leviticus. Numbers.
12. Deuteronomy.
13. The figure of Moses. II. The test in the probationary period.

Sub-discipline: New Testament Theology 1

At the beginning of the course, the student should become familiar with the division and content of the various books in the order of the New Testament canon. As additional background knowledge, the content of the New Testament is set in a broader context by outlining the historical events of the period and the background of contemporary Judaism and Hellenistic religions. This will be followed by placing the origins of each book in the broader context already outlined, and a summary of the main results of New Testament scholarship. The highlight of the semester, however, is a focus on the New Testament message itself as revealed in the preaching of Jesus.

Sub-discipline: Dogmatics 1

1. The only consolation of the Christian man (Heid. Catech. 1-2)
2. Understanding creation and sin, the righteousness of God (Gen 1-3, HC 3-11, Conf. Helv. Post. 7-8)
3. The general creeds of the Christian Church: Apostles' Creed, Nicene-Constantinopolitan Creed; content of the faith (HC 20-24, CHP 11)
4. Scripture as the Word of God; the Gospel and the Law (CHP 1:12-13)
5. The Trinity of God (Holy Trinity) (Mt 28:18-20; CHP 3, HC 25)
6. The person and work of God the Father; providence and creation (HK 26-28, CHP 6)
7. The Son as the only Mediator; the Word made flesh and the witness of the Word (Jn 1:1-14; HK 12-19, CHP 11)
8. Jesus Christ (birth, baptism (anointing), and temptation); the offices of Christ (Lk 2:10-12; Mt 3 and 4; HK 29-31)

9. The threefold office of the Christian man; Christ is Lord, whom we worship as God (Jn 20:30-3; Acts 7:59-60; Acts 11:19-26; HK 32-36)
10. The suffering and death of Jesus (Lk 19:28-48; Jn 13:1-20; Mk 14:27-72; Jn 18:28-40; Mt 27:16-24; Jn 19:1-22; Lk 23:32-43; Jn 19:23-37; HK 37-40)
11. Jesus' burial and resurrection (Jn 19:38-42; Mt 27:62-66; Mt 28:1-20; Jn 20:1-31; Lk 24:13-35; HK 41-45)
12. The Ascension of Jesus (Acts 1:1-14; HK 46-51)
13. The return of Christ, the Last Judgment; the true meaning of Advent (Mt 25:31-46; Rev 22:17-21; HK 52)

**Literature:**

- Bándy, Gy.: Az Ószövetség teológiája . SJE Komárom, 2010.  
 Karasszon, I.: Az ószövetség teológia történetéhez. KGRE Budapest, 2020.  
 von Rad, G.: Ószövetség teológiája I. kötet. - Izráel történeti hagyományainak teológiája. Osiris Kiadó, Budapest, 2007.  
 Westermann, C.: Az Ószövetség teológiájának vázlata. Budapest, 1993.  
 Nandrásky, K.: Teológia Starej zmluvy. Bratislava: Cirkevné nakladateľstvo, 1976.  
 Bándy, J.: Teológia Starej zmluvy. UK Bratislava, 2003.  
 Rendtorff, R.: Theologie des Alten Testaments, Band 1. Neukirchen – Vluyn : Neukirchener Verlag, 1999.  
 R. Bultmann, Az Újszövetség teológiája, Budapest: Osiris, 2003, ISBN 963 389 464  
 L. Goppelt, Az Újszövetség teológiája I-II, Budapest: Zsinati Iroda, 1992, ISBN 3494003386, ISBN 9789633005156  
 J. Gnilka, Az Újszövetség teológiája, Budapest: Szent István Társulat, 2007, ISBN 9789633618417  
 E. Schweizer, Teológiai bevezetés az Újszövetségbe, Budapest: Kálvin János Kiadó, 2004, ISBN 96333009772  
 Heidelbergi Káté (Kolozsvár: Erdélyi Református Egyházkerület, 2003) <http://mezopanitiref.ro/images/docs/heidelbergi-ka-te.pdf>  
 A Második Helvét Hitvallás <http://regi.reformatus.hu/egyhaziunk/mutat/6218/>  
 McGrath, Alister, Bevezetés a keresztyény teológiába (Budapest: Osiris, 1995)  
 Tavaszy Sándor, Református keresztyén dogmatika (Kolozsvár: Erdélyi Református Egyházkerület, 2006)  
 Török István, Dogmatika (Kolozsvár: Protestáns Teológiai Intézet, 2006) [http://doulos.hu/torok\\_istvan.pdf](http://doulos.hu/torok_istvan.pdf)

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines: Old Testament Theology 1  
 New Testament Theology 1  
 Dogmatics 1

**Evaluation of subjects**

Total number of evaluated students: 2

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

**Teacher:** prof. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD., prof. István Pásztori-Kupán, PhD., Ing. Jolán Kis, PhD.,

**Date of last update:** 21.07.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ BV2/22	<b>Name:</b> Biblical Sciences 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). During the semester he/she must take and pass 2 written tests in Old Testament Theology. Those who pass both written tests do not take the oral examination on the Old Testament. Students will take an oral exam in the New Testament Theology sub-discipline at the end of the semester. In the sub-discipline of Ethics, students must write a midterm test and turn in written assignments. Students will also take an oral exam at the end of the semester. The prerequisite for passing the Ethics 1 sub-discipline is the achievement of at least 60 points, i.e. 60% of the total. The assessment of written tests, written assignments and answers in the oral examination are assessed in accordance with the Study Regulations (See Article 10. Control of study and assessment of learning outcomes of the Study Regulations results). Student workload: 4 credits = 100-120 hours 39 hours attendance at contact classes; 21 hours study of recommended literature, preparation for the written test and preparation of assignments given in class; 40-60 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> This course provides a comprehensive theological perspective on the central themes of the books of Neviim and Ketuvim. Upon completion of the course, the student has an overview of the theological content of the books of Neviim and Ketuvim, and is able to place them in a New Testament and systematic-theological context. By completing the course, the student will have a thorough knowledge of the content of the New Testament, the circumstances of the composition of the various books of the New Testament, the background of New Testament contemporary history, and the religions of the time, which will ensure a proper understanding of the New Testament message. After completing the course, the student will have an overview of the ethical attitudes that play a decisive role in the formation of one's own identity, in the formation of the right attitude towards the world around him and in the creation of the prerequisites for the progressive development of society. <b>Skills:</b>	

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

Upon completion of the course, the student will be able to apply previously acquired knowledge through a comprehensive interpretation of the history of ideas (theology).

The student will gain the ability to identify general issues in theological ethics.

Competencies:

By successfully completing the course, the student will develop a framework within which to evaluate the ethical actions of contemporary society.

By explaining each major biblical story and describing the development of important theological concepts, students make creative use of what they have already learned.

The student will be able to argue regarding the familiar content of theological reflection on faith from

in light of the semester's topic.

The student will be able to interpret the contextuality of social situation and moral movement; the student will be able to reflect on ethical issues.

### **Brief syllabus:**

Sub-discipline: Old Testament Theology 1

1. Historical Perspective Neviim risonim.
2. The theology of the Book of Joshua and Judges.
3. Theology of Books I-II. Samuel.
4. The Theology of the Books of I.-II Kings.
5. The Theology of Books I.-II. Chronicles.
6. The mission of Ezra and Nehemiah.
7. I. Test.
8. Theology of the Book of Psalms.
9. Megillot.
10. The theology of wisdom literature.
11. Daniel and the Apocalyptic.
12. Theological profile of the three prophetic collections-Isaiah, Jeremiah, Ezekiel.
13. the theology of the Twelve Prophets - II. test in the probationary period.

Sub-discipline: New Testament Theology 1.

The student will become familiar with the division and content of the various books in the order of the New Testament canon. As additional background knowledge, the content of the New Testament is set in a broader context by outlining the historical events of the period and the background of contemporary Judaism and Hellenistic religions. This will be followed by placing the origins of each book in the broader context already outlined, and a summary of the main results of New Testament scholarship. The crown jewel of the semester, however, is a focus on the New Testament message itself as revealed in Paul's theology, the confession of faith of the Johannine circle, and the witness of early Catholicism. The influence of these events on later Christian theology is also an important topic of study.

Sub-discipline: Ethics

Week 1: Introduction and course objectives.

Week 2: Decalogue, a guide to freedom

Week 3: Preamble

Week 4: The 1st Commandment and its modern aspects

Week 5: The 2nd Commandment and its modern aspects

Week 6: The 3rd Commandment and its modern aspects

Week 7: Week 4: The Commandment and its Modern Aspects

Week 8: The 5th commandment and its modern aspects, major issues in social ethics

Week 9: The 6th commandment and its modern aspects  
 Week 10: The 7th commandment and its modern aspects  
 Week 11: The 8th commandment and its modern aspects  
 Week 12: The 9th commandment and its modern aspects  
 Week 13: The 10th commandment and its modern aspects, major issues in sexual ethics

**Literature:**

Bándy, Gy.: Az Ószövetség teológiája . SJE Komárom, 2010.  
 Karasszon, I.: Az ószövetség teológia történetéhez. KGRE Budapest, 2020.  
 von Rad, G.: Ószövetség teológiája II. kötet. - Izráel prófetai hagyományainak teológiája. Osiris Kiadó, Budapest, 2007.  
 Westermann, C.: Az Ószövetség teológiájának vázlata. Budapest, 1993.  
 Nandrásky, K.: Teológia Starej zmluvy. Bratislava: Cirkevné nakladateľstvo, 1976.  
 Bándy, J.: Teológia Starej zmluvy. UK Bratislava, 2003.  
 Rendtorff, R.: Theologie des Alten Testaments, Band 1. Neukirchen – Vluyn : Neukirchener Verlag, 1999.  
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 L. Goppelt, Az Újszövetség teológiája I-II, Budapest: Zsinati Iroda, 1992, ISBN 3494003386, ISBN 9789633005156  
 J. Gnllka, Az Újszövetség teológiája, Budapest: Szent István Társulat, 2007, ISBN 9789633618417  
 E. Schweizer, Teológiai bevezetés az Újszövetségbe, Budapest: Kálvin János Kiadó, 2004, ISBN 96333009772  
 Szűcs, F.: Teológiai Etika. Budapest, Református Zsinati Iroda, 1993  
 Lochman, J.: A szabadság útjelzői. Budapest, Kálvin Kiadó, 1993  
 Kaiser, B.: Keresztyén etika. Komárom, SJE, 2018  
 Bonhoeffer, D.: Ethik. Gütersloh: Chr. Kaiser Verlag, 1998 Bonhoeffer, D.: Etika. Szentendre Tillinger Péter 1999  
 Peschke, K. H.: Krěšťanská etika. Praha: Vyšehrad, 1999 ISBN 8070213310 Sebestyén, J.: Református Etika. Budapest, Gödöllő: Iránytű Kiadó, 1993 Török, I.: Etika. Kolozsvár: Egyetemi Fokú Protestáns Teológiai Intézet, 1997

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

Hungarian language, Slovak language

**Notes:**

The course includes the following sub-disciplines: Old Testament Theology 2  
 New Testament Theology 2  
 Ethics 1

**Evaluation of subjects**

Total number of evaluated students: 2

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

**Teacher:** prof. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD., prof. István Pásztori-Kupán, PhD.,

**Date of last update:** 21.07.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ DS/22	<b>Name:</b> Master'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: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Submission of a selected bibliography on the topic of the thesis, proposal of the research concept and preparation of a part (approx. 15 pages) of the thesis. Attendance at the seminar is compulsory. Students will write a part of the thesis and submit a selection bibliography. Students will hand in the part of the thesis and the bibliography in printed form to the instructor on the due date. If the student fails to submit the thesis even within 7 days of the due date, no credit will be awarded. The scope of the thesis will be determined by the instructor; the formatting will be determined by Rector's Directive No. 2/2021. The thesis must follow the technique and ethics of citation. The following are assessed in the thesis: The student's analytical-synthetic thought processes, expression of own opinion supported by theoretical knowledge, setting the problems and objectives of the thesis, the way of processing, structure of the thesis - logical continuity and balance of the individual parts, work with literature and information sources (selection of the way of their use), observance of basic standards for formal editing of the thesis, observance of citation standards, aesthetic and linguistic aspects of the thesis. Percentage representation of individual tasks in the student's overall assessment. Work in seminars: 20%. Seminar work: 80 %. The student must complete each assignment at a minimum of 50%.	
<b>Results of education:</b> Knowledge: The student can: - state and explain the general requirements for the production of a thesis, describe and characterize the content structure of the thesis and its individual parts (introduction, main body of the text, appendices),	

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

#### Skills:

The student will be able to:

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

#### Competences:

**Student**

- The student will be aware of the need and importance of observing academic ethics and etiquette for his/her student life as well as for his/her future teaching life,
- behave in accordance with the rules of social behaviour,
- learns the basics of social protocol, knows how to dress and dress properly for a state examination,
- observes the ethics of citation,
- expresses his/her beliefs and opinions directly and honestly, but at the same time recognises that the other party is also entitled to his/her own opinion,
- accepts the consequences and accepts responsibility for their actions.

**Brief syllabus:**

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

**Literature:**

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

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

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

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

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

Hungarian language, Slovak language

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

Total number of evaluated students: 0

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

**Teacher:** prof. ThDr. István Karasszon, PhD., Dr. habil. Viktor Kókai Nagy, PhD., prof. István Pásztori-Kupán, PhD., Mgr. Zsolt Görözdí, ThD., Mgr. Katarína Pólya, PhD., ThDr. Lilla Szénási, PhD.,

**Date of last update:** 21.07.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ KA1/22	<b>Name:</b> Didactics of Catechetics 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 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> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). The course ends with an oral examination. In order to pass the course, the student must obtain at least 50 % of the marks at the end of the semester. Continuously prepared written assignments represent 30% of the total for passing the course. The evaluation of written assignments and the answers to the oral examination are evaluated in accordance with the study regulations (see Article 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 5 credits = 125-150 hours 39 hours attendance at contact classes; 31 hours study of recommended literature, preparation for written test and preparation of assignments given in class; 55-80 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student is familiar with the key dogmatic, ecclesiastical themes of teaching religion in schools. The lectures seek - on the basis of catechetical literature - answers, solutions, illustrations to serious and problematic questions that, according to experience, arise in teaching. The student knows the theoretical foundations of catechetical practice and knows the substance of religious education in detail and reliably. <b>Skills:</b> The student will be able to navigate the topics covered in the course taught this semester; recognize the role, place, and importance of these topics in school catechesis. It will also enable him/her to teach and deliver the essence of specific, difficult and complex ecclesiological and dogmatic issues in a way that is adapted to the abilities of the child and adolescent. The student will be able to apply and utilize his/her skills in the process of teaching religion. <b>Competencies:</b> The student will learn to apply theoretical, abstract issues to practice, be able to teach them competently, and be accountable to students in a responsible pedagogical activity.	
<b>Brief syllabus:</b> Lecture:	

<p>1. 1,  2. Advent and Christmas,  3. Lent,  4. Palm Sunday and Good Friday,  5. Easter,  6. Ascension, Holy Week, other feasts of the Church year,  7. Creation. Creation of Man. Providentia.,  8. Anthropological questions. Sin. Original sin.,  9. Evil, Satan, Temptation.,  10. Ten Commandments I.,  11. Ten Commandments II.,  12. God's punishment and forgiveness.,  13. The commandment of love. Good works.</p> <p>Seminar:  The main didactic issues of teaching religion in schools and congregations. Didactics and teaching of religion. Characteristic features of teaching religion.</p>
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<p><b>Literature:</b>  Fekete, Károly: A Heidelbergi Káté magyarázata. Budapest. kálvin Kiadó 2013 ISBN 9789635582266  Szénási, Sándor: Megtaláltuk a Messiást. Konfirmációi olvasókönyv. Budapest, 1992  Molnár, Miklós: Te taníts engem! Budapest, 1996 ISBN 978 963 558 089 7  Varga Imre: Református keresztyén kis káté. Szlovákiai Református Keresztyén Egyház 2008  A katolikus egyház katekizmusának kompendiuma / Dr. Diós István. - 1. vyd. - Vatikán : Libreria Editrice Vaticana, 2005. - 245 s. - ISBN 963 361 784 7.  Tamminen, K. – Vesa, L. – Pyysiäinen, M.: Hogyan tanítsunk hittant?: Vallásdidaktika. Budapest: Teológiai Irodalmi Egyesület, 1998  Németh Dávid: Vallásdidaktika, A hit- és erkölcsstan tanítása az 5-12. osztályban, Károli Gáspár Református Egyetem . L'Harmattan Kiadó, Budapest 2017, ISBN 978-963-414-203-4, ISSN 2063-3297</p>
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<p><b>Language, knowledge of which is necessary to complete a course:</b>  Hungarian language, Slovak language</p>
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<p><b>Notes:</b></p>
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<p><b>Evaluation of subjects</b>  Total number of evaluated students: 2</p>					
A	B	C	D	E	FX
50.0	0.0	50.0	0.0	0.0	0.0

<p><b>Teacher:</b> Mgr. Zsolt Görözdi, ThD., ThDr. Lilla Szénási, PhD.,</p>
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<p><b>Date of last update:</b> 21.07.2025</p>
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<p><b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.</p>
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## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ KA2/22	<b>Name:</b> Didactics of Catechetics 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 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> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). The course ends with an oral examination. In order to pass the course, the student must obtain at least 50 % of the marks at the end of the semester. Continuously prepared written assignments represent 30% of the total for passing the course. The evaluation of written assignments and the answers to the oral examination are evaluated in accordance with the study regulations (see Article 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 5 credits = 125-150 hours 39 hours attendance at contact classes; 31 hours study of recommended literature, preparation for written test and preparation of assignments given in class; 55-70 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student is familiar with the key dogmatic, ecclesiastical themes of teaching religion in schools. In the lectures we look -based on catechetical literature- for answers, solutions, illustrations to serious and problematic questions that, according to experience, arise in teaching. <b>Skills:</b> The student will be able to navigate the topics covered in the course taught this semester; recognize the role, place, and importance of these topics in catechesis in schools. It will also enable him/her to teach and deliver the essence of specific, difficult and complex ecclesiological and dogmatic issues in a way that is adapted to the abilities of the child and adolescent. <b>Competencies:</b> The student will learn to apply theoretical, abstract issues to practice, be able to teach them competently, and be accountable to students in a responsible pedagogical activity. The graduate has a responsible attitude, is able to take a responsible stance and can make independent decisions on issues related to the subject.	
<b>Brief syllabus:</b> Lecture: 1, Chistological issues.	

- 2, Jesus Christ. God and man. Messiah.
- 3, Satisfaction. Redemption.
- 4, Sacrifice. Christ's Passion.
- 5, Forgiveness of sins. Salvation.
- 6, Death. Heaven. Hell.
- 7, Resurrection. Salvation.
- 8, The Last Judgment, the parousia.
- 9, The Church.
- 10, Sacraments. Holy Baptism.
- 11, The Lord's Supper.
- 12, Faith. Creed. Confirmation.
- 13, Prayer.

Seminar topics:

Atonement. Redemption. Jesus Christ. God and man. Messiah. Christ's Passion. Redemption. Forgiveness of sins. Salvation. Death. Heaven. Hell. Faith. Creed. Resurrection. The Last Judgment. The Church. Sacraments. Holy Baptism. The Lord's Supper. Confirmation. Prayer . The Lord's Prayer.

**Literature:**

Fekete, Károly: A Heidelbergi Káté magyarázata. Budapest. kálvin Kiadó 2013 ISBN 9789635582266

Szénási, Sándor: Megtaláltuk a Messiást. Konfirmációi olvasókönyv. Budapest, 1992 Molnár, Miklós: Te taníts engem! Budapest, 1996 ISBN 978 963 558 089 7

Varga Imre: Református keresztyén kis káté. Szlovákiai Református Keresztyén Egyház 2008  
A katolikus egyház katekizmusának kompendiuma / Dr. Diós István. - 1. vyd. - Vatikán : Libreria Editrice Vaticana, 2005. - 245 s. - ISBN 963 361 784 7.

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

Hungarian language, Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 2

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

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

**Date of last update:** 21.07.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ KA3/22	<b>Name:</b> Catechetics
<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> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). The course ends with an oral examination. In order to pass the course, the student must obtain at least 50 % of the marks at the end of the semester. Continuously prepared written assignments represent 30% of the total for passing the course. The evaluation of written assignments and the answers to the oral examination are evaluated in accordance with the study regulations (see Article 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 5 credits = 125-150 hours 39 hours attendance at contact classes; 31 hours study of recommended literature, preparation for written test and preparation of assignments given in class; 55-80 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> Course Goal: To gain insight into the biblical world, to learn how to work selectively with highly specialized sources and to develop one's own way of researching a given topic; to teach students to evaluate theologically, catechetically, and pedagogically; to process biblical pericopes of various genres and topics. The student is also introduced to key dogmatic, ecclesiastical themes in the teaching of religion in schools <b>Skills:</b> The student will learn to work competently with the material on which much catechetical work is based. The student learns to interpret the biblical text; to locate the kerygma of the text and the individual pericopes; to interpret the text and to prepare teaching material on this basis. It will have the ability to find answers, solutions and illustrations to problematic questions that arise during the course of teaching, based on lectures and catechetical literature. <b>Competences:</b> Individual work with a source teaches the student humility, diligence. teaches the student to work independently with a source as complex and challenging as the Bible. This work teaches him to be more responsible both in his catechetical work and in the teaching process itself.	

**Brief syllabus:**

Lecture:

Bible, genres, pericopes. Basic characteristics. Elementary structures. Basic concepts in the teaching of religion. Bible stories. Archstories. Historical events. Commandments. Prophetic books, prophecies. Wisdom literature in the Old Testament. Psalms. Gospels. New Testament epistles. Apocalyptic texts. Parables. Miracles.

Seminar and exercises:

What is congregational pedagogy? The young child in the family. Catechesis of preschool children in the church congregation and in kindergartens. Children aged 7-12 in the church congregation. Adolescents in the church. Psychological processes of puberty and confirmation. With teenagers in school and in the church congregation. Young adults in the church. Catechesis for parents with young children. Catechesis for middle-aged people. Questions for older people. Becoming a teacher.

**Literature:**

Baldermann, Ingo: A Biblia, a tanulás könyve. Kálvin Kiadó, 2003. ISBN 963 300 942 1

Németh Dávid: Hit és nevelés. Budapest, 2002, ISBN 963 8392 53 3

Németh Dávid: Vallásdidaktika. Budapest, L'Harmattan, 2017. ISBN978-963-414-203-4

A szentírás magyarázata Jubileumi kommentár. Budapest, A Református Zsinati Iroda Sajtóosztálya. 1968

Siba Balázs, Szabóné László Lilla, Pángyánszky Ágnes: Együtt a hit útján. Gyülekezetpedagógiai kézikönyv: Gyülekezetpedagógiai kézikönyv. Budapest: A Magyarországi Református Egyház Kálvin János Kiadója, 2019, P. 245-271. ISBN 978-963-558-421-5.

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

Hungarian language, Slovak language

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

Total number of evaluated students: 3

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

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

**Date of last update:** 21.07.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ OB/22	<b>Name:</b> Master's Thesis and Defence
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 8	
<b>Recommended semester/trimester of study:</b> 3., 4..	
<b>Level of study:</b> II.	
<b>Prerequisites:</b> KAV/KAdm/DS/22	
<b>Conditions for passing the subject:</b> <p>When preparing the thesis, the student follows the instructions of the thesis supervisor and the rector's guidelines on the preparation, registration, access and archiving of final, thesis, dissertation and habilitation theses written at Selye János University. The recommended length of the thesis is 50-70 pages (90 000 - 126 000 characters with spaces). The deadline for submission of the thesis is specified in the academic year timetable. The thesis is checked for authenticity in the central register of theses. A record of the result is drawn up. The examination of authenticity is a prerequisite for the thesis to be defended. A licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the thesis is part of the thesis submission.</p> <p>The thesis will be evaluated by the supervisor and the referee, who will prepare their evaluation on the basis of the criteria provided.</p> <p>The supervisor will mainly assess the fulfilment of the objective, the student's independence and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis.</p> <p>The assessor will focus on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its achievement, the logical structure of the thesis, the organization and organization of the 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 of the thesis, its spelling, style and originality.</p> <p>The examination board will assess the originality of the essay, the degree of student involvement in the solution of the scientific problem, the student's independence and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc. The committee will also assess the ability to present the results, including answers to questions on the topic, adherence to time constraints, etc.</p>	

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

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

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

### **Results of education:**

Knowledge:

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

Competences:

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

Competences:

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

### **Brief syllabus:**

The procedure for defending the thesis is as follows:

1. The student presents his/her thesis.
2. The main points of the supervisor's and opponent's criticisms are presented.
3. The student answers questions from the supervisor and the referee.
4. Professional discussion of the thesis with questions put to the student.

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

<p>1. a brief justification of the choice of topic, its relevance and practical utility.  2. an explanation of the objectives of the thesis and the methods used.  3. the main content of the thesis.  4. the conclusions and suggestions drawn by the student.  A copy of the thesis and its electronic presentation will be provided to the student during the presentation. The student will present the paper independently for a minimum of 10 minutes. He/ she may use computer tools.  The thesis is available to the committee before and during the examination.</p>					
<p><b>Literature:</b>  KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004.  Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na <a href="https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf">https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf</a></p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b>  Hungarian language, Slovak language</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 0</p>					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<p><b>Teacher:</b></p>					
<p><b>Date of last update:</b> 21.07.2025</p>					
<p><b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ PPX4/22	<b>Name:</b> Pedagogical practice IV.
<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> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is portfolio-based, i.e. based on work produced during the teaching practice. The conditions and criteria for passing 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. The student is obliged to follow the relevant part of this document related to the pedagogical practice (PPX4). Mandatory components of the portfolio: - Completed protocol on completion of the pedagogical practice - Professional analysis of observed lessons and completed observation sheets - Preparation, implementation and subsequent evaluation and analysis of the lesson implemented - Documentation of the teaching practice including annexes. Final course grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total number of points. Total student workload: 2 credits = 50 hours (20 hours of teaching practice: 5 hours of observation, 5 hours of analysis of observed lessons, 5 hours of teaching, 5 hours of analysis of taught lessons; 30 hours of preparation: preparation for teaching practice - consultation with the trainee teacher, preparation for tutorials, preparation for lessons, preparation of portfolio and documentation)	
<b>Results of education:</b> <b>Knowledge:</b> - The student of the course is able to observe, analyze activities at the 2nd grade elementary and middle school levels. - The student is able to professionally evaluate observed activities and activities at the Elementary and Middle School Level 2. - The student is able to document observed activities and activities at grade 2 elementary and middle school. - The student is able to navigate school documents. - The student knows and is oriented to the structure of personnel and material support for school functioning. - The student knows the specific activities of the teacher during the day, in the classroom and in the course of teaching the subjects of his/her specialisation in primary and secondary school.	

- The student understands the environment, culture and organisation of primary and secondary school activities.

#### Skills:

- Can identify diverse manifestations of structural elements of personality, psychological processes of the pupil in the teaching process and in social interactions.

- Knows the specific activities of the teacher implemented during the day, in the context of teaching and in the course of teaching the subjects of his/her specialisation in primary and secondary school.

- Identifies the teaching objectives formulated by the teacher, the processes used to achieve them and the extent to which they are met.

- Can identify the teaching methods applied during the lesson.

- Describes the didactic aids, communication technologies and resources used in the teaching process and the possibilities of applying computers, interactive whiteboards, the Internet, specific teaching programmes and software, dynamic systems and interactive teaching materials and portals in the teaching of the subjects of his/her specialisation.

- Describes the processes of student assessment in the teaching process.

- Identifies teachers' teaching and communication styles and professional skills.

- Can process, evaluate, and reflect on observation results in the context of educational theory.

- The student can recognize his/her own level of competence.

- The student can identify common professional problems, investigate and formulate the theoretical and practical background necessary to solve them and address them (using practical procedures in practice).

- The student is able to recognise talented pupils, pupils with difficulties or special educational needs, disadvantaged pupils, multiply disadvantaged pupils and pupils requiring special treatment, to provide them with adequate advice regarding their entry into the labour market.

- The graduate of the course is capable of didactically correct written preparation (with all its components) for the purpose of conducting a lesson with elements of creativity, independence, individualization and alternativeness.

- He/she is able to consult his/her own written preparation with the trainee teacher in a professional manner.

- Is able to adequately prepare the conditions for, implement and evaluate a designated lesson.

- Is able to document results, professionally describe reflection and self-reflection in relation to the planned, prepared, implemented and evaluated lesson.

#### Competencies:

- Takes a position on observed phenomena based on prior theoretical knowledge.

- Undertakes self-reflection and receives feedback on own output from pupils, peers and trainee teacher.

- Presents responsibly own personal characteristics, communication style, values and professional skills.

- Provides feedback and assesses pupils' learning outcomes in accordance with the assessment principles at the appropriate level of education.

- Promotes interaction between pupils.

- Accepts the manifestations of pupil individuality in the context of the formal social group within the school classroom, the particularities of pupils' learning, specific educational needs and applies elements of differentiation in teaching.

- It implements classroom teaching, applying teaching methods, strategies, resources and aids, and information and communication technologies optimised by the disciplinary-didactic theory of its specialisation.

- Understands the relationship between the principles of teaching and the consequences - the effectiveness of learning.
- Reflects on own pedagogical skills.
- The student will be able to undertake targeted development of self-knowledge related to the teaching profession
- The student will be able to independently plan activities that extend knowledge related to the teaching profession.
- The student will be able to create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior, openness to recognize and manage the work style of others. The student will optimize the atmosphere in the learning group (school classroom) and create a stimulating and non-threatening environment for teaching and student learning, by applying techniques of rule following and safe working conditions and methods of motivating and activating students.

**Brief syllabus:**

Observation and evaluation of the interior and exterior of a training elementary and middle school. Learning about and working with classroom and school pedagogical documentation.

Observation of the creation of conditions, implementation and evaluation of lessons in the 2nd level of primary and secondary schools.

Professional analysis of observed lessons together with the trainee teacher.

Documenting the process and results of individual lessons observed.

Didactic procedures for the preparation of written preparations (with all its components), consultation with the trainee teacher.

Preparation of the conditions for the implementation of the lesson.

Implementation of the planned and prepared lesson with the application of innovative strategies, using adequate teaching resources of primary and secondary schools.

Evaluating the lesson with planned and selected methods and means of evaluation from own perspective, from the pupils' perspective (and with elements of self-evaluation).

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

Preparation of a portfolio of the hospitality activity with all its components on the basis of predetermined criteria by the head of the teaching practice, with the application of autonomy and alternativeness based on current trends in didactics.

**Literature:**

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

Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

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

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

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

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

Hungarian language, Slovak language

<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> ThDr. Lilla Szénási, PhD.,					
<b>Date of last update:</b> 21.07.2025					
<b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ PPX5/22	<b>Name:</b> Pedagogical practice V.
<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> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is portfolio-based, i.e. based on work produced during the teaching practice. The conditions and criteria for passing 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. The student is obliged to follow the relevant part of this document related to the pedagogical practice (PPX5). Mandatory components of the portfolio: - Completed protocol on completion of the pedagogical practice - Professional analysis of observed lessons and completed observation sheets - Preparation, implementation and subsequent evaluation and analysis of the lesson implemented - Documentation of the teaching practice including annexes. Final course grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total number of points. Total student workload: 2 credits = 50 hours (20 hours of teaching practice: 5 hours of observation, 5 hours of analysis of observed lessons, 5 hours of teaching, 5 hours of analysis of taught lessons; 30 hours of preparation: preparation for teaching practice - consultation with the trainee teacher, preparation for tutorials, preparation for lessons, preparation of portfolio and documentation)	
<b>Results of education:</b> <b>Knowledge:</b> - The student of the course is able to observe, analyze activities at the 2nd grade elementary and middle school levels. - The student is able to professionally evaluate observed activities and activities at the Elementary and Middle School Level 2. - The student is able to document observed activities and activities at grade 2 elementary and middle school. - The student is able to navigate school documents. - The student knows and is oriented to the structure of personnel and material support for school functioning. - The student knows the specific activities of the teacher during the day, in the classroom and in the course of teaching the subjects of his/her specialisation in primary and secondary school.	

- The student understands the environment, culture and organisation of primary and secondary school activities.

#### Skills:

- Can identify diverse manifestations of structural elements of personality, psychological processes of the pupil in the teaching process and in social interactions.

- Knows the specific activities of the teacher implemented during the day, in the context of teaching and in the course of teaching the subjects of his/her specialisation in primary and secondary school.

- Identifies the teaching objectives formulated by the teacher, the processes used to achieve them and the extent to which they are met.

- Can identify the teaching methods applied during the lesson.

- Describes the didactic aids, communication technologies and resources used in the teaching process and the possibilities of applying computers, interactive whiteboards, the Internet, specific teaching programmes and software, dynamic systems and interactive teaching materials and portals in the teaching of the subjects of his/her specialisation.

- Describes the processes of student assessment in the teaching process.

- Identifies teachers' teaching and communication styles and professional skills.

- Can process, evaluate, and reflect on observation results in the context of educational theory.

- The student can recognize his/her own level of competence.

- The student can identify common professional problems, investigate and formulate the theoretical and practical background necessary to solve them and address them (using practical procedures in practice).

- The student is able to recognise talented pupils, pupils with difficulties or special educational needs, disadvantaged pupils, multiply disadvantaged pupils and pupils requiring special treatment, to provide them with adequate advice regarding their entry into the labour market.

- The graduate of the course is capable of didactically correct written preparation (with all its components) for the purpose of conducting a lesson with elements of creativity, independence, individualization and alternativeness.

- He/she is able to consult his/her own written preparation with the trainee teacher in a professional manner.

- Is able to adequately prepare the conditions for, implement and evaluate a designated lesson.

- Is able to document results, professionally describe reflection and self-reflection in relation to the planned, prepared, implemented and evaluated lesson.

#### Competencies:

- Takes a position on observed phenomena based on prior theoretical knowledge.

- Undertakes self-reflection and receives feedback on own output from pupils, peers and trainee teacher.

- Presents responsibly own personal characteristics, communication style, values and professional skills.

- Provides feedback and assesses pupils' learning outcomes in accordance with the assessment principles at the appropriate level of education.

- Promotes interaction between pupils.

- Accepts the manifestations of pupil individuality in the context of the formal social group within the school classroom, the particularities of pupils' learning, specific educational needs and applies elements of differentiation in teaching.

- It implements classroom teaching, applying teaching methods, strategies, resources and aids, and information and communication technologies optimised by the disciplinary-didactic theory of its specialisation.

- Understands the relationship between the principles of teaching and the consequences - the effectiveness of learning.
- Reflects on own pedagogical skills.
- The student will be able to undertake targeted development of self-knowledge related to the teaching profession
- The student will be able to independently plan activities that extend knowledge related to the teaching profession.
- The student will be able to create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior, openness to recognize and manage the work style of others. The student will optimize the atmosphere in the learning group (school classroom) and create a stimulating and non-threatening environment for teaching and student learning, by applying techniques of rule following and safe working conditions and methods of motivating and activating students.

**Brief syllabus:**

Observation and evaluation of the interior and exterior of a training elementary and middle school. Learning about and working with classroom and school pedagogical documentation.

Observation of the creation of conditions, implementation and evaluation of lessons in the 2nd level of primary and secondary schools.

Professional analysis of observed lessons together with the trainee teacher.

Documenting the process and results of individual lessons observed.

Didactic procedures for the preparation of written preparations (with all its components), consultation with the trainee teacher.

Preparation of the conditions for the implementation of the lesson.

Implementation of the planned and prepared lesson with the application of innovative strategies, using adequate teaching resources of primary and secondary schools.

Evaluating the lesson with planned and selected methods and means of evaluation from own perspective, from the pupils' perspective (and with elements of self-evaluation).

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

Preparation of a portfolio of the hospitality activity with all its components on the basis of predetermined criteria by the head of the teaching practice, with the application of autonomy and alternativeness based on current trends in didactics.

**Literature:**

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

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

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

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

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

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

hungarian language, Slovak language

<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> ThDr. Lilla Szénási, PhD.,					
<b>Date of last update:</b> 21.07.2025					
<b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ PPX6/22	<b>Name:</b> Pedagogical practice VI.
<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> 40s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is portfolio-based, i.e. based on work produced during the teaching practice. The conditions and criteria for passing 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. The student is obliged to follow the relevant part of this document, related to the exit continuous pedagogical practice (PPX6). Mandatory components of the portfolio: - Completed protocol on completion of the teaching practice - Professional analysis of observed lessons and completed observation sheets - Preparation, implementation and subsequent evaluation and analysis of the lesson - Documentation of the teaching practice including annexes. Final course grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total number of points. Total student load: 4 credits = 100 hours (40 hours of teaching practice: 10 hours of observation, 10 hours of analysis of observed lessons, 10 hours of teaching, 10 hours of analysis of taught lessons; 60 hours of preparation: preparation for teaching practice - consultation with the trainee teacher, preparation for tutorials, preparation for lessons, preparation of portfolio and documentation)	
<b>Results of education:</b> Knowledge: - The student of the course is able to observe, analyze activities at the 2nd grade elementary and middle school levels. - The student is able to professionally evaluate observed activities and activities at the Elementary and Middle School Level 2. - The student is able to document observed activities and activities at grade 2 elementary and middle school. - The student is able to navigate school documents. - The student knows and is oriented to the structure of personnel and material support for school functioning. - The student knows the specific activities of the teacher during the day, in the classroom and in the course of teaching the subjects of his/her specialisation in primary and secondary school.	

- The student understands the environment, culture and organisation of primary and secondary school activities.

#### Skills:

- Can identify diverse manifestations of structural elements of personality, psychological processes of the pupil in the teaching process and in social interactions.

- Knows the specific activities of the teacher implemented during the day, in the context of teaching and in the course of teaching the subjects of his/her specialisation in primary and secondary school.

- Identifies the teaching objectives formulated by the teacher, the processes used to achieve them and the extent to which they are met.

- Can identify the teaching methods applied during the lesson.

- Describes the didactic aids, communication technologies and resources used in the teaching process and the possibilities of applying computers, interactive whiteboards, the Internet, specific teaching programmes and software, dynamic systems and interactive teaching materials and portals in the teaching of the subjects of his/her specialisation.

- Describes the processes of student assessment in the teaching process.

- Identifies teachers' teaching and communication styles and professional skills.

- Can process, evaluate, and reflect on observation results in the context of educational theory.

- The student can recognize his/her own level of competence.

- The student can identify common professional problems, investigate and formulate the theoretical and practical background necessary to solve them and address them (using practical procedures in practice).

- The student is able to recognise talented pupils, pupils with difficulties or special educational needs, disadvantaged pupils, multiply disadvantaged pupils and pupils requiring special treatment, to provide them with adequate advice regarding their entry into the labour market.

- The graduate of the course is capable of didactically correct written preparation (with all its components) for the purpose of conducting a lesson with elements of creativity, independence, individualization and alternativeness.

- He/she is able to consult his/her own written preparation with the trainee teacher in a professional manner.

- Is able to adequately prepare the conditions for, implement and evaluate a designated lesson.

- Is able to document results, professionally describe reflection and self-reflection in relation to the planned, prepared, implemented and evaluated lesson.

#### Competencies:

- Takes a position on observed phenomena based on prior theoretical knowledge.

- Undertakes self-reflection and receives feedback on own output from pupils, peers and trainee teacher.

- Presents responsibly own personal characteristics, communication style, values and professional skills.

- Provides feedback and assesses pupils' learning outcomes in accordance with the assessment principles at the appropriate level of education.

- Promotes interaction between pupils.

- Accepts the manifestations of pupil individuality in the context of the formal social group within the school classroom, the particularities of pupils' learning, specific educational needs and applies elements of differentiation in teaching.

- It implements classroom teaching, applying teaching methods, strategies, resources and aids, and information and communication technologies optimised by the disciplinary-didactic theory of its specialisation.

- Understands the relationship between the principles of teaching and the consequences - the effectiveness of learning.
- Reflects on own pedagogical skills.
- The student will be able to undertake targeted development of self-knowledge related to the teaching profession
- The student will be able to independently plan activities that extend knowledge related to the teaching profession.
- The student will be able to create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior, openness to recognize and manage the work style of others. The student will optimize the atmosphere in the learning group (school classroom) and create a stimulating and non-threatening environment for teaching and student learning, by applying techniques of rule following and safe working conditions and methods of motivating and activating students.

**Brief syllabus:**

Observation and evaluation of the interior and exterior of a training elementary and middle school. Learning about and working with classroom and school pedagogical documentation.

Observation of the creation of conditions, implementation and evaluation of lessons in the 2nd level of primary and secondary schools.

Professional analysis of observed lessons together with the trainee teacher.

Documenting the process and results of individual lessons observed.

Didactic procedures for the preparation of written preparations (with all its components), consultation with the trainee teacher.

Preparation of the conditions for the implementation of the lesson.

Implementation of the planned and prepared lesson with the application of innovative strategies, using adequate teaching resources of primary and secondary schools.

Evaluating the lesson with planned and selected methods and means of evaluation from own perspective, from the pupils' perspective (and with elements of self-evaluation).

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

Preparation of a portfolio of the hospitality activity with all its components on the basis of predetermined criteria by the head of the teaching practice, with the application of autonomy and alternativeness based on current trends in didactics.

**Literature:**

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

Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

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

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

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

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

Hungarian language, Slovak language

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 2					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> ThDr. Lilla Szénási, PhD.,					
<b>Date of last update:</b> 21.07.2025					
<b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ PV1/22	<b>Name:</b> Seminar of Practical Teaching 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 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). The course ends with an oral examination. In order to pass the course, the student must obtain at least 50 % of the marks at the end of the semester. Continuously prepared written assignments represent 30% of the total for passing the course. The evaluation of written assignments and the answers to the oral examination are evaluated in accordance with the study regulations (see Article 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 3 credits = 75-90 hours 26 hours attendance at contact classes; 11 hours study of recommended literature, preparation of assignments given in class; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The graduate of the course will gain knowledge of the basic issues of poimenics, the directions and trends of the field today, and the content and methodological emphases of pastoral ministry. The student learns to apply these emphases in typical pastoral situations - especially in conversations with children and parents. The student is introduced to common life problems and pastoral situations that occur in the teacher's practice. The student acquires the ability to appropriately apply spiritual aid tools and communication practices. <b>Skills:</b> The student will be able to act appropriately in pastoral situations and solve a variety of pastoral problems. The student will be able to evaluate a given problem; choose appropriate methods of communication; guide a client, a person in need; inspire a decision; help solve a client's (student, parent) problems. <b>Competencies:</b> Graduates demonstrate responsible behaviour in interpersonal relationships and pedagogical practice; the ability to take a responsible position and make independent decisions on issues related to the subject	

**Brief syllabus:**

- 1, Poimenics - the concept, objectives, nature of the discipline. Pastoral character of catechetical activity. Biblical justification, Phenomenology of pastoral care.
- 2, Man in God's world, insights into anthropology and cosmology.
- 3, Poimenics in the present, Catechetical, Therapeutic, Educational pastoral activity, current trends.
- 4, Psychological phenomena in conversation, Personality types and their relevance to pastoral care,
- 5, The importance of the place of pastoral interview.
- 6, Elements of communication.
- 7, Methodology of conducting the interview,
- 8, The course of the pastoral interview.
- 9, Spiritual tools in pastoral conversation: Confession, Prayer, Meditation.
- 10-12, Concrete cases, situations in pastoral activity.
- 13, Model - guided conversations. Analysis of the interview.

**Seminar topics:**

Updating the didactic knowledge of the students from the Bachelor's degree (common pedagogical basis). The Old Testament as a religious education curriculum. Torah as a religious education textbook. Ketubim as a religious education curriculum. Nabii as a religious education curriculum. Religious education lesson on the Old Testament: objectives, types, nature. The Law and the Gospel. Preparation of lessons. Analysis of the different elements of a religious education lesson with an Old Testament theme. Analysis of the seminar papers of the listeners.

**Literature:**

- Gyökössy Endre. Magunkról magunknak. Budapest, A Református Zsinati Iroda Sajtóosztálya, 1984, ISBN 936 300 046 7
- Hézszer Gábor. A pásztori pszichológia gyakorlati kézikönyve. Budapest, Kálvin Kiadó, 1995. ISBN 963 30 631 7
- Clinebell, Howard.J. . Modelle beratender Seelsorge. Chr., Kaisr Verlag, München 1971. ISBN 3 459 00768 0
- Worthington, Everett: Lelkigondozói ABC. Budapest, Harmat2002. ISBN: 978-963-9148-76-5
- Ferris, Margaret: Együttérés. Semmelweiss Egyetem mentálhigiéné Intézet, Párbeszéd Alapítvány, 2004. ISBN: 963 7166 81 5
- Dani László. Hittan 10. Budapest, Református Pedagógiai Intézet. 2012. ISBN 978-963-9700-74-1
- Fordorné Ablonczy Margit. Hittan 9. Budapest, Református Pedagógiai Intézet. 2012. ISBN 978-963-9700-73-4
- Kósa Zoltánné- Lukácsné Dákos Ibolya. Hittan 5. Budapest, Református Pedagógiai Intézet. 2012. ISBN 978-963-9700-71-0
- Kustár Gábor - Kustár Zoltán . Hittan 2. Budapest, Református Pedagógiai Intézet. 2013 ISBN 978-615-5388-01-9
- Szélné Sebor Lilla. Hittan 6. Budapest, Református Pedagógiai Intézet. 2012. ISBN 978 615 5388 03 3
- Szénási Lilla. Isten tenyerén: Református hit- és erkölctan tankönyv egyházi iskolák 1. osztályos tanulói számára. 1. vyd. Budapest: Magyarországi Református Egyház Kálvin János Kiadója, 2018. 143 s. ISBN 978-96-35583-95-9.

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

Hungarian language, Slovak language

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

Total number of evaluated students: 2

A	B	C	D	E	FX
50.0	50.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Mgr. Zsolt Görözdi, ThD., ThDr. Lilla Szénási, PhD.,					
<b>Date of last update:</b> 21.07.2025					
<b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ PV2/22	<b>Name:</b> Seminar of Practical Teaching 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). The course ends with an evaluation. In order to pass the course, the student must obtain at least 50 % of the marks at the end of the semester. The assessment of written assignments shall be evaluated in accordance with the Study Regulations (see Article 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 2 credits = 50-60 hours 26 hours attendance at contact classes; 8 hours study of recommended literature, preparation of presentations and seminar papers; 12-26 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student is familiar with specific areas and issues that play a significant role in the catechesis of children and youth. Central issues that graduates must deal with in their future teaching practice include, but are not limited to: elements in the life of the church and local congregations, student activity in and out of school, mission among youth, new methods in catechesis, and current issues in society. <b>Skills:</b> The student will be able to reflect on stimuli, impulses that come from society and the Church, to thematize concrete issues that make up the material of the course, arise in catechesis and concern the pupils. <b>Competences:</b> Completion of the course will teach students to work independently. It increases their responsibility in presenting the topics of the course as well as their responsibility towards the students in their future teaching practice.	
<b>Brief syllabus:</b> Seminar topics: 1, Reformed traditions and their importance in catechesis. 2, Worship and Liturgy.	

- 3, The Arts in Catechesis.
- 4, Mission among youth.
- 5, Sunday school for children.
- 6, Bible study for youth.
- 7, Catechesis and the media. Internet.
- 8, Film club.
- 9, World religions in catechesis.
- 10, The dangers of Satanism and esotericism.
- 11-12, Activity opportunities for children and youth in congregational life (diakonia, social activities, choir, theatre).
- 13, Children's performance with biblical themes.

Exercise themes:

The New Testament as a religious education curriculum. Text. Kerygma. Synoptic Gospels as a religious education curriculum. The writings of John as a religious education curriculum. The Epistles as a religious education curriculum. The Book of Revelation as a religious education text. Religious education lesson on the New Testament: aims, types, character. The Law and the Gospel. Preparation of lessons. Analysis of the different elements of a religious education lesson with a New Testament theme.

#### **Literature:**

- Görözdi, Zsolt: A konfirmáció elmélete és gyakorlata. Univerzita J. Selyeho, Komárno, 2021. Print ISBN: 978-80-8122-398-3 Online ISBN: 978-80-8122-399-0.
- Bölcsföldi András: Tizen ötlet az ifjúsági munkához. Parakletos Könyvesház. Kiskunféletgyháza. 2005. ISBN 963 86814 0 3
- Bölcsföldi András: Ifjúsági hatásvör. Parakletos Könyvesház. Kiskunféletgyháza. 2007. ISBN 978 963 87233 4 5
- Kerekes Szabolcs: Matriks beszégetések. TBL Alapítvány . ISBN978-963-87257-2-1
- Szénási Lilla: Szempontok a Z generáció katechéziséhez. Magyar Református Nevelés. Sz. 4 (2017), p. 15-29.
- Szénási Lilla: "Mert kell egy hely, egy vonzás, melyhez tartozunk" a serdülők egyházi életbe való bevonásának lehetőségeiről. In: Zborník 10. medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2018: Sekcia teologických vied. = A Selye János Egyetem 2018-as 10. Nemzetközi Tudományos Konferenciájának tanulmánykötete: Teológiai szekció Komárno: Univerzita J. Selyeho, 2018, CD-ROM, s. 20-26. ISBN 978-80-8122-254-2.
- Miklyáné Luzsányi Mónika – Szénási Lilla: Kamaszokkal az iskolában és a gyülekezetben. In: Együtt a hit útján : Gyülekezetpedagógiai kézikönyv: Gyülekezetpedagógiai kézikönyv. Siba Balázs, Szabóné László Lilla, Pángyánszky Ágnes. Budapest: A Magyarországi Református Egyház Kálvin János Kiadója, 2019, P. 245-271. ISBN 978-963-558-421-5.
- Kiss Tihamér: A gyermek erkölcsi fejlődése., Budapest, Református Pedagógiai Intézet. 2007. ISBN 978-963-9700-22-2
- Szénási Lilla: Isten tenyerén: Református hit- és erkölcsstan tankönyv egyházi iskolák 1. osztályos tanulói számára. 1. vyd. Budapest: Magyarországi Református Egyház Kálvin János Kiadója, 2018. 143 s. ISBN 978-96-35583-95-9.
- Fodorné Nagy Sarolta. A katechézis kommunikációs problémái. Budapest. Kálvin Kiadó 1996

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

Hungarian language, Slovak language

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 2					
A	B	C	D	E	FX
50.0	50.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> ThDr. Lilla Szénási, PhD.,					
<b>Date of last update:</b> 21.07.2025					
<b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAAdm/ PV3/22	<b>Name:</b> Seminar of Practical Teaching 3
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). The course ends with an evaluation. In order to pass the course, the student must obtain at least 50 % of the marks at the end of the semester. The assessment of written assignments is evaluated in accordance with the Study Regulations (see Article 10. Control of study and evaluation of study results of the Study Regulations results). Student workload: 1 credit = 25-30 hours 26 hours attendance at contact classes; 2 hours study of recommended literature, preparation of presentations and seminar papers; 2 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> In this seminar, we thematize, analyze the different types of New Testament pericopes. The student will gain basic knowledge in sorting, evaluating, interpreting the text, also in mapping out the specifics of catechesis for different age groups. <b>Skills:</b> The student will be able to reflect on stimuli, impulses that come from society and the Church, thematizing specific issues that constitute the material of the course, arise in catechesis and concern the students. <b>Competences:</b> Completion of the course will teach students to work independently. It increases their responsibility in presenting the topics of the course as well as their responsibility towards the students in their future teaching practice.	
<b>Brief syllabus:</b> Seminar topics: Didactics and methodology of teaching ethics. The mission and goals of ethics education. The crisis of values of our time. Concept of values. Methodology of teaching and didactics of Church history curricula. Elements of historical thinking. Analysis of historical sources. Methodology of teaching and didactics of religious history curriculum.	

<p>Topics of practice: Curriculum development.</p>					
<p><b>Literature:</b> Knowledge: In this seminar, we thematize, analyze the different types of New Testament pericopes. The student will gain basic knowledge in sorting, evaluating, interpreting the text, also in mapping out the specifics of catechesis for different age groups. Skills: The student will be able to reflect on stimuli, impulses that come from society and the Church, thematizing specific issues that constitute the material of the course, arise in catechesis and concern the students. Competences: Completion of the course will teach students to work independently. It increases their responsibility in presenting the topics of the course as well as their responsibility towards the students in their future teaching practice.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> Hungarian Language, Slovak language</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 3</p>					
A	B	C	D	E	FX
33.33	0.0	33.33	0.0	0.0	33.33
<p><b>Teacher:</b> ThDr. Lilla Szénási, PhD., ThDr. Lilla Szénási, PhD.,</p>					
<p><b>Date of last update:</b> 21.07.2025</p>					
<p><b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ PŠK/22	<b>Name:</b> Perspectives on catechetics education
<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> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> A hallgatónak a vonatkozó tanulmányi szabályoknak megfelelően kell részt vennie az előadásokon (lásd 8. cikk. a Selye János Egyetem Tanulmányi Szabályzatának oktatási tevékenységének szervezése). A kurzus szóbeli vizsgával zárul. A tantárgy sikeres teljesítéséhez a félév végén a hallgatónak legalább 50%-os eredményt kell elérnie. A folyamatosan elkészített írásbeli feladatok a kurzus teljesítésének 30%-át teszik ki. Az Etika 1. részterület sikeres teljesítésének előfeltétele legalább 60 pont, azaz az összpontszám 60%-ának elérése. Az írásbeli feladatok és a szóbeli vizsgán adott válaszok értékelése a Tanulmányi Szabályzatnak megfelelően történik (lásd a Tanulmányi Szabályzat eredményeinek 10. cikke: A tanulmányok ellenőrzése és a tanulási eredmények értékelése). Hallgatói óraterhelés: 4 kredit = 100-120 óra 39 óra részvétel a kontaktórákon; 21 óra az ajánlott irodalom tanulmányozása, felkészülés az írásbeli vizsgára és az órán adott feladatok elkészítése; 40-60 óra önálló tanulás.	
<b>Results of education:</b> <b>Knowledge:</b> Students will gain an overview of the basic issues, major dogmatic theses, and faith statements of Christian doctrine based on biblical teaching. Upon completion of the course, the student will have an overview of the ethical attitudes that play a critical role in the formation of one's identity, in developing a right attitude toward the world around them. The course presents scientific evidence of the uniqueness of each human being and opens a new comprehensive view of the protection of human life. <b>Skills:</b> Through the study of systematic theology and the comparison and contrast of different theological positions, students will develop their comparative skills, their willingness to think independently, and their ability to present their doctrinal arguments on a biblical basis. The student will gain the ability to identify issues in bioethics. Recognition of the nature of phenomena and relationships leads the student to greater responsibility and answers many of life's questions. <b>Competencies:</b>	

The student will also master the professional methods of a scientific approach to the foundations of Christian doctrine as well as the biblical stance necessary to clarify controversial issues of faith.

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

The student will be able to interpret the contextuality of the situation and moral movement; the student will be able to reflect on bioethical issues.

### **Brief syllabus:**

Sub-discipline Dogmatics 2

1. The person and work of the Holy Spirit: faith-giver, comforter, advocate, witness, creator of community (Jn 3; Mk 13:11; Acts 2:1-24; HC 53)
  2. The Christian Church, the communion of saints; the Church as the body of Christ (Acts 2:32-47; 1 Cor 12:12-27; HK 54-55)
  3. Forgiveness, resurrection, eternal life (Lk 23:43; 1Cor 15; HK 56-59)
  4. Justification; faith and good works (Rom 4:1-25; Jas 2:14-26; HK 60-64)
  5. On the sacraments in general; holy baptism (Mt 28:18-20; Ac 8:26-40; Ac 10:1-11:18; HK 65-74; MHH 19-20)
  6. The Lord's Supper (Mk 14:22-26; 1Cor 11:23-26; HK 75-79; MHH 21)
  7. Repentance and conversion; gratitude (Rom 6:4-6; HK 88-91)
  8. The Ten Commandments; the first tablet: love God (Ex 20:1-11; HK 92-103)
  9. Ten Commandments; second table: Love thy neighbour (Ex 20:12-17; HK 104-115)
  10. On prayer in general (HK 116-118)
  11. The Lord's Prayer (Mt 6:9-13; HK 119-129)
  12. Christian marriage and the rules of marriage (Gen 2:18-25; 1Cor 7:1-14; MHH 29)
- The relationship between the Christian and worldly power (Mt 22:15-22; Rom 13:1-14; MHH 30)

Sub-discipline: Ethics 2

Week 1: Introduction

Week 2: Life and Death

Week 3: Health

Week 4: Illness

Week 5: Medical Science.

Week 6: Human Dignity.

Week 7: The physically or mentally handicapped person

Week 8: The human embryo and its enemies

Week 9: Gene Technology

Week 10: Transplantation

Week 11: Euthanasia

Week 12: Psychology: the idea of man and methods

Week 13: Addictive Diseases

### **Literature:**

Heidelbergi Káté (Kolozsvár: Erdélyi Református Egyházkerület, 2003)

<http://mezopanitiref.ro/images/docs/heidelbergi-ka-te.pdf>

A Második Helvét Hitvallás <http://regi.reformatus.hu/egyhazunk/mutat/6218/>

McGrath, Alister, Bevezetés a keresztény teológiába (Budapest: Osiris, 1995)

Tavaszy Sándor, Református keresztyén dogmatika (Kolozsvár: Erdélyi Református Egyházkerület, 2006)

<p>Török István, Dogmatika (Kolozsvár: Protestáns Teológiai Intézet, 2006) <a href="http://doulos.hu/torok_istvan.pdf">http://doulos.hu/torok_istvan.pdf</a></p> <p>Szűcs, F.: Teológiai Etika. Budapest, Református Zsinati Iroda, 1993</p> <p>Bioetika : Az emberi élet erkölcszociológiája / Balázs Pál. - 1. vyd. - Veszprém : VEK-Veszprémi Egyetemi Kiadó, 1995.</p> <p>Sebestyén, J.: Református Etika. Budapest, Gödöllő: Iránytű Kiadó, 1993 Török, I.: Etika. Kolozsvár: Egyetemi Fokú Protestáns Teológiai Intézet, 1997</p> <p>Az élet és az emberi méltóság védelme a római katolikus iskolai katechézisben / Sándor Író ; Bernhard Kaiser, Zsolt Görözdi. - Komárno : Univerzita J. Selyeho, 2015.</p> <p>Bioetikai kérdések a pszichiátriában és a pszichoterápiában / Kovács József. - 1. vyd. - Budapest : Medicina Könyvkiadó, 2007. - 677 s. - ISBN 978 963 226 088 4.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> Hungarian language, Slovak language</p>					
<p><b>Notes:</b> The course includes the following sub-disciplines: Dogmatics 2 Ethics 2 - Bioethics</p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 2</p>					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<p><b>Teacher:</b> prof. István Pásztori-Kupán, PhD., JUDr. ThDr. Loránt Rákos, PhD.,</p>					
<p><b>Date of last update:</b> 21.07.2025</p>					
<p><b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ SDI/22	<b>Name:</b> Seminar of Catechetical Didactics
<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> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Art. Organization of Educational Activities of the Study Regulations of J. Selye University). Active participation in meetings (assessed). During the semester the student will submit 3 written assignments. To pass the course, the student must obtain at least 50% of the total. The course is evaluated in accordance with the study regulations (See Art. 10. Control of study and evaluation of learning outcomes of the Study Regulations results). Student workload: 1 credit = 25-30 hours 26 hours participation in contact classes; 2 hours study of recommended literature, preparation of presentations and seminar papers; 2 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student is familiar with the key themes of teaching religion in schools. The lectures seek - based on catechetical literature - answers, solutions, illustrations to serious and problematic questions that arise in teaching according to experience. <b>Skills:</b> The student will be able to navigate the topics covered in the course taught this semester; recognize the role, place, and importance of these topics in catechesis in schools. The student will be able to reflect on stimuli, impulses that come from society and the Church, thematizing the concrete issues that make up the material of the course, arise in catechesis and concern the students. It will also enable him/her to teach and give substance to specific, difficult and complex issues in a way that is adapted to the abilities of the child and adolescent. <b>Competencies:</b> Completion of the course will teach students to work independently. The student will learn to apply theoretical, abstract issues to practice, be able to teach them competently, and be accountable to students in a responsible pedagogical activity. The graduate has a responsible attitude, is able to take a responsible stance and can make independent decisions on issues related to the subject.	

**Brief syllabus:**

1. The basic nature of catechesis,
2. The contextuality of catechesis,
3. Motivational problems in catechesis,
4. Religious thinking and religious concepts,
5. Pupils' religious experiences,
6. Student presentations,
7. What are we trying to achieve in catechesis,
8. Didactic problems related to the curriculum,
9. Selection of catechetical material,
10. Presentation of students,
11. Methods of catechesis,
12. Implementation of catechesis,
13. Presentation of students

**Literature:**

Görözdi, Zsolt: A konfirmáció elmélete és gyakorlata, Univerzita J. Selyeho, Komárno, 2021. Print ISBN: 978-80-8122-398-3 Online ISBN: 978-80-8122-399-0.

Németh Dávid: Vallásdidaktika. A hit- és erkölcsstan tanítása az 5-12 osztályban, Károli Gáspár református Egyetem – L'Harmattan Kiadó, Budapest, 2017, ISBN 978-963-414-203-4, ISSN 2063-3297

Szénási Lilla: Szempontok a Z generáció katechéziséhez. Magyar Református Nevelés. Sz. 4 (2017), p. 15-29.

Szénási Lilla: "Mert kell egy hely, egy vonzás, melyhez tartozunk" a serdülők egyházi életbe való bevonásának lehetőségeiről. In: Zborník 10. medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2018: Sekcia teologických vied. = A Selye János Egyetem 2018-as 10. Nemzetközi Tudományos Konferenciájának tanulmánykötete: Teológiai szekció Komárno: Univerzita J. Selyeho, 2018, CD-ROM, s. 20-26. ISBN 978-80-8122-254-2.

Miklyáné Luzsányi Mónika – Szénási Lilla: Kamaszokkal az iskolában és a gyülekezetben. In: Együtt a hit útján : Gyülekezetpedagógiai kézikönyv: Gyülekezetpedagógiai kézikönyv. Siba Balázs, Szabóné László Lilla, Pángyánszky Ágnes. Budapest: A Magyarországi Református Egyház Kálvin János Kiadója, 2019, P. 245-271. ISBN 978-963-558-421-5.

Taminnen, Kalevi - Vesa, Laulikki: Hogyan tanítsunk Hittant? Vallásdidaktika, 2. javított kiadás, Budapest Magyarországi Evangélikus Egyház Sajtóosztálya, 2001, ISBN 963 7470 63 8

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

Hungarian language, Slovak language

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

Total number of evaluated students: 0

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

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

**Date of last update:** 21.07.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ SDO/22	<b>Name:</b> Seminar of Dogmatics
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend the seminar in accordance with the current study regulations (see Article 8. Organization of Educational Activities of the Study Regulations of J. Selye University). Regular study of literature. In addition to studying the texts assigned in individual classes, it is also possible to obtain a grade through homework based on one of the selected texts, which must be handed in by the deadline of the last contact hour. To pass the course, the student must earn a minimum of 50% of the course grade. The course is evaluated in accordance with the study regulations (See Article 10. Control of study and evaluation of learning outcomes of the Study Regulations results). Student workload: 3 credits = 75-90 hours 26 hours participation in contact classes; 11 hours study of recommended literature, preparation of assignments given in class; 38-53 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> Upon completion of this course, the student will be familiar with early Christian systematic theological thought, especially its Trinitarian, Christological, redemptive, and sacramental aspects. <b>Skills:</b> Through the study of source texts, the student will acquire skills in the analysis and interpretation of texts while learning to navigate the foundations of Christian dogmatic doctrine. By comparing different views, the student will develop comparative skills, independent thinking, and the ability to argue dogmatically on biblical grounds. <b>Attitudes:</b> The student will also master the professional methods of a scholarly approach to the foundations of Christian doctrine, as well as the biblical stance and critical sense needed to clarify controversial issues.	
<b>Brief syllabus:</b> 1. Gospel center: Jesus, the Son of God, and eternal life; relevant Gospel confessions: Mt 14:33; Jn 1:50; Jn 6:69; Mt 16:16; Jn 11:27; Mt 26:63; Mk 14:61-62; Mk 15:39; Jn 20:31	

2. Jesus' deity and his redemptive role in the creeds and hymns of the early Christians: Acts 7:55-60; Acts 8:37; Acts 9:20; Gal 4:6; Phil 2:5-11; Heb 1:1; Heb 4:14; 1Jn 4:15; 1Jn 5:5; 1Jn 5:20.
3. The preaching of Christ and eternal life in today's pagan world: Acts 17
4. The theological teaching of the seven letters of Ignatius of Antioch
5. The theological teaching of the so-called Epistle of Barnabas
6. The theological teaching of the letter of Clement of Rome to the Corinthians
7. The theological teaching of the Didache
8. The Arian discussion of the divinity of Christ in the light of Arius' doctrine
9. The development and theological message of the so-called Nicene-Constantinopolitan Creed
10. The main theological issues of the Pelagian controversy
11. Comparison of Antiochian and Alexandrian salvation doctrine and Christology
12. On traditional descriptions of the Church: one, holy, universal, apostolic
13. Summary

**Literature:**

Primary source

Vanyó László, szerk., Apostoli atyák (Budapest: Szent István Társulat, 1988)

Sekundárna literatúra

Hurtado, Larry, Hogyan lett Jézus Istenné a földön?, ford. Bretz Annamária (Pannonhalma: Bencés kiadó, 2008)

Pásztori-Kupán István, Teológiai és filozófiai vonatkozások Arius hitvallásában, Studia Doctorum Theologiae Protestantis I (Kolozsvár: PTI, 2013), 147–166

Pásztori-Kupán István, Az úgynevezett Niceai–Konstantinápolyi Hitvallás dogmatörténeti háttere, Studia Doctorum Theologiae Protestantis I (Kolozsvár: PTI, 2010), 195–218

Pásztori-Kupán István, Élettapasztalatok és teológiai motívumok Augustinus és a pelagiánusok vitájában, in: Fekete Károly – Kustár Zoltán – Kovács Ábrahám, szerk., Átjárható határok.

Ünnepi kötet dr. Gaál Botond professzor 65. születésnapjára, Acta Theologica Debrecinensis, 2 (Debrecen: DRHE, 2011), 351–369

Pásztori-Kupán István, Alexandriai Kürillosz és Küroszi Theodorétosz a Jézus Krisztus megkísértéséről: Az alexandriai és az antiochiai krisztológia hasonlóságai és különbözőségei, Református Szemle 97/1 (2004), 57–81

Pásztori-Kupán István, Az egyház ismertetőjeleiről, Credo, 17/2 (2011), 15–23

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

Hungarian language, Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** prof. István Pásztori-Kupán, PhD.,

**Date of last update:** 21.07.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAAdm/ SET/22	<b>Name:</b> Seminar of Ethics
<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> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student must attend lectures in accordance with the applicable study regulations (see Article 8. Organisation of Educational Activities of the Study Regulations of J. Selye University). Completion in the examination period - oral examination 50% An additional 50 points can be obtained for the mid-term test and submitted assignments. The condition for passing the course is to achieve at least 60 points, i.e. 60% of the total. The evaluation of written tests, written assignments and answers to the oral examination are evaluated in accordance with the Study Regulations (See Article 10. Control of study and evaluation of learning outcomes of the Study Regulations results). Student workload: 2 credits = 50-60 hours 26 hours attendance at contact classes; 8 hours study of recommended literature, preparation of presentations and seminar papers; 12-26 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> After completing the course, the student will know and understand the given concepts of bioethics and sexual ethics, will understand ethical concepts relevant to the practice of the profession and will have an overview of ethical attitudes that play a critical role in the formation of one's own identity, in the formation of the right attitude towards the world around him/her. <b>Skills:</b> The student will be able to critically analyze the literature, gaining the ability to identify named ethical issues. Recognition of the nature of phenomena and contexts leads the student to greater responsibility and answers many of life's questions. <b>Competencies:</b> Upon completion of the course, the student will be able to independently present, interpret and argue regarding the learned content of theological reflection on faith. The student will be able to exercise the vocation in accordance with the deontological principles of the vocation, acquiring the ability to transfer knowledge.	
<b>Brief syllabus:</b> Week 1: Bioethics topics - theoretical introduction, basic concepts	

Week 2: Ethical issues of surrogacy  
 Week 3: Ethical dilemmas related to adoption  
 Week 4: Screening of the film - Ethical Issues in Assisted Abortion  
 Week 5: Ethical issues in reproductive medicine  
 Week 6: Ethical Issues in Animal Experimentation  
 Week 7: Ethical Issues in Human Research  
 Week 8: Issues in sexual ethics - theoretical introduction, discussion of basic concepts  
 Week 9: Theological aspects of love and sexuality  
 Week 10: Woman in the male role  
 Week 11: Man in the female role  
 Week 12: Film screening - the impact of the sexual revolution on gender roles  
 Week 13: Summary

**Literature:**

Szűcs, F.: Teológiai Etika. Budapest, Református Zsinati Iroda, 1993  
 Bioetika : Az emberi élet erkölcszociológiája / Balázs Pál. - 1. vyd. - Veszprém : VEK-Veszprémi Egyetemi Kiadó, 1995.  
 Sebestyén, J.: Református Etika. Budapest, Gödöllő: Iránytű Kiadó, 1993 Török, I.: Etika. Kolozsvár: Egyetemi Fokú Protestáns Teológiai Intézet, 1997  
 Az élet és az emberi méltóság védelme a római katolikus iskolai katechézisben / Sándor Író ; Bernhard Kaiser, Zsolt Görözdí. - Komárno : Univerzita J. Selyeho, 2015.  
 Bioetikai kérdések a pszichiátriában és a pszichoterápiában / Kovács József. - 1. vyd. - Budapest : Medicina Könyvkiadó, 2007. - 677 s. - ISBN 978 963 226 088 4.  
 Szexológiai dokumentumok : Válogatás prof. E. J. Haeberle munkáiból / Dr. Szilágyi Vilmos. - 1. vyd. - Budapest : Magánéleti Kultúra Alapítvány. - 170s. - ISBN 963 9410 43 8.

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

Hungarian language, Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Mgr. Katarína Pólya, PhD.,

**Date of last update:** 21.07.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAV/KAdm/ŠS/22	<b>Name:</b> Christian Education and Methodology of Teaching
<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> 3	
<b>Recommended semester/trimester of study:</b> 3., 4..	
<b>Level of study:</b> II.	
<b>Prerequisites:</b> KAV/KAdm/KA1/22 and KAV/KAdm/KA1/22 and KAV/KAdm/BV2/22 and KAV/KAdm/KA2/22 and KAV/KAdm/KA3/22 and KAV/KAdm/PŠK/22 and KAV/KAdm/PPX6/22	
<b>Conditions for passing the subject:</b> <p>All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the normal time of the normal timetable.</p> <p>In the oral state examination, the student will give an account of the knowledge and skills acquired in his/her field of specialisation and the interdisciplinary links with the relevant fields of specialisation. He/she demonstrates the ability to select the content of education in accordance with the required and expected educational objectives and to enrich it with school and regional characteristics.</p> <p>The state examination takes the form of a colloquium, in which the student's performance is assessed on a scale from A to FX. The grade counts towards the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% will receive no credit.</p> <p>The results of the state examination and the examination will be announced by the chairman of the board in public.</p> <p>Student Load:            3 credits = 75-90 hours            75-90 hours self-study and preparation for the state exam.</p>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has acquired knowledge in the compulsory and profile subjects of the study programme,</li> <li>- the student is able to define and interpret in his/her own words basic concepts, explain and describe basic processes, characterise and apply scientific methods of research in the areas specified in the subject's thematic plan,</li> <li>- the ability to analyse and evaluate the knowledge acquired in the subject,</li> <li>- be able to characterise the concept of teaching, to list the different types of teaching and to describe the framework for teaching and learning for 11-19 year olds.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- The student is able to present his/her expertise,</li> </ul>	

- the student is able to transfer his/her knowledge,
- the ability to organise and apply the theoretical knowledge acquired in practical teaching activities,
- the student can select and apply teaching procedures appropriately,
- the ability to guide the learner in the acquisition of knowledge, taking into account the individual needs of the learner,
- the student has the ability to learn independently, enabling him/her to continue his/her studies.

**Competences:**

- the student is able to express his/her linguistic and professional culture in the oral examination,
- the student can use the knowledge acquired in a wider context,
- the ability to put into practice and organise the knowledge acquired,
- the student is able to use his/her knowledge in a creative way when solving problems and to analyse the problem and organise new solutions,
- the student is able to answer the questions of the committee to the required standard.

**Brief syllabus:**

Didactics of Catechetics 1-2: Catechetics

Biblical Studies 1-2: Old Testament, New Testament, Dogmatics, Ethics

**Literature:**

Literature indicated in the information sheets of the study programme.

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

Hungarian language, Slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 2

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

**Teacher:**

**Date of last update:** 21.07.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/KVJdm/ NJ/25	<b>Name:</b> Creativity and games in German language teaching
<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> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> <li>- active participation in classes,</li> <li>- development of a model lesson plan,</li> <li>- seminar paper.</li> </ul> The evaluation of the seminar paper is the result of the following components: <ul style="list-style-type: none"> <li>- the ability to effectively seek out and actively work with academic resources,</li> <li>- written and oral argumentation,</li> <li>- structuring text and speech, formulating own opinion, writing clear, effective paragraphs,</li> <li>- possibilities of application in German classes,</li> <li>- creativity and originality</li> <li>- mastery of the ethics of academic writing.</li> </ul> The evaluation of the model lesson plan is the result of the following components: <ul style="list-style-type: none"> <li>- application of knowledge from didactics courses within the study,</li> <li>- incorporation of own experience from teaching practice,</li> <li>- ability to work actively with learning materials.</li> </ul> Weighting of midterm/final assessment: active participation 10%, model lesson plan 40%, seminar paper 50%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX.           Total study load: 30-50 hours, of which: <ul style="list-style-type: none"> <li>- participation in seminars 26 h</li> <li>- preparation for seminars 5-10 h</li> <li>- preparation of the seminar paper 5-10 h</li> </ul>	
<b>Results of education:</b> Knowledge: Students acquire new knowledge in the field of vocabulary, learn about different types of language creativity, learn about the mechanism of action of language games. They will also acquire knowledge of advanced grammar, which they will be able to use in oral and written communication in German as a foreign language.	

Skills: On the basis of the theoretical knowledge acquired, students are able to identify language games and also creatively formulate them in their own language production; on this basis they develop advanced skills.

Competencies: Students strive not only to formulate grammatically correct oral and written expressions, but also to use language creatively; they strive to maintain their language skills at a high level.

**Brief syllabus:**

The starting point is that language games emerge from unconventional language use. The adoption of playful language use not only requires "flawless" language proficiency and creativity, but can also draw attention to previously neglected relationships in the language system and thus promote language awareness. The course deals with many types of linguistic creativity and aims to stimulate a conscious perception of language and thus a more thorough mastery of the language.

Topics:

1. Language as a system of signs - characteristics of linguistic signs
2. Phonetic-phonological, morphological and lexical basis
3. The concept of a language game
4. Phonetic-phonematic language games
5. Grammar language games
6. Interference games (mixing languages);
7. Semantic-pragmatic language games
8. Referential ambiguity and communicative-pragmatic ambiguity
9. Games with phraseologisms
10. Graphic and spelling games; onomastic games
11. Language games in advertising
12. Language games and their transmission in literary texts: the question of translatability

**Literature:**

FORGÁCS, E.: Mehrdeutigkeit als Quelle von Mißverständnis (exemplifiziert an der Textsorte Witz). In: LernSprache Deutsch Jg. 2, 1994/2, S. 151-167.

FORGÁCS, E.: Ambiguität von Komposita in der Textsorte Witz. In: DUfU (= Deutschunterricht für Ungarn) 1995/3, S. 5-16.

FORGÁCS, E.: Sprichwortabwandlungen in der Werbesprache. In: Germanistik. Luxembourg, 1997/XI. S. 71-95.

FORGÁCS, E.: Im Sprichwort liegt die Wahrheit (?) – Zur spielerischen Verwendung von Sprichwörtern und geflügelten Worten. In: Beiträge zur Fremdsprachenvermittlung 1997/Heft 31, S. 78-88.

FORGÁCS, E.: Warmduscher kontra Kaltduscher. Anmerkungen zu einer besonderen Form sprachlicher Kreativität. In: Forgács, Erzsébet (Hrsg.) (2003): Germanistik – Traditionspflege und neue Herausforderungen. Festschrift zum 110. Jahrestag der Gründung des Lehrstuhls für deutsche Sprache und Literatur an der Hochschulfakultät „Gyula Juhász“ der Universität Szeged. Szeged: Grimm Verlag, 2003, S. 33-45.

FORGÁCS, E.: Wer an der Grube gräbt, sieht gern hinein. Oder: Wozu sind Sprichwörter (noch) zu gebrauchen? In: Pongó, Stefan/ Chebenová, Viera/ Borsuková, Hana (Hrsg.) (2003): Das Wort in Satz und Text. Festschrift zum 65. Geburtstag von Hans-Werner Erms am 23. Juli 2003. Nitra: Enigma, 2003, S. 51-70.

FORGÁCS, E.: Zum theoretischen Rahmen bei der Untersuchung kreativer Texte mit phraseologischen Komponenten. In: Földes, Csaba (Hrsg.) (2004): Res humanae proverbiorum et sententiarum. Ad honorem Wolfgangi Mieder. Tübingen: Gunter Narr Verlag, 2004, S. 101-113.

<p>FORGÁCS, E.: Nyelvi játékok. Kreativitás a viccekben, a reklámyelvben, a sajtónyelvben és irodalmi szövegekben. Szeged: Juhász Gyula Felsőoktatási Kiadó, 2007.</p> <p>ULRICH, W.: Sprachspiele. Texte und Kommentare. Lese- und Arbeitsbuch für den Deutschunterricht. Aachen: Hahner Verlagsgesellschaft, 1999.</p> <p>MÉSZÁROS, A.: Sprachliche Innovation im deutschen Migrationsdiskurs = Language Innovation in the German Migration Discourse. DOI 10.26650/LITERA2019-0052 Litera : Journal of Language, Literature and Culture Studies. Vol. 29 (2019), no. 2, p. 273-299. WoS.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> German</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 0</p>					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<p><b>Teacher:</b> PD Dr. phil. habil. Attila Mészáros, Dr. habil. László V. Szabó, PhD.,</p>					
<p><b>Date of last update:</b> 29.03.2025</p>					
<p><b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ LDMdm/NJ/25	<b>Name:</b> German literature for children and youth
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The assessment is the result of the following components: <ol style="list-style-type: none"> <li>1. Active participation in discussions - 20 %&amp;: regular participation and active involvement in the analysis of texts and discussions, preparedness for individual lessons (reading excerpts, reflection)</li> <li>2. Seminar paper - 30 %&amp;: selection of one work (or author/genre) from children's or young adult literature, literary analysis + proposal for its didactic use in the DaF classroom, size: 5-7 standard pages or alternative form (e.g. poster + presentation)</li> <li>3. Project - didactic unit - 30 %: proposal of a teaching unit using a selected literary text, clear objectives, age and language appropriateness, thematic and linguistic tasks, use of creative forms of work (reading, dramatization, creative writing, etc.), presentation of the proposal in a seminar</li> <li>4. Reflective reading portfolio - 20 %: short reflections on each text or genre read during the semester, emphasis on linking the personal reading experience with its pedagogical potential, possible form: classic portfolio or digital version (e.g. in Canva or Padlet)</li> </ol> The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> <li>- participation in lectures 13 h</li> <li>- participation in seminars 13 h</li> <li>- preparation for seminars 14 h</li> <li>- preparation for the exam 25 h</li> <li>- preparation of the seminar paper 25 h</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- Students will gain an overview of the development, genres, and key works of German children's and young adult literature from classical to contemporary authors.</li> <li>- They will be familiar with the major thematic lines, literary characters, and narrative techniques typical of literature for young readers.</li> </ul>	

- They will become familiar with didactic approaches to the communication of literary texts in the context of foreign language teaching (DaF).

Skills:

- Students will be able to analyse and interpret selected texts of German literature for children and young people from both a literary and didactic perspective.

- They will learn to select and didacticise appropriate literary texts according to the language level of the pupils, their age and thematic needs.

- They will acquire practical skills in creating activities and tasks that promote children and young people's linguistic, reading and cultural competences.

Competencies:

- Students will be able to use children's literature creatively and purposefully in the teaching of German as a foreign language, especially at lower levels of education.

- They will develop intercultural and aesthetic sensitivity through exposure to German literature for young readers.

- They will be prepared to integrate literary learning into language teaching in order to promote children's motivation and language development.

### **Brief syllabus:**

1. Introduction to literature for children and young people - definition, development, aims, importance in teaching DaF.

2. History of German children's literature - from the fairy tales of the Brothers Grimm to modern fairy tales.

3. Classical German literature for children - Wilhelm Busch, Erich Kästner, Max und Moritz, Emil und die Detektive.

4. Contemporary children's literature - themes, language, illustration. (e.g. Janosch, Paul Maar, Cornelia Funke)

5. Literature for young people - transitional period: fantasy, adventure, social themes.

6. Themes in young adult literature: identity, adolescence, family, school, otherness, migration.

7. Interculturality and literature - children's literature as a tool for intercultural learning.

8. How to choose an appropriate text for teaching DaF: age appropriateness, language level, cultural context.

9. Didacticisation of texts - reading comprehension, creative processing, working with picture books.

10. Fairy tales and comics in the DaF classroom - dramatisation, staging, creative writing.

11. Digital media and children's literature - audiobooks, animated stories, apps (e.g. Book Creator, Lesestart).

12. Presentation of student designs for teaching units with literary text (practical application).

13. Summary, reflection and discussion - literature as a motivational tool in DaF teaching, final evaluation.

### **Literature:**

Ewers, Hans-Heino (2012): Einführung in die Kinder- und Jugendliteratur. Metzler.

Freudenreich, Ute / Schmitz, Barbara (2007): Literatur im DaF-Unterricht. Grundlagen und Modelle. Klett.

Josting, Petra / Drews, Jutta (Hg.) (2016): Handbuch Kinder- und Jugendliteratur. J. B. Metzler.

Klippert, Heinz (2014): Methoden kreativ: Literaturunterricht. Cornelsen.

Roth, Hans-Dieter (2020): Kinder- und Jugendliteratur im DaF-Unterricht. Klett.

V. Szabó, László: A német irodalom oktatása a digitális korban [Teaching German Literature in the Digital Age]. In: Eruditio – Educatio 19 (2024), No. 1, p. 94–106.

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

German					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 2					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. László V. Szabó, PhD., Dr. habil. László V. Szabó, PhD.,					
<b>Date of last update:</b> 29.03.2025					
<b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ MEDdm/NJ/25	<b>Name:</b> Media and Media Culture in German Language Teaching
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The assessment is the result of the following components: 1. Active participation in seminars and discussions - 20%: participation in discussions and reflections on media culture, preparation for thematic blocks (e.g. article analysis, media in practice). 2. Seminar work - 30 %: selection and analysis of selected media or didactic material (e.g. textbook video sequence, DW article, podcast), theoretical anchoring + practical application (selection criteria, suitability, use in class), scope: 6 standard pages. 3. Project - didactic unit using media - 30 %: design of own teaching unit to integrate media (video/audio/text/application), clear formulation of objectives, target group, activities and methods, consideration of language level (A1-B2), thematic and intercultural dimension, presentation of the design in the group and reflection 4. Final reflection - 20%: self-reflection on the course The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: - class attendance 26 h - preparation for seminars 20 h - project preparation 20 h - preparation of seminar paper and self-reflection 24 h	
<b>Results of education:</b> <b>Knowledge:</b> - Students will acquire theoretical knowledge of the concepts of media, media culture, media competence and media literacy in the context of foreign language teaching. - They will know the typology of media (traditional, digital, multimedia, interactive) and their functions in the teaching process. - They will learn the principles of didacticisation of media contents and the principles of their selection according to language level, target group and teaching objective. <b>Skills:</b>	

- Students will be able to analyze, evaluate and critically reflect on media content and its suitability for teaching German as a foreign language.
- They will learn to integrate different types of media (videos, podcasts, articles, digital tools) into teaching and to create their own media didactic materials.
- They will acquire skills in planning teaching units using media and in creating activities that promote language and intercultural learning.

**Competences:**

- Students will be able to use media responsibly and creatively in the teaching of German, reflecting the current challenges of digital learning.
- They will develop media and digital competence as a foreign language teacher and learn to guide students in the conscious and critical use of media.
- They will be prepared to integrate media culture into language learning in order to promote students' communicative, cultural and social competences.

**Brief syllabus:**

1. Introduction: the importance of media in foreign language teaching, the aims and structure of the course. The concept of media literacy.
2. Media and media culture: historical development, social influence and changes in young people's media habits.
3. Types of media (analogue, digital, multimedia, social media) and their didactic potential in teaching DaF.
4. Media competence in language education: models (e.g. Baacke's model), framework plans and curricular recommendations.
5. Didactical analysis of media content: selection criteria according to age, language level, objectives and topics.
6. Working with video in the German classroom: types of videos, their didactization, phases of working with video (before, during, after watching).
7. Podcasts and audio formats in DaF teaching: listening comprehension, interactive exercises, authentic resources.
8. Online media, social networks and interactive tools (LearningApps, Kahoot, Padlet, Wordwall...) in language teaching.
9. Authentic media (newspaper articles, advertising, film scenes): their potential in the development of language and intercultural competence.
10. Intercultural media communication: stereotypes in the media, media language, development of critical thinking.
11. Planning teaching units with media - structure, aim, choice of resources, creation of activities.
12. Presentation of student proposals for a media-supported teaching unit - didactic reflection.
13. Summary of the course, reflection on the knowledge and skills acquired, final assessment/ portfolio.

**Literature:**

- Blell, Gabriele / Kupetz, Rita (Hrsg.) (2015): Mediendidaktik Deutsch als Fremd- und Zweitsprache. Narr Francke Attempto.
- Elsen, Gundel / Heu, Juliane (2017): Digitale Medien im Fremdsprachenunterricht. Grundlagen – Konzepte – Praxisbeispiele. Schneider Verlag.
- Hallet, Wolfgang / Königs, Frank G. (Hrsg.) (2010): Handbuch Fremdsprachendidaktik. Cornelsen.
- Roche, J. (2019): Medienwissenschaft und Mediendidaktik. Narr Francke Attempto.
- Schmidt, Torsten / Strasser, Stefan (2018): Unterricht digital gestalten. Grundlagen – Tools – Beispiele. Cornelsen Scriptor.

V. Szabó, László: A német irodalom oktatása a digitális korban [Teaching German Literature in the Digital Age]. In: Eruditio – Educatio 19 (2024), No. 1, p. 94–106.					
<b>Language, knowledge of which is necessary to complete a course:</b> German					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 2					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> PD Dr. phil. habil. Attila Mészáros, Dr. habil. László V. Szabó, PhD.,					
<b>Date of last update:</b> 29.03.2025					
<b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/NJVdm/ NJ/25	<b>Name:</b> Teaching German at younger school age
<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> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> <li>- active participation in classes,</li> <li>- development of a model lesson plan,</li> <li>- seminar paper.</li> </ul> The evaluation of the seminar paper is the result of the following components: <ul style="list-style-type: none"> <li>- the ability to effectively seek out and actively work with academic resources,</li> <li>- written and oral argumentation,</li> <li>- structuring text and speech, formulating own opinion, writing clear, effective paragraphs,</li> <li>- mastery of the ethics of academic writing.</li> </ul> The evaluation of the model lesson plan is the result of the following components: <ul style="list-style-type: none"> <li>- application of knowledge from didactics courses within the study,</li> <li>- incorporation of own experience from teaching practice,</li> <li>- ability to work actively with learning materials.</li> </ul> Weighting of midterm/final assessment: active participation 10%, model lesson plan 40%, seminar paper 50%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX.           Total study load: 30-50 hours, of which: <ul style="list-style-type: none"> <li>- participation in seminars 26 h</li> <li>- preparation for seminars 5-10 h</li> <li>- preparation of the seminar paper 5-10 h</li> </ul>	
<b>Results of education:</b> The student will learn the basic aspects of teaching German to younger learners and acquire the habit of acquiring professional knowledge and practical skills by studying relevant literature in German. The course allows students to get acquainted with the specifics of teaching younger pupils on a theoretical and practical basis. Knowledge: The graduate of the course can comprehensively define the differences between the foreign language acquisition and learning process. They are able to identify the factors influencing the foreign language acquisition process and define appropriate forms and methods	

of teaching German as a foreign language in primary education, analyse their specificities and evaluate their significance. Knows the current theoretical models of cognitive socialization and education of the learner, knows teaching methods and forms that support active learning of the pupil, taking into account age and level specifics, identify appropriate procedures for assessing the performance of the learner.

**Skills:** The graduate of the course can plan the teaching process in accordance with the objectives for the given level, can identify individual differences of learners and choose appropriate procedures for achieving the objectives. Can create a motivating environment and use procedures to enhance intrinsic motivation of students. Has basic practical experience in selecting tasks and activities for pupils, adapting educational programmes to the educational and special educational needs of learners, to the particular conditions of the school classroom.

**Competencies:** The course graduate is able to present a selected lesson and can defend the choice of methods, means, forms of aids, etc. to meet the objectives of the lesson on a specific topic.

Organizes and ensures the teaching process with emphasis on the performance of learning tasks and helps pupils to meet the objectives of teaching, supports, coordinates and manages the active activities of learners uses differentiated tasks and applies methods and forms supporting learners' learning in the classroom, in accordance with the objectives and the curriculum, uses appropriate didactic means and didactic technique in accordance with the objectives of teaching, evaluates the achievement of objectives according to the established criteria of pupils' success in relation to their developmental and individual differences.

#### **Brief syllabus:**

1. Theoretical input into the development of younger learners
2. Characteristics of younger learners learning German
3. Managing the teaching process for younger learners
4. Approaches and methodologies for teaching German as a foreign language. Teaching methods for younger school age.
5. Vocabulary acquisition.
6. Pronunciation practice.
7. Mastering grammar.
8. Developing the skill of listening.
9. Development of the skill speaking.
10. Development of the skill reading.
11. Development of the skill writing.
12. Evaluation and alternative types of evaluation

#### **Literature:**

BAUSCH., K.R. (Hrsg.): Handbuch Fremdsprachenunterricht. Stuttgart: UTB, 2003. G./GÖTZE, L./HENRICI, G./KRUMM, H.-J. (Hrsg.): Deutsch als Fremdsprache. Berlin (HSK; 19.1-2), 2001. G./HUNFELD, H.: Methoden des fremdsprachlichen Deutschunterrichts. München: Langenscheidt, 1993.

WESTHOFF, G.: Fertigkeit Lesen. München: Langenscheidt, 1997.

BRINITZER, M./HANTSCHHEL, H./KROEMER, S./MÖLLER-FRORATH, M./ROS, L.: DaF Basiswissen Didaktik. Deutsch als Fremd- und Zweitsprache. Stuttgart: Klett, 2013.

SÁRVÁRI, T.: Ist aller Anfang schwer? Überlegungen zur Eigenart des Anfangsunterrichts. In: DEUTSCHUNTERRICHT FÜR UNGARN 31. pp. 7-30., 24 p. (2021)

SÁRVÁRI, T.: Entwicklung der primären Fertigkeiten im frühen Unterricht des Deutschen. In: FELD-KNAPP, I.. DaF-Lehrerbildung in Mittel-Osteuropa. München: Iudicum Verlag, 2016, pp. 182-197.

SÁRVÁRI, T.: Entwicklung der primären Fertigkeiten im Unterricht des Deutschen als Fremdsprache im Primarbereich. Standardisierungsversuch für die Stufe A1. URL: <https://edit.elte.hu/xmlui/handle/10831/44651>

MÜLLER, M.; KNIPF-KOMLÓSI, E.: Sprachfördermaßnahmen zur Erhaltung der deutschen Sprache in Ungarn. In: Ammon, Ulrich; Schmidt, Gabriele (eds.): Förderung der deutschen Sprache weltweit: Vorschläge, Ansätze und Konzepte. Berlin: Walter de Gruyter, 2019, pp. 483-500.

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

German

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 7

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

**Teacher:** PD Dr. phil. habil. Attila Mészáros,

**Date of last update:** 29.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/NJm/ MOB1-NJ/25	<b>Name:</b> Student mobility related to graduate profile - Teaching of German 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..	
<b>Level of study:</b> II.	
<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> German, English, Hungarian or Slovak</p>	
<p><b>Notes:</b></p>	
<p><b>Evaluation of subjects</b> Total number of evaluated students: 0</p>	
a	n
0.0	0.0
<p><b>Teacher:</b> PD Dr. phil. habil. Attila Mészáros,</p>	
<p><b>Date of last update:</b> 29.03.2025</p>	
<p><b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.</p>	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/NJm/ MOB2-NJ/25	<b>Name:</b> Experience equivalent to academic mobility - Teaching of German 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..	
<b>Level of study:</b> II.	
<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:**

German, English, Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** PD Dr. phil. habil. Attila Mészáros,

**Date of last update:** 29.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/OBdm/ NJ/25	<b>Name:</b> Master'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> 1., 2., 3., 4..	
<b>Level of study:</b> II.	
<b>Prerequisites:</b> KNJ/DSdm/NJ/25	
<b>Conditions for passing the subject:</b> <p>While writing the Master's thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of Bachelor and Master's theses, dissertations and habilitation theses written at Selye János University. The recommended length of the Master's thesis is 50 to 70 pages (90000 to 126 000 characters with spaces). The deadline for submission of the Master's thesis is specified in the timetable for the academic year. The Master's thesis is checked for authenticity in the central register of final theses. A report is drawn up on the outcome.</p> <p>The examination of authenticity is a prerequisite for the defence. The submission of the Master's thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Master's thesis.</p> <p>The Master's thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided.</p> <p>The supervisor mainly assesses the fulfilment of the objective, the student's autonomy and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the Master's thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis.</p> <p>The assessor focuses on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the Master's thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis.</p> <p>The examination board will assess the originality of the thesis, the degree of student involvement in the solution of the academic problem, the student's self-reliance and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc.</p>	

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

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

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

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

### **Results of education:**

Knowledge:

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

Skills:

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

Competences:

The student is able to

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

### **Brief syllabus:**

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

1. The student presents his/her thesis.

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

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

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

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

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

#### **Literature:**

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

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

ESSELBORN-KRUMBIEGEL, H.: Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben. 3., überarb. Aufl. Paderborn: Ferdinand Schöningh, 2008.

LANGER, I./VON THUN, F. S./TAUSCH, R.: Sich verständlich ausdrücken. 8. Aufl. München/Basel: Ernst Reinhardt Verlag, 2006.

MEYER-KELLER, E.: Arbeitstechniken. Literaturwissenschaft. 4. Aufl. München: Wilhelm Fink, 1994.

POENICKE, K.: Wie verfaßt man wissenschaftliche Arbeiten? Ein Leitfaden vom ersten Studiensemester bis zur Promotion. 2., neu bearb. Aufl. Mannheim: Dudenverlag, 1988.

ROTHMANN, K.: Anleitung zur Abfassung literaturwissenschaftlicher Arbeiten. Arbeitstexte für den Unterricht. Stuttgart: Reclam, 1979.

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

German

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 4

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

#### **Teacher:**

**Date of last update:** 29.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ PPX4dm/NJ/25	<b>Name:</b> Teaching Practice 4
<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> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX4). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
<b>Results of education:</b> Educational outputs: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills:	

#### The student

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

#### Competences:

##### The student

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

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

**Brief syllabus:**

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

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

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

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

Documenting the process and results of each lesson observed.

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

Preparation of the necessary conditions for the lesson.

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

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

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

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

**Literature:**

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

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

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

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

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

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

German

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 3

a	n
100.0	0.0
<b>Teacher:</b> PD Dr. phil. habil. Attila Mészáros,	
<b>Date of last update:</b> 29.03.2025	
<b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ PPX5dm/NJ/25	<b>Name:</b> Teaching Practice 5
<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> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX5). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
<b>Results of education:</b> Educational outputs: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills:	

#### The student

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

#### Competences:

##### The student

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

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

**Brief syllabus:**

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

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

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

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

Documenting the process and results of each lesson observed.

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

Preparation of the necessary conditions for the lesson.

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

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

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

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

**Literature:**

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](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, 268 s.

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

German

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 6

a	n
100.0	0.0
<b>Teacher:</b> PD Dr. phil. habil. Attila Mészáros,	
<b>Date of last update:</b> 29.03.2025	
<b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ PPX6dm/NJ/25	<b>Name:</b> Teaching Practice 6
<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> 40s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX6). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
<b>Results of education:</b> Educational outputs: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills:	

#### The student

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

#### Competences:

##### The student

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

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

**Brief syllabus:**

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

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

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

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

Documenting the process and results of each lesson observed.

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

Preparation of the necessary conditions for the lesson.

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

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

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

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

**Literature:**

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

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

German

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 5

a	n
100.0	0.0
<b>Teacher:</b> PD Dr. phil. habil. Attila Mészáros,	
<b>Date of last update:</b> 29.03.2025	
<b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ PRC1dm/NJ/25	<b>Name:</b> Practical exercises in German 1
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> <li>- active participation in classes,</li> <li>- continuous assessment during the semester based on 3 written tests,</li> <li>- written final test.</li> </ul> Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, final test 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 60-90 hours, of which: <ul style="list-style-type: none"> <li>- participation in seminars 26 h</li> <li>- preparation for seminars 15-20 h</li> <li>- preparation for midterm tests 15-20 h</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> Graduates of the course will acquire new knowledge of selected grammatical aspects (at C1/C2 level), building on those acquired during the previous semesters, and will be able to apply them in practical situations and, after adaptation, to make use of them in their future teaching practice. The graduate of the course has an advanced knowledge of syntax; knows the types of sentences according to their complexity; knows the peculiarities of the structure of a German sentence. <b>Skills:</b> Graduates of the course are able to apply linguistic rules to different communicative intentions and apply them appropriately to the situation when using the language. Is able to form complex sentence constructions and express different relationships within sentences. On the basis of this theoretical knowledge, he is able to implement it in his language production, which promotes his linguistic correctness and makes his expressive possibilities more varied and challenging. They are able to express themselves fluently and spontaneously and to express themselves with a high degree of grammatical correctness or to identify and correct errors in their speech. <b>Competencies:</b> Graduates of the course will demonstrate that they are competent to explain and practically use selected grammatical phenomena in German (at C1/C2 CEFR level) and to reflect	

on their own progress. They can evaluate the effectiveness of their own language use as well as provide feedback to their colleagues or students. Students will formulate their oral and written statements not only semantically but also grammatically correct, which has a positive effect on their attitudes by having fewer inhibitions. He/she tries to keep his/her grammatical knowledge at a high level, to refine learned rules, to add exceptions; he/she takes responsibility for his/her professional development.

**Brief syllabus:**

The course focuses on grammatical phenomena in German which, according to experience, can cause difficulties for learners of German as a foreign language. The course therefore aims to address these learning problems, i.e. it refines and consolidates grammatical rules and intensively practises their application in language practice.

Topics:

1. Gender of nouns
2. Three types of inflection of adjectives
3. Conjugation of adjectives after pronouns
4. Conjugation types
5. Use of tenses
6. Past tense (Perfekt) with the verbs haben and sein
7. Imperative
8. Conjunction in indirect speech and outside indirect speech
9. Objective use of modal verbs
10. Subjective use of modal verbs
11. Passive structures - Vorgangspassiv and Zustandspassiv
12. Competing forms of passive formation
13. Valence of German verbs

**Literature:**

DRAHOTA-SZABÓ, E.: Das Verb. Ein Studienbuch für DaF- und DaZ-Lernende. Szeged: Grimm, 2010.

DRAHOTA-SZABÓ, E.: Morphologie des Deutschen im Überblick. Ein Studien- und Arbeitsbuch für Studierende des Faches Germanistik. 3., verbesserte Auflage. Szeged: Grimm, 2015.

KOCSÁNY, P./LÁSZLÓ, S.: Die Wortklassen des Deutschen. Eine praktische Darstellung mit Übungen für Fortgeschrittene. Budapest: Nemzeti Tankönyvkiadó, 2005.

DUDEN-Grammatik = Der Duden in zwölf Bänden. Das Standardwerk zur deutschen Sprache. Herausgegeben vom Wissenschaftlichen Rat der Dudenredaktion. Bd. 4: Die Grammatik.

Unentbehrlich für richtiges Deutsch. 7., völlig neu erarbeitete und erweiterte Auflage. Mannheim/Leipzig/Wien/Zürich: Dudenverlag, 2005.

HELBIG, G./BUSCHA, J.: Leitfaden der deutschen Grammatik. Berlin/München/Wien/Zürich/New York: Langenscheidt, 2001.

HELBIG, G./BUSCHA, J.: Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht. Berlin/München/Wien/Zürich/New York: Langenscheidt, 2001.

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

German

**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
<b>Teacher:</b> PD Dr. phil. habil. Attila Mészáros, Dr. habil. László V. Szabó, PhD.,					
<b>Date of last update:</b> 29.03.2025					
<b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ PRC2dm/NJ/25	<b>Name:</b> Practical exercises in German 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> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> <li>- active participation in classes,</li> <li>- continuous assessment during the semester based on 3 written assignments.</li> <li>- written final test.</li> </ul> Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, final test 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 60-90 hours, of which: <ul style="list-style-type: none"> <li>- participation in seminars 26 h</li> <li>- preparation for seminars 15-20 h</li> <li>- preparation for midterm tests 15-20 h</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> Students have an advanced knowledge of the types of written and oral mediation of language; they are familiar with translation methods and procedures; they know the requirements for text equivalence depending on the type of text. They will acquire a comprehensive terminological toolkit of translatology with a special focus on the translation of literary texts. They are able to define, characterize in their own words and then interpret different typologies of translation shifts, expressive changes and translation practices in the context of translations of literary texts. <b>Skills:</b> Based on the theoretical knowledge acquired, students are able to apply this knowledge in language mediation processes; they develop advanced skills in language mediation. They can adequately translate a foreign language literary text of appropriate difficulty into their mother tongue. They are able to master the basic problems of artistic translation, such as preserving or transforming the author's style, equivalence, choosing appropriate translation strategies and procedures, translating culturally specific lexis, aesthetic influence, etc., taking into account the lexical, stylistic and aesthetic dimensions of the source and target text. <b>Competencies:</b> Students continuously strive to deepen and improve their linguistic mediation competence, in particular by developing their linguistic competence; they follow and creatively	

use the latest developments in their field; they read texts both in the original and in translation. They are able to take responsibility for the implementation of their translation action in relation to the text and to deal autonomously with basic translational situations. They are able to reflect on their own translations and defend their translation solutions if they are adequate.

**Brief syllabus:**

1. Intralingual and interlingual types of linguistic mediation; translation competence
2. Key concepts of translatology - types of equivalence
3. Basic problems of translation of literary texts
4. The role of contrastive linguistics in the development of translation competence
5. Translation methods (formal and dynamic equivalence)
6. Translation methods (lexical and grammatical operations)
7. Specificity of literary texts
8. Translation as cultural transfer
9. The problem of translating culturally-specific lexicon
9. Translation of taboo lexis
11. The limits of translatability - the transfer of linguistic creativity
12. Problems of translation of journalistic / philosophical / .. texts

**Literature:**

- DRAHOTA-SZABÓ, E.: Realien – Intertextualität – Übersetzung. Landau: Verlag Empirische Pädagogik, 2013.
- DRAHOTA-SZABÓ, E.: Fordíthatóság, fordíthatatlanság és ami közötté van. A kultúraspecifikus nyelvi elemek átültetéséről. Szeged: Grimm Kiadó, 2015.
- DRAHOTA-SZABÓ, E.: Ein Plädoyer für die Rehabilitierung und Retablierung der Übersetzung im DaF-Unterricht. In: JLSP (Journal of Languages for Specific Purposes). 2019/März, S. 193-207, 2019.
- URL: [http://jlsp.steconomieuoradea.ro/archives/006/JLSP6\\_17.pdf](http://jlsp.steconomieuoradea.ro/archives/006/JLSP6_17.pdf)
- KLAUDY, K./ SALÁNKI, Á.: Német-magyar fordítástechnika. Budapest: Nemzeti Tankönyvkiadó, 2000.
- KOLLER, W.: Einführung in die Übersetzungswissenschaft. Unter Mitarbeit von Kjetil Berg Henjum. 8., neubearbeitete Auflage. Tübingen/Basel: A. Francke Verlag. (= UTB 3520), 2011.
- REIB, K.: Grundfragen der Übersetzungswissenschaft. Wien: WUV-Universitätsverlag. (= WUV Studienbücher, Geisteswissenschaften, Bd. 1), 2000.
- MÉSZÁROS, A.: Übersetzung als interkultureller Wissenstransfer. In: Dibóné Borbély Ágnes. Kulcs a világhoz. Drahot-Szabó Erzsébet köszöntésére. Szeged: Juhász Gyula Felsőoktatási Kiadó, 2020, S. 131-144.
- MÉSZÁROS, A.: Metaphorizität im computerfachlichen Wortschatz des Deutschen. Prace germanistyczne 3. Opole: Uniwersitätsverlag, 2008. S. 153-162.
- MÉSZÁROS, A.: Metaphern in den Fachsprachen – verbotene Früchte oder kognitive Krücke?: Die Rolle von tropischen Konstruktionen beim Fachwissenstransfer am Beispiel der Computerfachsprache. Aktuelle Probleme der germanischen Philologie in der Ukraine und der Bologna-Prozess. Tschernowitz: Universitätsverlag, 2007. S. 26-29.
- MÉSZÁROS, A.: Wissenstransfer in computerfachlichen Zeitschriftenartikeln: Eine linguistische Analyse der fachexternen Wissensvermittlung. Duisburg: Universitätsverlag Rhein-Ruhr, 2009.

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

German

**Notes:**

<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> PD Dr. phil. habil. Attila Mészáros, Dr. habil. László V. Szabó, PhD.,					
<b>Date of last update:</b> 29.03.2025					
<b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ REAdm/NJ/25	<b>Name:</b> Area studies of German-speaking countries
<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> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student will prepare, present at the seminar and hand in a seminar paper of min. 8 000 characters. During the exam period, an oral exam in the form of a colloquium will be realized. The oral exam assesses in particular: <ul style="list-style-type: none"> <li>- oral argumentation,</li> <li>- structuring a speech, formulating one's own opinion,</li> <li>- mastery of the principles of scientific ethics and active participation in class.</li> </ul> The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> <li>- active participation in classes,</li> <li>- written elaboration and presentation of the assigned topic, in particular:</li> <li>- the ability to effectively seek out and actively work with academic resources,</li> <li>- written and oral argumentation,</li> <li>- structuring text and speech, formulating own opinion, writing clear, effective paragraphs,</li> <li>- mastery of the ethics of academic writing.</li> </ul> The final grade is calculated as the average of the oral examination grade (40% of the grade), the seminar paper grade (50% of the grade) and the active participation grade (10% of the grade). The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> <li>- participation in lectures 13 h</li> <li>- participation in seminars 13 h</li> <li>- preparation for seminars 14 h</li> <li>- preparation for the exam 25 h</li> <li>- preparation of the seminar paper 25 h</li> </ul>	
<b>Results of education:</b> Knowledge: Graduates of the course will have new knowledge and information about German-speaking countries (Germany, Austria and Switzerland) and will be able to use this knowledge in practical situations in their future teaching practice. They will provide an overview of important events, institutions and personalities that have influenced the society and culture of these	

countries, including in the context of the EU, with particular emphasis on the Central European region. In addition to knowledge of history, geography and social sciences, they will also have a basic understanding of the development of the German language from its beginnings to the present day.

**Skills:** The students are able to apply the acquired theoretical knowledge about German-speaking countries in various situations, are able to independently search for and process other relevant information in the field, as well as to classify and present it. They can express their opinion, respond to other students' opinions and discuss topics related to the content of the course. They are able to systematize and synthesize knowledge from other related disciplines and creatively solve problems.

**Competencies:** The students will demonstrate that he/she is competent to communicate adequately and factually about various aspects of German-speaking countries. They can take a position, defend their claim, and at the same time provide feedback to other students on their positions. They can work collaboratively in a team on assigned tasks.

### **Brief syllabus:**

Topics of lectures:

1. History and culture of the German Middle Ages.
2. Middle High German Knightly and courtly culture and literature
3. Humanism in Germany
4. Cultural and Historical Significance of the Reformation
5. The Thirty Years' War
6. Baroque culture and art. Language societies
7. Culture of the Enlightenment
8. History and culture of the 19th century. Napoleon and the Habsburgs. Revolution 1849-49
9. The cultural conditions of modernity. World War I and the Weimar Republic
10. World War II and its consequences in Germany
11. History and culture of Germany and the GDR in the 1960s-1970s
12. Language and culture today in German-speaking countries

Topics of the seminars:

1. Germany after 1989, German reunification
2. Berlin
3. Germany in the European Union
4. Germany as a destination for immigrants, nationalities in Germany
5. Federal countries
6. School system in Germany, academic mobility
7. Germany and German-Slovak/Hungarian relations
8. Austria in the 20th century
9. Austrian German
10. Life in Austria
11. Importance of Austria for Slovakia and Hungary
12. Political system of Switzerland, cantons. Typically Swiss.

### **Literature:**

ANDERSEN, U./WOYKE, W. (Hrsg): Handwörterbuch des politischen Systems der Bundesrepublik Deutschland. Bonn: Bundeszentrale für politische Bildung, 2000.

MAI, M.: Deutsche Geschichte. Gelberg: Gulliver, 2006.

MÜLLER, Reiner: Deutsche Geschichte in Quellen und Darstellung. Band 1-11. Stuttgart: Philipp Reclam jun., 2002.

[http:// www.bpb.de/nachschlagen/lexika/handwoerterbuch-politisches-system/](http://www.bpb.de/nachschlagen/lexika/handwoerterbuch-politisches-system/)

<p>Multimediale Österreich-Chronik 1900–2000 (Österreichische Mediathek)  <a href="http://www.akustische-chronik.at/1958-1959/">http:// www.akustische-chronik.at/1958-1959/</a>  Tatsachen über Deutschland.  URL: <a href="http://nemet.ektf.hu/files/konyvek/tatsachen_ueber_deutschland.pdf">http://nemet.ektf.hu/files/konyvek/ tatsachen_ueber_deutschland.pdf</a>  Fragen an die deutsche Geschichte / Bonn Deutscher Bundestag Referat Öffentlichkeitsarbeit,  Bonn Deutscher Bundestag Referat Öffentlichkeitsarbeit, Bonn Deutscher Bundestag Referat  Öffentlichkeitsarbeit. Köln: Sonderausgabe, 1990.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b>  German</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 8</p>					
A	B	C	D	E	FX
25.0	37.5	25.0	12.5	0.0	0.0
<p><b>Teacher:</b> Dr. habil. László V. Szabó, PhD., PD Dr. phil. habil. Attila Mészáros,</p>					
<p><b>Date of last update:</b> 29.03.2025</p>					
<p><b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/SNJdm/ NJ/25	<b>Name:</b> Current trends in contemporary German
<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> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student will prepare, present at the seminar and hand in a seminar paper of min. of 8 000 characters (60% of the final grade). During the exam period, an oral exam in the form of a colloquium will be realized (40% of the final grade). The oral exam assesses in particular: <ul style="list-style-type: none"> <li>- oral argumentation,</li> <li>- structuring a speech, formulating one's own opinion,</li> <li>- mastery of the principles of scientific ethics and active participation in class.</li> </ul> The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> <li>- active participation in classes,</li> <li>- written elaboration and presentation of the assigned topic, in particular:               <ul style="list-style-type: none"> <li>- the ability to effectively seek out and actively work with academic resources,</li> <li>- written and oral argumentation,</li> <li>- structuring text and speech, formulating own opinion, writing clear, effective paragraphs,</li> <li>- mastery of the ethics of academic writing.</li> </ul> </li> </ul> The final grade is calculated as the average of the oral examination grade (40% of the grade), the seminar paper grade (50% of the grade) and the active participation grade (10% of the grade). The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX.           Total study load: 90 hours, of which: <ul style="list-style-type: none"> <li>- participation in lectures 13 h</li> <li>- participation in seminars 13 h</li> <li>- preparation for seminars 14 h</li> <li>- preparation for the exam 25 h</li> <li>- preparation of the seminar paper 25 h</li> </ul>	
<b>Results of education:</b> Knowledge: Graduates of the course will get a general overview and master the most important sub-areas and terminology of the sub-areas of linguistics. They will be familiar with the current tendencies that characterise the development of the German language and will have knowledge of	

the conditions of its functioning in all linguistic levels and its relations to other languages. They will know the links between language and society.

Skills: They will have enhanced linguistic skills based on the knowledge they have acquired so far, they will be able to integrate this knowledge of linguistics into the use of language. On the basis of their theoretical knowledge in the relevant areas of linguistics, they will be able to formulate their own opinions and attitudes.

Competencies: They will develop their linguistic awareness as well as their analytical instrumentation for the study of linguistic phenomena. They will master the concepts, principles and theoretical and methodological principles of the linguistic and cultural-historical area of German, to apply the German language on an applied-communicative level in oral communication and written communication.

### **Brief syllabus:**

Topics of lectures:

1. Introduction to the topic, objective and requirements
2. German in his own environment. Language - system - application
3. Basics of communication
- 4-5. Language contacts in German in their development (historical and contemporary)
- 6-7-8. Linguistic variability and dynamics in vocabulary (selection)
9. Recent research questions in sociolinguistics
10. Linguistic implications of gender linguistics in German
11. Autonomous learning. Language in the digital world
12. Summary, evaluation, exam preparation

Topics of the seminars:

1. The German language and its place in the globalized world
2. Current language contacts in German
3. Multilingualism
4. German as a minority language
- 5.-6. German as a scientific language
7. German as a foreign language in Europe and the world
- 8-9. Political communication and the media. Language and discourse.
10. German language of the "corona"
11. German for young generations
12. Summary, evaluation, exam preparation

### **Literature:**

ADAMZIK, K.: Sprache: Wege zum Verstehen . (S. 216-235) Tübingen: A. Francke. UTB, 2001.

ELSEN, H.: Gender – Sprache – Stereotype. Tübingen: Narr / Francke / Attempto, 2020. (S. 73-84, 145-164, 165-180).

ELSEN, H.: Wortschatzanalyse. Tübingen: A. Francke, 2013. UTB (Kap. 3.,4., 7)

DENKER, M. et al.: Frischwärts und unkaputtbar. Münster: Aschendorff, 2008.

LOBIN, H.: Engelbarts Traum. Wie der Computer uns Lesen und Schreiben abnimmt. Frankfurt/Main: Campus Verlag, 2014.

SPIEGEL, C.: Kommunikation in Social Media.. In: Neuland, E./Schlobinski, P. (Hgg.) Soziolinguistik. Der Deutschunterricht, Heft 4/2017, 64-74.

DÜRSCHIED, Ch./FRICK, K.: Schreiben digital. Wie das Internet unsere Alltagskommunikation verändert. Stuttgart: Kröner Verlag, 2016.

ZIMMER, D. E.: Deutsch und anders. Die Sprache im Modernisierungsfieber. Reinbek bei Hamburg: Rowohlt, 1997.

OBERREUTER, H. et al.: Deutsch in der Wissenschaft. Olzog: München, 2012.

<p>GIRNTH, H.: Sprache und Sprachverwendung in der Politik. Berlin: De Gruyter, 2015.</p> <p>KNIPF-KOMLÓSI, E.: Dilemma zwischen Norm und Variation der deutschen Sprache in Ungarn. In: Lenz, A./ Plewnia, A. (Hgg.): Variation- Normen- Identitäten. Berlin (Deutschland) New York (USA): De Gruyter Verlag, 2018, pp. 197-218. 22.p.</p> <p>MÉSZÁROS, Attila. Zwischen Willkommen und Ablehnung: Eine kontrastive Analyse der Migrationsdebatte im Spiegel der deutschen und der slowakischen Presse. In: Věra Janíková, Alice Brychová, Jana Veličková (ed.). Sprachen verbinden : Beiträge der 24. Linguistik- und Literaturtage, Brno/Tschechien, 2016: Beiträge der 24. Linguistik- und Literaturtage, Brno/ Tschechien, 2016. Hamburg: Verlag Dr. Kovač, 2018, S. 241-250. ISBN 978-3-8300-9698-6. WoS.</p> <p>MÉSZÁROS, Attila: Mit Humor gegen Corona. Internet-Memes im slowakischen Coronavirus-Diskurs. In: Jakosz, M. / Kałasznik, M. (Hg.). Corona-Pandemie im Text und Diskurs. Göttingen: V&amp;R unipress, 2024. S. 275-300.</p>						
<p><b>Language, knowledge of which is necessary to complete a course:</b> German</p>						
<p><b>Notes:</b></p>						
<p><b>Evaluation of subjects</b> Total number of evaluated students: 8</p>						
A	B	C	D	E	FX	
62.5	0.0	12.5	25.0	0.0	0.0	
<p><b>Teacher:</b> PD Dr. phil. habil. Attila Mészáros, PD Dr. phil. habil. Attila Mészáros,</p>						
<p><b>Date of last update:</b> 29.03.2025</p>						
<p><b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.</p>						

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/SNLdm/ NJ/25	<b>Name:</b> Contemporary German 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 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student will prepare, present at the seminar and hand in a seminar paper of at least 8,000 characters (60% of the final grade). During the exam period, an oral exam in the form of a colloquium will be realized (40% of the final grade). The oral exam assesses in particular: <ul style="list-style-type: none"> <li>- oral argumentation,</li> <li>- structuring a speech, formulating one's own opinion,</li> <li>- mastery of the principles of scientific ethics and active participation in class.</li> </ul> The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> <li>- active participation in classes,</li> <li>- written elaboration and presentation of the assigned topic, in particular:</li> <li>- the ability to effectively seek out and actively work with academic resources,</li> <li>- written and oral argumentation,</li> <li>- structuring text and speech, formulating own opinion, writing clear, effective paragraphs,</li> <li>- mastery of the ethics of academic writing.</li> </ul> The final grade is calculated as the average of the oral exam and seminar paper grades. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX.           Total study load: 90 hours, of which: <ul style="list-style-type: none"> <li>- participation in lectures 13 h</li> <li>- participation in seminars 13 h</li> <li>- preparation for seminars 14 h</li> <li>- preparation for the exam 25 h</li> <li>- preparation of the seminar paper 25 h</li> </ul>	
<b>Results of education:</b> Knowledge: Upon completion of the course, students will have an advanced knowledge of different reading strategies in relation to literary texts of contemporary German/German-language literature. They will have knowledge of the most important cultural and social realities and the	

history of the linguistic and cultural area, the basic practices of analysis and interpretation of prose, dramatic and poetic texts.

**Skills:** Students will have the ability to creatively understand and interpret literary texts from the literary eras listed, recognize and distinguish different types of literary text, and demonstrate their structural features using correct textual examples. They will be able to apply the acquired knowledge in seminar discussions, but also in the preparation of seminar or thesis papers. They will be able to analyse individual literary texts and apply literary-critical approaches and will be able to perceive contemporary literature as an intersection of different discourses. They can express their opinion, formulate arguments and synthesize the results of their findings, draw conclusions and generalizations, critically evaluate the literary excerpts read and suggest possible meanings of particular aspects of a literary work.

**Competencies:** Students' reading competences are promoted in the course through interpretive readings of contemporary texts. Graduates of the course will be prepared to take responsibility for their actions and be able to communicate their conclusions and justifications to both the professional and lay public.

**Brief syllabus:**

1. Contemporary literature: an attempt to define the term
2. Changes after 1989 and literature
3. From the GDR to a unified German literature - Christa Wolf
4. Günter Grass - Mein Jahrhundert
5. Contemporary poetry
6. Contemporary Austrian authors: Peter Handke and Elfriede Jelinek
7. Intercultural literature: definition and poetic approaches
8. Interculturality and postcolonialism: Urs Widmer: In Congo
9. Interculturality and postmodernism: Ilya Trojanov and Daniel Kehlmann
10. Cross-cultural literature between Germany and Turkey: E. S. Özdamar and F. Zaimoglu
11. Cross-cultural literature between Germany and Hungary: Terezia Mora and Zsuzsa Bánk
12. Cross-cultural literature between Germany and Romania: Herta Müller and Hans Bergel

**Literature:**

ADAMCZAK, S.: Literatur als Kultursensibilisierung? Zur Arbeit mit literarischen Texten im interkulturellen Fremdsprachenunterricht. In: *Glottodidactica* 27 (1999), S. 5–25.

WWW: <https://pressto.amu.edu.pl/index.php/gl/article/view/16076/15897>

VARGA-MÓNOK, E.: Kompetenzförderung mit literarischen Texten im Deutsch als Fremdsprache-Unterricht. In: *Initium* 3 (2021), S. 318–369. WWW:

<https://ojs.elte.hu/index.php/initium/article/view/3012/2718>

V. SZABÓ, L.: Literaturvermittlung als Herausforderung für eine interkulturelle Hermeneutik am Beispiel Ungarns. In: Földes, Cs. / Antos, G. (Hrsg.): *Interkulturalität: Methodenprobleme der Forschung*. München: Iudicium 2007, S. 257–268.

V. SZABÓ, L.: Überlegungen zu einer transkulturellen Literaturhermeneutik im Zeitalter des ökonomisierten Wissens. In: Knápek, P. / Beníšková, B. (eds.): *Interkulturalität in Sprache, Literatur und Bildung – Interculturality in Language, Literature and Education – Interkulturalita v jazyce, literatuře a vzdělání* 4/2020. Univerzita Pardubice 2020, S. 33–43.

WILD, R. (Hrsg.): *Geschichte der deutschen Kinder- und Jugendliteratur*. 3. Aufl. Stuttgart: Metzler 2008.

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

German

**Notes:**

<b>Evaluation of subjects</b>					
Total number of evaluated students: 8					
A	B	C	D	E	FX
25.0	50.0	12.5	0.0	0.0	12.5
<b>Teacher:</b> Dr. habil. László V. Szabó, PhD., Dr. habil. László V. Szabó, PhD.,					
<b>Date of last update:</b> 29.03.2025					
<b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/SOCdm/ NJ/25	<b>Name:</b> Language and society
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student will prepare, present at the seminar and hand in a seminar paper of min. 8 000 characters. During the exam period, an oral exam in the form of a colloquium will be realized. The oral exam assesses in particular: <ul style="list-style-type: none"> <li>- oral argumentation,</li> <li>- structuring a speech, formulating one's own opinion,</li> <li>- mastery of the principles of scientific ethics and active participation in class.</li> </ul> The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> <li>- active participation in classes,</li> <li>- written elaboration and presentation of the assigned topic, in particular:</li> <li>- the ability to effectively seek out and actively work with academic resources,</li> <li>- written and oral argumentation,</li> <li>- structuring text and speech, formulating own opinion, writing clear, effective paragraphs,</li> <li>- mastery of the ethics of academic writing.</li> </ul> The final grade is calculated as the average of the oral examination grade (40% of the grade), the seminar paper grade (50% of the grade) and the active participation grade (10% of the grade). The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> <li>- participation in lectures 13 h</li> <li>- participation in seminars 13 h</li> <li>- preparation for seminars 14 h</li> <li>- preparation for the exam 25 h</li> <li>- preparation of the seminar paper 25 h</li> </ul>	
<b>Results of education:</b> Knowledge: Graduates of the course will have knowledge of the new social challenges in the field of language and communication of individuals, groups, social classes, they will gain a new perspective on the relationship between language and society, they will have knowledge of the language of different social classes.	

Skills: Graduates of the course will be able to recognize new multilingual constellations in individual countries and respond appropriately to them.

Competencies: Graduates of the course will be able to formulate attitudes and opinions on new thematic areas, on their social, societal and linguistic aspects, will develop intercultural competence and will have a high level of linguistic sensitivity for dealing with multilingual communicative situations in everyday social life.

### **Brief syllabus:**

Topics of lectures and seminars:

1. Introduction to the topic: contemporary sociolinguistic issues in the German-speaking area. Methods of research on language contact
2. Multilingualism - multilingualism as a common case, causes and definitions of multilingualism, dynamics in multilingualism
- 3-4. Effects of language contact
5. Forms of multilingual societies
6. Individual multilingualism (controlled, uncontrolled, bilingual language acquisition), fossilization, language erosion
7. Simplified languages: Pidgin/Pidgindeutsch, xenolekt, etnolect, Kiezdeutsch
8. Language contact and ethnic identity in multilingual situations
9. Maintaining and changing the language
- 10 -11. Aspects of teaching multilingualism
12. Evaluation, summary

### **Literature:**

RIEHL, C. M.: Mehrsprachigkeit. Tübingen: Narr, 2014.

ROCHE, J.: Mehrsprachigkeitstheorie. Erwerb-Kognition-Transkulturation-Ökologie. Tübingen: Narr, 2013.

DIETRICH, R./ GERWEIN, J.: Psycholinguistik. Eine Einführung. Heidelberg: Metzler, 2017.

LINKE, A. et al.: Studienbuch Linguistik. Kap. Psycholinguistik. Tübingen: Niemeyer, 1991.

TRACY, R.: Themenschwerpunkt „Spracherwerb“. Deutsch als Erstsprache: Was wissen wir über die wichtigsten Meilensteine des Erwerbs. Informationsbroschüre 1/2002 der Forschungs- und Kontaktstelle Mehrsprachigkeit. Mannheim: Universität Mannheim, 2002.. URL: <http://www0.ids-mannheim.de/prag/sprachvariation/fgvaria/Info-Spracherwerb-2002.PDF>

BARBOUR, S., STEVENSON, P.: Variation im Deutschen. Berlin: De Gruyter, 1998.

BEREND, Nina; KNIPF-KOMLÓSI, E.: Sprachliche Variation als Herausforderung für den Deutschunterricht in Osteuropa. In: Neuland, E. (ed.) Variation im heutigen Deutsch: Perspektiven für den Sprachunterricht. Frankfurt am Main: Peter Lang Verlag, 2006, pp. 161-175.

KNIPF-KOMLÓSI, E.: Ungarn: Form und Gebrauch des Deutschen in Ungarn. In: Eichinger, L M; Riehl, C; Plewnia, R. (eds.) Handbuch der deutschen Sprachminderheiten in Mittel- und Osteuropa. Tübingen: Gunter Narr Verlag, 2008, pp. 265-329.

MÜLLER, M.; KNIPF-KOMLÓSI, E.: Sprachfördermaßnahmen zur Erhaltung der deutschen Sprache in Ungarn. In: Ammon, U.; Schmidt, G. (eds.): Förderung der deutschen Sprache weltweit: Vorschläge, Ansätze und Konzepte. Berlin: Walter de Gruyter, 2019, pp. 483-500.

KNIPF-KOMLÓSI, E.: Dilemma zwischen Norm und Variation der deutschen Sprache in Ungarn. In: Lenz, A./ Plewnia, A. (Hgg.): Variation- Normen- Identitäten. Berlin (Deutschland) New York (USA): De Gruyter Verlag, 2018 , pp. 197-218. 22.p.

MÉSZÁROS, Attila. Zwischen Willkommen und Ablehnung: Eine kontrastive Analyse der Migrationsdebatte im Spiegel der deutschen und der slowakischen Presse. In: Věra Janíková, Alice Brychová, Jana Veličková (ed.). Sprachen verbinden : Beiträge der 24. Linguistik- und

Literaturtage, Brno/Tschechien, 2016: Beiträge der 24. Linguistik- und Literaturtage, Brno/ Tschechien, 2016. Hamburg: Verlag Dr. Kovač, 2018, S. 241-250. ISBN 978-3-8300-9698-6. WoS.  
 MÉSZÁROS, Attila: Mit Humor gegen Corona. Internet-Memes im slowakischen Coronavirus-Diskurs. In: Jakosz, M. / Kałasznik, M. (Hg.). Corona-Pandemie im Text und Diskurs. Göttingen: V&R unipress, 2024. S. 275-300.

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

German

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 7

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

**Teacher:** PD Dr. phil. habil. Attila Mészáros, PD Dr. phil. habil. Attila Mészáros,

**Date of last update:** 29.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ SPS1dm/NJ/25	<b>Name:</b> Special Language Seminar 1
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> <li>- active participation in classes,</li> <li>- continuous assessment during the semester based on 3 written tests,</li> <li>- written final test.</li> </ul> Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, final test 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 60-90 hours, of which: <ul style="list-style-type: none"> <li>- participation in seminars 26 h</li> <li>- preparation for seminars 15-20 h</li> <li>- preparation for midterm tests 15-20 h</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> Graduates of the course will acquire new knowledge of selected grammatical aspects (at C1/C2 level), building on those acquired during the previous semesters, and will be able to apply them in practical situations and, after adaptation, to make use of them in their future teaching practice. <b>Skills:</b> Graduates of the course are able to apply linguistic rules to different communicative intentions and apply them appropriately to the situation when using the language. Be able to form complex sentence constructions and express a variety of relationships within sentences, choose an appropriate phrase from the immediately available range of discourse features, produce clear, smooth-flowing, well-structured speech, express themselves fluently and spontaneously and express themselves with a high degree of grammatical correctness, or be able to identify and correct errors in their speech. <b>Competencies:</b> Graduates of the course will demonstrate that they are competent to explain and practically use selected grammatical phenomena in German (at C1/C2 CEFR level) and to reflect on their own progress. They can evaluate the effectiveness of their own language use as well as provide feedback to their colleagues or students.	

**Brief syllabus:**

The course focuses on grammatical phenomena in German which, according to experience, can cause difficulties for learners of German as foreign language, and thus in particular on solving these learning problems, i.e. it refines and consolidates grammatical rules and intensively practises their application in language practice.

Topics:

1. Gender of nouns
2. Three types of inflection of adjectives
3. Conjugation of adjectives after pronouns
4. Conjugation types
5. Use of tenses
6. Past tense (Perfekt) with the verbs haben and sein
7. Imperative
8. Conjunction in indirect speech and outside indirect speech
9. Objective use of modal verbs
10. Subjective use of modal verbs
11. Passive structures - Vorgangspassiv and Zustandspassiv
12. Competing forms of passive formation
13. Valence of German verbs

**Literature:**

DRAHOTA-SZABÓ, E.: Das Verb. Ein Studienbuch für DaF- und DaZ-Lernende. Szeged: Grimm, 2010.

DRAHOTA-SZABÓ, E.: Morphologie des Deutschen im Überblick. Ein Studien- und Arbeitsbuch für Studierende des Faches Germanistik. 3., verbesserte Auflage. Szeged: Grimm, 2015.

KOCSÁNY, P./LÁSZLÓ, S.: Die Wortklassen des Deutschen. Eine praktische Darstellung mit Übungen für Fortgeschrittene. Budapest: Nemzeti Tankönyvkiadó, 2005.

DUDEN-Grammatik = Der Duden in zwölf Bänden. Das Standardwerk zur deutschen Sprache. Herausgegeben vom Wissenschaftlichen Rat der Dudenredaktion. Bd. 4: Die Grammatik.

Unentbehrlich für richtiges Deutsch. 7., völlig neu erarbeitete und erweiterte Auflage. Mannheim/Leipzig/Wien/Zürich: Dudenverlag, 2005.

HELBIG, G./BUSCHA, J.: Leitfaden der deutschen Grammatik. Berlin/München/Wien/Zürich/New York: Langenscheidt, 2001.

HELBIG, G./BUSCHA, J.: Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht. Berlin/München/Wien/Zürich/New York: Langenscheidt, 2001.

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

German

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

Total number of evaluated students: 8

A	B	C	D	E	FX
37.5	37.5	25.0	0.0	0.0	0.0

**Teacher:** Dr. habil. László V. Szabó, PhD., PD Dr. phil. habil. Attila Mészáros,

**Date of last update:** 29.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ SPS2dm/NJ/25	<b>Name:</b> Special Language 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> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> <li>- active participation in classes,</li> <li>- continuous assessment during the semester based on 3 written assignments.</li> <li>- written final test.</li> </ul> Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, final test 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 60-90 hours, of which: <ul style="list-style-type: none"> <li>- participation in seminars 26 h</li> <li>- preparation for seminars 15-20 h</li> <li>- preparation for midterm tests 15-20 h</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> Students have an advanced knowledge of the types of written and oral mediation of language; they are familiar with translation methods and procedures; they know the requirements for text equivalence depending on the type of text. They will acquire a comprehensive terminological toolkit of translatology with a special focus on the translation of professional texts. They are able to define, characterize in their own words and then interpret different typologies of translation shifts, expressive changes and translation practices in the context of professional translation. <b>Skills:</b> Based on the theoretical knowledge acquired, students are able to apply this knowledge in language mediation processes; they develop advanced skills in language mediation. They can adequately translate a foreign language text of appropriate difficulty into their mother tongue. They are able to master the basic problems of professional translation, such as preserving or transforming the author's style, equivalence, choosing appropriate translation strategies and procedures, translating culturally specific lexis, etc., taking into account the lexical, stylistic and technical dimensions of the source and target text. <b>Competencies:</b> Students continuously strive to deepen and improve their linguistic mediation competence, in particular by developing their linguistic competence; they follow and creatively	

use the latest developments in their field; they read texts both in the original and in translation. They are able to take responsibility for the implementation of their translation action in relation to the text and to deal autonomously with basic translational situations. They are able to reflect on their own translations and defend their translation solutions if they are adequate.

**Brief syllabus:**

1. Intra-lingual and inter-lingual types of linguistic mediation; translation competence
2. Key concepts of translatology - types of equivalence
3. Basic problems of translation
4. The role of contrastive linguistics in the development of translation competence
5. Translation methods (formal and dynamic equivalence)
6. Translation methods (lexical and grammatical operations)
7. Specificity of professional texts
8. Translation as cultural transfer
9. The problem of translating culturally-specific lexicon
9. Types of language mediation - translation, transfer and adaptation, localization
11. The limits of translatability - the transfer of linguistic creativity
12. Oral mediation of the language

**Literature:**

- DRAHOTA-SZABÓ, E.: Realien – Intertextualität – Übersetzung. Landau: Verlag Empirische Pädagogik, 2013.
- DRAHOTA-SZABÓ, E.: Fordíthatóság, fordíthatatlanság és ami között van. A kultúraspecifikus nyelvi elemek átültetéséről. Szeged: Grimm Kiadó, 2015.
- DRAHOTA-SZABÓ, E.: Ein Plädoyer für die Rehabilitierung und Retablierung der Übersetzung im DaF-Unterricht. In: JLSP (Journal of Languages for Specific Purposes). 2019/März, S. 193-207, 2019.
- URL: [http://jlsp.steconomieuoradea.ro/archives/006/JLSP6\\_17.pdf](http://jlsp.steconomieuoradea.ro/archives/006/JLSP6_17.pdf)
- KLAUDY, K./ SALÁNKI, Á.: Német-magyar fordítástechnika. Budapest: Nemzeti Tankönyvkiadó, 2000.
- KOLLER, W.: Einführung in die Übersetzungswissenschaft. Unter Mitarbeit von Kjetil Berg Henjum. 8., neubearbeitete Auflage. Tübingen/Basel: A. Francke Verlag. (= UTB 3520), 2011.
- REIB, K.: Grundfragen der Übersetzungswissenschaft. Wien: WUV-Universitätsverlag. (= WUV Studienbücher, Geisteswissenschaften, Bd. 1), 2000.
- MÉSZÁROS, A.: Übersetzung als interkultureller Wissenstransfer. In: Dibóné Borbély Ágnes. Kulcs a világhoz. Drahot-Szabó Erzsébet köszöntésére. Szeged: Juhász Gyula Felsőoktatási Kiadó, 2020, S. 131-144.
- MÉSZÁROS, A.: Metaphorizität im computerfachlichen Wortschatz des Deutschen. Prace germanistyczne 3. Opole: Uniwersitätsverlag, 2008. S. 153-162.
- MÉSZÁROS, A.: Metaphern in den Fachsprachen – verbotene Früchte oder kognitive Krücke?: Die Rolle von tropischen Konstruktionen beim Fachwissenstransfer am Beispiel der Computerfachsprache. Aktuelle Probleme der germanischen Philologie in der Ukraine und der Bologna-Prozess. Tschernowitz: Universitätsverlag, 2007. S. 26-29.
- MÉSZÁROS, A.: Wissenstransfer in computerfachlichen Zeitschriftenartikeln: Eine linguistische Analyse der fachexternen Wissensvermittlung. Duisburg: Universitätsverlag Rhein-Ruhr, 2009.

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

German

**Notes:**

<b>Evaluation of subjects</b>					
Total number of evaluated students: 8					
A	B	C	D	E	FX
0.0	75.0	25.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. László V. Szabó, PhD., PD Dr. phil. habil. Attila Mészáros,					
<b>Date of last update:</b> 29.03.2025					
<b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ DOC-m/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> 1.	
<b>Level of study:</b> II.	
<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. Mandatory components of the portfolio: - The portfolio must include a bilingually completed volunteering protocol. - The portfolio must include the structure of the volunteering organisation (observation of the different non-formal learning activities) (10 points) - The portfolio must include the activities of their work in the field carried out during the volunteering activity (10 points) - Documentation of the period (preparation for each activity) (10 points). Total student load: 1 credit = 30 hours Participation in 13 hours of practicum (contact hours); 10 hours of preparation for, and participation in, volunteer activities; 7 hours of portfolio preparation.	
<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>Skills::</b> <ul style="list-style-type: none"> <li>• The student will be able to work with members of the volunteer organization.</li> <li>• The student will be able to participate actively in the activities of the organization.</li> </ul>	

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

**Brief syllabus:**

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

**Literature:**

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 13

a	n
100.0	0.0

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

**Date of last update:** 28.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

**Brief syllabus:**

Stručná osnova predmetu:

Log in to the EduPage app

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

Documenting lessons, student assessments and grade checks via EduPage

Checking attendance, class register, timetable

Gallery (pictures), payments, catering

Communication with students and parents via EduPage

The e-learning interface, development of interactive tests

**Literature:**

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

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

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

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 145

a	n
97.93	2.07

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

**Date of last update:** 28.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

### **Brief syllabus:**

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

Air characteristics, air problems, sources of air pollution.

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

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

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

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

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

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

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

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

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

### **Literature:**

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

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

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

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

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

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

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

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

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

## INFORMATION SHEET

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

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

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

Rating scale:

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

### **Results of education:**

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

Knowledge

The student...

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

Abilities

The student...

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

Competencies

The student...

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

### **Brief syllabus:**

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

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

Selection of pedagogical research methods.

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

Defining the research questions.

Means of obtaining input and output data, sample selection.

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

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

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

#### **Literature:**

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

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 158

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

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

**Date of last update:** 28.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

**Competences:**

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

**Brief syllabus:**

A pedagogical-psychological interpretation of learning.

Types of learning and teaching activities within the educational process.

Interpretation of the process of metacognition.

Metacognition and self-regulatory learning.

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

Metacognition and learning, planning and organizing lessons using metacognition.

Attitude formation and motivation.

The role of motivation in self-regulated learning.

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

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

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

Developing critical thinking.

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

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

**Literature:**

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

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 117

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

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

**Date of last update:** 28.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

#### Abilities

The student...

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

#### Competencies

The student...

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

#### **Brief syllabus:**

Pedagogical assessment.

Evaluation of the teaching-learning process.

Attributes of a reflective teacher.

Characterization of diagnostic and formative tests.

The methodological practice of assessment and development:

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

#### **Literature:**

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

hungarian, slovak

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 109

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

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

**Date of last update:** 28.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

#### Skills

The student will:

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

#### Competencies:

The student will:

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

#### **Brief syllabus:**

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

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

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

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

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

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

#### **Literature:**

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

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 144

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

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

**Date of last update:** 28.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

The student will:

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

**Brief syllabus:**

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

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

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

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

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

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

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

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

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

**Literature:**

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

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

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

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

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

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

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

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 2

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

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

**Date of last update:** 28.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

**Literature:**

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

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

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

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

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

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 27

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

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

**Date of last update:** 28.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

Competencies:

The student should be

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

### **Brief syllabus:**

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

### **Literature:**

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

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

hungarian , slovak

### **Notes:**

### **Evaluation of subjects**

Total number of evaluated students: 112

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

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

**Date of last update:** 28.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

**Skills:**

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

**Competences:**

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

**Brief syllabus:**

The subject and system of educational psychology.

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

Students personality in the context of educational and school psychology.

Performance characteristics of the pupil's personality.

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

Social learning, the process of socialization.

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

Social psychological characteristics of personality

Social groups. A pupil from a socially disadvantaged background.

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

**Literature:**

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 146

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

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

**Date of last update:** 28.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

The student should be

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

**Brief syllabus:**

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

**Literature:**

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 71

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

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

**Date of last update:** 28.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

### **Brief syllabus:**

Characterization and definition of the term personality, personality traits.

Psychological, social and biological determinants of human personality.

The mutual influence of heredity and environment.

Continuity and discontinuity of personality.

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

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

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

Personality structure.

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

Rogers' theory of person-oriented approach.

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

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

### **Literature:**

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

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

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

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

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

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

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

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

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

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

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

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ STZ/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> 2., 4.	
<b>Level of study:</b> II.	
<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 protocol of professional training, - submission of a portfolio from the professional training, consisting of completed observation sheets, analyses and evaluation of the student (max. 50 points). Total student workload: 1 credit = 30 hours - 20 hours participation in the internship (contact hours); 10 hours analysis and preparation of the portfolio. Prerequisite for successful completion of the course: 1.) submission of a completed and certified School Internship Completion Report, 2.) obtaining at least 50% of the maximum course grade (50 points). Overall course pass mark: - Pass = 50 - 100% (25 - 50 points) - Fail = 49 - 0% (0 - 24 points)	
<b>Results of education:</b> Learning Outcome: Professional training is a stay of students in a school and in a school educational institution such as a school children's club, leisure centre, school boarding school, in order to participate not only in the educational process, but also in the day-to-day work of teachers and educators. Knowledge: - The student possesses basic theoretical knowledge in the field of education and training in schools and school educational institutions, - the student is familiar with the educational activities of teachers in schools and educators in school educational establishments,	

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

**Skills:**

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

**Competences:**

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

**Brief syllabus:**

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

Ethical principles of professional training.

Organisational requirements of the professional training.

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

Planning and designing the work, preparation for the activity.

Pedagogical reflection. Evaluation. Self-evaluation.

Pedagogical documentation.

**Literature:**

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

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

IURA EDITION, 2010, (12), 21-27. ISSN 1336-9849. [online]. Dostupné na internete: [https://sekarl.euba.sk/ar1-eu/sk/detail-eu\\_un\\_cat-0124951-Metody-a-formy-spoluprace-rodiny-a-skoly/](https://sekarl.euba.sk/ar1-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. Pedagogická dokumentácia a ostatná dokumentácia školy alebo zariadenia</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: 41</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>87.8</td> <td>12.2</td> </tr> </tbody> </table>		a	n	87.8	12.2
a	n				
87.8	12.2				
<p><b>Teacher:</b> PaedDr. Alexandra Nagyová, PhD., PaedDr. Tamás Török, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Katalin Sýkora Hernády, PhD.,</p>					
<p><b>Date of last update:</b> 28.03.2025</p>					
<p><b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.</p>					

## INFORMATION SHEET

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

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

### **Brief syllabus:**

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

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

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

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

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

Basic concepts and contexts of environmental protection.

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

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

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

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

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

### **Literature:**

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

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

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

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

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

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

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

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

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

hungarian, slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 78					
A	B	C	D	E	FX
88.46	1.28	6.41	1.28	0.0	2.56
<b>Teacher:</b> Ing. Pavol Balázs, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD.,					
<b>Date of last update:</b> 28.03.2025					
<b>Approved by:</b> PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.					

## INFORMATION SHEET

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

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

**Brief syllabus:**

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

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

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

Framework curriculum and cross-cutting topics.

Methodology and didactics of interdisciplinary approach.

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

Possibilities of applying an interdisciplinary approach in the educational process

Intersubject relationships and cross-cutting topics.

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

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

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

**Literature:**

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 46

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

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

**Date of last update:** 28.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

## INFORMATION SHEET

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

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

**Competencies:**

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

**Brief syllabus:**

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

**Literature:**

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

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

hungarian ,slovak

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

## INFORMATION SHEET

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

<ul style="list-style-type: none"> <li>- research and formulate the theoretical and practical background necessary to solve the problems encountered,</li> <li>- Able to collaborate and consult with other professionals, work in a team</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>- Responds flexibly and knowledgeably to problems, speaks democratically, acts tolerantly.</li> <li>- Applies the principles of an inclusive school, optimal working climate, cooperative methodology.</li> <li>- Implements targeted development of self-knowledge, participates in further education.</li> <li>- Independently plans activities that expand knowledge of social services, can create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behaviour towards pupils.</li> </ul>
<p><b>Brief syllabus:</b></p> <p>Developmental learning disabilities and forms of occurrence  Characteristics of partial performance impairments  Dyslexia, dysgraphia, dysorthography  Dyscalculia, dyspraxia, dyspinxia, dysmusia  ADD, ADHD  Conners Hyperactivity Scale - screening  Methodological guidelines for inclusion and indications, forms of integration  Development of an individual education plan  Classification and assessment of pupils with SEND  Correction, re-education - overview of stimulation programmes  The role of the school special educator, school psychologist, teaching assistant  Cooperation with centres: CPPPpP, CŠPP</p>
<p><b>Literature:</b></p> <p>F. FÖLDI Rita. Hiperaktivitás és tanulási zavarok. 1. vyd. Pécs : Comenius Bt. 2004. 155 s. ISBN 9638643277</p> <p>PORKOLÁBNÉ Balogh Katalin. Készségfejlesztő eljárások tanulási zavarral küzdő kisiskolásoknak. 3. vyd. Budapest : ELTE, 2005. 45s.</p> <p>STRÉDL Terézia. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. 1. vyd. Komárno: Univerzita J. Selyeho, 2013. 148 s. ISBN 9788081220890</p> <p>VAŠEK Štefan: Špeciálno pedagogická diagnostika. 4. vyd. : Sapiaientia s.r.o, 2004. 168 s. ISBN 8096911201</p> <p>ZELINKOVÁ Oľga: Poruchy učení : dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, ADHD. 1. vyd. Praha : Portál, 2009. 263 s. ISBN 9788073675141  <a href="http://www.statpedu.sk">www.statpedu.sk</a>.</p> <p>STRÉDL, T. 2013. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. Komárno : UJS. ISBN</p> <p>STRÉDL, T. 2016. A tolerancia és a kommunikáció jelentősége az oktatásban : Etika az edukációban - tanulmánykötet = Etika v edukácii - vedecký zborník. - Komárno : Univerzita J. Selyeho, 2016. - ISBN 978-80-8122-196-5, CD-ROM, s. 96-110.</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: 85</p>

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

## INFORMATION SHEET

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

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

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KNJ/ŠSdm/ NJ/25	<b>Name:</b> German Language, Literature and Methodology
<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> 3	
<b>Recommended semester/trimester of study:</b> 1., 2., 3., 4..	
<b>Level of study:</b> II.	
<b>Prerequisites:</b> KNJ/SNLdm/NJ/25 and KNJ/REAdm/NJ/25 and KNJ/DNJ1dm/NJ/25 and KNJ/MEDdm/NJ/25 and KNJ/SNJdm/NJ/25 and KNJ/DNJ2dm/NJ/25 and KNJ/SOCdm/NJ/25 and KNJ/LDMdm/NJ/25 and KNJ/DNJ3dm/NJ/25 and KNJ/PPX6dm/NJ/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. He/she demonstrates the ability to select the content of education in accordance with the required and expected educational objectives and to enrich it with school and regional characteristics. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience.</p> <p>The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit.</p> <p>The results of the state examination and the thesis defence are publicly announced by the chair of the board.</p>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has acquired knowledge in the compulsory and profile subjects of the study programme,</li> <li>- the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan,</li> <li>- the student is able to analyse and evaluate the knowledge acquired in the subject.</li> <li>- be able to characterise the concept of teaching, to list the different types of teaching and to describe the framework for teaching and learning for 11-19 year olds.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- the student is able to present his/her expertise,</li> <li>- the student is able to hand over his/her knowledge</li> </ul>	

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

**Competences:**

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

**Brief syllabus:**

**Literature:**

Literature listed in the information sheets of individual courses of the study programme.

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

German

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 5

A	B	C	D	E	FX
60.0	40.0	0.0	0.0	0.0	0.0

**Teacher:**

**Date of last update:** 29.03.2025

**Approved by:** PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.