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

<p>- They increase their level of independence, responsibility, and initiative in solving tasks outside their domestic academic environment.</p>	
<p><b>Brief syllabus:</b></p> <ul style="list-style-type: none"> <li>- Introduction to the subject, the importance of academic mobility and the internationalisation of higher education.</li> <li>- Professional seminars by a foreign university teacher in line with the graduate profile. International approaches and current trends in the field. Intercultural communication and working in an international academic environment.</li> <li>- Reflection of the student on the knowledge, skills and experience gained from the teaching conducted by a foreign university teacher.</li> <li>- Discussion and feedback - relevance of the knowledge gained for further study and professional development.</li> </ul>	
<p><b>Literature:</b> Literature as recommended by the university teacher involved in the mobility programme.</p>	
<p><b>Language, knowledge of which is necessary to complete a course:</b> English, Hungarian or Slovak</p>	
<p><b>Notes:</b></p>	
<p><b>Evaluation of subjects</b> Total number of evaluated students: 0</p>	
a	n
0.0	0.0
<p><b>Teacher:</b> Mgr. Anita Tóth-Bakos, PhD.,</p>	
<p><b>Date of last update:</b> 29.03.2025</p>	
<p><b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.</p>	

## INFORMATION SHEET

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

<ul style="list-style-type: none"> <li>- The student improves their adaptability, independence, and flexibility when studying in an intercultural environment.</li> <li>- The student develops openness to diverse professional and cultural approaches, as well as the ability to work both independently and as part of a team.</li> </ul>	
<p><b>Brief syllabus:</b></p> <ul style="list-style-type: none"> <li>- Introduction to the subject, the importance of academic mobility and the internationalisation of higher education.</li> <li>- Professional seminars by a foreign university teacher in line with the graduate profile. International approaches and current trends in the field. Intercultural communication and working in an international academic environment.</li> <li>- Reflection of the student on the knowledge, skills and experience gained from the teaching conducted by a foreign university teacher.</li> <li>- Discussion and feedback - relevance of the knowledge gained for further study and professional development.</li> </ul>	
<p><b>Literature:</b> Literature as recommended by the university teacher involved in the mobility programme.</p>	
<p><b>Language, knowledge of which is necessary to complete a course:</b> English, Hungarian or Slovak</p>	
<p><b>Notes:</b></p>	
<p><b>Evaluation of subjects</b> Total number of evaluated students: 0</p>	
a	n
0.0	0.0
<p><b>Teacher:</b> Mgr. Anita Tóth-Bakos, PhD.,</p>	
<p><b>Date of last update:</b> 29.03.2025</p>	
<p><b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.</p>	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ANJ/25	<b>Name:</b> Conversation in the English language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in seminars</li> <li>• active participation of the student in the tasks assigned and preparation for seminars (videos, texts, podcasts, assignments, presentation),</li> <li>• Completion of the requirements during the semester as instructed by the instructors,</li> </ul> Total workload of the student: 1 credit = 30 hours 5 hours attending seminars (contact lessons); 15 hours preparing for seminars; 10 hours self-study.	
<b>Results of education:</b> <b>Knowledge:</b> The student identifies the principles of spoken interaction in English, including the formation of questions and conversation strategies suitable for their level. The student is familiar with basic language and communication techniques for managing interactions in English. The student is aware of the importance of social, cognitive, and emotional factors in developing speaking skills and adapting communication to different contexts. <b>Skills:</b> The student engages in basic spoken interactions, using appropriate structures and vocabulary for communication in the classroom and everyday situations. The student applies strategies for leading a conversation, asking and answering questions, providing explanations, and clearly expressing opinions at the required level. The student demonstrates the ability to effectively use English in the classroom, give instructions, provide feedback, and manage simple interactions related to various everyday topics. <b>Competences:</b> The student confidently participates in conversations, adapting language to various communication situations in both educational and social contexts. The student facilitates and supports communication in English, encouraging interaction with others through clear and structured use of language. The student reflects on their speech production and progress, using feedback and self-assessment to develop fluency and effectiveness in communication.	
<b>Brief syllabus:</b>	

Greetings and personal information, introducing oneself. Present tenses, question words.  
 Daily routines and time, talking about the day. Present tense.  
 Food and restaurants, ordering food. Countable and uncountable nouns.  
 Shopping and services, shopping for clothes, asking about prices. Adjective order.  
 Travel and transportation, talking about trips. Past tense.  
 Health, visiting the doctor, describing symptoms, giving advice.  
 Work and future plans, talking about work and career dreams. Future tense.  
 Free time and hobbies, talking about interests.  
 My home and my city, describing places. Prepositions.  
 Directions and asking for help, finding places in the city. Giving instructions.  
 Social situations and conversation, meeting new people. Conversational phrases.  
 Special occasions and traditions, talking about celebrations. Past tense.  
 Fun and unusual stories. Storytelling in the past tense.

**Literature:**

Chudá, J. – Chudý, J. Topics for English Conversation : We Get Ready for the Graduation Exam: Příroda, 2000. - 89 s. - ISBN 8007004297.  
 Hadfield, J. Elementary Communication Games. Essex : Longman, 2004. - 48 s. - ISBN 0 175 55695 4.  
 Hadfield, J. Oxford Basics Simple Speaking Activities. Oxford : Oxford University Press, 1999. - 71 s. - ISBN 0 19 442169 4.  
 Lambert, Jerry. New English File Pre-Intermediate 4th edition, Oxford University Press, 2019. ISBN 9780194031592  
 Murphy, Raymond: "English Grammar in Use" - Cambridge University Press, 2019. ISBN: 978-0521189392  
 Murphy, Raymond: "Grammar in Use: A Self-study Reference and Practice Book for Elementary Students of English" - Cambridge University Press, 2012. ISBN: 978-0521189064  
 Swan, Michael and Walter, Catherine: "Oxford English Grammar Course: Basic" Oxford University Press 2011. ISBN: 978-0194420823  
 Woods, Geraldine: "English Grammar Workbook For Dummies" . For Dummies, 2011. ISBN: 978-1119376598

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 9

a	n
100.0	0.0

**Teacher:** Mgr. Klaudia Pauliková, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/APH/25	<b>Name:</b> Adaptive Movement Games
<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: 5s</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for the completion of the subject: <ul style="list-style-type: none"> <li>• Active participation in seminars,</li> <li>• Active participation in the seminars,</li> <li>• Active participation in the seminar, active participation in the seminar</li> </ul> Total workload of the student: 1 credit = 30 hours <ul style="list-style-type: none"> <li>• 5 hours of class attendance; 25 hours of mid-semester assignments and independent study.</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• He/she is familiar with the current state education programme, monitors the implementation and evaluation of education and training.</li> <li>• The student has a basic understanding of the role and application of adaptive movement games.</li> <li>• Knowledge of the principles of movement development for children with special educational needs (SEN).</li> <li>• He/she will be able to tailor games to the needs of a specific group of children.</li> <li>• Know the possibilities of adapting movement games according to different categories of disability.</li> <li>• They will be aware of the integrative role of movement games, the importance of adaptive sport and movement in pre-school education, and the impact of movement on neurological maturation, social and emotional development.</li> <li>• They are familiar with the possibilities of modifying games without and with the use of tools.</li> </ul> Understand the role of playful movement development in the preschool years, developmental forms suitable for children with sensory impairments and autism, and methods of playful treatment of sensory processing disorders. <ul style="list-style-type: none"> <li>• Knowledge of the possibilities of modifying play rules to suit children's needs and workload.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• You will be able to organise movement games to support the participation of children with SEN.</li> <li>• Work effectively as a team member and manage movement games individually.</li> <li>• Be able to use appropriate motivation and assessment methods for children with SEN.</li> <li>• Be able to identify barriers to motor development and apply developmental options.</li> </ul>	

- They will be able to process their own experiences, using the principles of experiential learning and reflective pedagogy, and deepen their pedagogical knowledge through practical activities and case studies.

- It takes cultural and social differences into account in the organisation of movement development and games and is able to methodologically integrate children from different cultural backgrounds.

Competences:

- Developing socially acceptable attitudes, acceptance and support for children with SEN.

- Be able to develop a differentiated development plan for the movement games of preschool children.

- Know the legal and ethical aspects of play use.

- Be able to create an open, inclusive environment during movement play.

- Have an active and responsible attitude in the development of movement tasks,

- Ability to evaluate without prejudice and stereotypes,

- Have basic competences in the pedagogical development of adaptive movement games and in the implementation of evaluation.

### **Brief syllabus:**

1. Basics of motor development in children with SEN, typical and atypical variations in motor development, recognition of motor development deficits, developmental opportunities.

2. The impact of movement on neurological maturation, social and emotional development.

3. Methodological aspects of adapting movement games. Modification of games according to different types of disabilities and special needs. Games without the use of tools and with the use of different tools.

4. Development of movement through play in preschool. Movement games for children with sensory disabilities. Movement development for children with autism. Treatment of sensory processing disorders with toys.

5. Playing together: integrated movement games. Integrated play. catch and run games, line and relay races, ball games, cooperative and skill-building games in the nursery. Games that promote joint participation and communication. Possibilities of adapting the rules of the game in the adaptation of the load.

6. Experiential learning and reflective pedagogy. Students' processing of their own experiences. Practical sessions and case studies on the topic of movement development in preschool.

7. Movement and sport as an inclusive tool, the role of movement in community building and socialisation. Ensuring a successful experience for all children.

8. Safety and ethical aspects of games, knowledge and respect of safety rules for movement games. Ethical issues in play for children with SEN.

9. Parental cooperation and support. Parental involvement in mobile play. Using technology in physical activity development.

10. Considering cultural and social differences in movement development and play.

11. Methodological issues of integrating children from different cultural backgrounds.

12. Promoting social awareness and acceptance through play. Evaluation of the effectiveness of movement games.

13. Methods and tools for monitoring development. Collecting and using feedback to improve programmes.

### **Literature:**

- Heszteráné. Ekler Judit., Koltai Miklós, , & Némethné Tóth Orsolya. (2019). Tanulási képességek fejlesztése mozgásos eszközökkel. Eötvös Loránd Tudományegyetem.

Budapest. <https://mindenkiiskolaja.elte.hu/wp-content/uploads/2019/09/Tanul%C3%A1si->

k%C3%A9pess%C3%A9gek-fejleszt%C3%A9se-mozg%C3%A1sos-eszk%C3%B6z  
%C3%B6kkel\_INTERA.pdf

- Csányi T-Kovács K-Boronyai Z: (2014): Alternative Games for Daily Physical Education and Activity - Alternatív játékok a mindennapos testneveléshez, Publisher: Magyar Diáksport Szövetség, ISBN: 978-615-80021-6-5. <https://shop.mdsz.hu/wp-content/uploads/2015/11/TESIM-Alternat%C3%ADv-j%C3%A1t%C3%A9kok-a-mindennapos-testnevel%C3%A9shez-testmozg%C3%A1shoz.pdf>
- Müller, A., Laoues-Czimbalmos, N., Szerdahelyi, Z., Boda, E., & Mező, K. (2021). A gyógypedagógiai mozgásfejlesztés szerepe és módszertani aspektusai. Különleges Bánásmód-Interdiszciplináris folyóirat, 7(3), 101-112. <https://ojs.lib.unideb.hu/kulonlegesbanasmod/article/view/10141/9114>
- Rapos, N., Gaskó, K., Kálmán, O. & Mészáros, Gy. (2011). Az adaptív-elfogadó iskola koncepciója. Oktatókutató és Fejlesztő Intézet. <https://mek.oszk.hu/13000/13021/13021.pdf>
- M. Nádasi, M. (2010). Adaptív nevelés és oktatás. Magyar Tehetségsegítő Szervezetek Szövetsége. [https://tehetseg.hu/sites/default/files/geniusz\\_r22\\_net.pdf](https://tehetseg.hu/sites/default/files/geniusz_r22_net.pdf)

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** PaedDr. Peter Židek, PhD., Mgr. Attila Bognár,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ BAPc2/25	<b>Name:</b> Inquiry activities in science 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: For the study period:</b> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the course is active participation in seminars. Partial assessment consists of developing a differentiated development activity supporting the student's chosen scientific activity, which the student will present and demonstrate at the seminar. Assessment criteria: Developmental areas: sensory integration, sensorimotor integration, laterality, language skills, speech organization (50%). A written test (50%) assesses the acquired knowledge at the end of the semester. Student workload: 3 credits = 90 hours: 10 hours seminar, 80 hours student preparation. Successfully passing the course requires obtaining at least 50% of the maximum grade (100 points). Overall course completion grade: A = 90 – 100% B = 80 - 89% C = 70 - 79% D = 60 - 69% E = 50 – 59% FX = 0 – 49%	
<b>Results of education:</b> Knowledge: The student: <ul style="list-style-type: none"> <li>- knows the role of the kindergarten environment in the process of learning science (nature corner, kindergarten yard, garden, nearby park),</li> <li>- has scientific, pedagogical-psychological and methodological knowledge necessary for planning, organizing and implementing experiential activities based on experiential learning,</li> <li>- knows the conditions of a healthy and safe environment,</li> <li>- can interpret simple scientific observations and investigations according to the age of children using complex experiences and knowledge;</li> <li>- knows the possibilities of differentiated development of skills and abilities in the field in various activities, especially in play,</li> </ul>	

- knows the role of different types of games in forming an appropriate attitude towards the natural and built environment,
- knows the role of education in the mother tongue, music, and fine arts, as well as the process of differentiated scientific knowledge.

**Skills:**

The student:

- can implement development activities that serve environmental sustainability, with modern scientific knowledge systems and methodological procedures, with an appropriate environmentally conscious approach and value system;
- can effectively and without prejudice solve environmental educational situations in cooperation with the family and local communities;
- can constantly increase and renew methodological knowledge in a given area.

**Competences:**

The student:

- can plan playful activities with an inclusive approach,
- can plan cognitive processes focused on phenomena and interactions in nature by organizing differentiated activities,
- can create a positive relationship with the entire institutional approach to education for environmental sustainability,
- is open to possible cooperation, participatory programs, new theories and methods and their application and integration in the field of sustainability.

**Brief syllabus:**

1. Observe the immediate environment of the kindergarten according to the season, conducting phenological observations (kindergarten yard, adjacent park).
2. The role of the kindergarten (vegetable garden, spice garden, herb garden) in educating children about environmental sustainability. Implementation of biodiversity in the kindergarten garden.
3. Conditions for a healthy and safe environment in the building and yard of the kindergarten.
4. Plant-based diet, learning about vegetables and fruits and their role in a healthy diet. Harvest in the kindergarten.
5. A nature corner in the standard room as a storage space for opportunities for scientific discovery activities.
6. Possibilities for differentiated development of skills and abilities in the field in various activities, especially in play. Design and implementation of sensitive games taking into account age characteristics and individual needs.
7. The role of different types of games in forming an appropriate attitude towards the natural and built environment (sensitive games, role-playing games, simulations, rule-based games).
8. Literary, musical and visual arts as specific "tools" of education for environmental sustainability.
9. History of important environmental and nature conservation days and the message and celebration of the given world day.
10. Creating various games, such as picture dominoes, cards, cuckoo eggs, and logic games, according to one's ideas on a natural and social environmental theme, considering the approach of inclusive education and their presentation.
11. Make your toys illustrative and practical objects for national holidays and/or one of the green days. Discuss the finished object's influence on attitude, abilities, and skills formation.
12. Individual selection of poems suitable for pantomime, dramatization or dialogue presentation from among poems presenting the natural environment, animal habitats and their characteristics and demonstration of one of the above forms of presentation in front of the group.
13. Discussion of practical experiences.

**Literature:**

BÖDDI Zs., KESZEI B., SERFŐZŐ M., DÚLL A. (2015): A megfigyelés kutatómódszertana – Interakciók megfigyelése integrált és inkluzív óvodai környezetben. *Gyermeknevelés* 3(2). 29–50. <https://doi.org/10.31074/gyntf.2015.2.29.50>

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)

ENDRŐDY O., SVRAKA B., LASSÚ Zs. (2020). *Sokszínű pedagógia. Inkluzív és multikulturális szemléletmód a pedagógiai gyakorlatban.* Eötvös Kiadó, Budapest

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

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

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

VITÁLYOS G. Á. (szerk.)(2019): *Az óvodai környezeti nevelés módszertana.* ELTE Reader. Budapest, <https://www.eltereader.hu/kiadvanyok/vitalyos-aron-gabor-szerk-az-ovodai-kornyezeti-neveles-modszertana/>

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

Hungarian, Slovak

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

Total number of evaluated students: 0

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

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

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/BIO/25	<b>Name:</b> Human biology and the basics of first aid
<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: For the study period:</b> 10s / 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in lectures and seminars, which consists of a theoretical and practical part, during the practical part, the student will try, practice, and at the end, demonstrate basic practical skills in providing emergency first aid in various simulated situations and various types of injuries and accidents</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• completion of semester tasks and assignments as instructed by the instructors, evaluation of the protocols for individual systems, which the student will receive as homework</li> <li>• Successful completion of a final exam, a test on human biology and first aid</li> </ul> Total workload of the student: 4 credits = 120 hours <ul style="list-style-type: none"> <li>• 20 hours attending lectures and seminars; 40 hours completing semester assignments and tasks; 60 hours self-study and preparation for examination/assessment/test</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 40% semester assignments and activities, 60% final exam.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- The student will be able to characterize the ontogenetic development of a person from the formation of gametes through pre-embryonic development to the end of post-embryonic development.</li> <li>- The student will be able to characterize the individual organ systems of a person with an emphasis on the morphological and functional characteristics of these systems in specific age periods, focusing mainly on childhood and adolescence.</li> </ul>	

- The student will be able to summarize theoretical knowledge about basic life-saving actions, disorders of consciousness, breathing disorders, seizures, bleeding from wounds, shock, fractures, joint injuries, and burns.

Abilities:

- The student will be able to understand and understand the physiological events that take place in the human body.

- The student will be able to explain and use the anatomy, morphology, and physiology of the human body in his teaching practice.

- The student will be able to practically perform essential emergency support of life functions - opening the airways, rescue breathing, chest compressions (heart massage), stopping bleeding, stabilizing position, cardiopulmonary resuscitation (revival), including the use of automatic external defibrillation,

- The student will be able to provide psychological support to the disabled.

- The student will be able to explain the importance of health protection already in childhood and will be able to approach individual problems related to biological development processes in the organism concerning the given age of the child.

- The student will be able to practically use knowledge and skills in dealing with sudden life and serious health-threatening events of traumatic and/or non-traumatic origin.

Competencies:

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

- The student will acquire a positive attitude toward providing first aid and preventing sudden threats to the life and health of school-age children and adults.

### **Brief syllabus:**

1. Characteristics of cell structure, individual tissue types. Ontogenetic development, generation of gametes, cell division, prenatal and postnatal development.

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

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

4. Respiratory system, its structure, function, external and internal breathing, morphological and functional characteristics of the respiratory system in childhood. First aid for respiratory arrest, removal of a foreign body from the airways, artificial respiration.

5. Circulatory system, blood, its components, lymphatic system, heart, function, diseases, morphological and functional characteristics of the circulatory system in the prenatal period and childhood.

6. First aid for cardiac arrest, blood clotting, stopping bleeding in various types of wounds, types of bandages and wound dressing techniques, and internal bleeding.

7. Characteristics of sensory organs: smell, taste, hearing, characteristics of the eye, perception of body balance, and the structure of the skin. Morphological and functional characteristics of sensory organs in childhood. Types of burns, first aid for burns caused by caustics and chemicals, eye injuries,

8. Structure of the nervous system, brain, spinal cord, vegetative nervous system, conduction of excitement through nerve cells, morphological and functional characteristics of the nervous system in childhood. Damage to the nervous system, concussion, cerebral hemorrhage, epileptic seizure, convulsions, and first aid.

9. Characteristics of the endocrine system, hormones, pituitary gland, pineal gland, thyroid, parathyroid glands, thymus, adrenal glands, pancreas, gonads, morphological and functional characteristics of the endocrine system in childhood.

10. Characteristics of the genital systems, their structure, and function. Menstrual, ovarian, and uterine cycle in women. Morphological and functional characteristics of the genital system in childhood. The most common sexually transmitted diseases.

11. The gastrointestinal system, its structure, function, food components, the essential vitamins and minerals for the body, the most common gastrointestinal diseases, and the gastrointestinal system's morphological and functional characteristics. Poisoning, drug poisoning, alcohol poisoning, food poisoning, intestinal viruses.

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

13. Types of shock state, shock due to hemorrhage, damage to the heart muscle and loss of body fluids, distributive shock, anaphylactic shock, and essential immune system characteristics.

#### **Literature:**

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

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

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

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

McCracken, T. O.: Háromdimenziós anatómiai atlasz. Budapest : Scholar Kiadó, 2000. - 237 s. - ISBN 978-963-9193-99-4.

NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.

PORÁČOVÁ, J., NAGY, M., BERNÁTOVÁ, R., a kol. Fyziológia živočíchov a človeka - 1. vyd. - Prešov : Fakulta humanitných a prírodných vied PU v Prešove, 2014. - 591 s., [36,65 AH]. - ISBN 978-80-555-1150-4.

PORÁČOVÁ, J., NAGY, M., MYDLÁROVÁ-BLAŠČÁKOVÁ, M., a kol. Cvičenia z fyziológie živočíchov a človeka. - 1. vyd. - Prešov : FHPV PU v Prešove, 2014. - 313 s. - ISBN 978-80-555-1149-8.

STOPPARDOVÁ, M.: Prvá pomoc malým deťom: Stručný sprievodca prvou pomocou. – 1. vyd. – Bratislava: Slovart s.r.o., 2005. – 63 s. – ISBN 80-8085-022-4.

SZENTÁGOTHAJ, J.: Funkcionális anatómia I.-III. Budapest : Medicina Könyvkiadó, 2006. - 710, 600, 800. - ISBN 963 242 565 0.

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

Hungarian, Slovak

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 1

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

**Teacher:** Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., RNDr. Štefan Balla, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/BS/25	<b>Name:</b> Bachelor 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: For the study period:</b> 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in the seminars,</li> <li>• active participation in assigned tasks, analyses and discussions during the seminars,</li> <li>• writing and submitting a part of the baccalaureate thesis.</li> </ul> Total workload of the student: 4 credit = 120 hours <ul style="list-style-type: none"> <li>• 5 hours of participation in seminars (contact hours),</li> <li>• 57 hours of independent work, study of literature, note-taking, planning of work,</li> <li>• 58 hours for the preparation of a part/chapter of the thesis.</li> </ul> Writing a part/chapter of the thesis: in accordance with the rules of academic writing (compliance with the ethical rules, correct use of quotations and references), and in accordance with the Rector's Directive No. 2/2021 of the Selye J. University on the preparation, registration, publication and archiving of final theses, in total 5 - 6 pages. The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• Active participation of the student in the seminars, active participation in the assigned tasks, analyses, discussions, debates during the seminars.</li> <li>• Completion and submission of a part/chapter of the thesis on the basis of the basic requirements described above and on time.</li> </ul> To successfully complete the subject, it is necessary to achieve at least 50% of the maximum number of 100%. The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student has acquired the theoretical knowledge relevant to the chosen thesis topic.</li> </ul>	

- The student is able to consult relevant national and international literature related to the chosen thesis topic.
- The student is able to apply the rules of scientific/academic writing appropriately.
- The student is familiar with the specific features of professional/academic language and is able to produce a professional text.
- The student has an adequate knowledge of pedagogical research methodology.
- The student has sufficient theoretical knowledge and skills to write a thesis.

#### Skills:

- The student is able to independently search, select and analyse relevant literature sources.
- The student is able to select, select, select and analyse relevant literature sources.
- The student is able to independently analyse pedagogical literature, sources and data.
- The student is able to plan and conceptualise his/her own thesis.
- The student is able to organise the text and content of the thesis in a logical and comprehensible way.
- The student is able to synthesise his/her theoretical knowledge and to synthesise it into a meaningful whole and to formulate it in a meaningful way.

#### Competences:

- The student will apply the criteria, rules and ethical principles of academic and scientific writing in a professional and committed manner in the process of preparing the thesis.
- The student is adequately prepared to present the results or partial results of his/her thesis through the teaching-learning lens (also).

#### **Brief syllabus:**

Types and forms of written final papers.

Study, analysis and processing of national and foreign literature.

Ethics and rules of thesis writing.

Annotation of theses.

Selection of thesis topics and professional justification.

Preparation, planning and execution of the thesis.

Preparation and implementation of the practical part of the thesis - work stages, data collection and processing, choice of research methods, sample selection.

Structure and organisation of the thesis

- the introductory part of the thesis,

- the work cell - theoretical and practical/empirical part,

- conclusion, summary, resume and annexes.

Quotations, paraphrases, bibliographical references, bibliography.

Formal and linguistic setting and correctness of the thesis.

Licence agreement, declaration of honour as part of the thesis.

Bachelor thesis presentation.

#### **Literature:**

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

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

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

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

ECO, U. 1987. Hogyan írjunk szakdolgozatot? Budapest: Kairosz Kiadó. ISBN 963 913 753 7

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

GAVORA, P. 2010. Elektronická učebnica pedagogického výskumu.  
<http://www.e-metodologia.fedu.uniba.sk/>

HORVÁTHOVÁ, K. & NÉMETH, A. & STRÉDL, T. & SZABÓOVÁ, E. & TÓTH-BAKOS, A. 2015. Szlovák-magyar pedagógiai terminológiai kézikönyv=Slovensko-maďarská pedagogická terminologická príručka. Komárno: Univerzita J. Selyeho. ISBN 978 80 8122 160 6.

KANCSZÉ NAGY, K. & CSEHIOVÁ, A. 2018. Elsőéves tanár szakos hallgatók egyetemi képzéssel kapcsolatos előzetes elvárásainak és félelmeinek vizsgálata.  
 In Új kihívások és pedagógiai innovációk a szakképzésben és a felsőoktatásban : A 8. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia tanulmánykötete: A 8. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia tanulmánykötete / Tóth Péter, Simonics István, Manojlovic Helena, Duchon Jenő. Budapest: Óbudai Egyetem. ISBN 978-963-449-148-4, P. 77-88.

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

KÉRI, K. 2001. Bevezetés a neveléstörténeti kutatások módszertanába. Budapest: Műszaki Kvk., cop. 2001 (Miskolc: Borsodi Ny).

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

LENGYELNÉ MOLNÁR, T. 2013. Kutatástervezés. Médiainformatikai kiadványok. Eger.  
<https://mek.oszk.hu/14400/14492/pdf/14492.pdf>

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

OBERRUČ, J. 2012. Metodológia pedagogického výskumu. <http://files.ddttii.webnode.sk/200000235-3ef763ff18/METODOL%C3%93GIA%20PEDAGOGICK%C3%89HO%20V%C3%9DSKUMU.docx>

SELYE J. EGYETEM: 2/2021 sz. rektori irányelv a záródolgozatok kidolgozásáról, nyilvántartásáról, közzétételéről és archiválásáról. Komárom: UJS, 2021.

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

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., PaedDr. Diana Borbélyová, PhD., PaedDr. Alexandra Nagyová, PhD., Mgr. Katalin Sýkora Hernády, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/CSV/25	<b>Name:</b> Man and the world of work
<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: For the study period:</b> 15s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in lectures and/or seminars and/or practices,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• and/or completion of semester tasks and assignments as instructed by the instructors,</li> <li>• and/or successful completion of a final exam (in the case of the final exam form) or a test, assessment (in the case of the final assessment form)</li> </ul> Total workload of the student: 3 credits = 90 hours <ul style="list-style-type: none"> <li>• 15 hours attending lectures and/or seminars and/or practical sessions (contact lessons); 26 hours completing semester assignments and tasks; 49 hours self-study and preparation for assessment</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 70% semester assignments and activities, 30% final exam/assessment/test.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• knowledge of the basic concepts and sub-areas of Man and the World of Work (materials and their properties, construction, user skills, manufacturing technology, crafts and trades) in the fields of science, technology and engineering materials.</li> <li>• knows and can adapt the methods, strategies and techniques appropriate to the use of technical literacy.</li> <li>• understand the concept of creative thinking and its relationship with technical literacy.</li> <li>• can put theory into practice.</li> <li>• knowledge of progressive trends in pedagogy, didactics and alternative pedagogy.</li> <li>• knows the standards of the World of People and Work culture area for pre-school education.</li> </ul>	

- is able to integrate the knowledge and skills acquired into the educational process.
- knowledge of inclusive educational approaches to craft activities
- is familiar with the methods and procedures for the education and training of children with special educational needs.

#### Skills:

- can use different materials, tools and processes to carry out creative activities,
- shows an interest in solving the given tasks,
- can work together to solve problems,
- can manage a small/large social group,
- use visual arts tools correctly and apply them appropriately,
- select and apply the appropriate technique,
- performs certain technical procedures,
- uses digital technologies to create works and document their own work,
- plan and organise creative activities,
- can identify a technical problem and competently suggest possible solutions,
- can take into account the relationship between design and functionality, aesthetics and cultural traditions when designing objects,
- can assess the impact of objects on the environment during and after their creation,
- present their own interests, values and priorities and respect the interests, values and priorities of others,
- the ability to develop a career portfolio,
- have basic practical experience in defining and formulating educational objectives,
- have basic practical experience of the properties and secondary uses of materials, of utility and souvenir objects, and of basic construction,
- can apply the theoretical knowledge acquired to concrete educational situations in the context of nursery education, in particular in the field of education about man and the world of work.

#### Competences:

- the development of correct attitudes towards concepts and phenomena of teaching The world of man and work in the cultural field in pre-school education
- a professional and empathetic approach to educational tasks
- creating a positive learning environment
- creative thinking, autonomy in planning one's own learning, autonomy and responsible decision-making in relation to the teaching issues of the Man and the World of Work literacy area.
- to determine and select the appropriate educational and developmental objectives, tasks and content of craft activities, taking into account the age characteristics and individual characteristics of the group of children.
- differentiated management-facilitation, analysis and evaluation of the pedagogical process.
- helps the development of visual-plastic expression, spatial orientation and ordering skills, the enrichment of children's experience and imagination, visual expression: the enrichment of children's spatial-form and colour images, the development of their visual thinking, the development of their aesthetic sensitivity and their demandingness.
- engaging the experiences and knowledge of the 3-7 year old child and the group of children the choice of strategies, methods and activities to systematise and expand the technical education and the creation of an environment that encourages and strengthens the child's personality
- a commitment to inclusive educational approaches in technical education
- is committed to applying methods and procedures for the education and training of children with special educational needs
- identify with their profession, in which they develop their own skills and abilities

- feels responsible for the methodologically sound planning, organisation and implementation of activities, supporting children's thinking and creative processes and visual expression

**Brief syllabus:**

1. Aims and objectives of the Man and the World of Work education area (pre-school education).
2. Investigation of modelling materials and their properties.
3. Properties and uses of natural and waste materials, paper and cardboard, textiles, wood, metal, plastics.
4. The structures around us: types, social significance, architecture, design. Creative construction activities to create objects, objects, different constructions in space.
5. Exploring traditional and modern technical environments.
6. Awareness of concepts and processes in the world of work (work activity, work environment, etc.).
7. Working and collaborating on an idea. Reflecting on and evaluating the results of group work and your own work. Presenting the objectives and the activities needed to achieve them. Reuse, upcycling and saving.
8. Career portfolio.
9. Forms of traditional crafts.
10. Modern technological advances, artificial intelligence.
11. The inventions of humanity
12. Digital and multimedia: difference between the concepts, historical and modern, advantages and disadvantages.
13. The impact of human work on the environment.

**Literature:**

BALÁZSNÉ SZŰCS J. Miből leTT a cserebogár. Budapest: SZORT Bt., 2001, 386 s. ISBN 963 008 920 3.

BEKE, M. 77 magyar népi játékok. Budapest: Corvina, 2017, 304 s. ISBN 978 963 13 6431 6. 161 s. ISBN 978-80-8122-335-8.

BORBÉLYOVÁ, D.; MÉSZÁROS, T.; NAGYOVÁ, Cs. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. Komárno: Univerzita J. Selyeho, 2019. – 162 s. ISBN 978-80-8122-335-8

DVORSZKY, H. Design: A forma művészete. Budapest: Képzőművészeti Alap Kiadóvállalata, 1979, 295 s. ISBN 963 336 119 2

FIEDLER, J., VANCSURÁNÉ, S. A., HAJDÚ, A. Kép-játék-hang : Foglalkozási tervek képzőművészeti alkotásokhoz. Budapest: Pedellus Tankönyvkiadó, 2015, 80 s. ISBN 978-615-5154-63-8.

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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: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Mgr. Tímea Mészáros, PaedDr. Alexandra Nagyová, PhD., Mgr. Katarína Szarka, PhD.,					
<b>Date of last update:</b> 15.04.2025					
<b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/DHV/25	<b>Name:</b> Methodology of music education in kindergarten and music therapy
<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: For the study period:</b> 10s / 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student actively participates in seminars and exercises, engages in group and individual assignments and projects. During the semester: - The student solves given problems, independently analyzes 2 children's and 2 folk songs according to given criteria 20% - According to the requirements and according to the acquired knowledge, the students in small groups prepare a term paper on the given topic or prepare and perform a musical-literary, dramatic tale in the form of a group project 40 % . - Examination, based on the topics covered and theoretical knowledge 40% points Total student workload: 5 credits = 150 hours - 20 hours: participation in seminars and exercises, - 20 hours studying literature and collecting music-literary material. - 35 hours: preparation of assignments during the semester, preparation of semester group work. - 35 hours: preparation of group project. - 40 hours: self-study, exam preparation. Final assessment: Successful completion of the course is subject to obtaining at least 50% of the maximum possible grade for the course. The following percentages and points are required for the 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).	
<b>Results of education:</b> Knowledge: - The student has a basic theoretical knowledge of the structure, characteristics and analytical aspects of children's and folk songs	

- The student knows the laws and principles of pre-primary didactics of HV and the importance of their application in educational activities
- The student knows the methodological bases, procedures and didactic intention for the teaching process of HV at the pre-primary level.
- Has an overview of the structure of pre-primary education,
- Is able to navigate in pedagogical documentation
- Understands the reasons and internal links for structuring the content of pre-primary education within the framework of the national curriculum and the school curriculum
- Knows the pedagogical and didactical principles of planning and designing pre-primary education
- Knows the specific material and technological background of educational activities

**Skills:**

- Has basic practical experience in identifying a child's multicultural background
- Respects the specificities of pre-primary education
- Applies basic pedagogical strategies in accordance with the content of pre-primary education
- Plans educational activities respecting the needs and age and individual characteristics of the children in the group
- Plans children's tasks and activities for the effective achievement of the defined objectives of the educational activities
- Applies and uses a variety of strategies in planning learning activities.
- Creates a positive group climate and atmosphere.
- Supports the child's self-assessment processes.

**Competencies:**

- Knows how to classify and analyse children's and folk songs according to their specific characteristics (rhythm, melody, structure, ambitus...)
- Knows how to compose and plan a creative musical-literary, dramatic programme for various events or holidays
- Knows the content and didactics of HV pre-primary education, can work with the current curriculum.
- Has an overview of conducting various musical activities in the preschool.
- Applies elements of music and music education in his/her teaching practice.
- Plans and implements educational activities, is prepared to teach music education in the Kindergarten.
- Identifies the developmental and individual characteristics of the child.
- Creates a positive relationship of children to music.
- Realizes the importance and positive impact of active music making in pre-primary education.
- Strengthens cultural identity and transmits cultural heritage and knows how to navigate issues of multiculturalism.
- Adopts a positive attitude towards the profession.
- Identifies with the profession of pre-primary teacher.
- Communicates and collaborates with the external environment.
- Plans and implements self-development and professional growth and navigates opportunities for further music education and improvement.

**Brief syllabus:**

Goal, tasks and content of music education in kindergarten according to the current state program.  
Musical readiness of children at the beginning of schooling.  
Musical abilities and skills of preschool children. Physical and psychological development of the child with regard to the development of musical abilities.

Aesthetic-emotional impact of music on children, capturing their attention and interest. Musicality and musical talent.  
Teaching methods of music education in kindergarten.  
Folk creation, classification of folk creation, structure of children's and folk songs.  
Analysis of children's and folk songs.  
Vocal activities in preschool.  
Children's songs and music and movement games.  
Rhythmic activities in preschool age. Saying rhymes, readings.  
Instrumental activities of preschool children. Orff's instrumentarium and children's musical instruments.  
Perceptual activities, methodological procedure for listening to music in kindergarten.  
Movement dramatization of vocal and instrumental music.  
Preparation and planning of musical activities in the Kindergarten.  
Musical-literary, dramatic games for children - group projects

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- Dr. DARÓCZY, E. 1993. Óvodapedagógia. Budapest : Nemzeti Tankönyvkiadó.
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- DOMONKOS, P. P. 1981. Bartók Béla kapcsolata a moldvai csángómagyarokkal: Népdalok, népmesék, népszokások, eredetmondák a magyar nyelvterület legkeletibb részéről. Budapest: Szent István Társulat. ISBN 963-360-136-3.
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- DRUKNER, P. 1994. Dalgyűjtemény II. Budapest: Nemzeti Tankönyvkiadó. ISBN 963 18 5692 5.
- ERŐS, I 1993. Zenei alapképesség. Budapest : Akadémiai Kiadó. ISBN 9630565072.
- FALUS, A. 2016. Zene és egészség : Tanulmánygyűjtemény : Zene, egészség, nevelés, test, lélek. Budapest ; Budapest : Kossuth Kiadó. (Eduvital, ISSN 2498-8138). - ISBN 978-973-09-8630-4.FORRAI, K. 1974. Ének az óvodában. EMB, ISBN 963 330 740 6.
- FORRAI, K. 1991. Ének az óvodában. Budapest: Editio Musica. ISBN 963 330 705 8.
- GAJDOS, A. 2000. Gyermekdalok. Budapest: Metódus-tan. ISBN 963 0032 57 0.
- GÁGYOR, J. 1982. Megy a gyűrű vándorútra, Gyermekjátékok és mondókák. - Bratislava : Madách Könyvkiadó, ISBN 0010033.
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TÓTH-BAKOS, A. 2014. Zenetanulás színesen: a színes kotta módszer magyar nyelvű kiadványai /: Parlando: zenepedagógiai folyóirat. ISSN 2063-1979, Évf. 56, sz. 3 (2014), online, p.[22].

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ZILAHÍ, J. 1980. Az óvodai foglalkozások módszertana - II. Osztály. Budapest : Nemzeti Tankönyvkiadó, ISBN 963 18 5905 3.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 32

A	B	C	D	E	FX
46.88	37.5	15.63	0.0	0.0	0.0

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., PaedDr. Yvette Orsovics, PhD., Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/DID/25	<b>Name:</b> General didactics
<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: For the study period:</b> 5s / 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• active participation of the student in lectures and seminars,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• completion of semester tasks and assignments as instructed by the instructors, developing a portfolio (20 points)</li> <li>• successful completion of a final exam (80 points)</li> </ul> Total workload of the student: 3 credit = 90 hours <ul style="list-style-type: none"> <li>• 10 hours attending lectures and seminars; 80 hours completing semester assignments and tasks, self-study and preparation for examination</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 20% semester assignments and activities, 80% final exam/assessment/test.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Knowledge: the student knows <ul style="list-style-type: none"> <li>- basic didactic concepts and the place of didactics in pedagogical sciences</li> <li>- the main trends in epistemology</li> <li>- the thought operations and limitations of rational thought</li> <li>- the most important theories and models of learning</li> <li>- the age characteristics of children and the age-specific features of their thinking,</li> <li>- the main theories of motivation,</li> <li>- the aims and outcomes of education and learning,</li> <li>- methods and means of planning the educational process,</li> </ul>	

- educational strategies, including the main methods, forms of work and means.

The student has specific knowledge of :

- The relationship between general and special didactics,
- the historical development of didactic thinking,
- principles of inclusive education,
- differentiation and individualisation in teaching,
- activating methods and their use in special pedagogy,
- didactic strategies for pupils with special needs,
- alternative and innovative teaching methods,
- modern project planning techniques, imaging tools, their purpose and usability,

Skills:

- consciously plan for consistency of pedagogical content, purpose and expected outcomes,
- contextualization of partial and final expected products,
- content breakdown and methods of completing documents used during the hospitalization,
- the student knows the laws and principles of didactics of the age in question,
- the student knows the theoretical background, aspects, requirements and strategies for the implementation of educational work in schools,
- the student increases awareness of the role and importance of the state and institutional/school educational program,
- the student knows the aspects and requirements of planning, organization, implementation and evaluation, as well as the structure of subject plans and preparations.

Competences:

Student:

- is able to implicate his/her own theoretical-didactic knowledge in his/her own pedagogical practice,
- is able to present, explain and justify in detail those educational strategies which he/she has consciously chosen and applied in the process of pedagogical planning,
- feels responsible for adherence to ethical principles,
- is able to communicate and collaborate effectively,
- feels responsible for a correct analysis of a methodological and professional problem,
- identifies with the role of a teacher in accordance with professional expectations,
- is able to reflectively interpret, analyse and evaluate his/her pedagogical experience and opinions,
- is able to apply the principles of inclusive education in pedagogical practice,
- is able to communicate effectively with pupils with special needs, their parents and colleagues,
- is able to adapt pedagogical methods to the individual needs of pupils.
- is able to form an independent opinion, to reflect on himself/herself as a future teacher.
- will be able to analyse and apply pedagogical principles in practice with regard to inclusive education.
- will be able to communicate effectively with different actors of the educational process.
- will be prepared to cooperate with professionals in the field of pedagogy, special education and psychology.
- will be able to develop his/her own procedures to achieve the set goals.
- behaves empathetically towards different social groups.
- takes responsibility for the mission of his/her institution.
- feels responsible for the effective solution of each problem.

**Brief syllabus:**

- The concept and place of didactics in pedagogy. The relationship between general and special didactics.

- Epistemological aspects of education. Historical development of didactic thought. Principles of inclusive education.
- Thought operations.
- Education, teaching and learning: theories and models. Differentiation and individualization in teaching.
- Curriculum documents, state educational program, curricula, educational standards, planning of educational process. Organisational forms.
- The teacher and his strategies.
- Methods and teaching aids. Alternative and innovative teaching methods, compensatory teaching aids.
- Basic didactic concepts and principles of education and training. Didactic strategies for pupils with special needs. Activating methods and their use in special pedagogy.
- Reflective (analytical) and self-reflective (self-analytical) activities of the teacher. Methodological bases of evaluation and self-assessment.
- Inclusive education and its challenges for teachers. Didactic approaches to the education of pupils with SEN.

### Literature:

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- KOŠTRNOVÁ, D., USTOHALOVÁ, T., VEREŠOVÁ, J. 2020. Tvorba inkluzívnej kultúry školy a školského zariadenia z pohľadu pedagogických a odborných zamestnancov – východiská tvorby inkluzívneho prostredia triedy a skupiny. Bratislava. MPC. ISBN 978-80-565-1464-1
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- LECHTA, V. 2016. Inkluzivní pedagogika. - 1. vyd. - Praha : Portál, 2016. - 463 s. - ISBN 978-80-262-1123-5.
- Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách.  
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky o materskej škole.

Zákon č. 245/2008 Z. z. Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.  
Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 43

A	B	C	D	E	FX
30.23	30.23	18.6	16.28	4.65	0.0

**Teacher:** Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Péter Tóth, PhD., Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/DIF/25	<b>Name:</b> DIFER-Skill Development in Preschool
<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: For the study period: 5s</b> <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in seminars,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• completion of semester tasks and assignments as instructed by the instructors (presenting a selected game based on the DIFER methodology; designing a game or activity aimed at developing selected skills of the preschool child),</li> </ul> Total workload of the student: 1 credit = 30 hours <ul style="list-style-type: none"> <li>• 5 hours attending lectures and/or seminars and/or practical sessions (contact lessons); 25 hours completing semester assignments and tasks;</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 100% semester assignments and activities.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: 100%- 50% graduated 49%-0 not graduated	
<b>Results of education:</b> <b>Knowledge:</b> The student will: <ul style="list-style-type: none"> <li>- understand the educational needs and specifics of groups as well as individuals,</li> <li>- have knowledge of the possibilities of individual support of educational needs of the child,</li> <li>- be able to theoretically justify the choice of developmental games used,</li> <li>- be familiar with the issues of personality development in the context of the diversity of the educational population,</li> <li>- be familiar with the criteria of school readiness and the possibilities of stimulation of sub-functions in relation to it,</li> <li>- have knowledge of the application of the DIFER methodology.</li> </ul> <b>Skills:</b> The student will:	

- accept the individuality of the child (accept developmental differences and psychological peculiarities), i.e. be able to take into account the different level of development and development of each child,
- be able to plan and apply developmental games on the basis of identified deficits,
- to be able to design an activity aimed at developing sub-functions on the basis of the identified deficits,
- be able to modify and streamline activities,
- be able to apply the DIFER methodology in practice.

Competences:

The student will:

- Take into account the individual characteristics and individual learning needs of the child,
- feel responsible for the quality implementation of educational activities based on the results of pedagogical diagnostics,
- based on the results of the diagnosis, correctly set development goals, taking into account the individual needs of the child,
- be able to apply a developmental programme or developmental games in a targeted way to support the development of the child's personality and the development of his/her competences.

### **Brief syllabus:**

DIFER – Diagnostic Developmental Assessment and Criterion-Referenced Developmental System for Children Aged 4–8

-Assessing the Developmental Level of Critical Elementary Skills

- Pedagogical Diagnostics as the Basis for Planning Preschool Educational Activities

Understanding how to appropriately assess and evaluate children's abilities in a preschool setting.

-DIFER Test

- Structure, administration, and interpretation of DIFER assessments.

-Developing Children's Abilities and Critical Elementary Skills

Application of developmental games and activities to enhance foundational skills.

-Development of Fine motor skills

Using playful activities based on the DIFER methodology to support the foundations of fine motor skills in preschool-aged children.

-Enhancing Phonological Awareness and Speech Perception

Play-based approaches to improving phonemic awareness and auditory discrimination skills, preparing children for reading acquisition.

-Developing Relational Vocabulary

Utilizing games and playful activities to foster spatial relationships, counting skills at an elementary level, critical thinking, and mathematical problem-solving.

-Enhancing Experiential Reasoning

Encouraging judgment formation based on personal experiences and drawing conclusions from real-life situations.

-Using DIFER-based activities to help children comprehend interconnections within problem-solving contexts and foster critical thinking skills.

- Social Development and Interpersonal Relationships

Promoting social skills and the ability to cooperate with peers and adults through games and interactive activities, supporting successful social integration.

- Developing Elementary Organizational Skills

Applying the DIFER methodology to help children structure knowledge and concepts effectively.

- Enhancing Combinatorial Thinking

Using games and playful activities to develop skills such as grouping, ordering, and classification.

**Literature:**

- Fazekasné Fenyvesi, M. 2016. A beszédhanghallás fejlesztése 4–8 éves életkorban. Tanári kézikönyv- 2021-es átdolgozott kiadás. Szeged: Mozaik Kiadó. 164 o.
- Nagy, J.- Józsa, K.- Vidákovich, T. - Fazekasné Fenyvesi, M. 2019. DIFER Programcsomag: Diagnosztikus fejlődésvizsgáló és kritériumorientált fejlesztő rendszer 4–8 évesek számára. 11. javított kiadás. Szeged: Mozaik Kiadó. ISBN 9789636974374
- Nagy, J. - Józsa, K. - Vidákovich, T. - Fazekasné Fenyvesi, M. 2011. Az elemi alapkészségek fejlődése 4–8 éves életkorban: Az eredményes iskolakezdés hét kritikus alapkészségének országos helyzetképe és a pedagógiai tanulságok. Szeged : Mozaik Kiadó, 120 s. ISBN 963 697 438 1.
- Józsa, K. 2017. A számolás fejlesztése 4–8 éves életkorban. 2. változatlan kiadás. Szeged: Mozaik Kiadó.
- Józsa, K. – Zentai, G.- Hajduné Holló, K. 2017. A gondolkodás fejlesztése 4–8 éves életkorban. 2. kiadás. Szeged: Mozaik Kiadó. ISBN 978-963-697-802-0.
- Józsa, K.- Borbélyová, D. (Eds.) 2024. Diagnostics assessment of school readiness. Gödöllő MatePress. ISBN 978-963-623-086-9.
- Miskolcziné Radics, K. - Nagy, J. 2017. Az írásmozgás-koordináció fejlesztése 4–8 éves életkorban. 4.kiadás. Szeged: Mozaik Kiadó. 64.o.
- Nagy, J. 2017. (szerk.). Fejlesztés mesékkel: Az anyanyelv, a gondolkodás fejlődésének segítése mesékkel 4–8 éves életkorban. Szeged: Mozaik Kiadó. 216 o. ISBN 978963 6975838.
- Zsolnai, A. 2006. A szociálitás fejlesztése 4-8 éves életkorban. Szeged: Mozaik Kiadó. ISBN: 9789636974923.

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

Hungarian, Slovak

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

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** PaedDr. Diana Borbélyová, PhD., prof. Krisztián Józsa, DSc.,**Date of last update:** 15.04.2025**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/DITc1/25	<b>Name:</b> Digital Technologies in the Inclusive 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: For the study period:</b> 5s / 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• active participation of the student in lectures and seminars,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• completion of semester tasks and assignments as instructed by the instructors, developing a portfolio</li> <li>• successful completion of a final assesment</li> </ul> Total workload of the student: 2 credits = 60 hours <ul style="list-style-type: none"> <li>• 10 hours attending lectures and seminars; 14 hours completing semester assignments and tasks, 36 hours self-study and preparation for assesment</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 30% semester assignments and activities, 70% final assessment.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- knowledge of digital tools and applications supporting inclusive pedagogy.</li> <li>- Understands the ethical and privacy implications of digital technologies for inclusion.</li> </ul> <b>skills:</b> the student will be able to <ul style="list-style-type: none"> <li>- use digital technology to support children with special educational needs ( SEN )</li> <li>- design digital learning environments that are adapted to the individual needs of children</li> </ul> <b>Attitudes:</b> the student will be	

- open to the use of new digital technologies in inclusive education and strive to use them critically and reflectively.
- Be committed to adapting to children's individual needs while using digital tools responsibly and ethically in the educational process.

**Brief syllabus:**

1. Introduction to the role of digital technologies in inclusive education. Fundamentals of digital pedagogy in the context of inclusion. The role of ICT (information and communication technologies) in preschool education
2. Digital tools in the service of inclusion. Interactive whiteboards, tablets and other tools in inclusive education. Audio and visual support options
3. Applications and software in differentiated education. Learning applications adapted to special needs. Language and communication development programs
4. Digital solutions for adaptive learning environments. Adaptive learning platforms
5. Augmented and virtual reality (AR/VR) in inclusive education. The role of VR and AR technologies in supporting the learning experience. Use cases for children with special educational needs
6. Digital storytelling and visual communication. The role of storytelling in digital learning environments.
7. The role of adaptive learning and artificial intelligence (AI). AI-powered personalized learning.
8. The role of ICT in supporting social and emotional development. Digital tools for developing social skills. The role of technology in increasing children's autonomy
9. Challenges and dangers of the digital world. Online safety and data protection in preschool education. Risks of overuse of digital devices
10. Digital teaching materials and support materials for inclusive education. Open access educational materials and resources. Aspects of designing inclusive teaching materials
11. Good practices and case studies. International and domestic examples of inclusive education supported by digital tools
12. Teachers' experiences and innovative solutions

**Literature:**

- European Agency for Special Needs and Inclusive Education, 2022. Inclusive Digital Education. (H. Weber, A. Elsner, D. Wolf, M. Rohs and M. Turner-Cmuchal, eds.). Odense, Denmark
- Huber, Susanne, Rainer Lupschina, Melanie Schwarz, Katja Krey, és Andrea Daru. „A digitális eszközök jelentősége a kortárs támogatás (peer-coaching) és az együttműködő inkluzív tanulás során”. *Pedagógusképzés* 20, sz. 1. (2021. október 21.): 110–20. <https://doi.org/10.37205/TEL-hun.2021.1.06>.
- Krepsz-Kapai Bernadett: IKT AZ ÓVODÁBAN- ÖTLETBŐRZE Módszertan, alkalmazások, programok, padlórobotok, Témahetek.
- Dombi Fáyiné, Alice, Ágnes Hódi, és Renáta Kiss. „Ict in Kindergarten: Challenges and Opportunities”. *Magyar Pedagógia* 116, sz. 1 (2016): 91–117. <https://doi.org/10.17670/MPed.2016.1.91>.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

A	B	C	D	E	FX
0.0	0.0	0.0	100.0	0.0	0.0
<b>Teacher:</b> Dr. habil. Erika Kopp, PhD., PaedDr. Alexandra Nagyová, PhD., prof. Krisztián Józsa, DSc., Mgr. Katarína Szarka, PhD., Mgr. Bernadett Jancsó,					
<b>Date of last update:</b> 15.04.2025					
<b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ DMSb2/25	<b>Name:</b> Testing motor skills and motor performance in kindergarten
<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: For the study period:</b> 10s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for the completion of the subject: <ul style="list-style-type: none"> <li>• Active participation of the student in seminars and exercises,</li> <li>• Active participation in the lectures and seminars,</li> <li>• And/or completion of mid-semester assignments according to the requirements set by the instructor</li> <li>• Successful completion of a final paper</li> </ul> Total workload of the student: 4 credits = 120 hours <ul style="list-style-type: none"> <li>• 15 hours in class; 40 hours for mid-semester assignments, 65 hours and independent study and preparation for exams</li> </ul> Successful completion of the course requires: <ul style="list-style-type: none"> <li>• 50% - completion of mid-semester assignments. 50% - final project</li> </ul> Overall assessment of the success of the subject: <ul style="list-style-type: none"> <li>• A = 90 – 100%,</li> <li>• B = 80 – 89%,</li> <li>• C = 70 – 79%,</li> <li>• D = 60 – 69%,</li> <li>• E = 50 – 59%,</li> <li>• FX = 0 – 49%,</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• Knowledge of the principles of motor development and motor development and the characteristics of typical and atypical development.</li> <li>• Understand how movement is linked to cognitive, emotional and social development.</li> <li>• Knowledge of sensory motor development techniques such as balance, coordination and body awareness techniques.</li> <li>• Know how to prevent and correct motor developmental delays in preschool.</li> <li>• Knowledge of playful and inclusive movement development strategies that can be applied to children with both typical and atypical development.</li> </ul>	

- Knowledge of different movement development methods such as Sensory Integration Therapy, TSMT, HRG and Primer Therapy and how to support their use in preschool education.

Ability:

- Ability to recognise differences in movement development and use targeted movement development activities.
- Plan and lead individual and group activities to develop children's movement skills.
- Ability to incorporate movement development games and therapeutic techniques into daily pre-school activities.
- Ability to work with physical educators, physiotherapists and other professionals to support children's development.

Competences:

- Ability to develop differentiated and individualised physical activity development plans according to the individual needs of children.
- Consciously applies inclusive pedagogical principles, ensuring that all children enjoy and succeed in movement.
- Open and accepting of children with different developmental needs and support their integration.
- Ability to adapt movement development to the individual developmental pace of children, thus promoting harmonious physical and psychological development.
- Knowledge of and compliance with legal and ethical requirements relating to physical activity development.

**Brief syllabus:**

1. The basics of motor skills. The concept, types and development of motor skills in preschool. Relationship between motor development and maturation.
2. Development of large movements and fine motor skills in preschool. Patterns of movement, coordination and balance development. The importance of dexterity and fine motor skills.
3. Motor performance and ways of measuring it. Theoretical basis for performance assessment. Methods of monitoring development.
4. Purpose and significance of movement tests in preschool. Recognition of motor developmental delays and prevention options. The role of movement tests in educational practice.
5. The most commonly used motor tests in preschool. BOT-2 (Bruininks-Oseretsky Test of Motor Proficiency). Movement Assessment Battery for Children (MABC).
6. Simple methods of movement testing in preschool practice. Playful motor tests and trials. Subjective observation methods.
7. Measuring balance and coordination. Balance tests and their significance. Testing bilateral coordination and sense of rhythm.
8. Measurement of strength, speed and endurance. Testing the development of dynamic and static strength. Evaluation of running and jumping tests.
9. Assessment of fine motor and graphomotor skills. Development of pencil grasping and pre-writing movements and movement programmes to assist in their development. Assessment and development of manipulative skills and tool use.
10. The relationship between sensorimotor integration and movement testing. Recognition of sensory processing problems. Relationship between motor and sensory stimuli.
11. Evaluation and documentation of movement test results. Analysing data and drawing pedagogical conclusions. Theoretical and methodological aspects of individual development plans.
12. The relationship between motor development and cognitive abilities. Relationship between movement and attention, movement and learning. The relationship between motor development and social skills.

13. Mobility development opportunities in kindergarten. Prevention and intervention in the case of neurodevelopmental delays. Possibilities of using movement games and movement development programmes.

**Literature:**

- Király-Szakály: Mozgásfejlődés és a motorikus képességek fejlesztése gyermekkorban. 2012, Campusz kiadó. [https://archivum.uni-eszterhazy.hu/public/uploads/mozgasfejlodes\\_5538f4c1056cc.pdf](https://archivum.uni-eszterhazy.hu/public/uploads/mozgasfejlodes_5538f4c1056cc.pdf)
- Polgár Tibor (szerkesztő)–Szatmári Zoltán A MOTOROS KÉPESSÉGEK <https://tamop412a.ttk.pte.hu/TSI/Polgar%20Tibor%20-%20Szatmari%20Zoltan%20-%20Motoros%20kepessegek/Motoros%20kepessegek.pdf>
- Fest Sarolta (2018): A motoros teljesítmények vizsgálata óodáskorban. [https://epa.oszk.hu/04200/04291/00021/pdf/EPA04291\\_deliberationes\\_2018\\_1\\_125-136.pdf](https://epa.oszk.hu/04200/04291/00021/pdf/EPA04291_deliberationes_2018_1_125-136.pdf)
- Dobay Beáta: Mozgásos játékgyűjtemény, 2016 ISBN 978-80-81-22-192-7
- Dobay Beáta: Az óvodai testnevelés alapjai. - Komárno : Selye János Egyetem, 2007. - 290 s. - ISBN 978-80-89234-257.
- Famosi István: Mozgásfejlődés, Dialog Campus, Pécs, 2007 ISBN 963-9310-06-9
- Müller, A., Mező, K., Popovics, Z. S., Nagy, A. V., & Laoues-Czibalmos, N. (2024). Autizmus spektrum zavarral korán diagnosztizált óvodás gyermekek mozgásfejlesztésének tapasztalatai szülői szemmel. Különleges Bánásmód-Interdiszciplináris folyóirat, 10(4), 81-94. <https://ojs.lib.unideb.hu/kulonlegesbanasmod/article/view/15332/13141>
- Müller Anetta: Játékgyűjtemény: [https://deac.hu/dokumentumok/EFOP/7.%20M%C3%BCller%20Anetta%20%C3%89va%20-%20J%C3%A1t%C3%A9kg%C5%B1jtem%C3%A9ny\\_pdf.pdf](https://deac.hu/dokumentumok/EFOP/7.%20M%C3%BCller%20Anetta%20%C3%89va%20-%20J%C3%A1t%C3%A9kg%C5%B1jtem%C3%A9ny_pdf.pdf)
- Macher Mónika, Jamrik Eszter: Nagycsoportos óvodások motoros fejlettségének vizsgálata a Lincoln-Oseretzky-Skála rövidített változata alapján. [https://publikacio.ppke.hu/id/eprint/1264/1/Pedagogiai\\_valtozasok\\_1.pdf](https://publikacio.ppke.hu/id/eprint/1264/1/Pedagogiai_valtozasok_1.pdf)
- BOT-2 (Bruininks-Oseretsky Test of Motor Proficiency) <https://www.theraplatform.com/blog/744/bot-2>
- Movement Assessment Battery for Children (MABC)[https://www.physio-pedia.com/Movement\\_Assessment\\_Battery\\_for\\_Children](https://www.physio-pedia.com/Movement_Assessment_Battery_for_Children)

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** PaedDr. Peter Židek, PhD., Mgr. Attila Bognár,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/DOC/25	<b>Name:</b> Volunteering
<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: 5s</b> <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in practices.</li> </ul> The student volunteers in non-governmental non-profit organizations that provide services primarily for people with special needs or in non-governmental non-profit organizations whose statutes make it clear that they are engaged in educational and educational activities (30 points). <ul style="list-style-type: none"> <li>• The final assessment is a portfolio based on the work produced during the volunteering activity. Students will prepare the following documents during the volunteer activity:                A log of completion of the volunteering activity and a portfolio based on a pre-developed and consulted structure.</li> </ul> Mandatory components of the portfolio: <ul style="list-style-type: none"> <li>• The portfolio must include a completed Volunteer Completion Protocol.</li> <li>• The portfolio must include the structure of the organisation, the legal form of the organisation, the observation of the different activities and the sources of funding of the organisation (10 points).</li> <li>• The portfolio shall include a description and analysis of the student's activities in the field during the volunteer experience. The analysis shall include a conclusion about the societal benefit of the activity undertaken. (20 points)</li> </ul> Total workload of the student: 1 credit = 30 hours <ul style="list-style-type: none"> <li>• The total student workload is 30 hours. Of which: 20 contact hours (5 hours of hospitality, 5 hours of activity preparation, 5 hours of activity implementation and 5 hours of analysis); 10 hours of independent activity - portfolio preparation.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• Absolved = 50-100%</li> <li>• Not absolved = 49 – 0%</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student is able to observe, analyze activities in a voluntary organization.</li> <li>• The student will be able to document observed activities in a voluntary organization.</li> <li>• The student will be able to plan, organize and lead individual educational and leisure activities in an organization.</li> </ul>	

- The student will understand the position and role of non-governmental organizations in the professional development of minority teachers working in the regional school system in the country.

- The student will be able to build positive interpersonal relationships with the leadership of the organization and is able to establish positive relationships among people in the organization.

Skills:

- The student will be able to work with members of a volunteer organization.

- The student will be able to actively participate in the activities of the organization.

- The student will be able to direct and organize and create an event for a volunteer organization through informal activities.

Competences:

- The student will be able to apply his/her knowledge and skills necessary for building positive interpersonal relationships in a given volunteer organization.

- The student will be able to implement targeted development of self-knowledge related to volunteering.

- The student will be able to independently plan activities in volunteer organizations that expand his/her knowledge.

- The student will be able to create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior, openness to learn about and manage the style of work in volunteer organizations.

#### **Brief syllabus:**

Civil society and the third sector - their importance and functions. Legal regulation of non-governmental organisations in Slovakia.

Financing of NGOs.

Volunteering and NGOs. NGOs providing services for people with special needs.

Principles of education and training of children and youth for volunteering.

Observation of the creation of conditions for the implementation of activities in a voluntary organization.

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:**

BORBÉLYOVÁ, Diana – Yvette ORSOVICS. A civil szervezetek szerepe a regionális oktatásban dolgozó szlovákiai magyar pedagógusok szakmai továbbképzésében. *Civil Szemle*. Évf. 18, sz. 3 (2021), p. 75-103. ISSN 1786-3341.

BROZMANOVÁ GREGOROVÁ, A. a kol. Cesty k dobrovoľníctvu. Metodika výchovy a vzdelávania detí a mládeže k dobrovoľníctvu. 1. vyd. Stupava: Platforma dobrovoľníckych centier a organizácií, 2019. ISBN 978-80-973034-3-3.

MURRAY SVIDROŇOVÁ, M. – JAKUŠ MUTHOVÁ, N. – ĎURDÍKOVÁ, M. Zdroje financovania mimovládnych neziskových organizácií – možnosti v Slovenskej republike. Banská Bystrica: BELIANUM, 2023. ISBN 978-80-557-2062-3.

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)  
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: 6

a	n
100.0	0.0

**Teacher:** Mgr. Katalin Sýkora Hernády, PhD., Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/DPV/25	<b>Name:</b> Didactics of pre-primary 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: For the study period:</b> 5s / 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in lectures and seminars,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• and completion of semester tasks and assignments as instructed by the instructors,</li> <li>• and successful completion of a final exam.</li> </ul> Total workload of the student: 4 credit = 120 hours <ul style="list-style-type: none"> <li>• 15 hours attending lectures and seminars (contact lessons); 45 hours completing semester assignments and tasks (creation of a weekly thematic/educational plan; conception of a project/ concept map and preparation for educational activities); 60 hours self-study and preparation for examination.</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 50% semester assignments and activities, 50% final exam/assessment/test.</li> </ul> A passing score of at least 50% of the total score is a prerequisite for the course, with the requirement that at least half of the points (50%) must be earned in each assignment. The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Knowledge: The student knows: <ul style="list-style-type: none"> <li>- basic didactic concepts and the place of didactics in pedagogical science, laws and principles of didactics of preschool education,</li> <li>- the aims and results of education and learning,</li> <li>- the educational areas of pre-primary education;</li> </ul>	

- the theoretical background, aspects, requirements and strategies for the implementation of educational work in kindergarten and special kindergarten,
- methods and means of planning the educational process,
- educational strategies, including the main methods, forms of work and means,
- aspects and requirements of planning, organisation, implementation and evaluation, as well as the structure of thematic plans and preparations,
- knows the theoretical principles of creating and designing the educational environment in pre-primary education,
- knows the basic categories and terminological apparatus of pre-primary education,
- knows the social scientific and legislative contexts of institutional pre-primary education;
- inclusive educational approaches,
- some methods and procedures of upbringing and education of children with special educational needs,
- knows the principles of working with children with special educational needs,
- the content of the State Educational Programme for Pre-primary Education in Kindergartens and the Educational Programmes for Children with Disabilities for Pre-primary Education.

The student has specific knowledge of :

- Modern project planning techniques, imaging tools, their purpose and applicability,
- Conscious planning for consistency of pedagogical content, objective and expected outcomes, the role and importance of the state and institutional/school curriculum

Skills:

The student is able to:

- orient themselves in professional texts of preschool pedagogy and related disciplines,
- be oriented in the foundations of the individual relevant sub-disciplines (areas) of pre-school pedagogy, be able to integrate them in a broader cultural and social context and apply them to pre-primary education,
- consciously summarize the sub- and final expected pedagogical products in their planning activities,
- integrate modern planning tools in the development of the educational plan and preparation,
- apply a methodological toolkit.
- To plan educational activity on the basis of the state/school educational program, taking into account the specifics of education in kindergarten and special kindergarten,
- develop preparation for the implementation of activities for children with special educational needs,
- categorize the system of requirements based on the skill level of children, based on their age and individual characteristics, and can also appropriately assign teaching objectives and strategies in accordance with the content of education,
- choose methods (methods and tools) of assessment and self-assessment, can apply assessment questions depending on the age and individual characteristics of the children.

Competences:

Student:

- has developed elementary didactic skills,
- is oriented in the theory of preschool pedagogy,
- is able to imply his/her own theoretical and didactic knowledge into his/her own pedagogical practice, taking into account the specifics of the kindergarten,
- is able to present, explain and justify in detail those educational strategies which he/she has consciously chosen in the process of pedagogical planning,
- is able to present the complex aspects of pedagogical planning,
- feels responsible for adherence to ethical principles,

- is able to communicate and collaborate effectively,
- identifies with the role of the teacher in accordance with professional expectations (also in a special kindergarten),
- is able to ensure continuity of daily activities and to translate the integrity of the different learning areas into the requirements included in the activities,
- is able to plan games and play activities as well as educational and other activities in the context of the relevant learning areas according to the national curriculum,
- demonstrate the ability to design the educational and learning environment in pre-primary education institutions/plan, implement and evaluate the educational process effectively,
- is able to select appropriate teaching methods, organisational forms and didactic means to ensure the effective achievement of the set objectives in relation to the specific educational needs of children

### **Brief syllabus:**

- The place of kindergarten and special kindergarten in Slovak public education. The system and legal regulation of education in kindergarten.
- Pre-primary education. Implementation of compulsory pre-primary education. Individual education. Special educational needs.
- Specific concepts of didactics of preschool education, principles of preschool education. Methods and strategies.
- Pedagogical documentation. Other documentation of the preschool.
- Curricular documents of preschool education - the structure of the current state educational program, its application in the development of the institutional/school educational program and in connection with the planning of educational work. Educational areas, sub-areas and their characteristics. Performance standards and content standards. The level of skills to be acquired by children (adaptation of performance standards) within each educational area.
- The educational process and its stages. Preparation, planning, organisation, evaluation of the educational process in kindergarten.
- Methodological basis of evaluation and self-assessment. Evaluative questions.
- Daily routines and forms of daily activities. Organisational forms.
- Planning of educational activity in kindergarten and in special kindergarten. Levels of planning. Methodological aspects of planning, definition of objectives and structure of plans. Performance and content standards as the basis for planning.
- Methodological aspects of the development of preparation, taking into account the creation of (material and technical) conditions of education in kindergarten, as a prerequisite for a positive atmosphere and climate. Structure of preparation. Teaching aids and teaching resources.
- Education and training of children with special educational needs in the conditions of the kindergarten (children with disabilities, gifted or talented children, children from socially disadvantaged backgrounds)- together with intact children/ in classes or groups together with other children of the kindergarten. Specifics of education of children with special educational needs. Diversity. Integration. Provision of support measures. Adjustment of the organisation of upbringing and education. Adaptation of the environment. Application of specific methods and forms of education and training. Vision and reality of inclusive education in kindergarten.
- Education and training of children with disabilities in kindergartens for children with disabilities or in other schools in classes for children with disabilities.
- Educational programmes for children with disabilities for pre-primary education and their application in the education of children with disabilities in kindergarten, i.e. in special kindergarten, in special class for children with specific disabilities in kindergarten and in school integration.

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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: 42

A	B	C	D	E	FX
40.48	35.71	9.52	11.9	0.0	2.38

**Teacher:** PaedDr. Diana Borbélyová, PhD., PaedDr. Alexandra Nagyová, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/DRM/25	<b>Name:</b> Creative dramatics in kindergarten
<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: For the study period:</b> 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in seminars,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• completion of semester tasks and assignments as instructed by the instructors.</li> </ul> Total workload of the student: 1 credit = 30 hours <ul style="list-style-type: none"> <li>• 5 hours attending seminars (contact lessons); 25 hours completing semester assignments and tasks (preparation of a portfolio of drama plays; preparation and implementation/presentation of drama plays).</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 100% semester assignments and activities.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: 100%- 50% graduated 49%-0 not graduated	
<b>Results of education:</b> <b>Knowledge:</b> The student knows: <ul style="list-style-type: none"> <li>- the history of creative dramatics,</li> <li>- the basic theoretical background as well as methods and principles of creative dramatics in kindergarten,</li> <li>- the tasks, goals and importance of creative dramatics,</li> <li>- the influence of creative dramatics on the development of group relations, their functioning and quality, the acquisition of social roles, means of communication, the development of individual personality components</li> </ul> <b>Skills:</b> The student is able to: <ul style="list-style-type: none"> <li>- create a creative atmosphere and motivate children,</li> <li>- cultivate collective feeling in children, ability to work together in a group, respect to respect one another,</li> <li>- apply a non-authoritarian approach during the organization and realization of dramatic games,</li> </ul>	

- to justify the choice of dramatic games, which he/she has consciously chosen in the process of pedagogical planning,
- independently plan, implement and evaluate the educational process and effectively incorporate creative drama into it.

Competences:

Student:

- has developed elementary didactic skills in the field,
- is oriented in the theory and practice of drama education,
- is able to imply his/her own theoretical and didactic knowledge into his/her own pedagogical practice,
- is able to effectively implement dramatic games in the educational process,
- feels responsible for the observance of ethical principles,
- is able to communicate and cooperate effectively,
- is able to implement drama games in accordance with the performance standards of individual educational areas according to the State Educational Programme,
- is able to implement creative drama for children with special educational needs.

### **Brief syllabus:**

- Creative dramatics and drama education. Definition of terms.
- Familiarisation and contact exercises.
- History of creative dramatics.
- Aims, tasks, forms and importance of creative dramatics.
- Pedagogical and psychological foundations of creative dramatics and dramatic games: development of sensory action, intellect and mental abilities, expansion of means of expression. Development of interpersonal communication, acquisition of social roles, social sensitivity, empathy, ability to cooperate.
- Methods, means, techniques and strategies of drama education. Play and its various forms, play situations, dramatic exercises, role plays, dramatization, etc.
- Relationship between dramatic games and ethical, aesthetic and artistic education.
- Types of dramatic plays.
- Dramatic process. Impact of creative dramatics on child development. Conditions for the implementation of creative dramatics.
- The teacher in the process of creative dramatics.
- Creative dramatics and dramatic games as a part of education and training. Creative dramatics and dramatic games in kindergarten. The use of creative dramatics and its methods in pre-primary education. Implementation of methods of dramatic education in different educational areas.
- Creative dramatics in children with special educational needs.
- Practical implementation, improvement of dramatic games, exercises and forms of creative dramatics.

### **Literature:**

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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: 0

a	n
0.0	0.0

**Teacher:** PaedDr. Diana Borbélyová, PhD., PaedDr. Terézia Strédl, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/DSJ/25	<b>Name:</b> Didactics of Slovak language in pre-primary 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: For the study period:</b> 5s / 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for completing the course <ul style="list-style-type: none"> <li>• active participation of the student in lectures and seminars,</li> <li>• student participation in assigned tasks and involvement in analysis and discussions during lectures and seminars,</li> <li>• presentation,</li> <li>• successful completion of the written final exam.</li> </ul> Specific conditions for completing the subject: During the completion of the subject, the student must submit and present an activity that should contain a sample for practice of a selected poem, nursery rhyme and song suitable for children in kindergarten with the Hungarian of language of instruction (in the background of the overall theme of the theoretical curriculum). He/she will present the planned activity during the modelling of a specific educational activity in seminar exercises in front of the whole group, followed by self-evaluation and peer evaluation of the activity (other students). Another element of the portfolio is a student-created teaching aid with a plan for its use within the teaching of a selected communication topic intended for kindergartens. An integral part of the course output is also a written exam from the theoretical curriculum of the course. The total point evaluation of the subject is 100 (50 points from the written exam, 50 points from modeling the educational activity). The condition for successful completion of the subject is obtaining at least 50% of the maximum point evaluation of the subject (50 points), while the student must pass at least 25 points from the theoretical part and at least 25 points from the practical part of the subject. Overall evaluation of the success of the subject: <ul style="list-style-type: none"> <li>• A = 90-100% (90-100 points)</li> <li>• B = 80-89% (80-89 points)</li> <li>• C = 70-79% (70-79 points)</li> <li>• D = 60-69% (60-69 points)</li> <li>• E = 50-59% (50-59 points)</li> <li>• FX = 0-49% (0-49 points).</li> </ul> Total student workload: 3 credits = 90 hours <ul style="list-style-type: none"> <li>• 15 hours of participation in lectures and seminars (contact hours);</li> </ul>	

- 40 hours of self-study;
- 35 hours of preparation for modelling the educational activity.

**Results of education:**

The student will systematically familiarize himself/herself with basic theoretical, but also practical knowledge, skills and habits, which are conditional for the didactic work of a kindergarten teacher with the teaching/educational language Hungarian, or educator in a school with Hungarian as the language of instruction. Thanks to the modelling of educational activities, their analysis and on the basis of acquired theoretical knowledge, he/she will be able to implement educational activities aimed at developing children's language skills in the Slovak language in kindergarten, respectively in a school with Hungarian as the language of instruction.

**Knowledge:**

- the student has knowledge of the methodology of teaching the Slovak language in a kindergarten/in a school facility with Hungarian as the teaching/educational language,
- the student is familiar with school legislative documents relating to the teaching of the Slovak language in a kindergarten/in a school facility with Hungarian as the teaching/educational language,
- the student will gain an overview of past and current didactics of teaching Slovak with special attention to pre-primary education and in schools with Hungarian as the language of instruction. Special attention is paid to individual "pillar" components of the theory itself,
- the student will know various methods and procedures of raising and educating children with special educational needs,
- the student will be able to independently collect information on the given issue, orient himself in available publications. He/she will be able to navigate the methods of distinguishing important and less important information for practice, he/she will be able to analyze, evaluate and publicly present the obtained information,
- the student will be able to plan the individual phases of preparation for the processing and concretization of the given task – in the context of the demands both for individuals and (study) groups,
- the student will be able to recognize the level of own competences and judgments when selecting the amount of information obtained,
- the student will be able to identify common professional problems, research and formulate the theoretical and practical solutions necessary to solve them at an appropriate professional level – against the background of the problems of didactics of teaching the Slovak language in kindergartens and in schools with Hungarian as the language of instruction.

**Skills:**

- The student will be able to motivate children to learn the Slovak language,
- the student will be able to independently acquire additional knowledge in the didactics of teaching Slovak, with special attention to kindergartens/schools with Hungarian as the teaching/educational language,
- the student will be able to apply the acquired theoretical knowledge and will be able to identify the content of specific creative tasks when implementing the acquired knowledge,
- the student will be able to familiarize himself with new trends in the established field of Slovak didactics in a kindergarten/school with Hungarian as the teaching/educational language,
- the student will be able to apply various methods and procedures of raising and educating children with special educational needs,
- the student will be able to identify the content of the specific creative tasks set when implementing the presented knowledge into the daily practice of a kindergarten teacher/educator in a school facility,

- the student will be able to apply the system of knowledge and skills important for the needs of teaching the Slovak language in a kindergarten/in a school facility with Hungarian as the teaching/educational language. He/she will then be able to use them in his/her own creative practice in a specific kindergarten or school facility,
- the student will be characterized by independent, critical and analytical thinking, which he/she can flexibly apply in the conditions of the educational process.

Competencies:

- The student can independently search and compare relevant literary sources and work with them,
- the student will be able to apply the acquired knowledge and skills in practice,
- the student will be able to realize the targeted development of knowledge related to the given topic and will be able to independently plan selected creative activities that expand theoretical and practical knowledge.

### **Brief syllabus:**

1. Slovak language as part of education in a kindergarten with Hungarian as the educational language; State kindergarten education program; The educational program of the school facility.
2. Professional terms related to the State Educational Program for pre-primary education in kindergartens and the management of pedagogical documentation in the state language and in the language of the relevant national minority.
3. The essence and meaning of positive motivation in teaching the Slovak language as L2.
4. Requirements for communication in the state language in kindergartens in which education and training is carried out in the language of the relevant national minority.
5. Place, goals, tasks and concept of teaching the Slovak language in kindergartens/schools with Hungarian as the language of instruction.
6. Communication topics, developing vocabulary within communication topics.
7. Teaching methods in teaching the Slovak language from the L2 aspect in a kindergarten/in a school with Hungarian as the teaching/educational language.
8. Developing active vocabulary in the Slovak language in kindergartens/schools with Hungarian as the teaching/educational language through Slovak folk games, songs, nursery rhymes, readings, poems, fairy tales and short stories.
9. Specifics of the development of communication skills of children with special educational needs. Methods and procedures of raising and educating children with special educational needs.
10. Didactic principles of teaching the Slovak language.
11. The structure of the educational activity of the Slovak language and its didactic analysis.
12. Learning aids, didactic material and didactic technique in the teaching of the Slovak language as L2 in a kindergarten/in a school with Hungarian as the teaching/educational language
13. Teaching methods of foreign languages.

### **Literature:**

Odporúčaná literatúra:

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LYSÁKOVÁ, H. – KOPINOVÁ, Ľ. – PODHORNÁ, A.: Piesne, hry a riekanky detí predškolského veku. Bratislava: SPN, 1989. 67 s.

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Detské časopisy napr. Macko Pusík, Adamko, Zornička, Včielka atď.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Diana Borbélyová, PhD., Mgr. Katalin Sýkora Hernády, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ ERVc1/25	<b>Name:</b> Environmental and regional education in kindergarten
<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: For the study period:</b> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> <ul style="list-style-type: none"> <li>• The condition for passing the course is active participation in classes.</li> </ul> Assessment criteria: <ul style="list-style-type: none"> <li>• The seminar paper is assessed with elaborate scientific tasks suitable for students with special needs, which the student chooses himself and presents and demonstrates at the seminar.</li> <li>• Seminar work in which the student develops an educational activity for children of kindergartens focused on regional education</li> </ul> Student workload: 3 credits = 90 hours: 10 hours seminar, 80 hours student preparation. Successfully passing the course requires obtaining at least 50% of its maximum points (100 points). Overall assessment of the course completion: A = 90 - 100% B = 80 - 89% C = 70 - 79% D = 60 - 69% E = 50 - 59% FX = 0 - 49%	
<b>Results of education:</b> <b>Knowledge:</b> The student: <ul style="list-style-type: none"> <li>- knows the importance of environmental education in kindergarten,</li> <li>- knows the shortcomings of children with special needs, both physically and cognitively</li> <li>- knows the structure of sensory organs and the basic principles of their functioning</li> <li>- knows the laws of nature, the essential components of the animal and plant world</li> <li>- knows the basic principles of experiments and exercises that help with sensory perception and coordination of movement</li> <li>- knows the performance and content standards of the educational area.</li> </ul> <b>Skills:</b> The student: <ul style="list-style-type: none"> <li>- can carry out appropriate experiments and practical tasks related to understanding the senses.</li> </ul>	

- can devise and implement tasks/experiments to learn about flora and fauna necessary for environmental education, which develops sensory perception (recognizing materials in nature, observing plants and animals, determining the sounds of nature).
- is able to work with theoretical knowledge
- is able to prepare a seminar paper - a plan of an educational activity, which is focused on regional education of children in kindergarten

Competence:

- The student:
- Will be able to plan playful activities with an inclusive approach,
- Will be able to plan cognitive processes focused on phenomena and interactions in nature by organizing differentiated activities,
- Will be able to develop a positive relationship with nature through sensory perceptions
- Will be open to the development, planning and implementation of creative tasks, exercises and experiments in the field and within the institution

### **Brief syllabus:**

- The importance of environmental education in kindergarten for children in general and children with special needs
- Human perception and the structure of sensory organs, perception of children with special needs
- Differentiation of stimuli and their application in the case of children with special needs: sight, smell, hearing, taste, touch, movement experiences
- Exercises for the development of the senses in children and children with special needs – sight, smell, taste
- Exercises for the development of the senses in children and children with special needs – hearing, touch, olfactory perception
- Discussion of practical experiences and presentation of created seminar papers.
- Theoretical approaches to identity from a minority identity perspective.
- State and nation - national, ethnic, majority, minority identity.
- Cultural and social values with regard to minorities.
- History of the surrounding area, native land
- Cultural heritage of the region, folk culture
- Social values and traditions.
- Planning activities focused on regional, cultural and minority values.

### **Literature:**

- BÖDDI Zs., KESZEI B., SERFŐZŐ M., DÚLL A. (2015): A megfigyelés kutatómódszertana – Interakciók megfigyelése integrált és inkluzív óvodai környezetben. *Gyermeknevelés* 3(2). 29–50. <https://doi.org/10.31074/gyntf.2015.2.29.50>
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- KALI, N., MOJZES, K., SZEYDL, K.: *Vidám kísérletek: 1.-4. osztály – 1. vyd. – Budapest: Babilon Kiadó, 2017 – 112 s. – ISBN 978-963-294-432-6.*
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- HORVÁTHOVÁ, Kinga, Péter TÓTH, András NÉMETH. 2019. *Kisebbségi helyzet, identitás és műveltség [elektronický zdroj]: A szlovákiai magyar pedagógusok társadalmi önmegvalósítása. 1. vyd. Komárno: Univerzita J. Selyeho, 2019. 117 s. [CD-ROM]. ISBN*

978-80-8122-309-9.  
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 LÁZÁR, I., 39 interkulturális játék : Ötlettár tanároknak az interkulturális kompetencia és a csoportdinamika fejlesztéséhez. Budapest : Eötvös Loránd Tudományegyetem. (Bölcsészet- és Művészetpedagógiai Tananyagok, ISSN 2416-1780 ; 9.) ISBN 978-963-284-657-6

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 53

A	B	C	D	E	FX
67.92	3.77	16.98	0.0	0.0	11.32

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

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ESZb1/25	<b>Name:</b> Education of children from socially disadvantaged backgrounds and marginalised Roma communities
<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: For the study period:</b> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in seminars,</li> <li>• Active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• Completion of semester tasks and assignments as instructed by the instructors:               <ul style="list-style-type: none"> <li>- During the semester, students work cooperatively in groups or independently on assignments in seminars,</li> <li>- collect written records of their work, which they summarise in a final portfolio that reflects on their learning process in the form of an essay.</li> </ul> </li> </ul> Total workload of the student: 3 credit = 90 hours <ul style="list-style-type: none"> <li>• 10 hours attending seminars (contact lessons);</li> <li>• 54 hours completing semester assignments and tasks;</li> <li>• 26 hours self-study.</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 100% semester assignments and activities.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Knowledge: The student has: <ul style="list-style-type: none"> <li>- A basic overview of the structure of society, its impact on the life, socialization, upbringing and education of individuals.</li> <li>- Knows the system of social coexistence strategies, phenomena and mechanisms influencing the schooling of students from different social and cultural backgrounds.</li> </ul>	

- Knows the results of research and practice models related to educational practices for children from socially disadvantaged backgrounds.
- Knowledge of the dynamics of a child's sociocultural background, the process of biculturalisation and its impact on the individual, as well as knowledge of the theory and practice of intercultural education.
- Has knowledge of social inclusion, from social and educational policy approaches to institutional models to community situations.
- Knows the components of social disadvantage and their impact on learning processes.
- Knows the characteristics of Roma in Europe and Slovakia in terms of cultural, historical, social and educational aspects.
- Knows the research on resilience and mobility of Roma pupils and examples of good practice from successful school and extra-curricular settings.

**Skills:**

- The student is able to create and maintain an inclusive school environment that takes into account the cultural diversity of children and students.
- Has the ability to identify the needs of children and pupils with socio-cultural disadvantages and to apply compensatory and educational methods.
- Has the ability to organise children's and pupils' activities in a cooperative and differentiated way, as well as with families and professional partners.

**Competences:**

- It believes in the principles of equal opportunity and fairness, it has an inclusive and open approach, its communication is intercultural, its approach is collaborative and supportive.
- Recognises the diversity of the learning environment as an asset and is competent in the design, implementation and continuous improvement of intercultural and inclusive learning environments.
- It is competent to support the successful progress of Roma pupils in pre-school and school education.

**Brief syllabus:**

1. School and Society (Framework of Concepts) I: Mechanisms of reproduction of social inequalities through the school system.
2. School and society (Framework of Concepts) II: The relationship between social mobility and school, the relationship between school performance and the socio-cultural environment, aspects of language disadvantage.
3. School-Society Interrelations (Framework of Concepts) III: A system of social and school strategies: from segregation/selection through segregation and assimilation to integration and inclusive education.
4. School and society (Framework of Concepts) IV: Classical theories of capital, family capital and the emergence of the hidden curriculum.
5. Socio-cultural differences in school (characteristics of pupils) I.: Characteristics of disadvantaged and partially disadvantaged situations.
6. Socio-cultural differences in school (characteristics of pupils) II: Characteristics of children growing up in foster care, without family.
7. Socio-cultural differences in school (characteristics of pupils) III. Roma population, historical and cultural complexity.
8. Sociocultural differences in school (characteristics of pupils) IV. Roma population, complexity of education.
9. Individual and Institutional Failures and Successes I: Concepts and Phenomena: Pygmalion Effect, Resilience, Empowerment, Positive Psychological Capital.

10. Individual and Institutional Failures and Successes II: Concepts and Phenomena: Interculturalism and Intercultural Pedagogy.
11. Individual and Institutional Failures and Successes III: Collaborating with Families.
12. Individual and Institutional Failures and Successes IV: Opportunities for Bicultural Socialization.
13. Individual and Institutional Failures and Successes V: Institutional Support, Model Programs, and the Role of the Teacher.

**Literature:**

ARATÓ, Ferenc – VARGA, Aranka (2008): Együtt-tanulók kézikönyve. Educatio Társadalmi Szolgáltató Közhasznú Társaság. Budapest, 2008. [http://www.jgypk.hu/mentorhalo/tananyag/A\\_tanulasban\\_akadalyozottak/Egyutt-tanulok\\_kezikonyve.pdf](http://www.jgypk.hu/mentorhalo/tananyag/A_tanulasban_akadalyozottak/Egyutt-tanulok_kezikonyve.pdf)

HEGEDŰS, Roland (2019): Hátrányos helyzetű gyermekek az óvodában. In.

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Didakt Kiadó. pp. 59-75. [https://www.researchgate.net/profile/Roland-Hegedus/publication/338491000\\_Hatranyos\\_helyzetu\\_gyermekek\\_az\\_ovodaban\\_Disadvantaged\\_children\\_in\\_kindergart](https://www.researchgate.net/profile/Roland-Hegedus/publication/338491000_Hatranyos_helyzetu_gyermekek_az_ovodaban_Disadvantaged_children_in_kindergart)

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ORSÓS, Anna (szerk.) (2015): A romológia alapjai. Pécs, Magyarország: PTE BTK

Neveléstudományi Intézet, Romológia és Nevelésszociológia Tanszék, Wlilocki Henrik

Szakkollégium. <https://mek.oszk.hu/14700/14735/html/index.htm>

ÓHIDY, Andrea (2016): A ‘roma közösségi kulturális tőke’ szerepe roma és cigány nők sikeres iskolai pályafutásában – Egy kvalitatív kutatás eredményei. Magyar Pedagógia, 116(2), 171–196.

VARGA, Aranka (szerk.): A nevelésszociológia alapjai. Pécsi Tudományegyetem BTK NTI

Romológia és Nevelésszociológia Tanszék Wlilocki Henrik Szakkollégium. Pécs, 2015. <https://mek.oszk.hu/14500/14566/html/index.html>

VARGA, Aranka (2024): „A családomból én voltam az első...” : Cigány, roma fiatalok iskolai útja és lehetőségei a rendszerváltás után. Oktatás és társadalom (13). Gondolat Kiadó, Budapest. <https://real.mtak.hu/209501/7/VargaAranka%202024.pdf>

VARGA, Aranka (2018): Életutak a roma szakkollégiumi közösségben. In: Szemenyei, Mariann; Schäffer, János (szerk.) Sikerek és kihívások : A pécsi roma szakkollégiumi program összegzése.

Pécs, Magyarország : Pécsi Tudományegyetem Bölcsészettudományi Kar, Neveléstudományi Intézet, Romológia és Nevelésszociológia Tanszék, Wlilocki Henrik Szakkollégium (2018) <https://pea.lib.pte.hu/handle/pea/23825>

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Aranka Híves-Varga, PhD., Dr. habil. Erika Kopp, PhD., PaedDr. Terézia Strédl, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/EŠP/25	<b>Name:</b> Education of children with special educational needs
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5., 6..	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> A student may register for the state examination if he/she obtains the required number of credits. The number of credits required for proper completion of studies for compulsory subjects is 126, for compulsory elective subjects is 48 and for elective subjects is 6 credits. The colloquial examination in the area of methodological and didactic knowledge of the field of study of the pedagogical disciplines is assessed by the State Final Examination Board. Resulting grades: <ul style="list-style-type: none"> <li>• A - 90-100,</li> <li>• B - 80-89,</li> <li>• C - 70-79,</li> <li>• D - 60-69,</li> <li>• E - 50-59,</li> <li>• Fx - 49-0.</li> </ul>	
<b>Results of education:</b> Teacher's study programme – 1. degree, by which the graduate obtains an approbation for all educational areas for pre-primary education. Graduates of the study programme Preschool Pedagogy and Teaching in Kindergarten for Children with Special Educational Needs are able to design, programme, implement and evaluate education in pre-primary education institutions. He is able to recognize pedagogical problems, individual peculiarities and needs of children. The student knows the basic categories and terminological apparatus of preschool pedagogy and special pedagogy, inclusive pedagogy, including interdisciplinary relations. He/she also knows the system of organisation and management of kindergartens, which he/she acquires through continuous and continuous teaching practice. They are able to implement theoretical and didactic postulates of pedagogy and special pedagogy into their own educational activities in pre-primary education institutions. It is able to implement educational programmes in specific groups of children in accordance with the pedagogical objectives of the institutions concerned. Has an adequate level of knowledge of the cultural and social context of education, knows the basic pedagogical, psychological conditions of education. Has knowledge of the principles, forms and specifics of special-education communication. Effectively cooperates with other professionals and institutions in the field of special education. He/she has basic skills and insight in the field of pedagogical	

diagnostics and its use in planning education, training or counselling processes. The graduate will be able to keep abreast of new developments in the rapidly evolving disciplines of his/her field and related fields.

**Brief syllabus:**

1. Basic theoretical foundations of special pedagogy  
 Definition, subject and objectives of special education  
 Historical development of the approach to persons with SEN  
 Legislative framework for inclusive education in the Slovak Republic and the EU  
 International documents on the rights of children with SEN
2. Categories of special educational needs  
 Children with impaired communication skills  
 Children with autism spectrum disorders  
 Children with hearing and visual impairments  
 Children with physical disabilities and handicaps  
 Children with intellectual giftedness and intellectual disabilities  
 Children with behavioural and emotional problems
3. Diagnostics and individual approaches in pre-primary education  
 School and counselling diagnostics of children with SEN  
 Individual educational programme (IEP) and its creation  
 Interdisciplinary cooperation (teacher, special educator, speech therapist, psychologist)
4. Methods and strategies of education of children with SEN in kindergartens  
 Specific methods of working with individual groups of children  
 Adaptation of the learning environment and teaching aids  
 Didactic games and alternative forms of learning for children with SEN  
 Development of communication skills in children with SEN  
 Use of augmentative and alternative communication (AAC)
5. Inclusive education and support for children with SEN in nurcery schools  
 Models of inclusion in pre-primary education  
 The role of the kindergarten teacher in the inclusive classroom  
 Cooperation with parents of children with SEN  
 Teamwork with specialists and teaching assistants  
 Possibilities of using digital technologies in inclusive education

**Literature:**

Study literature listed in the information sheets of compulsory courses and related compulsory elective courses, as well as profile courses.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:**

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ HHNa2/25	<b>Name:</b> Playing on a musical instrument
<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> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> - During the semester, the student actively participates in practicals, engages in group and individual assignments and projects. - The student is prepared for the lessons, solves the given tasks - The condition of passing the course is a continuous assessment, based on the theoretical knowledge and acquired practical skills and abilities in playing the instrument Total student workload: 3 credits = 90 hours - 10 hours: participation in exercises, - 14 hours studying literature and collecting musical material - 46 hours: preparation of assignments during the semester, practicing/acquiring practical skills of playing a musical instrument, - 20 self-study, preparation for the final performance of selected children's and folk songs and compositions and playing from the sheet Final assessment: The successful completion of the course is subject to obtaining at least 50% of the maximum possible grade for the course. The following percentages and points are required for the 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).	
<b>Results of education:</b> Knowledge: - The student has an overview of the basic key terms of music theory necessary to play the soprano recorder. - The student knows the fundamentals and technique of playing the soprano recorder. - The student is proficient in playing the soprano recorder and fingerings in the key range c1-e2 + fis1 and bé1	

- The student has an overview of music notation and music literature for the recorder.
- The student is able to play children's and folk songs on the soprano recorder.
- The student is familiar with written musical, dynamic, or agogic signs.
- The student is familiar with Orff instrumentation

**Skills:**

- Ability to use written musical, dynamic or agogic signs in his/her playing.
- Ability to play fluently from the sight-reading sheet at a moderate tempo.
- Knowledge of the possibilities of using the flute in the pre-school educational process.
- Ability to adapt the skills of playing the soprano flute to the pre-school educational process.
- Ability to use and apply Orff instruments in the various musical activities in the pre-school.

**Competencies:**

- Applies elements of music, music education and playing a musical instrument in his/her pedagogical practice.
- Creates a positive attitude of children towards music and playing a musical instrument.
- Realises the importance and positive impact of active music making and playing a musical instrument in pre-primary education.
- Strengthens cultural identity and transmits cultural heritage and can navigate multicultural issues.
- Adopts a positive attitude towards the profession.
- Identifies with the profession of pre-primary education teacher.
- Communicates and collaborates with the external environment.

**Brief syllabus:**

- A review of basic music theory, notation and rhythm.
- Acquisition of basic skills and techniques in playing the soprano recorder, maintenance and care of the recorder (basic hygiene habits in maintaining the instrument. )
- Acquisition of basic skills and techniques in playing the soprano recorder (basic physiological habits - posture, holding the instrument, tuning, diaphragmatic breathing, tone production.)
- New knowledge of recorder types. In the area of physiology, to train chest and diaphragmatic breathing and thus to ensure an increase in the quality of tone.
- Review of musical literature and notation material for soprano recorder. To improve finger technique.
- Develop musical imagination and a sense of discipline in rhythmic feeling and phrasing. (Pay attention to the development of rhythmic self-control when playing in duets, use of the fingers of the right hand.)
- Perfecting finger technique, tone quality, sense of rhythm and intonation. Distinguish types of articulation (staccato, legato, nonlegato, portamento).
- Work on developing skills in dynamics and agogics as expressive devices.
- Gradually guide students towards expressive playing of selected songs, thus cultivating their aesthetic sensitivity and their musician's intellect.
- To practice thumb technique in playing notes in the upper registers.
- Individual and group or chamber playing on the soprano recorder. (Playing children's or folk songs and their arrangements in a specified tonal range)
- Individual and chamber playing on the soprano recorder with piano accompaniment. The place and possibilities of application of recorder playing in the pre-primary educational process.
- Activation methods and techniques of motivation in playing a musical instrument (playing the soprano recorder, playing on Orff musical instruments)

**Literature:**

BÉRES, J. 1967. Furulyaiskola I\_ II. - Budapest : Editio Musica, ISBN 0011344

DANCS, L. 1982. Kör, kör, ki játszik? - Nyíregyháza : Városi és Megyei Művelődési Központ, ISBN 0013480.

FORRAI, K. 1976. Jár a baba, jár. - Budapest : Kozmosz Könyvek, ISBN 9632111117.

FORRAI, K. 1994. Ének a bölcsődében. Budapest : Editio Musica, ISBN 978 963 330 748 9.

FORRAI, K. 1991. Ének az óvodában. Budapest : Editio Musica, ISBN 963 330 705 8.

KODÁLY, Z. 1962. Kis emberek dalai, Budapest : Zeneműkiadó

GAJDOS, A. 2000. Gyermekdalok. Budapest : Metódus-tan, ISBN 963 0032 57 0.

HAIDER, E. 1976. Bújj, bújj zöld ág... Budapest : Móra Ferenc Könyvkiadó, ISBN 963110401X.

ORSOVICS, Y. 2009. Zenei nevelés 1. = Hudobná výchova pre 1.ročník základných škôl s vyučovacím jazykom maďarským : Az alapiskola 1. osztálya számára. Bratislava : Slovenské pedagogické nakladateľstvo - Mladé letá s.r.o, ISBN 978-80-10-01727-0.

ORSOVICS, Y. 2009. Zenei nevelés 2. = Hudobná výchova pre 2.ročník základných škôl s vyučovacím jazykom maďarským : az alapiskola 2. osztálya számára. Bratislava : Slovenské pedagogické nakladateľstvo - Mladé letá s.r.o., ISBN 978-80-10-01728-7.

ORSOVICS, Y. 2009. Zenei nevelés 3. = Hudobná výchova pre 3.ročník základných škôl s vyučovacím jazykom maďarským : az alapiskola 3. osztálya számára. Bratislava : Slovenské pedagogické nakladateľstvo - Mladé letá s.r.o., ISBN 978-80-10-01729-4.

ORSOVICS, Y. 2007. Zenei nevelés 4. : Az alapiskola 4. osztálya számára. Bratislava : Slovenské pedagogické nakladateľstvo, ISBN 978-80-10-01164-3.

TEGZES, Gy. 1996. Hétfokú olvasógyakorlatok I-II. 14. vyd. Budapest : Nemzeti Tankönyvkiadó, ISBN 963 18 7323 4

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., PaedDr. Yvette Orsovics, PhD., Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ HRCb1/25	<b>Name:</b> Play activities in an inclusive kindergarten
<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: For the study period:</b> 5s / 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• active participation of the student in lectures and seminars,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• and completion of semester tasks and assignments as instructed by the instructors,</li> <li>• and successful completion of test.</li> </ul> Total workload of the student: 2 credit = 60 hours <ul style="list-style-type: none"> <li>• 10 hours attending lectures and seminars (contact lessons); 20 hours completing semester assignments and tasks (planning, preparation, implementation and evaluation of a play activity); 30 hours self-study and preparation for test.</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 50% semester assignments and activities, 50% test.</li> </ul> A passing score of at least 50% of the total score is a prerequisite for the course, with the requirement that at least half of the points (50%) must be earned in each assignment. The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Knowledge: The student: <ul style="list-style-type: none"> <li>• can define and understand the concept of experiential pedagogy,</li> <li>• can define and understand the concept of play pedagogy,</li> <li>• can define and understand the concept of play in terms of pedagogical-didactic and psychological concepts,</li> <li>• knows the typology of games and play activities applied in the educational process,</li> </ul>	

- knows the objective and subjective conditions for the creation of games and play activities,
- knows the aims and tasks of games and play activities in the educational process,
- understands the importance of creating a positive climate and atmosphere in the classroom in terms of creating conditions for the implementation of games,
- knows the methods and forms of evaluation and self-assessment of children during the implementation of games,
- knows the pedagogical and didactic principles of planning, designing and implementing games in educational activities in kindergarten/special kindergarten,
- knows the possibilities of applying games and play activities in the educational process of pre-primary education, also for children with special educational needs

Skills:

The student can:

- plan and design games using a variety of strategies in line with the learning objectives and content,
- create/implement games using a variety of strategies in line with the learning objectives and content,
- apply games and play activities as an educational method through which the child develops the cognitive, social and psychomotor aspects of his/her personality,
- apply the acquired knowledge from pedagogical-psychological disciplines and other scientific fields in the pedagogical activity of a kindergarten teacher and a teacher of a special kindergarten

Competences:

Student:

- is able to plan, prepare - organise, implement and subsequently evaluate a game, a game activity,
- is able to create a positive climate and atmosphere in the classroom, in the group through the implementation of games and play activities,
- is able to manage educational activities with an emphasis on children's active learning through games and play activities,
- perceives games and play activities as a means of developing the child's personality through experience,
- demonstrates an empathetic attitude towards difference, can accept the diversity of the classroom and the individual needs and characteristics of children with special educational needs,
- is able to assess the appropriateness and suitability of planned activities/plays in terms of the age and individual needs of the child.

### **Brief syllabus:**

- An introduction to the study of experiential pedagogy and play pedagogy. Forms of play in experiential pedagogy.
- Play as an experience stimulating child development. Developing games.
- Historical overview. Conception of play in different historical periods, definition of the basic concept of play and toy.
- Pedagogical-psychological aspects of play in the educational process. Psychology of play. Play therapy. Approaches and application of play therapy.
- Typology of games from different points of view. Functions of play.
- The importance of play in the educational process. Inclusive approaches.
- Characteristics of games and their peculiarities in pre-primary education.
- Characteristics of games and their peculiarities in special kindergarten.
- Subjective conditions of constructing games and play activities of preschool children - teacher's personality, classroom climate, experience.

- Objective conditions of constructing games and play activities of preschool children - place of realization, material and technical security, didactic means, time dimension.
- Organization, realization and evaluation of games and play activities. Strategies, methods and forms of organisation, implementation and evaluation of games, together with children's self-assessment. Structure of game planning with all its components.
- Games and play activities for children with special educational needs. Consideration of individual needs.
- Play as a diagnostic situation.

#### Literature:

- Az óvodai nevelés állami oktatási programja – magyar nyelvű fordítás. 2019. Markovics, T. (szerk). Komárom : Comenius Pedagógiai Intézet, khsz., 2019. 168 o. ISBN 978-80-969694-2-5.
- B. MÉHES, V. 1993. Az óvónő és az óvodai játék. Budapest : Calibra, 1993. 131 o. ISBN 963 7740 619.
- DOBAY, B. 2016. Mozgásos játékgyűjtemény (óvó-és alsó tagozatos pedagógusok részére) Komárom : Selye János Egyetem Tanárképző Kara, 2016. 135 o. ISBN 978-80-8122-192-7.
- HORVÁTH, K., NÉMETH, A., STRÉDL, T., SZABÓOVÁ, E., TÓTH BAKOS, A. 2015. Szlovák-magyar pedagógiai terminológiai kézikönyv. Slovensko-maďarská pedagogická terminologická príručka. 1. vyd. Komárno : Selye János Egyetem - UJS, 2015, 132 p. ISBN 978-80-8122-160-6.
- KIKUŠOVÁ, S.- KRÁLIKOVÁ, M. 2004. Dieťa a hra. Bratislava : Sofa, 2004. s. 107. ISBN 80-89033-42-3.
- KOLEKTÍV AUTOROV.. 2011. Veľká kniha hier. Bratislava : Svojtka & Co., s.r.o. 2011, 28 s. [online]. ISBN 978-80-8107-406-6. Dostupné na internete: <https://www animator.sk/hry-a-aktivy/-/blogs/velka-kniha-hier>
- KOVÁCS, GY. - BAKOSI, É. 2005. Játék az óvodában. Debrecen : Didakt Kft, 2005. ISBN 963 212 778 1.
- KOVÁCS, GY. - BAKOSI, É. 2005. Játékpedagógiai ismeretek. Debrecen : Center – Print Kft, 2005. 258 o. ISBN 963 460 912 0.
- MASZLER, I. 2002. Játékpedagógia. Pécs : Comenius Oktató és Kiadó Bt. 124 o. ISBN 9789638671196.
- PERLAI, R, 2014. Az óvodáskor fejlesztőjatekai, Budapest : Flaccus Kiadó, 151.o. ISBN 978-615-5278-16-7.
- Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách- Konsolidované znenie. Bratislava: Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky a Štátny pedagogický ústav. 112 s. [online]. Dostupné na internete: <https://www.minedu.sk/data/att/96d/24534.b6f65c.pdf>
- STRÉDL, T. 2012. Dramatoterapia a jej socialialzačné možnosti. 1. vyd. Komárno : Univerzita J. Selyeho, 2012. 111. s. ISBN 978-80-8122-033-3.
- SZABÓOVÁ, E. 2018. Személyiségfejlesztő nevelő-oktató tevékenységek az óvodában. In: Orsovics, Y., Strédl, T., Szabóová, E., Vass, V. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : Selye János Egyetem, Tanárképző Kar, 2018. p. 59-105. ISBN 978-80-8122-282-5.

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

Hungarian, Slovak

#### Notes:

#### Evaluation of subjects

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> PaedDr. Diana Borbélyová, PhD., Mgr. Katalin Sýkora Hernády, PhD., PaedDr. Alexandra Nagyová, PhD.,					
<b>Date of last update:</b> 15.04.2025					
<b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/IKT/25	<b>Name:</b> Application of Multimedia Educational Programs in Inclusive Environments
<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: For the study period:</b> 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in lectures and/or seminars and/or practices,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• completion of semester tasks and assignments as instructed by the instructors, creation of a multimedia education program, or a digital teaching lesson, tale or story, and its presentation, creation of a digital portfolio</li> </ul> Total workload of the student: 1 credit = 30 hours <ul style="list-style-type: none"> <li>• 5 hours attending seminars; 25 hours completing semester assignments and tasks and self-study</li> </ul>	
<b>Results of education:</b> <b>Knowledge</b> The student: <ul style="list-style-type: none"> <li>• Knows the role of multimedia educational programs in inclusive education.</li> <li>• Knows digital and interactive tools (interactive whiteboards, tablets, AR/VR technologies).</li> <li>• Knows multimedia solutions that can be used to support children with special educational needs (SEN).</li> <li>• Knows the basic principles of designing and adapting digital educational materials.</li> </ul> <b>Skills</b> The student is able to: <ul style="list-style-type: none"> <li>• Use multimedia educational programs and interactive educational materials effectively in preschool education.</li> <li>• Use and adapt digital tools (e.g. interactive whiteboards, tablets, AR/VR) to the individual needs of children.</li> <li>• Create simple multimedia educational materials (e.g. digital stories, interactive games, visual educational materials).</li> </ul> <b>Competencies</b> The student: <ul style="list-style-type: none"> <li>• Has an open and innovative approach to the use of digital educational tools.</li> <li>• Committed to an inclusive pedagogical approach and adapting to the individual needs of children.</li> </ul>	

- Uses multimedia tools in preschool education ethically and responsibly.

**Brief syllabus:**

1. Introduction to the world of multimedia educational programs. The role of multimedia in inclusive education. Basic concepts and types of multimedia tools
2. Digital stories and interactive storytelling. Introduction to storytelling applications. Interactive storybooks and visual support in inclusive environments
3. Use of audio and visual devices. Speech synthesizers and audiovisual supports. Alternative and augmentative communication (AAC)
4. Educational applications and games in the preschool environment. Applications for children with special educational needs. Gamification in inclusive education
5. Creation of image and video educational materials. Use of simple editing programs (e.g. Canva, Powtoon). Creation of educational videos for inclusive purposes
6. Application of interactive whiteboards and smart boards The role of the interactive whiteboard in supporting inclusion. Task planning for smart boards
7. Augmented and virtual reality (AR/VR) in preschool education. Testing AR/VR devices and applications. Opportunities to support children with SEN
8. Multimedia tools in movement development. Motion-sensing games and learning aids. Sensory development tools
9. Multimedia tools for developing communication and social skills. Social stories and digital simulations. Empathy and cooperation development applications
10. Creating a digital portfolio and learning diaries. Tracking children's development with digital tools. Digital documentation in an inclusive pedagogical environment
11. Multimedia project planning in inclusive education. Group project work: creating a multimedia curriculum
12. Project presentation and evaluation: Presentation of student multimedia projects.

**Literature:**

Rausch, Attila, és Attila Pásztor. „Mobil eszközök az óvodában: A digitális technológiával támogatott értékelés és fejlesztés lehetőségei”. *Neveléstudomány* 9, sz. 2 (2021. június 30.). <https://doi.org/10.21549/NTNY.33.2021.2.1>.

European Agency for Special Needs and Inclusive Education, 2022. *Inclusive Digital Education*. (H. Weber, A. Elsner, D. Wolf, M. Rohs and M. Turner-Cmuchal, eds.). Odense, Denmark  
Smolinska, Katina. BEFOGADÓ OKTATÁS ANIMÁCIÓ ÉS MULTIMÉDIA SEGÍTSÉGÉVEL. Képzési kézikönyv oktatásban dolgozók számára.

Kézenfogva Alapítvány. 2024. [https://kezenfogva.hu/files/kezenfogva/csatolt/o1\\_3\\_trening\\_kezikonyv\\_handbook\\_fin.docx](https://kezenfogva.hu/files/kezenfogva/csatolt/o1_3_trening_kezikonyv_handbook_fin.docx)

Vékony, A. S. (2018). IKT-alkalmazások a nyelvi fejlesztés szolgálatában. *Gyermeknevelés Tudományos Folyóirat*, 6(3), 163–172.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

a	n
100.0	0.0

**Teacher:** PaedDr. Beáta Kiss, PhD., Dr. habil. Erika Kopp, PhD., prof. Krisztián Józsa, DSc., Mgr. Katarína Szarka, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ IMVb1/25	<b>Name:</b> Inclusion and interculturalism
<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: For the study period:</b> 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for completing the course: The final assessment is a summative assessment of theoretical knowledge and practical skills. Active participation of 80% in the sessions is a prerequisite for obtaining the credit. <ul style="list-style-type: none"> <li>- Active participation in the classes, continuous assessment 30 points</li> <li>- Written test 40 points</li> <li>- Paper to be submitted 30 points</li> <li>- Assessment criteria (maximum score: 50 points): minimum pass mark for the examination 26 points (min. Successful assessment:</li> </ul> A: 100 - 91% B: 90-81% C: 80-71% D: 70-61% E: 60-50% FX: 49%- Total student load: 2 credits = 60 hours, 5 hours contact hours, 55 hours of essay, collection of material, independent study, preparation for test.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Familiar with the principles, legal background and possible applications of inclusive education and intercultural pedagogy in pre-school education.</li> <li>- Knowledge of the legal, regulatory and legal framework for early childhood education and care.</li> <li>- Knowledge of the educational characteristics of children from different cultural backgrounds and the tools of culturally appropriate pedagogy.</li> <li>- They know the importance of intercultural communication, how to reduce prejudice and how to create an inclusive environment.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Ability to use appropriate pedagogical strategies for children with SEN and children from different cultural backgrounds.</li> <li>- Ability to develop interactive, flexible and individualized education plans.</li> </ul>	

- Communicates effectively with children, parents and colleagues to promote inclusive education.
  - Ability to recognise intercultural situations and apply appropriate pedagogical solutions.
- Competences:
- Ability to convey an inclusive and intercultural approach in pre-school education.
  - Promote inclusive and inclusive approaches to early childhood education and care, including: - Promote inclusive and inclusive learning, including in pre-school and kindergarten
  - Ability to work in a team, to work collaboratively and to apply pedagogical innovations.
  - Knowledge of the legislative background and the possibilities for applying inclusive and intercultural pedagogy in pre-school education.

### **Brief syllabus:**

1. Inclusion framework, the concept, meaning and principles of inclusive pedagogy.
2. History of multiculturalism, approaches, the role of interculturalism in education. Future challenges of inclusive education and intercultural pedagogy.
3. Characteristics of biculturalism, strategies for its development.
4. Inclusive education: models, methods and tools. Differentiated and cooperative teaching strategies.
5. The role of the teacher in inclusive and intercultural education. Intercultural communication and conflict management.
6. Cooperation with parents and social environment.  
The role of play in inclusive and intercultural education - Games and activities that promote inclusion and cultural sensitivity.
7. The role of play in inclusion and intercultural education - Games and activities that promote inclusion and cultural sensitivity.
8. Creating a multicultural preschool environment - Creating an inclusive space both physically and emotionally.
9. Linguistic diversity in preschool - Supporting bilingual or non-Hungarian children.
10. Reducing social prejudice in early childhood education - Conscious pedagogical methods to combat discrimination and stereotypes.
11. Environmental education and social sensitisation - The link between acceptance and sustainability in pre-school education.
12. Supporting children with special needs, physical activity development and sports integration - Inclusive implementation of physical education programmes.
13. Equal opportunities and social responsibility in pre-school education - The role of the pre-school teacher in supporting disadvantaged children. National and European educational policy, legislation and institutional framework.

### **Literature:**

- Gúti, E. (2024). Schmidt Ildikó: A sikeres iskolai inklúzió tényezői (Gúti Erika): Könyv a sikeres iskolai inkluzív nevelésről. *Anyanyelv-pedagógia*, 17(4.), 46-49. <https://ojs.elte.hu/anyanyelv-pedagogia/article/view/9815/8190>
- Turi Istvánné Az érzelmi nevelés és a szocializáció – integráció, inklúzió, multikulturális nevelés az óvodában. *Új pedagógiai szemle*.2010.3-4.160-163. [https://epa.oszk.hu/00000/00035/00140/pdf/EPA00035\\_upsz\\_\\_2010\\_3-4\\_160-163.pdf](https://epa.oszk.hu/00000/00035/00140/pdf/EPA00035_upsz__2010_3-4_160-163.pdf)
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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: 41

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

**Teacher:** Dr. habil. Aranka Híves-Varga, PhD., PaedDr. Beáta Kiss, PhD., Dr. habil. Erika Kopp, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ITNc2/25	<b>Name:</b> IT tools to support 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: For the study period:</b> 5s / 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• active participation of the student in lectures and seminars,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• completion of semester tasks and assignments as instructed by the instructors, developing a portfolio</li> <li>• successful completion of a final assesment</li> </ul> Total workload of the student: 2 credits = 60 hours <ul style="list-style-type: none"> <li>• 10 hours attending lectures and seminars; 14 hours completing semester assignments and tasks, 36 hours self-study and preparation for assessment</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 30% semester assignments and activities, 70% final assessment.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- knowledge of IT tools and applications supporting inclusive pedagogy.</li> <li>- Understands the ethical and privacy implications of digital technologies for inclusion.</li> </ul> <b>skills:</b> the student will be able to <ul style="list-style-type: none"> <li>- use digital technology to support children with special educational needs ( SEN )</li> <li>- design digital learning environments that are adapted to the individual needs of children</li> </ul> <b>Attitudes:</b> the student will be	

- open to the use of new digital technologies in inclusive education and strive to use them critically and reflectively.
- Be committed to adapting to children's individual needs while using digital tools responsibly and ethically in the educational process.

**Brief syllabus:**

1. Introduction to the role of IT technologies in inclusive education. Fundamentals of digital pedagogy in the context of inclusion. The role of ICT (information and communication technologies) in preschool education
2. IT tools in the service of inclusion. Interactive whiteboards, tablets and other tools in inclusive education. Audio and visual support options
3. Applications and software in differentiated education. Learning applications adapted to special needs. Language and communication development programs
4. Digital solutions for adaptive learning environments. Adaptive learning platforms
5. Augmented and virtual reality (AR/VR) in inclusive education. The role of VR and AR technologies in supporting the learning experience. Use cases for children with special educational needs
6. Digital storytelling and visual communication. The role of storytelling in digital learning environments.
7. The role of adaptive learning and artificial intelligence (AI). AI-powered personalized learning.
8. The role of ICT in supporting social and emotional development. Digital tools for developing social skills. The role of technology in increasing children's autonomy
9. Challenges and dangers of the digital world. Online safety and data protection in preschool education. Risks of overuse of digital devices
10. Digital teaching materials and support materials for inclusive education. Open access educational materials and resources. Aspects of designing inclusive teaching materials
11. Good practices and case studies. International and domestic examples of inclusive education supported by digital tools
12. Teachers' experiences and innovative solutions

**Literature:**

- : European Agency for Special Needs and Inclusive Education, 2022. Inclusive Digital Education. (H. Weber, A. Elsner, D. Wolf, M. Rohs and M. Turner-Cmuchal, eds.). Odense, Denmark
- Huber, Susanne, Rainer Lupschina, Melanie Schwarz, Katja Krey, és Andrea Daru. „A digitális eszközök jelentősége a kortárs támogatás (peer-coaching) és az együttműködő inkluzív tanulás során”. *Pedagógusképzés* 20, sz. 1. (2021. október 21.): 110–20. <https://doi.org/10.37205/TEL-hun.2021.1.06>.
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- Dombi Fáyiné, Alice, Ágnes Hódi, és Renáta Kiss. „Ict in Kindergarten: Challenges and Opportunities”. *Magyar Pedagógia* 116, sz. 1 (2016): 91–117. <https://doi.org/10.17670/MPed.2016.1.91>.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. Erika Kopp, PhD., PaedDr. Alexandra Nagyová, PhD., prof. Krisztián Józsa, DSc., Mgr. Katarína Szarka, PhD., Mgr. Bernadett Jancsó,					
<b>Date of last update:</b> 15.04.2025					
<b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/IVA/25	<b>Name:</b> Inclusive education and adaptive kindergarten
<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: For the study period:</b> 5s / 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in lectures and seminars,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• completion of semester tasks and assignments as instructed by the instructors, preparation and completion of a presentation on a given topic</li> <li>• successful completion of a final exam</li> </ul> Total workload of the student: 9 credit = 90 hours <ul style="list-style-type: none"> <li>• 10 hours attending lectures and seminars (contact lessons);</li> <li>• 30 hours completing semester assignments and tasks;</li> <li>• 50 hours self-study and preparation for examination.</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 40% semester assignments and activities,</li> <li>• 60% final exam.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> The student knows <ul style="list-style-type: none"> <li>• the concepts of equality and justice, the topic of social and pedagogical inclusion,</li> <li>• the history, basic categories and terminology of inclusive pedagogy,</li> <li>• principles and key models that support inclusive education,</li> <li>• the basic elements needed to implement a successful process of inclusion in education at the educational policy, institutional and community levels,</li> </ul>	

- the main theories on the organisational conditions for inclusive and adaptive pre-school education,
- theories of organizational factors in terms of specific target groups,
- possible forms of cooperation with parents and colleagues,
- the partner networks involved in the implementation of inclusion and their roles,
- tools to support the building, development and practice of inclusion,
- the specificities of the children (with special educational needs - OECD) and pupils targeted for inclusion, the pedagogical methods that support their successful inclusion - with particular reference to kindergartens,
- is correctly informed about the Methodological Guidelines of the Ministry of Education of the Slovak Republic in relation to integration and inclusion (Methodological Guidelines of the Ministry of Education of the Slovak Republic in the inclusion of pupils with SEN) and familiar with the specifics of the individual educational plan.

Skills:

The student is able to

- Identify the organizational elements of an adaptive kindergarten and their role in inclusive education,
- work in an inclusive and adaptive learning environment,
- for the implementation of support measures in the pre-school education environment,
- professionally plan, manage and systematically implement inclusive education in pre-school and school settings,
- recognise children and pupils who belong to the following groups (OECD): severe disabilities, difficulties, disadvantages, talents and abilities, and can create and operate an inclusive environment for their successful development,
- Organise children's and pupils' activities in a cooperative and differentiated way, as well as activities with families and professional partners.

Competences:

Student

- is committed to and open to organizational conditions for inclusive education,
- is open to the analysis of the causes that lead to a situation of inclusion, and to the use of theories and tools of inclusive pedagogy, drawing conclusions and solving problems,
- correctly uses the basic categories and terminology of inclusive pedagogy, has an attitude based on the principles supporting inclusive education and is skilled in implementing support measures that strengthen social and pedagogical inclusion,
- is competent to professionally plan, manage and implement an inclusive environment,
- recognizes the diversity of learning environments and inclusive environments as a value,
- responds flexibly and tactfully to emerging issues, acts democratically, openly, inclusively. It applies strategies and elements of an inclusive approach, optimal working atmosphere and collaborative strategies and elements,
- strives for the purposeful development of self-knowledge, continually seeks self-education in the area of inclusion.

**Brief syllabus:**

- Principles and legal framework of inclusive education (Concept, principles and goals of inclusion; international and national legal bases (UN, UNESCO, Slovak legislation); role of inclusive education in pre-school education, approach to inclusion: limiting attitudes, prejudices and inclusive attitudes
- The concept of inclusion and adaptability. The concept of adaptability in pre-school education
- The practice of inclusion: inclusive models of institutional development - inclusive index, inclusive excellence, process model of inclusion, components of inclusive pedagogy

- Organisational conditions of segregation, integration and inclusion in kindergartens, principles of adaptive kindergarten, impact of inclusive education on the culture of the institution
- Organisational structure of the institution and inclusiveness; Organisational conditions for pedagogical practices adapted to individual needs
- The role of the kindergarten teacher in inclusion: pedagogical attitudes and inclusive competences; Professional development and inclusive approaches, groups at the centre of inclusion: recognition of individual specificities
- The role of the family in inclusive education: cooperation and involvement of parents, support for children from different family backgrounds
- Interdisciplinary cooperation in inclusive kindergarten: the role of special educators, psychologists, speech therapists, multidisciplinary teamwork and co-education, community support and professional networks
- The physical environment and facilities of an inclusive kindergarten: barrier-free accessibility and solutions with regard to the environment, the importance of an inclusive environment
- Cultural and linguistic diversity in the kindergarten: organisational elements for the inclusion of bilingual children and children from migrant backgrounds
- Inclusion of children with special educational needs (SEN): support strategies and development opportunities at organisational level
- Challenges and best practices and good practice examples in inclusive and adaptive learning in pre-school education: presentation of national and international good practice examples, challenges and possible solutions in the organisational framework of adaptive learning in pre-school education. Innovations and development opportunities in the organisational framework of inclusive pre-school education
- Inclusion in practice: pedagogical methods, individual development and therapy, cooperative techniques, individual differentiation

#### **Literature:**

- European Education and Culture Executive Agency. Promoting Diversity and Inclusion in Schools in Europe. LU: Publications Office, 2023. <https://data.europa.eu/doi/10.2797/443509>.
- VODIČKOVA, B. (2020): „Identification of Supporting Phenomena and Barriers of Inclusion in the Pedagogical Practice of Teachers in a Kindergarten in Bratislava, Slovak Republic”. *Journal of Exceptional People* 1, sz. 17, 2020: 63–73.
- PODRÁ CZKY, J. – HAJDÚNÉ HOLLÓ, K. – BORBÉLYOVÁ, D. – NAGYOVÁ, A. – JÓZSA, K. (2022): „A magyarországi és szlovákiai óvodai nevelési program összehasonlító elemzése”. *Danubius Noster* 10, sz. 4, 2022: 107–32. <https://doi.org/10.55072/DN.2022.4.107>.
- BOOTH, T. – AINSCOW, M. (2008): *Inklúziós Index: Kézikönyv a befogadó iskolák fejlesztéséhez*. Magyar változat: Schiffer Csilla és Csányi Yvonne. Kiadó: Csefkó Monika, Csepregi András és a Mozgáskorlátozottak Békés Megyei Egyesülete.
- PAPP G. (szerk.): *A diagnózistól a foglalkozási rehabilitációig*. ELTE Eötvös Kiadó, Budapest
- PODRÁ CZKY, J. – MARTON, E. (2012): A szülők bevonásának, aktívva tételének lehetőségei az óvodai nevelésben. In: Bodnár Gabriella (szerk.): *Hét aranyalma. Módszertani gyűjtemény óvodapedagógusoknak*. Bethlen Gábor Alapkezelő Zrt., Budapest. 65-86.
- PODRÁ CZKY, J. (2012): „Szövetségben. Tanulmányok a család és az intézményes nevelés kapcsolatáról”. Budapest. ELTE, 2012.
- ARATÓ, F. (2015): *Az inkluzív környezet strukturális feltételei – a kooperatív tanulásszervezés*. Pécsi Tudományegyetem, Pécs, 2015. (online tananyag) <https://polc.ttk.pte.hu/tamop-4.1.2.b.2-13/1-2013-0014/arato/>
- ARATÓ, F. – VARGA, A. (2008): *Együtt-tanulók kézikönyve*. Educatio Társadalmi Szolgáltató Közhasznú Társaság Budapest, 2008. [http://www.jgypk.hu/mentorhalo/tananyag/A\\_tanulasban\\_akadalyozottak/Egyutt-tanulok\\_kezikonyve.pdf](http://www.jgypk.hu/mentorhalo/tananyag/A_tanulasban_akadalyozottak/Egyutt-tanulok_kezikonyve.pdf)

Educatio, 2020. 29. évf. 3. szám. Befogadó oktatás? (szerk.: Fehérvári Anikó – Papp Gabriella – Varga Aranka) <https://epa.oszk.hu/01500/01551/00113/pdf/>

RÉTHY, Endréné (2013): Befogadás, méltányosság, az inkluzív pedagógia - rendszere. Comenius Oktató és Kiadó Kft. Pécs

STRÉDL, T. (2013): Inkluzív pedagógia avagy a gyógypedagógiáról másképp. Komárno : UJS. ISBN STRÉDL, T. 2017. Terápiák és nevelés : A terápia szocializációs hatása a nevelésben. 1. vyd. Komárno : Univerzita J. Selyeho, 2017. 102 s.

VARGA, A. (2015): Az Inklúzió szemlélete és gyakorlata. PTE, Pécs. <https://pea.lib.pte.hu/handle/pea/23810>

VARGA, A. (2015c): Esélyegyenlőség és inklúzió az iskolában. In Varga, A. (szerk.). A nevelésszociológia alapjai (pp. 241–273). Pécs, Magyarország: PTE BTK NTI Romológia és Nevelésszociológia Tanszék, Wlislöcki Henrik Szakkollégium. <https://pea.lib.pte.hu/handle/pea/15560>

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Aranka Híves-Varga, PhD., Dr. habil. Erika Kopp, PhD., Mgr. Anita Tóth-Bakos, PhD., PaedDr. Diana Borbélyová, PhD., PaedDr. Terézia Strédl, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/JLG/25	<b>Name:</b> Development of language and literacy in kindergarten and prevention of speech disorders
<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: For the study period:</b> 5s / 10s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in lectures and/or seminars and/or practices,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• and/or completion of semester tasks and assignments as instructed by the instructors,</li> <li>• and/or successful completion of a final exam (in the case of the final exam form) or a test, assessment (in the case of the final assessment form)</li> </ul> Total workload of the student: 4 credit = 120 hours <ul style="list-style-type: none"> <li>• 20 hours attending lectures, seminars and practical sessions (contact lessons); 34 hours completing semester assignments and tasks (1. a written report of at least 5 pages dealing with speech disorders and syntagmatic changes of vowels; 2. preparation of a puppet theatre/ learning aid or preparation for an educational activity); 66 hours self-study and preparation for examination.</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 50% semester assignments and activities, 50% final exam.</li> </ul> A passing score of at least 50% of the total score is a prerequisite for the course, with the requirement that at least half of the points (50%) must be earned in each assignment. The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Knowledge: The student will: <ul style="list-style-type: none"> <li>- know the theoretical background and methods of developing linguistic and literary literacy</li> <li>- will have mastered the basics of communicative literacy, will know its methodology and will be able to apply it in education,</li> </ul>	

- be able to navigate in the State Educational Programme in the relevant educational area of Language and Communication,
- know the principles of didactics in the field of communication and literary education and the importance of their application in the educational process,
- be able to specify educational strategies in a given educational area,
- know the laws of children's communication, basic psychological and sociolinguistic issues related to the problem, basic communication situations in kindergarten and school educational institutions, ethics of communication as well as the methodology of developing this area,
- know the principles of selecting appropriate literary texts,
- be able to describe the production and perception of speech,
- be familiar with the classification of vowels and consonants and the regularities of vowels and consonants in the Hungarian language,
- be able to name and characterise the suprasegmental elements of speech,
- know the classification, characteristics and remedies for speech disorders.

#### Skills:

The student will:

- be able to use a variety of strategies, methods and tools, follow didactic principles in the development of language and literacy, as well as in working with children's literature,
- be able to apply games and activities aimed at developing communication skills,
- be able to produce effective teaching aids and make appropriate use of teaching resources,
- be proficient in working with literary text,
- be able to apply different methods and strategies in working with literature in their teaching activities as a beginning teacher,
- know the methods of developing language and literacy in kindergarten, in particular the methods of developing pre-reading and graphomotor literacy,
- be able to record, analyse and solve diverse pedagogical situations, have the skills of effective planning, designing, management and organisation of the educational process in the field of Language and Communication (in accordance with the state and school curriculum programme),
- be able to determine the specific level of performance standards in accordance with the age and individual characteristics of children,
- prepared for independent planning, implementation and evaluation of educational activities,
- be proficient in assessment using evaluation questions,
- have acquired the procedures, skills and strategies to classify vowels and consonants, to identify syntagmatic changes of vowels (vowel and consonant patterns) and speech disorders.

#### Competences:

The student will:

- flexibly modify in the context of the situation the system of skills and attitudes necessary for the correct planning, organisation and evaluation of educational work in the field of Language and Communication,
- be able to carry out self-reflection,
- to be able to show an empathetic attitude towards difference, to be able to take a positive attitude towards the socio-cultural diversity of the classroom and society, as well as towards the multiplicity of children's literature,
- be able to formulate their own opinions and attitudes in the field of children's literature, and be able to critically revise and constructively defend them,
- after graduation as a beginning teacher, be able to apply literary genres appropriately in accordance with the age of the child as well as his/her individual characteristics,
- will be able to keep abreast of current developments in children's literature and to continue their own professional development effectively,

- be able to independently plan and implement activities and activities in the kindergarten, analyze and solve diverse pedagogical situations due to the diversity of the classroom,
- to feel responsible for the quality implementation of educational activities based on the results of pedagogical diagnostics,
- knows the laws of child speech development,
- the peculiarities of the development of the child's speech,
- has knowledge of speech disorders and the possibilities of their prevention,
- can apply preventive procedures and stimulating programmes of speech development,
- can apply inclusive educational approaches,
- can apply special methods and procedures.

**Brief syllabus:**

- Speech development. The regularities of children's communication.
- Speech disorders. The most common types of impaired communication skills occurring in preschool age. Dyscalculia. Delayed speech development, impaired speech development - developmental dysphasia. Mutism. Developmental dysfluency, stuttering.
- Prevention of speech disorders. Problem vowels in preschool. Strategies and methods for development and prevention in fine motor articulation in preschool children.
- Pedagogical diagnostics with a focus on the development of vowels by preschool children. Identification of the most common problems.
- Playful development of children's communicative competence in kindergarten. Stimulation of children's speech development. Games aimed at developing communication skills. Activities for the development of children's speech.
- Hungarian language, literary and communication education. Language and literacy. Cultural literacy. Theoretical and methodological bases for the development of children's linguistic and literary literacy.
- Educational area Language and communication. Spoken and written language. Performance standards and content standards of the State Educational Programme for pre-primary education in kindergartens. Evaluative questions. Adaptations of performance standards.
- Developing language and literacy in kindergarten. Goals, tasks and methods of developing language literacy in kindergarten. Aims, tasks and methods of developing literacy in kindergarten.
- Children's literature in the educational process. Its knowledge, position, functions and classification by age groups of readers. Application of individual literary genres in the educational process. Aspects of selection. Working with the fairy tale. Fairy tale as a methodological material in the work of the teacher in kindergarten. Different possibilities of using fairy tales in the educational process.
- Dramatic games and dramatization in kindergarten. Methodological aspects of implementation. Aids. Puppet theatre in kindergarten. Process and methodological aspects of its realization. Puppets. The method of "Fairy tale otherwise"- "Mesét másként". Principles of application of a specific method.
- Development of pre-reading literacy of preschool children. Objectives of development and methods of developing pre-reading literacy. Children's games and activities with vowels. Creation of teaching aids.
- Development of graphomotor literacy of preschool children. Factors influencing beginning writing. Rules for developing children's written language. Games and activities of children with letters. Formation of worksheets.
- Planning, designing and implementation of educational activities and activities in the field of Language and Communication. Preparing for educational activities. Taking into account the needs of children with special educational needs.

## Literature:

Required literature:

Az óvodai nevelés állami oktatási programja. Magyar nyelvű fordítás. 2020. Komárno: Comenius Intézet. 168 s. ISBN 978-80-969694-2-5.

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

DANKÓ, E. 2016. Nyelvi-kommunikációs nevelés az óvodában. Módszertani kézikönyv a 3-7 évesek fejlesztéséhez. Budapest: Flaccus Kiadó. 336 s. ISBN 978 615 5278 32 7.

KOVÁCS, K. 2013. Az óvodapedagógus feladata a sajátos nevelési igényű gyermekek nevelésében- A beszéd-rendellenességek legfontosabb jellemzői. Szeged:

Szegedi Tudományegyetem. Dostupné na internete: [jgypk.hu/mentorhalo/tananyag/](http://jgypk.hu/mentorhalo/tananyag/)

[Az\\_vodapedagogus\\_feladata\\_a\\_sajatis\\_nevelsi\\_igny\\_gyermekek\\_a\\_nevelsben/a\\_beszrendellenessgek\\_legfontosabb\\_jellemzi.html](http://jgypk.hu/mentorhalo/tananyag/Az_vodapedagogus_feladata_a_sajatis_nevelsi_igny_gyermekek_a_nevelsben/a_beszrendellenessgek_legfontosabb_jellemzi.html)

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

NAGY, J. –SZOMBATHELYINÉ NYITRAI, Á.-VIDÁKOVICH, T. 2017. DIFER- Fejlesztés mesékkel - Az anyanyelv, a gondolkodás fejlődésének segítése mesékkel 4-8 éves életkorban. 3. kiadás. Szeged: Mozaik Kiadó. 216 s. ISBN ISBN:9636975838.

ROSTA, K. 2018. Az óvodáskori beszédzavarokról. In Gyermeknevelés. Budapest: ELTE Gyakorló Óvoda és Egységes Gyógypedagógiai Módszertani Intézmény.

Dostupné na internete: [https://edit.elte.hu/xmlui/bitstream/handle/10831/40306/](https://edit.elte.hu/xmlui/bitstream/handle/10831/40306/gyn_2018-3_rosta_93-98.pdf;jsessionid=B378F2E63356B56A1D38240480CF294C?sequence=1)

[gyn\\_2018-3\\_rosta\\_93-98.pdf;jsessionid=B378F2E63356B56A1D38240480CF294C?sequence=1](https://edit.elte.hu/xmlui/bitstream/handle/10831/40306/gyn_2018-3_rosta_93-98.pdf;jsessionid=B378F2E63356B56A1D38240480CF294C?sequence=1)

Recommended literature:

BETTELHEIM, B. 2013. A mese bűvölete és a bontakozó gyermeki lélek. Budapest: Gondolat Kiadó, 347 o. ISBN 9789631360189.

BORBÉLYOVÁ, D. 2018. A grafomotoros képességek és a kezdetleges írás fejlesztése az iskolaérettség kontextusában. In: A Selye János Egyetem 2018-as 10. Nemzetközi Tudományos Konferenciájának tanulmánykötete: Tantárgypedagógiai szekció: Bukor. J.- Kanczné Nagy , K.- Tóth-Bakos, A. (eds.). Komárno: Univerzita J. Selyeho, 2018, CD-ROM, s. 25-36. ISBN 978-80-8122-252-8.

FAZEKASNÉ FENYVESI, M. –NAGY, J. 2006. A beszédhanghallás fejlesztése 4-8 éves életkorban. Módszertani segédanyag óvodapedagógusoknak és tanítóknak. Szeged: Mozaik Kiadó. 112 s. ISBN 963 697 491 8

[%C3%B6tet\\_bor%C3%ADt%C3%B3val%20K%C3%89SZ.pdf](https://www.researchgate.net/publication/312511113_A_beszédhanghallás_fejlesztése_4-8_éves_életkorban_Módszertani_segédanyag_óvodapedagógusoknak_és_tanítóknak)

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

KATONA, K. 2013. Anyanyelvi és irodalmi nevelésről felsőfokon. Szarvas: Szent István Egyetem Alkalmazott Bölcsészeti és Pedagógiai Kar. 147 o. ISBN 978-963-269-393-4. [online].

Dostupné na internete: <https://docplayer.hu/47486335-Dr-katona-krisztina-anyanyelvi-es-irodalmi-nevelsrol-felsofokon-valogatott-tanulmanyok-irasok.html>

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KISSNÉ ZSÁMBOKI, R. Mindenben anyanyelv – Fejlesztés játékokkal, gyakorlatokkal az óvodában. Budapest: RAABE. 84 s.

LIPNICKÁ, M. et al. 2019. Rozvoj jazykovej a literárnej gramotnosti v predškolskej a elementárnej pedagogike. Banská Bystrica: Belianum. ISBN 978-80-557-1562-9. [online].

Dostupné na internete: <file:///C:/Users/User/Downloads/Vyskokoškolská%20učebnica%20Rozvoj%20jazykovej%20a%20literárnej%20gramotnosti%20v%20predškolskej%20a%20elementárnej%20pedagogike.pdf>

MISKOLCZINÁ RADICS, K. 2005. Az írásmozgás-koordináció fejlesztése 4-8 éves életkorban. Szeged: Mozaik. 63 s. ISBN 9789636974909.

Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách- Konsolidované znenie. [online]. Dostupné na internete: <https://www.minedu.sk/data/att/96d/24534.b6f65c.pdf>

PLÉH, Cs. – SÍKLAKI, J. – TERESTYÉNI, T. 2002. Nyelv – kommunikáció – cselekvés. Budapest: Osiris Kiadó. ISBN 963 379 304 1

SZÚCS, J. 2012. Anyanyelvi fejlesztő játékok gyűjteménye. Mezőkovácsháza : OVIMEZŐ Alapítvány, 47 o. ISBN 978-963-214-701-4.

VÁRADI, Z. 2012. Vázlatok az óvodai anyanyelvi-irodalmi nevelésről. Budapest: Károli Gáspár Református Egyetem – L'Harmattan Kiadó. ISBN 978-963-9808-40-9. [online]. Dostupné na internete: [https://dtk.tankonyvtar.hu/xmlui/bitstream/handle/123456789/4333/varadi\\_ferenc\\_-\\_vazlatok.pdf?sequence=1&isAllowed=y](https://dtk.tankonyvtar.hu/xmlui/bitstream/handle/123456789/4333/varadi_ferenc_-_vazlatok.pdf?sequence=1&isAllowed=y)

ZÁPOTOČNÁ, Z.- PETROVÁ, Z. 2016. Jazyk a komunikácia. Metodická príručka k vzdelávacej oblasti Štátneho vzdelávacieho programu pre predprimárne vzdelávanie.

Bratislava: ŠPÚ. 27 s. ISBN 978 – 80 – 8118 – 175 – 7. [online]. Dostupné na internete: [https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/matrska-skola/zrevidovane\\_jazyk-komunikacia\\_na\\_zverejnenie.pdf](https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/matrska-skola/zrevidovane_jazyk-komunikacia_na_zverejnenie.pdf)

Ostatné:

-Rozprávky rôzneho typu: napr. BARTOS E.: Bogyó és Babóca az óvodában; Szutyeyjev: Állatmesék; népmesék- pl. Benedek Elek meséi; atď.

-detské básne, riekanky a ostatné literárne žánre vhodné pre predškolský, mladší školský vek a pre mládež, zbierky dramatických hier.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Mgr. Gábor Lőrincz, PhD., PaedDr. Diana Borbélyová, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/KSJ1/25	<b>Name:</b> Conversation in Slovak language 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: For the study period: 5s</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in seminars,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• completion of semester tasks and assignments as instructed by the instructors,</li> </ul> Total workload of the student: 1 credit = 30 hours <ul style="list-style-type: none"> <li>• 5 hours attending seminars (contact lessons); 15 hours completing semester assignments and tasks; 10 hours self-study.</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 100% semester assignments and activities.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• Absolved = 50-100%</li> <li>• Not absolved = 49 – 0%</li> </ul>	
<b>Results of education:</b> The aim of the course is to deepen students' communicative competences in topics related to the content of teaching Slovak as L2 in kindergartens with the teaching language of national minorities. <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student has the basic knowledge of orthographic, orthographic and grammatical rules necessary for oral and written communication.</li> <li>• The student has the theoretical knowledge of phonetics-phonology, morphology and syntax necessary for communication in the Slovak language.</li> <li>• The student identifies the basic rules of Slovak spelling and be able to produce a coherent, comprehensible text.</li> <li>• The student knows selected strategies for processing written and spoken text.</li> <li>• The student adequately applies the acquired knowledge of the written Slovak language in various communicative situations.</li> <li>• The student makes effective use of communicative language competences.</li> <li>• The student has knowledge of Slovakia, Slovak culture and nature in Slovakia.</li> </ul> <b>Skills:</b>	

- The student is able to communicate on topics related to the content of teaching Slovak as an L2 language in kindergartens with the language of instruction of national minorities.
- The student is able to produce coherent and incoherent speeches in oral and written form on the above-mentioned topics.
- The student can use selected strategies, is able to process written and spoken text.
- The student is able to apply an appropriate method of pedagogical assessment and evaluation and is able to modify and make more effective his/her activities.
- The student is able to present interesting facts about Slovakia, Slovak culture and nature in Slovakia.

**Competences:**

- The student will be able to apply the acquired communication skills, will be able to communicate independently on selected topics in the form of monologue and dialogue, will be able to promptly and correctly respond orally to the heard stimulus.
- The student will be able to acquire presentation skills, be able to read and listen with understanding.
- The student will be able to possess independent critical and analytical thinking skills that will stimulate his/her ability to find and select information related to the use of communication skills.
- The student will be able to develop and improve relevant communicative and linguistic competences and skills in the Slovak language, applying them appropriately in communicative situations in the above areas.
- The student will be able to openly accept justified critical comments.
- The student will be able to make effective use of information and communication technologies in the educational process.
- The student is culturally and linguistically literate.
- The student is able to work effectively as a member of a team and manage individuals.

**Brief syllabus:**

Creating coherent and incoherent speeches in oral and written form, creating conversational situations within the following topics:

1. Slovakia.
2. Holidays, important days and folk customs of Slovakia.
3. The interests of preschool children.
4. Interest departments in the kindergarten.
5. Family and society.
6. The place where I live.
7. Leisure time and hobbies.
8. The human body, health care.
9. Class and school.
10. The regime of the day.
11. Nature and the environment.
12. Food and eating.
13. Planning an educational activity (exercise).

Basic rules of presentation on a given topic, structure of presentation, main idea, communication context. Presentation techniques, learning and practising presentation techniques. Creating conversational situations focusing on the above topics, taking a position, discussing, expressing an opinion, arguing and counter-arguing. Practicing the grammar rules necessary for oral and written communication.

**Literature:**

MINISTERSTVO ŠKOLSTVA, VEDY, VÝSKUMU A ŠPORTU SLOVENSKEJ REPUBLIKY.  
 Katalóg podporných opatrení. 2024. [online]. Dostupné na internete: 31441.2ddc3a.pdf  
 NÁRODNÝ INŠTITÚT VZDELÁVANIA A MLÁDEŽE, 2022. Štátny vzdelávací program pre  
 predprimárne vzdelávanie v materských školách. Konsolidované znenie [online]. Bratislava :  
 ŠPÚ, 2022. 100 s. Dostupné na internete: <https://www.minedu.sk/data/att/96d/24534.b6f65c.pdf>  
 PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.  
 ŠTÁTNY PEDAGOGICKÝ ÚSTAV. Metodický list na osvojovanie štátneho – slovenského  
 jazyka v materských školách s vyučovacím jazykom národnostných menšín. 2016. Bratislava:  
 ŠPÚ. [online]. Dostupné na internete: [https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/materska-skola/metodicky-list\\_odborne-pojmy.pdf](https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/materska-skola/metodicky-list_odborne-pojmy.pdf)  
 Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 541/2021 Z. z. o  
 materskej škole. Dostupné na internete: <https://www.zakonypreludi.sk/zz/2021-541>

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** doc. PaedDr. Patrik Šenkár, PhD., Mgr. Katalin Sýkora Hernády, PhD., PaedDr. Alexandra Nagyová, PhD., PaedDr. Jaroslav Vlnka, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/KSJ2/25	<b>Name:</b> Conversation in Slovak language 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in seminars,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• completion of semester tasks and assignments as instructed by the instructors,</li> </ul> Total workload of the student: 1 credit = 30 hours <ul style="list-style-type: none"> <li>• 5 hours attending seminars (contact lessons); 15 hours completing semester assignments and tasks; 10 hours self-study.</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 100% semester assignments and activities.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• Absolved = 50-100%</li> <li>• Not absolved = 49 – 0%</li> </ul>	
<b>Results of education:</b> The aim of the course is to deepen students' communication skills in topics related to the education and upbringing of children with special educational needs in kindergartens. Knowledge: <ul style="list-style-type: none"> <li>• The student has basic knowledge of orthoepic, orthographic and grammatical rules necessary for oral and written communication.</li> <li>• Has theoretical knowledge in the field of phonetics-phonology, morphology and syntax necessary for communication in the Slovak language.</li> <li>• The student identifies the basic rules of Slovak orthography and will be able to create a coherent, understandable text.</li> <li>• The student knows selected strategies for processing written and spoken text.</li> <li>• The student adequately applies the acquired knowledge of the standard Slovak language in various communication situations.</li> <li>• The student effectively uses communicative language competences.</li> <li>• The student has knowledge about the education and upbringing of children with special educational needs in kindergartens.</li> </ul> Skills:	

- The student is able to communicate on topics related to the education and upbringing of children with special educational needs in kindergartens,
- is able to create coherent and disjointed oral and written expressions on the above topics,
- using selected strategies is able to process written and heard text,
- is able to apply an appropriate method of pedagogical assessment and evaluation and is able to modify and make their activities more efficient,
- is able to create a pro-inclusive climate in kindergarten.

Competences:

- The student will be able to apply the acquired communication skills, can communicate independently on selected topics in the form of a monologue and dialogue, will be able to respond promptly and correctly orally to the heard stimulus.
- The student will be able to acquire presentation skills, will be able to read and listen with understanding.
- The student will be able to have independent critical and analytical thinking, which will stimulate his ability to find and select information related to the use of communication skills.
- The student will be able to develop and improve relevant communication and language competencies and skills in the Slovak language, and apply them appropriately in communication situations in the above areas.
- The student can openly accept justified critical remarks.
- The student will be able to effectively use information and communication technologies in the educational process.
- The student is culturally and linguistically literate. He is able to work effectively as a team member and manage individuals.

**Brief syllabus:**

Creating coherent and disjointed oral and written expressions, creating conversational situations within the following topics:

1. Introduction
2. Education and upbringing of children with special educational needs. Basic principles of inclusive pedagogy
3. The importance of neuropedagogy in the educational environment
4. Support measures in kindergartens
5. Communication with children with special educational needs
6. Communication with families of children with special educational needs
7. Behavioral problems
8. Pervasive developmental disorders
9. Emotional disorders
10. Physical and sensory disabilities
11. Social disadvantage
12. Exceptional talent
13. Teacher, self-reflection, self-assessment

Basic rules of presentation on a given topic, presentation structure, main idea, communication context Presentation techniques, mastering and practicing presentation techniques. Short presentation of students. Creating conversational situations focusing on the above topics, taking a position, discussing, expressing one's opinion, arguing and counter-arguing. Practicing grammatical rules necessary for oral and written communication.

**Literature:**

BOLEKOVÁ, A. a kol. 2020. AKO SA UČIŤ A NEZABÚDAŤ – Princípy mozgovokompatibilného učenia. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach a Vydavateľstvo ŠafárikPress. Dostupné na Internete: [unibook.upjs.sk/elektronicke-publikacie](http://unibook.upjs.sk/elektronicke-publikacie)

KOLEKTÍV AUTOROV PROJEKTU WELCOME. Metodika pre prácu s deťmi so ŠVVP v predškolskom vzdelávaní. Praha: RAABE, 2019. ISBN 978-80-7496-400-8. . [online]. Dostupné na internete: <https://vudpap.sk/wp-content/uploads/2019/03/Methodika-pre-M%C5%A0-deti-%C5%A0VVP.pdf>

MINISTERSTVO ŠKOLSTVA, VEDY, VÝSKUMU A ŠPORTU SLOVENSKEJ REPUBLIKY. Katalóg podporných opatrení. 2024. [online]. Dostupné na internete: [31441.2ddc3a.pdf](https://www.minedu.sk/data/att/96d/24534.b6f65c.pdf)

NÁRODNÝ INŠTITÚT VZDELÁVANIA A MLÁDEŽE, 2022. Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. Konsolidované znenie [online]. Bratislava : ŠPÚ, 2022. 100 s. Dostupné na internete: <https://www.minedu.sk/data/att/96d/24534.b6f65c.pdf>

PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.

ŠTÁTNY PEDAGOGICKÝ ÚSTAV. Metodický list na osvojovanie štátneho – slovenského jazyka v materských školách s vyučovacím jazykom národnostných menšín. 2016. Bratislava: ŠPÚ. [online]. Dostupné na internete: [https://www.statpedu.sk/files/sk/svp/zavazdanie-isvp-ms-zs-gym/materska-skola/metodicky-list\\_odborne-pojmy.pdf](https://www.statpedu.sk/files/sk/svp/zavazdanie-isvp-ms-zs-gym/materska-skola/metodicky-list_odborne-pojmy.pdf)

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 541/2021 Z. z. o materskej škole. Dostupné na internete: <https://www.zakonypreludi.sk/zz/2021-541>

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** doc. PaedDr. Patrik Šenkár, PhD., Mgr. Katalin Sýkora Hernády, PhD., PaedDr. Alexandra Nagyová, PhD., PaedDr. Jaroslav Vlnka, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ KZSa1/25	<b>Name:</b> Communication skills in Slovak language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: • Active participation of the student in seminars, • active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester, • completion of semester tasks and assignments as instructed by the instructors, • successful completion of a test/assessment. Total workload of the student: 3 credits = 90 hours • 10 hours attending seminars (contact lessons); 30 hours completing semester assignments and tasks; 50 hours self-study and preparation for assessment/test The student receives the final evaluation as follows: • 50% semester assignments and activities, 50% final assessment/test. The following percentages and points must be obtained for the final evaluation of the subject: • A = 90-100%, • B = 80-89%, • C = 70-79%, • D = 60-69%, • E = 50-59%, • FX = 0-49%.	
<b>Results of education:</b> Knowledge: • The student will be able to name basic concepts and terms used in the theory of contemporary written Slovak language and linguistic culture. • The student will be able to characterize the sound system of the Slovak language, classify the syllables of the written Slovak language and will be able to name the basic contrasts between the Slovak and Hungarian alphabets. • The student will know the principles of correct written Slovak pronunciation and will be able to identify basic pronunciation errors. • The student will know the prosodic properties of speech and will be able to intonate correctly in oral speech. • The student will be able to define the essential spelling principles of the Slovak language. • The student will be able to correctly produce a written or electronic text in the Slovak language in accordance with spelling principles. • The student will be able to explain the basic relationships between spelling and pronunciation. • The student will be able to read any factual or fictional literature in accordance with the principles of written pronunciation, understand the given text and be able to adequately reproduce its content. • The student will be able to recognize ways of communicating effectively in a variety of communicative situations. • The student will be able to recognize speech, language, voice, and communication disorders, especially impaired communication skills in preschool children. • The student will be able to manage common communication problems and gain knowledge of how to effectively eliminate these communication problems.	

**Skills:** • The student will be able to use the acquired knowledge in the process of communication in the working environment and in various situations of everyday life. • The student will be able to apply the acquired theoretical knowledge and will be able to identify the content of specific set objectives in the implementation of the acquired knowledge. • The student will be able to apply the acquired theoretical knowledge of Slovak orthoepy and orthography in the production of written and oral speeches. • The student will be able to apply the acquired knowledge in the correction of spelling and correct pronunciation in the educational process also in the case of children with impaired communication skills. • The student will be able to orientate himself/herself in the sound and graphic system of the written Slovak language. • The student will be able to master the written Slovak pronunciation and explain its basic principles. • The student will be able to master the basics of written orthoepy and acquire pronunciation skills for specific syllables of the Slovak alphabet. • The student will be able to apply the theoretical knowledge of orthoepy to the personal development of orthoepic skills and use it to guide students in correct pronunciation. • The student will have a practical knowledge of the principles of Slovak spelling with a focus on the essential phenomena of orthography. • The student will be able to determine the specifics of Slovak spelling in confrontation with the spelling of his/her mother tongue. • The student will be able to spontaneously use the acquired orthographic and orthoepic skills. • The student will be able to flexibly apply receptive and productive communication skills in a variety of communication situations in both formal work and informal private settings.

**Competences:** • The student will be able to apply the system of acquired theoretical knowledge, practical skills and habits, which are conditioned for successful mastery of pronunciation and spelling of written Slovak, in his/her own creative practice in educational and training activities. • The student will be able to orientate and communicate without major problems in various communication situations in public and private communication spheres and will be able to deepen communicative competences for personal development, also in the conditions of school pedagogical activities. • The student will be able to implement spelling principles, on the basis of theoretical knowledge, in the production of oral speeches, in dialogues and in discussion, as well as in writing and correcting written speeches. • The student will be able to carry out targeted cognitive development related to communication skills and will be able to independently plan selected activities that extend both theoretical knowledge and practical knowledge. • The student will be able to flexibly apply the acquired knowledge and skills in specific conditions of the educational process and in interpersonal relationships.

**Brief syllabus:**

1. Spoken Slovak language and its basic characteristics 2. Sound system of Slovak language. Classification of the vowels of the contemporary written Slovak language. Contrasting features of the Slovak and Hungarian alphabets 3. Orthoepic and orthoepic phenomena in vowels. Correct pronunciation and pronunciation errors 4. Suprasegmental phenomena, prosodic properties of speech and training in correct intonation 5. Orthography, written form of the Slovak language, essential spelling principles 6. Phonetic-phonological, morphological and syntactic differences between Slovak and Hungarian 7. Syntactic rules and principles of the Slovak language 8. Speech, language, voice and communication disorders 9. Communication impairment 10. Production of short and coherent oral speeches in the SERR communication topics 11. Written and electronic communication in Slovak. Personal letters, notices, invitations, short official documents. Creation of concrete written speeches 12. Practising phonetic phenomena and communication skills in the Slovak language 13. Presentation of communication skills.

**Literature:**

ALABÁNOVÁ, M.: Slovenský jazyk a literatúra v menšinových školách. Nitra: UKF, 2005. ISBN 978-80- 969945-7-1. HALÁSZOVÁ, A.: Ypsilon 1. Metodická príručka. Bratislava:

TERRA, 2013. ISBN 978-80-8098-127-3. HALÁSZOVÁ, A.: Ypsilon 4. Metodická príručka. Bratislava: TERRA, 2014. ISBN 978-80-8098-283-6. IVORÍKOVÁ, H. a kol.: Krížom-krážom. Cvičebnica A1+A2. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2009. ISBN 978-80-223-2809-8. KAMENÁROVÁ, R. a kol.: Krížom-krážom. Slovenčina A2. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2009. ISBN 978-60-223-3265-1. KAMENÁROVÁ, R. a kol.: Krížom-krážom. Slovenčina B1. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2011. ISBN 978-80-223-3035-0. KOLEKTÍV AUTOROV PROJEKTU WELCOME. Metodika pre prácu s deťmi so ŠVVP v predškolskom vzdelávaní. Praha: RAABE, 2019. ISBN 978-80-7496-400-8. . [online]. Dostupné na internete: <https://vudpap.sk/wp-content/uploads/2019/03/Methodika-pre-M%C5%A0-deti-%C5%A0VVP.pdf> MINISTERSTVO ŠKOLSTVA, VEDY, VÝSKUMU A ŠPORTU SLOVENSKEJ REPUBLIKY. Katalóg podporných opatrení. 2024. [online]. Dostupné na internete: 31441.2ddc3a.pdf MURGAŠ, M. a kol. Vývin mozgu a jeho poruchy. Martin : Osveta, 2011. ISBN 978-80-8063-369-1. MÜGLOVÁ D. a kol.: Cudzie jazyky s deťmi – kreatívne a hravo. Nitra: UKF, 2010. ISBN 978-80-8094-756-9. NÁRODNÝ INŠTITÚT VZDELÁVANIA A MLÁDEŽE, 2022. Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. Konsolidované znenie [online]. Bratislava : ŠPÚ, 2022. 100 s. Dostupné na internete: <https://www.minedu.sk/data/att/96d/24534.b6f65c.pdf> PALEŇČÁROVÁ, J. – KESSELOVÁ, J. – KUPCOVÁ, J.: Učíme slovenčinu komunikačne a zážitkovo. Bratislava: SPN, 2003. ISBN 80-10-00328-X. PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5. Spoločný európsky rámec pre jazyky (SERR). Bratislava: SPÚ, 2006. ŠTÁTNY PEDAGOGICKÝ ÚSTAV. Metodický list na osvojovanie štátneho – slovenského jazyka v materských školách s vyučovacím jazykom národnostných menšín. 2016. Bratislava: ŠPÚ. [online]. Dostupné na internete: [https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/materska-skola/metodicky-list\\_odborne-pojmy.pdf](https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/materska-skola/metodicky-list_odborne-pojmy.pdf) WEIDLEROVÁ, A. – WEIDLER, E.: Sloh na dlani. Bratislava: Príroda, 2003. ISBN 80-07-01332-6.

**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
48.15	37.04	11.11	0.0	0.0	3.7

**Teacher:** doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD., Mgr. Katalin Sýkora Hernády, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/LPG/25	<b>Name:</b> Forest pedagogy in kindergarten
<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: For the study period:</b> 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• active participation of the student in seminars,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• portfolio creation.</li> </ul> Total workload of the student: 1 credit = 30 hours <ul style="list-style-type: none"> <li>• 5 hours attending seminars (contact lessons); 25 hours portfolio creation.</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 50% semester assignments and activities, 50% portfolio.</li> </ul> The condition for successful completion of the course is obtaining at least 50% of the maximum score of the course. The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• Pass = 50 - 100%</li> <li>• Fail = 49 - 0%</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> Student: <ul style="list-style-type: none"> <li>- knows the theoretical basis of forest pedagogy,</li> <li>- knows the basic concepts of forest pedagogy,</li> <li>- knows the forest pedagogy programmes,</li> <li>- knows the teaching aids of forest pedagogy,</li> <li>- knows the elements of forest pedagogy applicable in kindergarten,</li> <li>- knows the principles of developing forest pedagogy programmes.</li> </ul> <b>Skills:</b> Student: <ul style="list-style-type: none"> <li>- can characterize the importance of forest pedagogy in the educational process of kindergarten,</li> <li>- can characterize the basic concepts of forest pedagogy,</li> <li>- can apply the principles of forest pedagogy in educational practice,</li> <li>- can create educational aids for forest pedagogy programmes,</li> <li>- can apply the principles of developing forest pedagogy programmes.</li> </ul>	

Competences:

Student:

- is able to implement the principles of forest pedagogy in the educational process in kindergartens in accordance with the content of the state educational programme for pre-primary education in kindergartens,
- is able to establish cooperation with a forest pedagogue,
- is able to design a forest pedagogy programme,
- is able to apply the principles of forest pedagogy in his/her own educational practice,
- understands the importance of applying forest pedagogy in pre-primary education,
- perceives forest pedagogy as one of the possibilities of education for sustainable development.

**Brief syllabus:**

Forest pedagogy.

Experiential learning and environmental education through forest pedagogy in line with the curriculum.

Themes of forest pedagogy in educational areas.

The profession of forest educator. Principles of cooperation with forest educators in kindergarten conditions.

Forest pedagogy programmes in kindergarten and their themes.

Forest pedagogy in Slovakia and abroad. Examples of forest pedagogy programmes and forms of cooperation between forest pedagogues and schools.

Didactic means in the application of forest pedagogy programmes.

Organisational forms and methods in forest pedagogy.

Teaching materials, their creation and use in forest pedagogy.

Intersections of creative dramatics and forest pedagogy - games for sensory perception, games with objects, sound, role-play and role-play techniques.

Working with children's literature in the application of forest pedagogy methods. The national competition The Forest Hidden in a Book. Ideas for creating your own book - from tree to book.

Ideas and creation of a forest pedagogy programme.

Forest pedagogy in family and after-school education.

**Literature:**

BORISOVÁ, S. 2020. Increasing Pupils Interest in Nature Protection and Sustainable Development Through a Philosophical Literary Story. In: Ad Alta. vol. 10., no. 2 (2020).

BUDNIAK, A. 2018. Zielona szkoła w kształtowaniu kompetencji środowiskowych uczniów klas początkowych. In: Chowanna.Katowice : SUK.

HARTL, É. 2022. Erdőpedagógia szakmai együttműködéssel az óvodapedagógusképzésben Sopronban. In: Simona, Borisová; Dana, Kollárová; Alexandra, Nagyová Lesná pedagogika v škole a mimo nej: skúsenosti v krajinách V4. Nitra: Univerzita Konštantína Filozofa v Nitre (2022) pp. 58-64. , 7 p.

HARTL, É. 2020. Erdőpedagógiával az erdőtudatos környezeti nevelésért az óvodapedagógus képzésben. In: Lett, Béla; Gál, J.; Horváth, S.; Molnár, K.; Schiberna, E.; Stark, M. (szerk.) Tanulmánykötet Mészáros Károly tiszteletére 2020 Sopron, Magyarország : Soproni Egyetem Kiadó (2020) pp. 201-205. , 5 p.

CHLPOŠOVÁ, D. – KOLLÁROVÁ, D. 2019. Učenie o lese. Zvolen: NLC.

JALOVIAROVÁ, V. (ed.) 2021. Encyklopédia hier lesnej pedagogiky. Zvolen: NLC.

KOLLÁROVÁ, D. - CHLPOŠOVÁ, D. - FENYVESIOVÁ, L. - JALOVIAROVÁ, V. 2020.

Lesná pedagogika pre materské školy. Nitra: PF UKF.

KOLLÁROVÁ, D. 2019. Prepojenie prvkov tvorivej dramatiky a lesnej pedagogiky. In. Učenie o lese. Zvolen: NLC.

<p>KOLLÁROVÁ, D. – NAGYOVÁ, A. 2020. Učenie o lese v učiteľovej stratégii vyučovania Prvouky. In: MMK. 2020.</p> <p>KOLLÁROVÁ, D. – PUPÍKOVÁ, E. 2020. Možnosti implementácie lesnej pedagogiky do ďalšieho vzdelávania učiteľov materských škôl. In: Pedagogica actualis XI. - Trnava: UCM.</p> <p>LOYOVÁ, D. et.al. 2018. Lesná pedagogika učebné texty k vzdelávaciemu programu. Zvolen: NLC.</p> <p>KOVÁTS-NÉMETH, M. 2010. Az erdopedagógia környezetpedagógiáig. Pécs : Comenius Kft., 2010. ISBN 978-80-558-1994-5.</p> <p>MIŇOVÁ, M. (ed.) 2013. Environmentálna udržateľnosť v predprimárnom vzdelávaní. Prešov: PF PU, OMEP.</p> <p>MOLNÁR, K. 2024. Erdőpedagógia természeti környezetben és/vagy tanteremben (?).In: Schiberna, Endre; Lett, Béla; Molnár, Katalin; Stark, Magdolna (szerk.) Tanulmánykötet Mészáros Károly tiszteletére 2024 Sopron, Magyarország : Soproni Egyetem Kiadó (2024) 122 p. pp. 55-63. , 9 p. www.lesnapedagogika.sk</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: 0</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>		a	n	0.0	0.0
a	n				
0.0	0.0				
<p><b>Teacher:</b> PaedDr. Alexandra Nagyová, PhD.,</p>					
<p><b>Date of last update:</b> 15.04.2025</p>					
<p><b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ MEVa2/25	<b>Name:</b> Aesthetic education methodology in kindergarten
<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: For the study period:</b> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in lectures and/or seminars and/or practices,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• completion of semester tasks and assignments as instructed by the instructors,</li> <li>• successful completion of a project (in the case of the final assessment form)</li> </ul> Total workload of the student: 3 credit = 90 hours <ul style="list-style-type: none"> <li>• 10 hours attending lectures and/or seminars and/or practical sessions (contact lessons); 32 hours completing semester assignments and tasks; 48 hours self-study and preparation for seminar project</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 50% semester assignments and activities, 50% final exam/assessment/test.</li> </ul> Evaluation of the seminar project - max 50 points: <ul style="list-style-type: none"> <li>- quality - 20 points,</li> <li>- originality - 10 points,</li> <li>- formal aspects - 10 points,</li> <li>- short oral explanation of the concept and content of the submitted project - 10 points.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Knowledge: The student: <ul style="list-style-type: none"> <li>- is familiar with the scientific and methodological knowledge that underpins and promotes the harmonious and complex personality development of children aged 3-7</li> </ul>	

- plans and organises the forms of visual education activities - drawing, needlework, pattern-making - in the transfer of knowledge and in the development of children's competences applies psychologically, pedagogically and methodologically appropriate methods in accordance with the development and maturation of the child.
- knowledge of the tools of the visual arts and their correct use
- knowledge of artistic techniques and their areas of application
- is familiar with the use of certain graphic, plastic and digital technologies
- knowledge of the forms of visual education activities
- recognises the characteristics of children's visual representations
- knowledge of teaching methods aimed at developing creativity
- plans and organises visual education and craft activities
- knowledge of procedures for developing children's visual literacy and their application in the educational process
- knowledge of inclusive educational approaches to visual education
- knowledge of methods and procedures for the education and teaching of children with special educational needs.

**Skills:**

The student can:

- use and apply the tools of the visual arts correctly
- use the appropriate artistic techniques and apply them in plane and space
- use elements of visual language in different ways in the plane and in space
- express themselves using artistic techniques on a given theme
- apply and use their knowledge of art history when planning and implementing visual education lessons
- to carry out certain graphic, plastic and digital processes
- to reflect on current social and cultural issues and to think critically

**Competences:**

The student will:

- Knowledge of the scientific and methodological knowledge that underpins and promotes the harmonious and complex personality development of children aged 3-7
- plans and organises visual education activities - drawing, needlework, pattern-making - in the transfer of knowledge and the development of children's competences applies psychologically, pedagogically and methodologically appropriate methods in accordance with the development and maturation of the child.
- knowledge of the tools of the visual arts and their correct use
- knowledge of artistic techniques and their areas of application
- is familiar with the use of certain graphic, plastic and digital technologies
- knowledge of the forms of visual education activities
- recognises the characteristics of children's visual representations
- knowledge of teaching methods aimed at developing creativity
- plans and organises visual education and craft activities
- knowledge of procedures for developing children's visual literacy and their application in the educational process
- knowledge of inclusive educational approaches to visual education
- knowledge of methods and procedures for the education and teaching of children with special educational needs.

**Brief syllabus:**

Interpretation of the concept of aesthetics, its relationship with visuality and fine arts

High and popular culture, beauty and taste as aesthetic categories, value systems in the definition of art, self-development of aesthetic literacy  
Creativity, visuality, aesthetics - creativity and intelligence, levels of creativity, creativity in visual education, development of aesthetic perception in preschool, methods of visual education activities in preschool education  
Aesthetic education through visual education  
Planning, analysis and practical implementation of visual education activities in nursery schools  
Aesthetics of children's drawings: theory, stages in the development of children's and youth drawing and its influence on avant-garde artists  
Compositional exercises in space - relief, object, sculpture, sculpture, construction, deconstruction  
Methods of perceiving and reading works of art - analysis of works of art, folk art techniques, museum pedagogy  
Reform movements in art education - education through art and art education, project-based pedagogy and alternative methods in visual education  
Contemporary trends in art education  
Aspects and rules for developing digital competences, digital techniques in pre-school education  
Trends and models and prominent figures in visual education  
Art history basics: the great migrations, Islamic art, Far Eastern art, early Christianity, Byzantine art, Romanesque and Gothic art

#### **Literature:**

- ARNHEIM, R.: A vizuális élmény. Az alkotó látás pszichológiája. Gondolat, Bp., 1979. ISBN 963 280 141 5
- BALÁZSNÉ SZŰCS J. Miből leTT a cserebogár. Budapest: SZORT Bt., 2001, 386 s. ISBN 963 008 920 3.
- BÁLVÁNYOS H. Esztétikai-Művészeti ismeretek nevelés : Vizuális kultúra II.Képzőművészet, tárgy - és környezetkultúra. Budapest: Balassi Kiadó, 1998, 168 s. ISBN 963 506 240 0.
- ALMÁSI M. Anti-esztétika: Séták a művészetfilozófiák. Budapest: Helikon Kiadó, 2003, 206 s. ISBN 963 208 807 7.
- BORBÉLYOVÁ D., MÉSZÁROS T., NAGYOVÁ Cs. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. Komárno: Univerzita J. Selyeho, 2019, 161 s. ISBN 978-80-8122-335-8.
- BROWN P. The World of Late Antiquity : AD 150-750. London: Thames and Hudson, 1971, 216 s. ISBN 0-15-597633-8.
- ECO U. A szépség története. Budapest: Európa Könyvkiadó, 2007, 438 s. ISBN 978 963 07 8308 8.
- FEUER M. A gyermekrajzok fejlődéslélektana. Budapest: Akadémiai Kiadó, 2000, 405 s. ISBN 9630577321.
- GERŐ ZS. Érzelem, fantázia, gondolkodás óvodáskorban. Flaccus Kiadó, 2005, 290 s. ISBN 9639412066.
- GOMBRICH E. H.. A művészet története. Budapest: Gondolat Kiadó, 1983, 522 s. ISBN 9632812158.
- KÁRPÁTI A. Vizuális képességek fejlődése. Budapest: Nemzeti Tankönyvkiadó, 1995, 695 s. ISBN 963 18 6824 9.
- KÁRPÁTI A. A gyermekrajztól a fiatalok vizuális nyelvég. Budapest: Akadémiai Kiadó, 2019, 210 s. ISBN 978 963 454 361 9.
- KÁRPÁTI A. Firkák, formák, figurák : A vizuális nyelv fejlődése a kisgyermekkortól a serdülőkorig. Budapest: Dialóg Campus Kiadó, 2001, 198 s. ISBN 963 9123 36 6. KÁRPÁTI A. A középkori Európa művészete : Művészettörténet V. Budapest: ELTE ÉKP Központ, 1996, 123 s. ISBN 963 9063 01 0.

LASSUS J. Ranokrest'anské a byzantské umenie. Umenie sveta: Architektúra, mozaika, maľba, plastika, šperky 200 reprodukcií. Bratislava: Pallas, 188 o. 1971.  
 SZABÓ A. Művészettörténet képekben: A kezdetektől napjainkig. Budapest: A.K.G.A Junior Kiadó, 2001, 222 s. ISBN 963 9190 08.  
 SZABÓ A. Művészettörténet vázlatokban : A kezdetektől napjainkig. Budapest: AKG Kiadó, 2000, 228 s. ISBN 963 640 445 3.  
 MALCHIODI, Cathy: A gyermekrajzok megértése. Animula Kiadó, Bp., 2003. ISBN 963 9410 373  
 SZABÓ A. Művészettörténet képekben: A kezdetektől napjainkig. Budapest: A.K.G.A Junior Kiadó, 2001, 222 s. ISBN 963 9190 08.  
 SZABÓ A. Művészettörténet vázlatokban : A kezdetektől napjainkig. Budapest: AKG Kiadó, 2000, 228 s. ISBN 963 640 445 3.  
 VIRÁGVÖLGYI P. A tipográfia mestersége számítógéppel. Budapest: Osiris, 2002, 262 s. ISBN 963379529X

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** PaedDr. Diana Borbélyová, PhD., Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ MJNa1/25	<b>Name:</b> Hungarian language and norms of language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: During the semester, students will give an interactive short presentation on a freely chosen topic of Hungarian linguistics (max. 10 points, which is 1/3 of the overall evaluation), and during the assessment week, they will write a test (max. 20 points, which is 2/3 of the overall evaluation). In specific cases, students may prepare an interactive poster presenting a freely chosen topic of Hungarian linguistics instead of giving an interactive short presentation (max. 10 points, which is 1/3 of the overall evaluation). However, this poster must be submitted no later than the 10th week of the semester. Students must gain at least 5 points (50%) for the interactive short presentation/ interactive poster. To pass the test, students must earn at least 10 points (50%). The total score students may get is 30 points (10 points for the interactive short presentation/interactive poster, 20 points for the test). Total workload of the student: 3 credits = 90 hours 10 hours for participation in lessons; 30 hours for preparing an interactive short presentation/ interactive poster; 50 hours for preparing for the test. The student receives the final evaluation as follows: 1/3 – interactive short presentation / interactive poster; 2/3 – test. The following percentages and points must be obtained for the final evaluation of the subject: A = 90–100%, B = 80–89%, C = 70–79%, D = 60–69%, E = 50–59%, FX = 0–49%.	
<b>Results of education:</b> Knowledges: – Students become familiar with the general questions and issues of Hungarian linguistics. – They know the basic data, concepts, rules as well as theoretical and methodological principles related to linguistics. – They get a coherent knowledge of the Hungarian language, its rules, the mode and conditions	

of its operation, as well as its relationship to other languages.

Skills:

- Students will be able to determine the place of linguistics in the system of sciences.
- They will be able to independently and effectively formulate the purpose and subject of linguistic research.
- They will be able to apply the acquired linguistic knowledge to specific linguistic examples.
- They will be able to apply the acquired linguistic knowledge in pedagogical practice.

Competencies:

- Students will have a socially accepted civil attitude and a positive way of thinking about their profession and target group.
- They will be able to recognize the socio-cultural context of a child's development on their own.
- They will have a positive attitude towards the socio-cultural and linguistic diversity of society.
- They will be able to formulate their own point of view and perspective towards issues related to Hungarian linguistics, and will be able to critically review and defend them constructively.
- Students will be able to deal with problems in the context of pedagogical work caused by the diversity of the educated population.
- They will be able to keep up with the current development of Hungarian linguistics, and will be able to improve professionally.
- They will know the rules of Hungarian as a mother tongue.

#### **Brief syllabus:**

1. The concept, subject, areas, research methods of linguistics. Language as a sign system. Language levels
2. The birth of language. The relationship between language and thinking. Language functions
3. Language, speech, language skills
4. The Hungarian language among the languages of the world (geolinguistic, genetic and typological characteristics)
5. Vocabulary of the Hungarian language (division of the vocabulary, ways of forming words, dictionaries)
6. Variants of the Hungarian language and language norms
7. Language ideologies (basic concepts, categorisation, identification)
8. Language myths and language superstitions (basic concepts, categorisation, refutation of language myths and superstitions)
9. Language cultivation and its place in pedagogical practice: the prestige of the standard version of the Hungarian language, language correctness
10. The appearance of the sociolinguistic approach to language in pedagogical practice: teaching linguistic tolerance
11. Grammar exercises (vocabulary of the Hungarian language)
12. Grammar exercises (Hungarian grammar)
13. Test

#### **Literature:**

- A. JÁSZÓ, A. 1994. A magyar nyelv könyve. Budapest: Trezor Kiadó. ISBN 963 9088 92 7
- BALÁZS, G. (ed.) 2011. Nyelvészetről mindenkinek. 77 nyelvészeti összefoglaló. Budapest: Inter. ISBN 978-963-89240-0-1
- CRYSTAL, D. 2003. A nyelv enciklopédiája. Budapest: Akadémiai Kiadó. ISBN 963 379 211 8
- DANKÓ, E. 2016. Nyelvi-kommunikációs nevelés az óvodában : Módszertani kézikönyv a 3-7 éves korosztály fejlesztéséhez. Budapest: Flaccus Kiadó. ISBN 978-615-5278-23-7

- DOMONKOSI, Á. – LŐRINCZ, J. – OKOSNÉ BOZSIK, G. (et al.) 2008. Beszédművelés, nyelvi norma. Eger: Líceum Kiadó. ISBN 978-963-9894-04-4
- FODOR, I. 2001. Mire jó a nyelvtudomány? Budapest: Balassi Kiadó. ISBN 9635064098
- ISTÓK, B. – LŐRINCZ, G. – LŐRINCZ, J. 2021. A lexikai variánsok és az alakpárok kapcsolatrendszere. In: Magyar Nyelvőr 145/3. 330–356. ISSN 1585-4515
- KÁLMÁN, L. – TRÓN, V. 2007. Bevezetés a nyelvtudományba. Budapest: Tinta Könyvkiadó. ISBN 978-963-7094-65-1
- KÓNYA, I. 2006. Bevezetés a nyelvtudományba. Komárno: Selye János Egyetem. ISBN 8089234038
- LANSTYÁK, I. 2018. Nyelvalakítás és nyelvi problémák. Somorja: Fórum Kisebbségkutató Intézet. ISBN 978-80-89978-00-7
- LŐRINCZ, G. – ISTÓK, B. – BAKA, L. P. 2022. Nyelvi diszkrimináció vagy nyelvi tolerancia? A BBB-módszer alkalmazásának lehetőségei a (kisebbségi) pedagógiai gyakorlatban. In: Civil Szemle 19/2. 61–80.
- MÁTÉ, J. 1997. A 19. századi nyelvtudomány rövid története : Elméletek, irányzatok és módszerek I. Budapest: Nemzeti Tankönyvkiadó, 1997. ISBN 963-18-7650-0
- MÁTÉ, J. 1998. Elméletek, irányzatok és módszerek II. A 20. századi nyelvtudomány történetének főbb elméletei és irányzatai. Budapest: Nemzeti Tankönyvkiadó. ISBN 963 18 8342 6
- KENESEI, I. 2004. A nyelv és a nyelvek. Budapest: Akadémiai Kiadó. ISBN 9630579596
- NÁDASDY, Á. 2020. Milyen nyelv a magyar? Budapest: Corvina. ISBN 978 963 13 6643 3
- PÉNZES, I. 2004. Anyanyelvi kavalkád. Dunaszerdahely: Lilium Aurum. ISBN 8080621691
- SÁNDOR, K. 2014. Határtalan nyelv. Bicske: SZAK Kiadó Kft. ISBN 978-963-9863-37-8
- SAUSSURE, F. 1967. Bevezetés az általános nyelvészetbe. Budapest: Gondolat. ISBN 0007991
- SIMON, Sz. 2010. Nyelvi szondázások. Alkalmazott nyelvészeti tanulmányok a szlovákiai magyar nyelvhasználat köréből. Dunaszerdahely: Lilium Aurum. ISBN 978-80-8062-418-7
- SZEPESY, Gy. 1986. Nyelvi babonák. Budapest: Gondolat Kiadó. ISBN 963 281 604 8
- TELEGDI, Zs. 1984. Bevezetés az általános nyelvészetbe. Budapest: Tankönyvkiadó. ISBN 963 17 7452
- ZIMÁNYI, Á. 1999. Nyelvhelyesség. Eger: EKTF Líceum Kiadó.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 47

A	B	C	D	E	FX
42.55	31.91	14.89	8.51	0.0	2.13

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

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ MKVb2/25	<b>Name:</b> Multicultural 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: For the study period:</b> 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for completing the course: The final assessment is a summative assessment of theoretical knowledge and practical skills. Active participation of 80% in the sessions is a prerequisite for obtaining the credit. - Active participation in the classes, continuous assessment 30 points - Written test 40 points - Paper to be submitted 30 points - Assessment criteria (maximum score: 50 points): minimum pass mark for the examination 26 points (min. Successful assessment: A: 100 - 91% B: 90-81% C: 80-71% D: 70-61% E: 60-50% FX: 49%-. Total student load: 2 credits = 60 hours, 5 hours contact hours, 55 hours of essay, collection of material, independent study, preparation for test.	
<b>Results of education:</b> Knowledge: - Knowledge of the principles, aims and importance of multicultural education in pre-school education. - Knowledge of the educational characteristics of children from different cultural backgrounds and the factors of cultural identity formation, the phenomenon of biculturalism. - Knowledge of the challenges and opportunities of co-education of minority groups, disadvantaged and Roma children. - Knowledge of the role of pedagogical differentiation, cooperative learning organisation and individual development in multicultural education. - Knowledge of intercultural communication and methods to reduce prejudice. Skills: - Ability to deal sensitively and acceptingly with cultural diversity in pre-school groups. - Effectively apply pedagogical strategies for the development and integration of children from diverse backgrounds. - Ability to work with parents and communities for the harmonious development of children. - Consciously develops an educational environment that respects and promotes cultural diversity. - Ability to use interactive and experiential pedagogical methods in multicultural education. Competences: - Open and empathetic attitude towards children from different ethnic, cultural and social backgrounds. - Ability to reflect on and continuously improve his/her own pedagogical practice in the spirit of multicultural education. - Knowledge of the legal framework and the possibilities of inclusive pedagogy in culturally diverse pre-school education. - Ability to integrate multicultural content into pre-school activities and everyday educational practice.	
<b>Brief syllabus:</b>	

1. Conceptual approaches to multiculturalism, acculturation and the interrelationships between strategies of social coexistence. Challenges and possibilities of biculturalism. 2. Conceptualizing prejudice and stereotypes in social psychology and pedagogy. The impact of stereotypes on children's socialization and the role of the teacher in developing an inclusive and accepting approach. 3. The importance of multicultural education in preschool pedagogy with particular reference to minorities, including the integration of disadvantaged children, Roma and children from other cultural backgrounds. Cultural diversity in pre-school groups, taking into account different traditions, linguistic and social backgrounds of children in education. 4. Linking inclusive pedagogy and multicultural education, ensuring equal opportunities for children from different backgrounds in pre-school settings. 5. Challenges related to the integration of migrant and refugee children, trauma-sensitive pedagogy and the promotion of cultural identity. 6. The use of multicultural play and folk traditions in early childhood education and the role of shared experiences in cultural understanding. 7. The role of social and emotional intelligence development in cultural sensitization, empathy, cooperation and social awareness. 8. Managing linguistic diversity in kindergarten, bilingualism and ways of overcoming language barriers in educational practice. 9. The relationship between social mobility and education, teachers' responsibilities in supporting the educational and social progress of children from disadvantaged backgrounds and bicultural identity. 10. The role of cooperation with the family in multicultural education and parental involvement in preschool life. 11. Conflict management strategies in multicultural environments, pedagogical tools for preventing and resolving intercultural conflicts. 12. The impact of media and digitalization on children's cultural identity, conscious and critical processing of multicultural content in preschool education. 13. Future challenges and opportunities of multicultural education, the need for continuous self-reflection and professional development for teachers to promote culturally diverse education. National and European educational policies, legislation and institutional framework.

#### **Literature:**

- Judit, Torgyik, and Karlovitz János Tibor. Multikulturális nevelés. Bölcsész Konzorcium, 2006 . <http://mek.niif.hu/04800/04802/04802.pdf> - Judit, Torgyik. "Multikulturális társadalom, multikulturális nevelés." Új Pedagógiai Szemle 54 (2004): 4-5. <https://epa.oszk.hu/00000/00035/00081/2004-04-ta-Torgyik-Multikulturalis.html> - Judit, Torgyik. (2009). Jó gyakorlatok a multikulturális nevelés köréből. Megismerés és elfogadás. Pedagógiai kihívások és roma közösségek a 21. század iskolájában (Szerkesztette: Kállai Ernő és Kovács László). 264.p. [https://www.kallaierno.eu/wp-content/uploads/2023/01/megismeres\\_es\\_elfogadas.pdf](https://www.kallaierno.eu/wp-content/uploads/2023/01/megismeres_es_elfogadas.pdf) - Cecília, Tusa. "A multikulturális nevelés létjogosultsága és szükségessége az Európai Unióban." Új Pedagógiai Szemle 11 (2003). <https://folyoiratok.oh.gov.hu/uj-pedagogiai-szemle/a-multikulturalis-neveles-letjogosultsaga-es-szuksegessege-az-europai-unioban> - MEGISMERÉS ÉS ELFOGADÁS Pedagógiai kihívások és roma közösségek a 21. század iskolájában (Szerkesztette: Kállai Ernő és Kovács László). 264.p. [https://www.kallaierno.eu/wp-content/uploads/2023/01/megismeres\\_es\\_elfogadas.pdf](https://www.kallaierno.eu/wp-content/uploads/2023/01/megismeres_es_elfogadas.pdf) - Lásd Mihály Ildikó: A multikulturális nevelésről – a világban. Új Pedagógiai Szemle, 2001. 4. sz. <https://epa.oszk.hu/00000/00035/00048/2001-04-vt-Mihaly-Multikulturalis.html> - Varga, A. (2015). Esélyegyenlőség és inklúzió az iskolában. In Varga, A. (szerk.). A nevelésszociológia alapjai (pp. 241–273). Pécs, Magyarország: PTE BTK NTI Romológia és Nevelésszociológia Tanszék, Wlisslocki Henrik Szakkollégium. <https://mek.oszk.hu/14500/14566/html/index.html> - Torgyik, J. (2022). A multikulturális nevelés lehetőségei globális környezetben. *Educatio*, 31(4), 647–657. <https://akjournals.com/view/journals/2063/31/4/article-p647.xml#container-27769-item-27770> - Hont-Gáspár, A., Rayman, J., Szefcsik, D. E. (2019). Hitek és tévhitek a pedagógiai munkában – Sztereotip gondolkodási stratégiák és ami mögöttük van. *Autonómia és felelősség: Neveléstudományi folyóirat*, 4(1–4), 5–24. [https://real-j.mtak.hu/27016/2/autonomia\\_felelosseg\\_4evf\\_1-4szam.pdf](https://real-j.mtak.hu/27016/2/autonomia_felelosseg_4evf_1-4szam.pdf) - Varga Aranka (2006): Multikulturalizmus–inkluzív oktatási rendszer. In FORRAY R. Katalin (szerk.) *Ismeretek a Romológia Alapképzési Szakhoz*.

Pécsi Tudományegyetem Bölcsészettudományi Kar Neveléstudományi Intézet, Pécs, 145-160. - <a href="https://gepeskonyv.btk.elte.hu/adatok/Romologia/26Forray/26Forray-html/?mode=book&amp;id=8">https://gepeskonyv.btk.elte.hu/adatok/Romologia/26Forray/26Forray-html/?mode=book&amp;id=8</a>					
<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: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. Aranka Híves-Varga, PhD., PaedDr. Beáta Kiss, PhD., Dr. habil. Erika Kopp, PhD.,					
<b>Date of last update:</b> 15.04.2025					
<b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/MPK/25	<b>Name:</b> Methods of developing children's motor skills
<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: For the study period:</b> 5s / 10s <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in lectures and/or seminars and/or practices,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• completion of semester tasks and assignments as instructed by the instructors,</li> <li>• successful completion of a final exam</li> </ul> Total workload of the student: 30 credits = 90 hours <ul style="list-style-type: none"> <li>• 15 hours attending seminars and practical sessions (contact lessons); 26 hours completing semester assignments and tasks; 49 hours self-study and preparation for examination</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 40% semester assignments and activities, 60% final exam/assessment/test.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> Know the stages of motor development and the importance of motor skills. Know the principles of motor development and general development. Be aware of the influence of movement on the physical and mental development of the child. Be aware of the impact of movement on a child's intellectual, emotional and social development. Knowledge of the relationship between motor development and cognitive skills. Knowledge of movement development methods and their role in early childhood education. Knowledge of the role of games in movement development and physical education for preschool children. Knowledge of the pedagogical documentation of the educational field of health and movement. <b>Skills:</b>	

Able to recognise differences in movement development and choose an appropriate method when necessary.

Can assess movement performance and interpret results.

Can use the results of movement analysis for pedagogical purposes.

Can plan, organise and lead exercises and games to develop movement skills.

Can make innovative and creative use of available tools in movement development.

Knows how to apply physical exercises taking into account the specificities of pre-school age.

Knows the content and performance standards set out in the National Educational Programme for Pre-primary Education in Kindergarten.

Competencies:

Is open-minded and committed to the development of children with movement disorders and disabilities.

He/she has an empathic, patient and supportive approach to children's development.

Responsibly and consciously applies developmental methods according to individual children's needs

Integrates elements of motor development into the preschool curriculum.

Continually develops own expertise and up-to-date information in the area of motor development.

### **Brief syllabus:**

Fundamentals of motor skills. The concept, types and development of motor skills in preschool.

Movement as a means of consolidating health and promoting proper psychosomatic and psychomotor development of preschool children.

Development of large movements and fine motor skills in preschool age, the principles of the development of motor skills.

Evaluation of motor skills.

Possibilities, methods and results of aquatic motor development.

Physical exercises taking into account the specifics of preschool age.

Games and play activities for the development of motor skills

Pedagogical documents, National curriculum, educational field: health and movement

Seasonal activities and trainings that are implemented in accordance with the conditions of the kindergarten.

Correct posture in different postures, relaxation and release exercises.

Basic postures and positions as instructed: standing, squatting, kneeling, sitting, lying down, correct walking and running techniques.

Different techniques of climbing, crawling and crawling, jumping.

Handling of equipment: throwing, catching, passing, bouncing, skipping.

### **Literature:**

Király-Szakály: Mozgásfejlődés és a motorikus képességek fejlesztése gyermekkorban.

2012, Campusz kiadó. [https://archivum.uni-eszterhazy.hu/public/uploads/mozgasfejlodes\\_5538f4c1056cc.pdf](https://archivum.uni-eszterhazy.hu/public/uploads/mozgasfejlodes_5538f4c1056cc.pdf)

Polgár Tibor (szerkesztő)–Szatmári Zoltán A MOTOROS KÉPESSÉGEK <https://tamop412a.ttk.pte.hu/TSI/Polgar%20Tibor%20-%20Szatmari%20Zoltan%20-%20Motoros%20kepesssegek/Motoros%20kepesssegek.pdf>

Fest Sarolta (2018): A motoros teljesítmények vizsgálata óvodáskorban. [https://epa.oszk.hu/04200/04291/00021/pdf/EPA04291\\_deliberationes\\_2018\\_1\\_125-136.pdf](https://epa.oszk.hu/04200/04291/00021/pdf/EPA04291_deliberationes_2018_1_125-136.pdf)

Dobay Beáta: Mozgásos játékgyűjtemény, 2016 ISBN 978-80-81-22-192-7

Dobay Beáta: Az óvodai testnevelés alapjai. - Komárno : Selye János Egyetem, 2007. - 290 s. - ISBN 978-80-89234-257.

Farmosi István: Mozgásfejlődés, Dialog Campus, Pécs, 2007 ISBN 963-9310-06-9

<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian, Slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Mgr. Attila Bognár, PaedDr. Peter Židek, PhD.,					
<b>Date of last update:</b> 15.04.2025					
<b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ MVVa1/25	<b>Name:</b> Methodology of art education in kindergarten
<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: For the study period:</b> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in lectures and/or seminars and/or practices,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• completion of semester tasks and assignments as instructed by the instructors,</li> <li>• successful completion of a project (in the case of the final assessment form)</li> </ul> Total workload of the student: 3 credit = 90 hours <ul style="list-style-type: none"> <li>• 10 hours attending lectures and/or seminars and/or practical sessions (contact lessons); 32 hours completing semester assignments and tasks; 48 hours self-study and preparation for seminar project</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 50% semester assignments and activities, 50% final exam/assessment/test.</li> </ul> Evaluation of the seminar project - max 50 points: <ul style="list-style-type: none"> <li>- quality - 20 points,</li> <li>- originality - 10 points,</li> <li>- formal aspects - 10 points,</li> <li>- short oral explanation of the concept and content of the submitted project - 10 points.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Knowledge: The student: <ul style="list-style-type: none"> <li>- is familiar with the scientific and methodological knowledge that underpins and promotes the harmonious and complex personality development of children aged 3-7</li> </ul>	

- plans and organises the forms of visual education activities - drawing, needlework, pattern-making - in the transfer of knowledge and in the development of children's competences applies psychologically, pedagogically and methodologically appropriate methods in accordance with the development and maturation of the child.
- knowledge of the tools of the visual arts and their correct use
- knowledge of artistic techniques and their areas of application
- is familiar with the use of certain graphic, plastic and digital technologies
- knowledge of the forms of visual education activities
- recognises the characteristics of children's visual representations
- knowledge of teaching methods aimed at developing creativity
- plans and organises visual education and craft activities
- knowledge of procedures for developing children's visual literacy and their application in the educational process
- knowledge of inclusive educational approaches to visual education
- knowledge of methods and procedures for the education and teaching of children with special educational needs.

#### Skills:

The student can:

- use and apply the tools of the visual arts correctly
- use the appropriate artistic techniques and apply them in plane and space
- use elements of visual language in different ways in the plane and in space
- express themselves using artistic techniques on a given theme
- apply and use their knowledge of art history when planning and implementing visual education lessons
- to carry out certain graphic, plastic and digital processes
- to reflect on current social and cultural issues and to think critically

#### Competences:

The student will:

- Knowledge of the scientific and methodological knowledge that underpins and promotes the harmonious and complex personality development of children aged 3-7
- plans and organises visual education activities - drawing, needlework, pattern-making - in the transfer of knowledge and the development of children's competences applies psychologically, pedagogically and methodologically appropriate methods in accordance with the development and maturation of the child.
- knowledge of the tools of the visual arts and their correct use
- knowledge of artistic techniques and their areas of application
- is familiar with the use of certain graphic, plastic and digital technologies
- knowledge of the forms of visual education activities
- recognises the characteristics of children's visual representations
- knowledge of teaching methods aimed at developing creativity
- plans and organises visual education and craft activities
- knowledge of procedures for developing children's visual literacy and their application in the educational process
- knowledge of inclusive educational approaches to visual education
- knowledge of methods and procedures for the education and teaching of children with special educational needs.

#### **Brief syllabus:**

Visual language, visual communication.

Developing problem-solving thinking and creativity through individual creative journeys.

Artistic branches, disciplines and genres in theory and practice.

Visualisation and interpretation of basic communication of visual phenomena and problems, synthesis and application of theoretical and practical knowledge in pedagogical activities.

The essence of visual education, the potential and the importance of the complexity of the visual system of skills and personality traits that can be developed through visual education in the development of competences.

The message of children's drawings, the visual aptitude of the 3-6 age group, the characteristics of expressive, imaginative and experiential representation, the level of formative and creative education, methods of teaching children with different levels of differentiation.

The impact of visual education

The role of sacred festivals in emotional education through visual education.

Fundamentals and methods of talent management.

Planning visual activities.

Environmental awareness and sustainability in visual education.

Visual education by project method.

Inclusive visual education.

### **Literature:**

ARNHEIM, R. A vizuális élmény. Az alkotó látás pszichológiája. Gondolat, Bp., 1979. ISBN 963 280 141 5

BALÁZSNÉ SZÜCS J. Miből lett a cserebogár. Budapest: SZORT Bt., 2001, 386 s. ISBN 963 008 920 3.

BEKE, M. 77 magyar népi játékok. Budapest: Corvina, 2017, 304 s. ISBN 978 963 13 6431 6. 161 s. ISBN 978-80-8122-335-8.

BORBÉLYOVÁ, D.; MÉSZÁROS, T.; NAGYOVÁ, Cs. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. Komárno: Univerzita J. Selyeho, 2019. – 162 s. ISBN 978-80-8122-335-8

DVORSZKY, H. Design: A forma művészete. Budapest: Képzőművészeti Alap Kiadóvállalata, 1979, 295 s. ISBN 963 336 119 2

FEUER M. A gyermekrajzok fejlődéslélektana. Budapest: Akadémiai Kiadó, 2000, 405 s. ISBN 9630577321.

FIEDLER, J., VANCSURÁNÉ, S. A., HAJDÚ, A. Kép-játék-hang: Foglalkozási tervek képzőművészeti alkotásokhoz. Budapest: Pedellus Tankönyvkiadó, 2015, 80 s. ISBN 978-615-5154-63-8.

GERŐ ZS. Érzelem, fantázia, gondolkodás óvodáskorban. Flaccus Kiadó, 2005, 290 s. ISBN 9639412066.

GOMBRICH E. H.. A művészet története. Budapest: Gondolat Kiadó, 1983, 522 s. ISBN 9632812158.

HEGYI, L. Avantgarde és transzavantgarde. Budapest: Magvető Kiadó, 1986, 520 s. ISBN 963 14 0875 2.

ITTEN, J. A színek művészete. Göncöl – Saxum, 2002. ISBN 9789639183582

KÁRPÁTI A. A gyermekrajztól a fiatalok vizuális nyelvégig. Budapest: Akadémiai Kiadó, 2019, 210 s. ISBN 978 963 454 361 9.

KÁRPÁTI A. Firkák, formák, figurák : A vizuális nyelv fejlődése a kisgyermekkortól a serdülőkorig. Budapest: Dialóg Campus Kiadó, 2001, 198 s. ISBN 963 9123 36 6.

MALCHIODI, C. A gyermekrajzok megértése. Animula Kiadó, Bp., 2003. ISBN 963 9410 373

SZABÓ A. Művészettörténet képekben: A kezdetektől napjainkig. Budapest: A.K.G.A Junior Kiadó, 2001, 222 s. ISBN 963 9190 08.

SZABÓ A. Művészettörténet vázlatokban : A kezdetektől napjainkig. Budapest: AKG Kiadó, 2000, 228 s. ISBN 963 640 445 3.

VIRÁGVÖLGYI P. A tipográfia mestersége számítógéppel. Budapest: Osiris, 2002, 262 s. ISBN 963379529X.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** PaedDr. Diana Borbélyová, PhD., Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ NTDb1/25	<b>Name:</b> Gifted children in kindergarten
<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: For the study period:</b> 5s / 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in lectures and/or seminars and/or practices,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• completion of semester tasks and assignments as instructed by the instructors,</li> <li>• successful completion of a final test</li> </ul> Total workload of the student: 2 credit = 60 hours <ul style="list-style-type: none"> <li>• 10 hours attending lectures and/or seminars and/or practical sessions (contact lessons); 17 hours completing semester assignments and tasks; 33 hours self-study and preparation for assessment</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 50% semester assignments and activities, 50% final exam/assessment/test.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Student Knowledge: <ul style="list-style-type: none"> <li>- Knows and understands the concept and definition of talent and giftedness.</li> <li>- Knows and understands the meaning and content of other terms related to the concept of talent, such as talent management, talent education, talent identification,</li> <li>- Knows and understands the components of talent,</li> <li>- Knows and understands the forms and possibilities of talent education.</li> <li>- Knows the characteristics of gifted students, their personality and their talents</li> </ul> Skills: <ul style="list-style-type: none"> <li>- The student can recognize the characteristics and components of talent.</li> </ul>	

- The student can recognize and distinguish a gifted student,
- The learner can identify the type of giftedness,
- The learner can plan and implement differentiated development,
- The student is able to apply the characteristics of gifted education in the process of education and training,
- The student will be able to apply the requirements of the State Educational Programme for Pupils with Special Educational Needs in the education of gifted students
- The student will be able to provide the necessary methodological, personnel and instrumental requirements in the educational process of gifted students.

**Competences:**

- Demonstrates a positive attitude towards the teaching profession
- Is motivated to educate gifted, nurture the gifted and care for the gifted students
- Recognises the importance and responsibility of identifying giftedness
- Engages in the implementation of gifted education,
- Cooperates with others involved in gifted education, parents and teachers and professionals
- Supports the development of gifted students and the development of their talents
- Promotes the gifted student's social contacts and his/her integration into school and society
- Promotes the broad development and personal development of gifted students
- Contributes to the development of a realistic self-evaluation of the gifted student.

**Brief syllabus:**

Basic terms: talent, giftedness, unique talent, talent management, talent education, giftedness pedagogy

History of the concept of talent

Components of talent, theories and models of talent, types of talent

Talent as a special educational need, gifted child as a child with special educational needs

Development and evolution of giftedness of children

Pedagogical approaches to talent education, world and national trends

Talent in pedagogical documents and State educational program for kindergarten

Forms of gifted education: acceleration, support, segregation and enrichment in kindergarten

Pedagogical and psychological methods and tools for the implementation of giftedness development programmes

Differentiated development, segregation, integration, inclusion in kindergarten

Specificities of development and education of gifted students in kindergarten

Out-of-school opportunities for the education and training of gifted students, cooperation with professionals

The role of family and peers, friends in the educational process of gifted children

**Literature:**

International Horizons of Talent Support I. : Best Practices Within and Without the European Union I. / János Gordon Győri. - 1. vyd. - Budapest : Magyar Tehetségkutató Szervezetek Szövetsége, 2011. - 242 s. - ISSN 2062-5936.

International Horizons of Talent Support II. : Best Practices Within and Without the European Union II. / János Gordon Győri. - 1. vyd. - Budapest : Magyar Tehetségkutató Szervezetek Szövetsége, 2012. - 226 s. - ISSN 2062-5936.

A tehetség kézikönyve: Szerk.: Győryné Csomó Ildikó, Kollár-Farsang Kitti Magyar Tehetségsegítő Szervezetek Szövetsége, 2019, ISBN 978-615-00-6636-3 ([https://tehetseg.hu/sites/default/files/kezikonyv/nk\\_mind\\_0.pdf](https://tehetseg.hu/sites/default/files/kezikonyv/nk_mind_0.pdf))

Globális tendenciák a tehetségnevelésben – tehetséggondozó programok: Gordon Győri János, Magyar Pszichológiai Szemle, 2021, 76/2 (<https://real.mtak.hu/145317/1/Globalistendenciakatehetségnevelésben.pdf>)  
 Állami oktatási program – Sajátos nevelési igényű tanulók oktatása és nevelése (<https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/vychova-vzdelavanie-ziakov-so-svvp/ziak-nadanim/>)  
 A tehetség : Fogalma, összetevői, típusai és azonosítása / Gyarmathy Éva. - 1. vyd. - Budapest : ELTE Eötvös Kiadó, 2006. - 215 s. - ISBN 963 463 850 3.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/OBH/25	<b>Name:</b> Bachelor thesis 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> 10	
<b>Recommended semester/trimester of study:</b> 5., 6..	
<b>Level of study:</b> P	
<b>Prerequisites:</b> KPP/PPŠVVPe/BS/25	
<b>Conditions for passing the subject:</b> General conditions for taking the course: When preparing the final thesis, the student follows the instructions of his/her thesis supervisor and the Rector's Directive on the editing, registration, access and archiving of final theses at J. Selye University. The recommended length of the bachelor thesis is 30 to 40 pages (54 000 to 72 000 characters including spaces). The deadline for submission of the thesis is set in the timetable of the academic year concerned. The originality of the thesis is assessed in the central thesis register. A report on the originality of the thesis shall be drawn up on the result of the originality check. The originality check is a prerequisite for the defence. The submission of the thesis shall be accompanied by the conclusion of a licence agreement for the use of the digital reproduction of the thesis between the author and the Slovak Republic on behalf of the University. The final thesis will be assessed by the thesis supervisor and a referee, who will draw up opinions according to the established criteria. The supervisor of the thesis assesses in particular the fulfilment of the aim of the thesis, the degree of independence and initiative of the student in the elaboration of the topic, cooperation with the supervisor of the thesis, the logical structure of the thesis, the adequacy of the methods used, the methodology, the professional level of the thesis, the depth and quality of the elaboration of the topic, the contribution of the thesis, the possibility of using the results, the work with literature, the relevance of the sources used in relation to the topic and the aim of the thesis, the formal aspect of the thesis, the orthography and stylistics, and the originality. The referee assesses in particular the topicality and appropriateness of the topic of the thesis, the determination of the aim of the thesis and its fulfilment, the logical structure of the thesis, the continuity of the chapters, their proportionality, the relevance and appropriateness of the methods used, the methodology, the professional level of the thesis, the depth and quality of the treatment of the topic, the contribution of the thesis, the handling of the literature, the formal aspect of the thesis, the orthography and stylistics, and the originality. The State Examination Committee will assess the originality of the work, the contribution of the student's work to the solution of the research problem, the independence of the student, his/her ability to solve the research problem - from the search of literature sources, setting the objectives, the choice of research methodology, the choice of material, through the implementation of the research, his/her ability to evaluate the results, discuss the results, summarize the results,	

present their relevance to the educational process, etc. The ability to present the results is also evaluated, including answering questions related to the research process and the topic of the thesis, compliance with time limits, etc.

The State Examination Board, in a closed session, will evaluate the course of the defence and decide on the classification to be awarded. When classifying, it comprehensively assesses the quality of the final thesis and its defence, taking into account the opinions and the course of the defence, and gives the defence one common mark.

The final grade may be the same as in the assessments, but it may also be better or worse, depending on the course of the defence.

Final grade: A - 100 - 91%, B - 90 - 81%, C - 80 - 71%, D - 70 - 61%, E - 60 - 50%.

Credit will not be awarded to a student who fails to achieve more than 50%.

The decision on the result of the defence will be announced publicly by the chairman of the committee together with the result of the theoretical oral part of the state examination.

### **Results of education:**

Knowledge:

- the student knows the structure of a scientific publication,
- the student can independently and creatively use scholarly sources,
- the student can analyse and evaluate the current state of the problem in his/her field,
- the student can adequately choose research procedures and apply them functionally.

Skills:

- the final thesis verifies the mastery of the theoretical and practical foundations of the solved problem,
- the student has to demonstrate the ability to work with domestic and foreign literature, to select from it the essential information for his/her topic, apply their skills in collecting, interpreting and processing basic literature,
- the student has developed the skills to learn independently, enabling him or her to pursue further studies,
- the student can collect and interpret relevant data (facts) within the field of study and make decisions that also take into account social, scientific and ethical aspects,
- the student will be able to justify the ideas presented as well as to formulate practical conclusions and recommendations in a sophisticated manner,
- the student will be able to prepare a presentation of the results of his/her own research activities,
- the student will be able to apply the principles of scientific integrity and ethics.

Competences:

- the student will be able to demonstrate his/her linguistic and professional culture and his/her own attitude towards the professional problems of his/her studies,
- the student is able to argue and methodically apply knowledge in theoretical, didactic and methodological contexts,
- the student is able to implement and synthesize the acquired knowledge in practice,
- the student is able to answer the supervisor's and opponent's questions at the required level in order to successfully defend the final thesis.

### **Brief syllabus:**

The defence of the thesis has the following course:

1. Presentation of the thesis to the students.
2. Presentation of the main points from the written opinions of the thesis supervisor and the opponent.
3. Student's answers to the questions of the thesis supervisor and the opponent.
4. A professional discussion of the thesis with questions for the student.

The presentation of the thesis to the students should include the following points:

1. Brief justification of the choice of the topic, its topicality, practical contribution.
2. Clarification of the objectives and methods used in the elaboration of the thesis.
3. The main content problems of the thesis.
4. Conclusions and practical recommendations reached by the author of the thesis.

During the presentation, the student has his/her own copy of the final thesis or an electronic presentation at his/her disposal. The speech is to be delivered independently, in the range of 10 minutes. It can make use of computer technology. The thesis is available to the committee before and during the 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  
SELYE J. EGYETEM: 2/2021 sz. rektori irányelv a záródolgozatok kidolgozásáról, nyilvántartásáról, közzétételéről és archiválásáról. Komárom: UJS, 2021.  
UNIVERZITA J. SELYEHO: Smernica rektora č. 2/2021 o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho. Komárno: UJS, 2021.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:**

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/PAF/25	<b>Name:</b> Nature in motion: natural phenomena and physical laws in a fun way
<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: For the study period: 5s</b> <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the course is active participation in seminars. Assessment criteria: The seminar paper is evaluated by collecting tasks and experiments chosen by the student to introduce the types of movement occurring in nature, which the student will present and demonstrate at the seminar. Student workload: 1 credit = 30 hours: 5 hours seminar, 25 hours student preparation. Successfully passing the course requires obtaining at least 50% of the maximum points (100 points). Overall course completion assessment: A = 90 - 100% B = 80 - 89% C = 70 - 79% D = 60 - 69% E = 50 - 59% FX = 0 - 49%	
<b>Results of education:</b> <b>Knowledge:</b> The student: <ul style="list-style-type: none"> <li>- Will know the geological processes taking place inside the Earth and their mechanisms</li> <li>- Will know the geological processes acting on the Earth's surface and their mechanisms</li> <li>- Will know the natural phenomena that occur in the plant and animal world and their importance in the ecosystem</li> <li>- Will know the positive impact of movement on the human body and its impact on maintaining health</li> </ul> <b>Skills:</b> The student: <ul style="list-style-type: none"> <li>- Based on the knowledge gained, they can carry out simple experiments and exercises and plan new playful tasks in geology and biology.</li> <li>- Based on the knowledge gained, they can carry out simple experiments and exercises and plan new playful tasks in physics.</li> </ul>	

- They know the basic types of motion of physical objects and are familiar with the concept of speed.

Competences:

The student:

- Will be able to develop a positive relationship with natural phenomena, flora, and fauna, as well as with the protection of human health.

- Will be open to the development, planning and implementation of creative, playful tasks, exercises and experiments

### **Brief syllabus:**

1. Geological phenomena - internal geological processes, volcanism, mountain formation, earthquakes and experiments and exercises demonstrating these processes

2. Geological phenomena - external geological processes, the action of ice, water, wind, the effect of gravity and experiments and exercises demonstrating these processes

3. Natural phenomena - types of movement occurring in the plant world, growth, reproduction and experiments and exercises demonstrating these movements (e.g. germination, pollination)

4. Natural phenomena - types of movement occurring in the animal kingdom, establishing relationships, interactions and experiments demonstrating these phenomena (e.g. flight, crawling, hunting, reproduction, growth)

5. Movement of the human body (growth, sports) and exercises related to this movement (e.g. development of correct posture, the importance of movement for the human body)

6. Concept of motion - change of position, displacement, velocity, relationship between force and motion,

7. Types of motion - experiments to demonstrate types of motion: rectilinear motion, free fall, circular motion, rotational motion, oscillation, waves, pendulum motion

8. Movement of bodies in our environment - movement of bodies, vehicles, animals, water, and air

9. Demonstration of the movement of objects in virtual experiments, using simulations

10. Discussion of practical experiences and presentation of completed practical work.

### **Literature:**

ČABALOVÁ, D., BALIAK, F., KOPECKÝ, M.: Geológia - 3. vyd. Dotlač - Bratislava:STU, 2012. - 211 s. - ISBN 978-80-227-3644-2.

HARTDÉGENNÉ, RIEDER, É.: Környezetismeret: 1. kötet általános iskola 1. osztály - 1. vyd. Budapest : Nemzeti Tankönyvkiadó, 2006. - 49 s. - ISBN 978-963-19-5588-0.

KALI, N., MOJZES, K., SZEYDL, K.: Vidám kísérletek: 1.-4. osztály – 1. vyd. – Budapest: Babilon Kiadó, 2017 – 112 s. – ISBN 978-963-294-432-6.

KOVÁCS, K. E.: Fedezd fel a világot! = Természettudományos kísérletek gyerekeknek.

Debrecen : Kocka Kör Tehetséggyongozó Kulturális Egyesület, 2014. - 152 s. - ISBN 978-615-5267-06-2.

NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.

ÖVEGES, J.: Színes fizikai kísérletek a "semmiből". - Budapest : Móra Ferenc Könyvkiadó, 1977. - 78 s. - ISBN 963 11 0654 3.

PORÁČOVÁ, J., NAGY, M., MYDLÁROVÁ BLAŠČÁKOVÁ, M.: Ekofyziológia živočíchov a človeka. - 1. vyd. - Prešov : Prešovská univerzita v Prešove, Fakulta humanitných a prírodných vied, 2015. - 584 s. - ISBN 978-80-555-1524-3.

SIMON, T.: Kis növényhatározó rendszertani és ökológiai tájékoztatóval – Budapest: Nemzeti Tankönyvkiadó, 1996. – 212 s. – ISBN 9631870251.

PhET Interactive simulations, University of Colorado:

<https://phet.colorado.edu/en/simulations/filter?subjects=physics&type=html>

<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: 0	
a	n
0.0	0.0
<b>Teacher:</b> Mgr. Ladislav Jaruska, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD.,	
<b>Date of last update:</b> 15.04.2025	
<b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/PDI/25	<b>Name:</b> Educational diagnostics
<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: For the study period:</b> 5s / 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• active participation of the student in lectures and seminars,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• completion of semester tasks and assignments as instructed by the instructors.</li> </ul> Total workload of the student: 4 credit = 120 hours <ul style="list-style-type: none"> <li>• 15 hours attending lectures and seminars (contact lessons);</li> <li>• 45 hours completing semester assignments and tasks (practical application of diagnostic tools and processing of results);</li> <li>• 60 hours self-study and preparation for examination.</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 50% semester assignments and activities, 50% final exam.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Knowledge The student... <ul style="list-style-type: none"> <li>- Can identify children's developmental and individual characteristics on a theoretical level.</li> <li>- Possesses knowledge of children's educational and developmental needs and their individualized support options.</li> <li>- Can justify the selection criteria for assessment methods and forms related to children's learning and behavior.</li> <li>- Understands the cultural and educational needs of various social groups.</li> <li>- Recognizes the significance of pedagogical work in relation to population diversity.</li> </ul>	

- Can define the concept, objectives, and tasks of pedagogical diagnostics, as well as its types and applied methods.
- Is familiar with the criteria for school readiness and the possibilities for its diagnosis.
- Possesses knowledge of diagnostic methods and tools.

#### Abilities

The student...

- Can evaluate the educational process and its outcomes, implementing pedagogical assessment effectively.
- Has basic practical experience in assessing children's current developmental level and characteristics.
- Can recognize pathological signs in behavior and implement preventive measures to address socio-pathological phenomena.
- Supports the development of self-evaluation processes in learners.
- Can modify and optimize their own teaching and developmental activities.
- Applies reasonable and effective assessment methods and formats, ensuring an unbiased and stereotype-free evaluation of children.
- Can identify developmental and individual characteristics in practice and recognize special educational needs.
- Acknowledges and accommodates children's different developmental levels arising from socio-cultural differences.
- Has foundational knowledge of developmental differences related to special educational needs (e.g., disabilities, socio-economic disadvantages, giftedness).
- Can effectively collaborate with professionals (special educators, psychologists, and other experts), integrating their guidance and recommendations into the education of children with special needs.
- Can document assessment results and select or design appropriate observation and recording sheets.
- Can apply pedagogical diagnostic methods and tools in practice.
- Accepts individual differences stemming from developmental and psychological traits.
- Has practical experience in identifying psychological and social factors influencing learning and considers the diversity of the classroom or community.
- Understands the appropriate application of pedagogical diagnostic results in educational and counseling processes.
- Can formulate appropriate diagnostic, pedagogical, and professional conclusions, recommendations, and guidelines.
- Can effectively collaborate with experts (special educators, psychologists, and other specialists) in the implementation of the educational process and follow professional recommendations.

#### Competencies

The student...

- Identifies with their profession and adheres to the expectations, institutional norms, and values of kindergartens and special education settings.
- Demonstrates an empathetic approach toward diversity.
- Can appropriately evaluate the learning process and its outcomes based on specified criteria, considering the child's developmental and individual characteristics.
- Applies knowledge and skills necessary for accurate pedagogical diagnosis and prognosis and sets appropriate developmental goals.
- Engages in assertive communication with legal guardians and professionals (psychologists, special educators, and other specialists) regarding issues related to children with special educational needs.

- Effectively communicates and collaborates with external stakeholders.
- Takes responsibility for the effective implementation of the pedagogical process, supported by diagnostic assessment, and applies self-reflection in their professional practice.

### **Brief syllabus:**

- Pedagogical diagnostics as a scientific discipline. Its development tendencies and trends in the 20th and 21st centuries in Slovakia and abroad. Concept, object, goals, tasks and basic concepts of pedagogical diagnostics.
- Pedagogical diagnostics in kindergarten education. Its focuses, importance, functions and methodological rules.
- Typology of pedagogical diagnostics. The process of diagnosis. Application of pedagogical diagnostics in pedagogical processes.
- Diagnostic competences of pedagogical workers. The limits of the teacher's diagnostic competences and their factors. The tasks and diagnostic activities of pedagogical employees.
- Pedagogical evaluation as the basic category of pedagogical diagnostics. Basic requirements of diagnostic, formative and summative assessment.
- Methods and tools of pedagogical diagnostics and their practical application.
- Prevention of risky behaviour and socially pathological phenomena in kindergarten. Diagnosing risky behaviour, aggression, emotional health and prosocial behaviour.
- Documenting the results of pedagogical diagnostics. Diagnostic record/observation sheets.
- Diagnostic tools used to measure the personality development of the preschool child. Measurement of learning competence. E.g. CHEXI , DMQ, Child Development Questionnaire, etc.
- Diagnosing in practice. Diagnosing and measuring school readiness. Eligibility factors of school readiness. Didactic tests. DIFER.
- The use of results from pedagogical diagnostics in educational planning. Prognostics. Setting goals and objectives in the context of the findings. Application of developmental programmes. Incentive programmes. Transition programmes.
- Integration is inclusion. A child with special educational and educational needs in the kindergarten. Education of children with special educational needs. Support measures. Individual educational programme for a child with special educational needs. Basis of its creation. Cooperation with legal representatives, institutions and professionals.
- Diagnostic teacher activity in special kindergarten. A child in a special kindergarten. A child with a disability. Gifted and talented child.

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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: 0

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

**Teacher:** PaedDr. Diana Borbélyová, PhD., prof. Krisztián Józsa, DSc.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ PHCa1/25	<b>Name:</b> Practice of musical 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> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> - During the semester, the student actively participates in practicals, engages in group and individual assignments and projects. - The student is prepared for the lessons, solves the given tasks - The condition of passing the course is a continuous assessment, based on the theoretical knowledge and acquired practical skills and abilities in playing the instrument Total student workload: 3 credits = 90 hours - 10 hours: participation in exercises, - 10 hours studying literature and collecting musical material - 35 hours: preparation of assignments during the semester, practicing/acquiring practical skills of playing a musical instrument, - 35 self-study, preparation for the final performance of selected children's and folk songs and compositions and playing from the sheet Final assessment: The successful completion of the course is subject to obtaining at least 50% of the maximum possible grade for the course. The following percentages and points are required for the 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).	
<b>Results of education:</b> Knowledge: - The student will have an overview of the basic musical terms and music theory concepts necessary for playing the soprano flute and a basic knowledge of reading and writing music. - The student will know the basic techniques of playing the soprano flute and children's instruments.	

- The student will be able to play at least 50 children's and folk songs on the soprano flute at a clear and appropriate tempo for the age of the preschooler.
- Ability to sing children's and folk songs in solos and to use phonogesthetic signs.
- Knowledge of folk instruments and simple children's rhythm and melody instruments and ability to use them creatively in a variety of musical activities.
- Ability to create simple rhythmic and melodic accompaniments to children's songs.
- Knowledge of the structure of pre-school education.

Skills:

- Ability to apply the designated musical, dynamic or agogic cues during instrumental performance.
- Ability to play continuously from the page at a moderate tempo.
- Ability to select appropriate musical material for educational purposes
- Ability to apply the skills of playing children's instruments in the implementation of the pre-school educational process.
- Ability to apply musical elements in the context of other developmental areas.
- Ability to improvise using different musical elements
- Basic practical experience in identifying the child's multicultural background
- Respect for the specificities of the pre-school teaching and learning process.

Competences:

- The student is competent to use the possibilities of playing the soprano flute in his/her pedagogical practice
- Develops a positive relationship with music and instrumental playing in children
- Promotes children's self-expression through music, movement, dance, drama and other artistic elements
- Develops a positive relationship between children and music and instrumental playing.
- Recognises the importance and positive impact of active music making and instrument playing in the pre-school teaching and learning process
- Accepts differences in children's development, individual and psychological characteristics.
- Strengthens cultural identity, transmits cultural heritage and is able to deal with multicultural issues.
- Positive attitude towards and identification with the profession of pre-school teacher
- Communicates and cooperates with the external environment.
- Plans and implements self-development and professional development, is aware of opportunities for further musical training and development of instrumental playing

**Brief syllabus:**

Acquisition of basic skills and technique in playing the soprano recorder.

Continuous expansion of musical material in accordance with the principle of succession. Children's songs - musical material and a set of children's songs suitable for preschool age.

Children's songs with music-movement elements - games and dances, games and songs (characteristic dance types, types and types of music-movement games).

Musical instruments - classification of musical instruments, children's musical instruments - Orff's instrument, folk children's musical instruments.

Musical-instrumental activities and playing on the body in the pre-primary educational process.

Instrumentation of children's songs and possibilities of application of musical instruments in the elementary educational process. Production of musical instruments - self-made musical instruments.

Activation methods and techniques of motivation in playing a musical instrument, or in playing the soprano recorder.

Children's musical-dramatic activities - dramatization of children's songs through musical-movement, musical-instrumental, dance and other artistic elements.

Folk customs and traditions in individual seasons. Holidays of life and an artistic representation of experiencing the holidays.

Religious folk customs during the church year.

Possibilities of cross-subject relationships and connecting thematic areas of education.

The positive influence of music and the possibilities of development through music, music therapy elements in music education and alternative music-pedagogical directions and concepts.

Improvisation, musical creativity and expression through musical, musical-movement, musical-dramatic, musical-expressive and musical-instrumental elements.

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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: 0

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

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., PaedDr. Yvette Orsovics, PhD., Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/PHIb2/25	<b>Name:</b> Pedagogy of play in inclusive 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: For the study period:</b> 5s / 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• active participation of the student in lectures and seminars,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• and completion of semester tasks and assignments as instructed by the instructors,</li> <li>• and successful completion of test.</li> </ul> Total workload of the student: 2 credit = 60 hours <ul style="list-style-type: none"> <li>• 10 hours attending lectures and seminars (contact lessons); 20 hours completing semester assignments and tasks (planning, preparation, implementation and evaluation of a play activity); 30 hours self-study and preparation for test.</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 50% semester assignments and activities, 50% test.</li> </ul> A passing score of at least 50% of the total score is a prerequisite for the course, with the requirement that at least half of the points (50%) must be earned in each assignment. The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> The student: <ul style="list-style-type: none"> <li>• can define and understand the concept of play from several perspectives, especially from the pedagogical and psychological point of view,</li> <li>• knows the types, kinds and categorisation of games and play activities,</li> <li>• knows the objective and subjective conditions for the creation of play,</li> <li>• understands the importance of creating a positive climate and atmosphere in the classroom in terms of creating the conditions for the realisation of games,</li> </ul>	

- knows the methods and forms of evaluation and self-assessment of children during the implementation of games,
- knows the pedagogical and didactic principles of planning and designing games in educational activities in kindergarten/special kindergarten.

**Skills:**

The student:

- is able to identify children's individual and group interests in educational activities from a play perspective,
- is able to plan and design games using a variety of strategies in accordance with the objectives and content of education, taking into account the individual characteristics of the child,
- is able to apply the acquired knowledge from pedagogical-psychological disciplines and other scientific fields in the pedagogical activity of a kindergarten teacher and a special kindergarten teacher

**Competences:**

The student:

- demonstrates an empathetic attitude to difference, can accept the diversity of the classroom, the individual needs and characteristics of children with special educational needs,
- can assess the appropriateness and appropriateness of planned activities/plays,
- creates a positive climate and atmosphere in the classroom, in the group through games and play activities,
- is able to plan, prepare - organise, implement and subsequently evaluate a game, play activity (also of an individual nature) within the educational process,
- can manage educational activities with an emphasis on children's active learning through games and play activities

**Brief syllabus:**

- Introduction to the study of the pedagogy of play - the concept of play in different historical periods, definition of the basic concept of play.
- Introduction to the study of the psychology of play, basics of play therapy.
- Characteristics of games and their peculiarities in pre-primary education. How to promote the development of personality in children by means of games and toys.
- Theories and types of games, categorization of games.
- Creating subjective conditions for play in preschool children (teacher's personality, classroom climate, experiences).
- Teacher's roles in children's play and guiding children's play. The teacher as a facilitator of a positive classroom climate.
- Creating objective conditions for play in preschool children (place, material and technical resources, time dimension).
- Games and play activities according to children's choice in kindergarten. Strategies, methods and forms of organising, implementing and evaluating play - including children's self-assessment.
- Toy. Functions of the toy. Toy requirements.
- Toys and aids for children with special educational needs.

Planning, organisation, implementation and evaluation of games and play activities in kindergarten in the context of the current national curriculum.

- Diagnosing the child through play.
- The inclusive approach of the teacher. Games for children with special educational needs. Stimulating and developmental games for children with special educational needs.

**Literature:**

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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: 52

A	B	C	D	E	FX
36.54	23.08	23.08	1.92	0.0	15.38

**Teacher:** PaedDr. Diana Borbélyová, PhD., Mgr. Katalin Sýkora Hernády, PhD., PaedDr. Alexandra Nagyová, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ PMSa1/25	<b>Name:</b> Prevention and depistage in the kindergarten
<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: For the study period:</b> 5s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for completing the subject: <ul style="list-style-type: none"> <li>• student active participation in lectures and seminars,</li> <li>• student participation in assigned tasks, analyzes and discussions during lectures and seminars,</li> <li>• completion of semester tasks and assignments as instructed by the instructors,</li> <li>• successful completion of the final assessment.</li> </ul> Total workload of the student: 4 credits = 120 hours <ul style="list-style-type: none"> <li>• 10 hours of participation in lectures and seminars (contact hours); 47 hours completion of semester tasks, 63 hours self-studying and preparation for assessment.</li> </ul> The student receives a final evaluation as follows: 50% semester tasks, 50% assessment. The following percentages must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90 – 100%</li> <li>• B = 80 – 89%</li> <li>• C = 70 – 79%</li> <li>• D = 60 – 69%</li> <li>• E = 50 – 59%</li> <li>• FX = 0 – 49%</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student knows and understands the concept and definition of therapy and the therapeutic approach.</li> <li>- The student knows and understands the different directions and approaches of therapeutic approaches,</li> <li>- The student understands the stages and elements of the therapeutic process,</li> <li>- The student knows and understands the goals of the therapeutic approach.</li> <li>- The student knows the conditions and principles of the therapeutic procedure</li> <li>- The learner has a broad overview of different therapeutic procedures</li> </ul> <b>Skills:</b>	

- The student will be able to recognize the goals and components of various therapeutic modalities,
- The student can correctly classify therapeutic orientations and practices based on different perspectives,
- The student can implement the theoretical knowledge of different therapeutic practices into practice,

Competencies:

The student will be able to

- respond flexibly and knowledgeably to problems, speak democratically, act tolerantly,
- apply the principles of inclusive index, optimal working climate, cooperative team.

### **Brief syllabus:**

Basic concepts: depistage - concept, mission, prevention - universal, selective, indicated.

Screening methods, structure of the areas of investigation.

Group dynamics, cohesion, sociometry, sociograms.

Active listening - interview, answers, questions.

Observation and observation techniques, spontaneous and directed observation, observation schemes by indication: Conners Scale, Incomplete Sentences, DIFFER.

Partial impairment of performance.

Supportive measures, outcome information protocol.

Prevention programs and evaluation tools for evaluating prevention programs, Programs: Filipko's Adventures, Communicating Nonviolently ai. Social psychological activities I, II, III.

Creation of a developmental program, creation of an individual educational plan.

Pedagogical, professional and special-pedagogical diagnostics.

Principles of mental hygiene in school practice, performance curve and daily routine in children,

Outreach activities for parents - intensive cooperation.

Rogers triad - empathy, congruence, active acceptance.

Setting up a preventive programme according to indications.

### **Literature:**

ASZALAI, A. 2005. Amit az óvónőnek észre kell venni - Tájékoztató vizsgálat a nagycsoportos óvodások képesség- és készségszintjéről. Budapest: Flaccus Könyvkiadó.

CSENDES, E. Életvezetési ismeretek és készségek – óvodai program

CSENDES, E. 2011. Vedomosti a zručnosti k vedeniu života: program pre materské školy : pedagogicko-psychologická starostlivosť o materské školy. Slovenská národná knižnica

[https://dikda.snk.sk > search > authors=Csendes, Éva](https://dikda.snk.sk/search/authors=Csendes,%20Eva)

F. FÖLDI, R., 2004. Hiperaktivitás és tanulási zavar. Pécs: Comenius Bt. ISBN 9638643277

SZVATKÓ, A., BOROVICS, B., ECKHARDT, D., SOMLAI, B. 2018. Óvodai fejlődéskövető szűrővizsgálatok rendszere az iskolába lépés idejéig Protokoll. Budapest: Családbarát Ország Nonprofit Közhasznú Kft.

Depistáž školskej zrelosti v MŠ a testy ... Centrum poradenstva a prevencie Bratislava IV

[https://psychologickeporadenstvo.sk > 2021/02](https://psychologickeporadenstvo.sk/2021/02)

MANUÁL K DEPISTÁŽI INOVOVANÁ ČASŤ. Ministerstvo vnútra

[https://www.minv.sk > pre\\_pre\\_materske\\_skoly](https://www.minv.sk/pre_pre_materske_skoly)

BAGDY, E. 2002. Személyiségfejlesztő módszerek az iskolában. Budapest: Nemzeti

Tankönyvkiadó, 2002. 308 s. ISBN 9631922359.

BUDA, B. Mentálhigiéné, tanulmánygyűjtemény (e-könyv). E-könyv: Animula Kiadó. Kiadási év, 2018 / 1994

BUDA, Béla. Empátia a beleélés lélektana. Pécs : Lingua Franca Csoport. 1993. 352. ISBN 9630432102

GOLEMAN, Daniel, N. KISS Zsuzsanna. Érzelmi intelligencia - 4. kiad. - Budapest : Háttér, 2008. - 456 s. - ISBN 9638128666.  
 KOZMA, Tamás. Bevezetés a nevelésszociológiába. Budapest : Nemzeti Tankönyvkiadó. 2001. ISBN 9631955125  
 KOVÁČOVÁ, B. 2021. Inhibičné stratégie pri riešení latentne agresívneho správania detí v období predškolského veku. 1. vyd. Ružomberok: Katolícka univerzita v Ružomberku.  
 VERBUM - vydavateľstvo KU, 2021. 102 s. ISBN 978-80-561-0851-2. KULIFAJ, P. 2017. Preventívne aktivity.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., PaedDr. Diana Borbélyová, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ PNDb2/25	<b>Name:</b> Gifted 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: For the study period:</b> 5s / 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in lectures and/or seminars and/or practices,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• completion of semester tasks and assignments as instructed by the instructors,</li> <li>• successful completion of a final test</li> </ul> Total workload of the student: 2 credit = 60 hours <ul style="list-style-type: none"> <li>• 10 hours attending lectures and/or seminars and/or practical sessions (contact lessons); 17 hours completing semester assignments and tasks; 33 hours self-study and preparation for assessment</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 50% semester assignments and activities, 50% final exam/assessment/test.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Student Knowledge: <ul style="list-style-type: none"> <li>- Knows and understands the concept and definition of talent and giftedness.</li> <li>- Knows and understands the meaning and content of other terms related to the concept of talent, such as talent management, talent education, talent identification,</li> <li>- Knows and understands the components of talent,</li> <li>- Knows and understands the forms and possibilities of talent education.</li> <li>- Knows the characteristics of gifted students, their personality and their talents</li> </ul> Skills: <ul style="list-style-type: none"> <li>- The student can recognize the characteristics and components of talent.</li> </ul>	

- The student can recognize and distinguish a gifted student,
- The learner can identify the type of giftedness,
- The learner can plan and implement differentiated development,
- The student is able to apply the characteristics of gifted education in the process of education and training,
- The student will be able to apply the requirements of the State Educational Programme for Pupils with Special Educational Needs in the education of gifted students
- The student will be able to provide the necessary methodological, personnel and instrumental requirements in the educational process of gifted students.

**Competences:**

- Demonstrates a positive attitude towards the teaching profession
- Is motivated to educate gifted, nurture the gifted and care for the gifted students
- Recognises the importance and responsibility of identifying giftedness
- Engages in the implementation of gifted education,
- Cooperates with others involved in gifted education, parents and teachers and professionals
- Supports the development of gifted students and the development of their talents
- Promotes the gifted student's social contacts and his/her integration into school and society
- Promotes the broad development and personal development of gifted students
- Contributes to the development of a realistic self-evaluation of the gifted student.

**Brief syllabus:**

Basic terms: talent, giftedness, unique talent, talent management, talent education, giftedness pedagogy

History of the concept of talent

Components of talent, theories and models of talent, types of talent

Talent as a special educational need

Development and evolution of giftedness

Pedagogical approaches to talent education, world and national trends

Talent in pedagogical documents

Forms of gifted education: acceleration, support, segregation and enrichment

Pedagogical and psychological methods and tools for the implementation of giftedness development programmes

Differentiated development, segregation, integration, inclusion

Specificities of teaching and education of gifted students

Out-of-school opportunities for the education and training of gifted students, cooperation with professionals

The role of family and peers, friends in the educational process of gifted students

**Literature:**

International Horizons of Talent Support I. : Best Practices Within and Without the European Union I. / János Gordon Győri. - 1. vyd. - Budapest : Magyar Tehetségkutató Szervezetek Szövetsége, 2011. - 242 s. - ISSN 2062-5936.

International Horizons of Talent Support II. : Best Practices Within and Without the European Union II. / János Gordon Győri. - 1. vyd. - Budapest : Magyar Tehetségkutató Szervezetek Szövetsége, 2012. - 226 s. - ISSN 2062-5936.

A tehetség kézikönyve: Szerk.: Győryné Csomó Ildikó, Kollár-Farsang Kitti Magyar Tehetségsegítő Szervezetek Szövetsége, 2019, ISBN 978-615-00-6636-3 ([https://tehetseg.hu/sites/default/files/kezikonyv/nk\\_mind\\_0.pdf](https://tehetseg.hu/sites/default/files/kezikonyv/nk_mind_0.pdf))

Globális tendenciák a tehetségnevelésben – tehetséggondozó programok: Gordon Győri János, Magyar Pszichológiai Szemle, 2021, 76/2 (<https://real.mtak.hu/145317/1/Globalistendenciakatehetségnevelésben.pdf>)  
 Állami oktatási program – Sajátos nevelési igényű tanulók oktatása és nevelése (<https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/vychova-vzdelavanie-ziakov-so-svvp/ziak-nadanim/>)  
 A tehetség : Fogalma, összetevői, típusai és azonosítása / Gyarmathy Éva. - 1. vyd. - Budapest : ELTE Eötvös Kiadó, 2006. - 215 s. - ISBN 963 463 850 3.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/PPS/25	<b>Name:</b> Pedagogy of Psychosocially Disordered
<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: For the study period:</b> 5s / 10s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in lectures and/or seminars and/or practices,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• completion of semester tasks and assignments as instructed by the instructors,</li> <li>• successful completion of a final exam</li> </ul> Total workload of the student: 2 credits = 60 hours <ul style="list-style-type: none"> <li>• 15 hours attending lectures and seminars (contact lessons); 10 hours completing semester assignments and tasks; 35 hours self-study and preparation for examination</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 50% semester assignments and activities, 50% final exam/assessment/test.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> The student will acquire basic special-educational and psychosocial competences. <b>Knowledge:</b> The student <ul style="list-style-type: none"> <li>• is familiar with the basic terminology and structure of the subject</li> <li>• has knowledge of the principles of child development in the relevant age period and the specific characteristics resulting from the diversity of children</li> <li>• knows the characteristics of different forms and types of psychosocial disorders,</li> <li>• understands the age-related characteristics of psychological and social development and its pathologies,</li> <li>• differentiates the causes of problems, recognises the social disadvantages of families</li> </ul>	

- transforms theory into practice, applies the social function and significance of the subject, becomes familiar with progressive trends in the field of pedagogy, psychology and social work,
- understands the specifics of complex care for individuals with psychosocial disorders
- is able to plan the development of individual aspects of a preschool child's personality on the basis of relevant and up-to-date theoretical background

Skills:

The student will be able to

- recognize signs of problem behaviour in children based on etiology,
- examine and formulate the theoretical and practical background necessary to solve encountered problems,
- cooperate and consult with other professionals, and work in a team

Competences:

The student will be able to

- respond flexibly and knowledgeably to problems, speak democratically, and act tolerantly,
- apply the principles of inclusive index, foster an optimal working climate, and contribute to a cooperative team,
- apply the knowledge and competences in the field of pedagogical-therapeutic, intervention and diagnostic process into practice

### **Brief syllabus:**

Aims and scope of pedagogy for individuals with psychological disorders, goals and principles of psychosocially disordered pedagogy

Definition of basic terms - psychosocial disorder, behavioural disorder, educational difficulty, problematic behaviour

Care for individuals with psychosocial disorders, comprehensive approach to individuals with psychosocial disorders

Extrapersonal and intrapersonal behavioural disorders

Etiology, determinants of psychosocial disturbance, indications of psychological disorders - categorization

Social or psychologically determined behavioural disorders, specific behavioural disorders and natural behavioural fluctuations

Diagnosis of psychosocial disorder, educational, resistance, special education, psychiatric and psychological diagnostics, borderline symptoms of disorders

Dissociative behaviour, asocial behaviour, antisocial behaviour

Psychologically determined disorders, socially determined disorders

Psychosocial disorders and age-related specificities

Moral education, moral development, moral disorder, moral vulnerability

Differentiated approach and supportive interventions.

Multidisciplinary approach, cooperation with professionals and parents.

### **Literature:**

DUBAYOVÁ, T.: Patopsychológia detí so psychosociálnym narušením pre pedagógov. Prešovská univerzita v Prešove, 2016 ISBN 978-80-555-1621-9 Dostupné: [https://www.unipo.sk/public/media/20141/2016\\_DUBAYOVA\\_Patopsychologia.pdf](https://www.unipo.sk/public/media/20141/2016_DUBAYOVA_Patopsychologia.pdf)

ŽOLNOVÁ, J.: Základy pedagogiky psychosociálne narušených. Vydavateľstvo Prešovskej univerzity v Prešove, 2013. ISBN 978-80-555-0842-9. Dostupné: [file:///C:/Users/User/Downloads/zolnova\\_pdf.pdf](file:///C:/Users/User/Downloads/zolnova_pdf.pdf)

HÁJKOVÁ, V., STRNADOVÁ, I. 2010. Inkluzívni vzdelávaní. Teórie a praxe. Praha: Grada Publishing, 2010. 224 s. ISBN 978-247-3070-7

JANOŠKO, P. 2009. Osobnostné a profesijné kompetencie pedagóga v kontexte inkluzívnej

edukácie. In: Revue liečebnej pedagogiky, 2009, roč. 3, č. 5, s. 5. ISSN 1337-5563.  
 KOLLÁR, K., SZABÓ,É.2004. Pszichológia pedagógusoknak. Budapest: Osiris. ISBN 963389672X  
 SÉRA, L. BERNÁTH, L. 2004. Az iskolai tanulásra való készenlét, speciális tanulási nehézségek. In: Kollár, K, Szabó, É. (szerk.) Pszichológia pedagógusoknak. Osiris, Budapest, 265–278.  
 STRÉDL, T. 2013. Inkluzív pedagógia, avagy a gyógypedagógiáról másképp. SJE: Komárom. ISBN 978-80-8122-089-0.  
 VÁGNEROVÁ, M. - KLÉGROVÁ, J. 2008. Poradenská psychologická diagnostika dětí a dospívajících. Praha: Karolinum, 2008. 538 s. ISBN 978-80-246-1538-7

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

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

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

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/PPX1/25	<b>Name:</b> Pedagogical practice 1
<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> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> P	
<b>Prerequisites:</b> KPP/PPŠVVPe/DID/25	
<b>Conditions for passing the subject:</b> General conditions for taking the course: The conditions of pedagogical practice 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 pedagogical practice 1 (PPX1). The prerequisites for the course are as follows: <ul style="list-style-type: none"> <li>• active participation of the student in the teaching practice (5 days) in the specified time interval in accordance with the directive in the kindergarten,</li> <li>• participation of the student in the assigned tasks and involvement in the analysis and discussion during the teaching practice,</li> <li>• submission of a completed and certified protocol of completion of the Teaching Practice 1,</li> <li>• preparation of a portfolio of the teaching practice in the kindergarten.</li> </ul> Total workload of the student: 3 credits = 90 hours <ul style="list-style-type: none"> <li>• 30 hours participation in teaching practice (hospitalization); 15 hours of analysis with the trainee teacher; 30 hours of portfolio preparation; 15 hours of preparation for hospitalization</li> <li>•</li> </ul> The prerequisite for successful completion of the course is: <ol style="list-style-type: none"> <li>1.) submission of a completed and confirmed protocol on completion of the Teaching Practice 1</li> <li>2.) obtaining at least 50% of the maximum score of the course.</li> </ol> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• Graduated = 50 - 100%</li> <li>• Did not pass = 49 - 0%</li> </ul>	
<b>Results of education:</b> Knowledge: Student: <ul style="list-style-type: none"> <li>- has basic theoretical knowledge in the field of pre-primary education,</li> <li>- knows the individual stages of educational activity in kindergarten,</li> <li>- knows the school legislative documents,</li> <li>- knows the pedagogical documentation of the kindergarten,</li> </ul>	

- knows the procedures for targeted observation of kindergarten activities.

Skills:

Student:

- can independently observe and record the course of daily activities in kindergarten,
- can independently analyse the course of daily activities in kindergarten,
- can independently evaluate the course of daily activities in kindergarten,
- can navigate in school legislative documents and search for relevant information in them,
- be able to navigate in the pedagogical documentation of the kindergarten.

Competences:

Student:

- is able to imply his/her own theoretical and pedagogical knowledge when observing, analysing and evaluating the course of daily activities in kindergarten,
- is able to conceive own working procedures for effective observation, recording, analysis and evaluation of the course of daily activities in kindergarten,
- is able to independently observe and analyse the interior and exterior of the kindergarten in relation to the educational process.
- is able to communicate and cooperate effectively,
- feels responsible for the correct analysis of a methodological and professional problem,
- identifies with the role of a teacher in accordance with professional expectations.

### **Brief syllabus:**

Hospitation in the Kindergarten.

Analysis of pedagogical documentation and school educational program.

Observation of children's activities.

Observation of the activities of the kindergarten teacher.

Records of observations of pedagogical phenomena.

Analysis of the course of daily activities in collaboration with the trainee teacher.

Analysis of other related pedagogical facts with the trainee teacher.

Creation of a portfolio.

### **Literature:**

Az óvodai nevelés állami oktatási programja. Magyar nyelvű fordítás. 2020. Komárno: Comenius Intézet. 168 s. ISBN 978-80-969694-2-5.

Borbélyová, D.– Horváth, K.– Nagyová, A. 2023. Az óvodapedagógusok gyakorlati képzése a Selye János Egyetemen. Selye János Egyetem, Tanárképző Kar, Komárom, 2023. 138 o. ISBN 978-80-8122-461-4. [online]. Dostupné na internete: <https://pf.ujs.sk/hu/tudomany/publikaciok/koenyveink.html>

BORBÉLYOVÁ, D. a kol. 2019. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. Komárno : UJS, 2019. 161 s. ISBN 978-80-8122-335-8.

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.

DOBAY, B. 2007. Az óvodai testnevelés alapjai. Komárno : Selye János Egyetem, 2007. 290 s. ISBN 978-80-89234-257.

ORSOVICS, Y. a kol. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : UJS, 2018. 161 s. ISBN 978-80-8122-282-5.

SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.

SIVÁK, J. Minőség az óvodában. Budapest : Okker, 2001, 272 o. ISBN 963-9228-50-8.

Metodický list na osvojovanie štátneho – slovenského jazyka v materských školách s vyučovacím jazykom národnostných menšín. 2016. Bratislava: ŠPÚ. [online]. Dostupné na internete: <<https://>

[www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/ppv\\_metodicky-list\\_odborne-pojmy.pdf](http://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/ppv_metodicky-list_odborne-pojmy.pdf)>.

Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách- konsolidované znenie. 2023.

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 541/2021 Z. z. o materskej škole. Aktuálne znenie. Dostupné na internete: <<https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2021/541/>>.

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácia a ďalšej dokumentácii. Aktuálne znenie. Dostupné na internete: <<https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/>>.

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

ŽOLDOŠOVÁ, K. 2016. Človek a príroda. Bratislava : SPÚ, 2016. 59 s. ISBN 978-80-8188-172-6. Dostupné na internete: < [https://www.statpedu.sk/files/sk/svp/zavadzanie-ispv-ms-zs-gym/matrska-skola/zrevidovane\\_clovek-priroda\\_na\\_zverejnenie.pdf](https://www.statpedu.sk/files/sk/svp/zavadzanie-ispv-ms-zs-gym/matrska-skola/zrevidovane_clovek-priroda_na_zverejnenie.pdf) >.

Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J. Selyeho.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 41

a	n
95.12	4.88

**Teacher:** PaedDr. Diana Borbélyová, PhD., Mgr. Katalin Sýkora Hernády, PhD., PaedDr. Alexandra Nagyová, PhD., Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/PPX2/25	<b>Name:</b> Pedagogical practice 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <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> P	
<b>Prerequisites:</b> KPP/PPŠVVPe/DPV/25	
<b>Conditions for passing the subject:</b> General conditions for taking the course: The conditions of pedagogical practice 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 pedagogical practice 2 (PPX2). The prerequisites for the course are as follows: <ul style="list-style-type: none"> <li>• Active participation of the student in the teaching practice (5 days) in a specified time interval in accordance with the directive in a special kindergarten or in a preparatory class for children with disabilities,</li> <li>• participation of the student in the tasks assigned and involvement in the analysis and discussions during the teaching practice,</li> <li>• submission of a completed and certified protocol of completion of the Teaching Practice 2,</li> <li>• preparation of a portfolio of the teaching practice.</li> </ul> Total workload of the student: 3 credits = 90 hours <ul style="list-style-type: none"> <li>• 30 hours participation in teaching practice (hospitalization); 15 hours of analysis with the trainee teacher; 30 hours of portfolio preparation; 15 hours of preparation for hospitalization.</li> </ul> The prerequisite for successful completion of the course is: <ol style="list-style-type: none"> <li>1.) submission of a completed and confirmed protocol on the completion of the Teaching Practice 2,</li> <li>2.) obtaining at least 50% of the maximum score of the course.</li> </ol> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• Graduated = 50 - 100%</li> <li>• Did not pass = 49 - 0%</li> </ul>	
<b>Results of education:</b> Knowledge: Student: <ul style="list-style-type: none"> <li>- possesses basic theoretical knowledge in the field of education of children with special educational needs in kindergarten/preparatory class,</li> <li>- knows the individual stages of educational activity in a special kindergarten/preparatory class,</li> </ul>	

- knows the pedagogical documentation of the special kindergarten/preparatory class,
- knows the procedures for targeted observation of activities in a special kindergarten/preparatory class.

Skills:

Student:

- Can independently observe and record the progress of activities in a special kindergarten/preparatory classroom,
  - can independently analyse the course of activities in a special kindergarten/preparatory class,
  - can independently evaluate the course of activities in a special kindergarten/preparatory class,
- is able to navigate in the pedagogical documentation of the special kindergarten/preparatory class.

Competences:

Student:

- is able to imply his/her own theoretical and pedagogical knowledge in the observation, analysis and evaluation of the course of activities in a special kindergarten/preparatory class,
- is able to conceive own working procedures for effective observation, recording, analysis and evaluation of the course of activities in a special kindergarten/preparatory class,
- is able to independently observe and analyse the interior and exterior of the special kindergarten/preparatory class in relation to the educational process.

### **Brief syllabus:**

Hospitation in a special kindergarten/preparatory class.

Analysis of pedagogical documentation and school educational program.

Observation of children's activities.

Observation of the activities of the kindergarten teacher and the special educator.

Records of observations of pedagogical phenomena.

Analysis of the course of daily activities in collaboration with the trainee teacher.

Analysis of other related pedagogical facts with the trainee teacher.

Formation of the portfolio.

### **Literature:**

Az óvodai nevelés állami oktatási programja. Magyar nyelvű fordítás. 2020. Komárno: Comenius Intézet. 168 s. ISBN 978-80-969694-2-5.

Borbélyová, D.– Horváth, K.– Nagyová, A. 2023. Az óvodapedagógusok gyakorlati képzése a Selye János Egyetemen. Selye János Egyetem, Tanárképző Kar, Komárom, 2023. 138 o. ISBN 978-80-8122-461-4. [online]. Dostupné na internete: <https://pf.ujs.sk/hu/tudomany/publikaciok/koenyveink.html>

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.

ŠILOŇOVÁ, V.- KLEIN, V. 2020. Metodická príručka inkluzívneho predprimárneho vzdelávania. 2. aktualizované vydanie. Bratislava: Ministerstvo vnútra SR. ISBN 978 - 80 - 89051 - 61 – 8.

Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách- konsolidované znenie. 2023.

Vyhláška 322/2208 Z.z. o špeciálnych školách.

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácia a ďalšej dokumentácii. Aktuálne znenie. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/>.

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J. Selyeho

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** PaedDr. Diana Borbélyová, PhD., Mgr. Katalin Sýkora Hernády, PhD., PaedDr. Alexandra Nagyová, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/PPX3/25	<b>Name:</b> Pedagogical practice 3
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 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> P	
<b>Prerequisites:</b> KPP/PPŠVVPe/PPX1/25	
<b>Conditions for passing the subject:</b> General conditions for taking the course: The conditions of pedagogical practice 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 pedagogical practice 3 (PPX3). <ul style="list-style-type: none"> <li>• Active participation of the student in the hospital-assistant pedagogical practice in the specified time interval (10 days) in accordance with the directive,</li> <li>• participation of the student in the assigned tasks and involvement in the analysis and discussions during the teaching practice,</li> <li>• submission of a completed and certified protocol of completion of the Teaching Practice 3,</li> <li>• independent implementation of educational activities,</li> <li>• preparation of a portfolio from the teaching practice in a kindergarten.</li> </ul> Total workload of the student: 4 credits = 120 hours <ul style="list-style-type: none"> <li>• -60 hours of participation in teaching practice; 20 hours of analysis with the trainee teacher and self-evaluation; 15 hours of preparation for direct educational activity, 25 hours of portfolio preparation.</li> </ul> The prerequisite for successful completion of the course is: <ol style="list-style-type: none"> <li>1. submission of a completed and confirmed protocol on the completion of the Teaching Practice 3 (PPX3),</li> <li>2. obtaining at least 50% of the maximum score of the course.</li> </ol> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Knowledge: - the student possesses basic theoretical knowledge in the field of pre-primary education,	

- the student knows the different stages of educational activity in kindergarten,
- the student knows the structure of the school educational system of the Slovak Republic,
- the student knows the school legislative documents,
- the student knows the pedagogical documentation of the kindergarten,
- the student knows the procedures of preparation of direct educational activity in kindergarten.

**Skills:**

- the student can independently analyse the course of the daily activities carried out in the kindergarten,
- the student is able to independently evaluate the course of the implemented daily activities in kindergarten,
- the student is able to navigate in school legislative documents and search for relevant information in them,
- the student is able to navigate in the pedagogical documentation of the kindergarten,
- the student is able to independently prepare for the implementation of daily activities of direct educational activities in kindergarten,
- the student is able to cooperate with the kindergarten staff.

**Competences:**

- the student is able to imply his/her own theoretical-pedagogical knowledge in the analysis and evaluation of the course of daily activities in kindergarten,
- the student is able to conceive his/her own working procedures for effective analysis and evaluation of the course of daily activities in kindergarten,
- the student is able to independently observe and analyse the interior and exterior of the kindergarten, in relation to the course of the educational process, and is able to modify it in the context of the implementation of activities,
- the student is able to independently implement daily activities in the kindergarten,
- the student is competent in the implementation of daily activities in kindergarten, their independent pedagogical and professional planning, management, methodical implementation and evaluation,
- the student is capable of self-evaluation,
- the student is able to select appropriate teaching methods, organisational forms and didactic means that will ensure the effective achievement of the set objectives,
- the student is able to perform the various roles of a teacher in accordance with professional requirements.

**Brief syllabus:**

Organizational requirements of observation-assistant pedagogical practice in kindergarten.

Material-technical requirements of teaching practice in kindergarten.

Analysis of the course of the implemented daily activities in kindergarten.

Preparation of written preparations for the implementation of daily activities of direct educational activities in kindergarten, preparation for educational activities.

Evaluating the daily activities of direct educational activities in the kindergarten. Self-reflection.

Pedagogical documentation.

Requirements and structure of the portfolio of observation-assistant pedagogical practice in kindergarten.

Preparation of the portfolio.

**Literature:**

Az óvodai nevelés állami oktatási programja. Magyar nyelvű fordítás. 2020. Komárno: Comenius Intézet. 168 s. ISBN 978-80-969694-2-5.

Borbélyová, D.– Horváth, K.– Nagyová, A. 2023. Az óvodapedagógusok gyakorlati képzése a Selye János Egyetemen. Selye János Egyetem, Tanárképző Kar, Komárom, 2023. 138 o. ISBN 978-80-8122-461-4. [online]. Dostupné na internete: <https://pf.ujs.sk/hu/tudomany/publikaciok/konyveink.html>

BORBÉLYOVÁ, D. a kol. 2019. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. Komárno : UJS, 2019. 161 s. ISBN 978-80-8122-335-8.

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.

DOBAY, B. 2007. Az óvodai testnevelés alapjai. Komárno : Selye János Egyetem, 2007. 290 s. ISBN 978-80-89234-257.

ORSOVICS, Y. a kol. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : UJS, 2018. 161 s. ISBN 978-80-8122-282-5.

SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.

SIVÁK, J. Minőség az óvodában. Budapest : Okker, 2001, 272 o. ISBN 963-9228-50-8.

Metodický list na osvojovanie štátneho – slovenského jazyka v materských školách s vyučovacím jazykom národnostných menšín. 2016. Bratislava: ŠPÚ. [online]. Dostupné na internete: <[https://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/ppv\\_metodicky-list\\_odborne-pojmy.pdf](https://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/ppv_metodicky-list_odborne-pojmy.pdf)>.

Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách- konsolidované znenie. 2023.

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 541/2021 Z. z. o materskej škole. Aktuálne znenie. Dostupné na internete: <<https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2021/541/>>.

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácia a ďalšej dokumentácii. Aktuálne znenie. Dostupné na internete: <<https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/>>.

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

ŽOLDOŠOVÁ, K. 2016. Človek a príroda. Bratislava : SPÚ, 2016. 59 s. ISBN 978-80-8188-172-6. Dostupné na internete: < [https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/matrska-skola/zrevidovane\\_clovek-priroda\\_na\\_zverejnenie.pdf](https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/matrska-skola/zrevidovane_clovek-priroda_na_zverejnenie.pdf) >.

Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J. Selyeho.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** PaedDr. Diana Borbélyová, PhD., Mgr. Katalin Sýkora Hernády, PhD., PaedDr. Alexandra Nagyová, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/PPX4/25	<b>Name:</b> Pedagogical 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> 40s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> P	
<b>Prerequisites:</b> KPP/PPŠVVPe/PPX2/25	
<b>Conditions for passing the subject:</b> General conditions for taking the course: The conditions of pedagogical practice 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 pedagogical practice 4 (PPX4). <ul style="list-style-type: none"> <li>• Active participation of the student in the hospital-assistant pedagogical practice in a special kindergarten/preparatory class for children with disabilities in the specified time interval (10 days) in accordance with the directive,</li> <li>• participation of the student in the assigned tasks and involvement in the analysis and discussions during the teaching practice,</li> <li>• submission of a completed and certified protocol of completion of the Teaching Practice 4,</li> <li>• independent implementation of educational activities,</li> <li>• development of a portfolio from the exit teaching practice in a special kindergarten/preparatory class.</li> <li>•</li> </ul> Total workload of the student: 4 credits = 120 hours <ul style="list-style-type: none"> <li>• 60 hours of participation in teaching practice; 20 hours of analysis with the trainee teacher and self-assessment; 15 hours of preparation for direct educational activity, 25 hours of portfolio preparation.</li> </ul> The prerequisite for successful completion of the course is: <ul style="list-style-type: none"> <li>• submission of a completed and confirmed protocol on completion of the Teaching Practice 4,</li> <li>• obtaining at least 50% of the maximum score of the course.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b>	

**Knowledge:**

- the student has basic theoretical knowledge in the field of pre-primary education and special pedagogy,
- the student knows the individual stages of educational activity in a special kindergarten,
- the student knows the principles of creating an individual educational plan,
- the student knows the procedures of working with children with special educational needs,
- the student knows the school legislative documents,
- the student knows the pedagogical documentation of a special kindergarten/preparatory class,
- the student knows the procedures for developing the preparation of direct educational activities in a special kindergarten/preparatory class.

**Skills:**

- the student is able to independently analyse the progress of the daily activities carried out,
- the student can independently evaluate the progress of the daily activities carried out,
- the student is able to navigate in school legislative documents and search for relevant information in them,
- the student is able to navigate in pedagogical documentation,
- the student is able to independently prepare for the implementation of daily activities and other activities for children with special educational needs,
- the student is able to cooperate with pedagogical and professional staff.

**Competences:**

- the student is able to imply his/her own theoretical-pedagogical knowledge in the analysis and evaluation of the course of daily activities,
- the student is able to conceive his/her own working procedures for the effective analysis and evaluation of the daily activities,
- the student is able to independently implement daily activities taking into account the individual needs of the child,
- the student is competent in the implementation of daily activities and various activities, their independent pedagogical and professional planning, management, methodical implementation and evaluation,
- the student is capable of self-evaluation,
- the student is able to select appropriate teaching methods, organisational forms and didactic means that will ensure the effective achievement of the set objectives in relation to the specific educational needs of children,
- the student is able to perform the various roles of a teacher in accordance with professional requirements,
- the student is able to apply the procedures of working with children with special educational needs.

**Brief syllabus:**

Organizational requirements of observation-assistant teaching practice in a special kindergarten/preparatory classroom.

Material-technical requirements of observation-assistant pedagogical practice.

Analysis of the course of daily activities and other activities.

Preparation of written preparations for the implementation of daily activities and other activities.

Preparation for educational activities.

Evaluating the daily activities and other activities carried out.

Self-reflection.

Pedagogical documentation.

Requirements and structure of the teaching practice portfolio.

Preparation of the portfolio.

**Literature:**

Az óvodai nevelés állami oktatási programja. Magyar nyelvű fordítás. 2020. Komárno: Comenius Intézet. 168 s. ISBN 978-80-969694-2-5.

Borbélyová, D.– Horváth, K.– Nagyová, A. 2023. Az óvodapedagógusok gyakorlati képzése a Selye János Egyetemen. Selye János Egyetem, Tanárképző Kar, Komárom, 2023. 138 o. ISBN 978-80-8122-461-4. [online]. Dostupné na internete: <https://pf.ujs.sk/hu/tudomany/publikaciok/konyveink.html>

BORBÉLYOVÁ, D. a kol. 2019. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. Komárno : UJS, 2019. 161 s. ISBN 978-80-8122-335-8.

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.

DOBAY, B. 2007. Az óvodai testnevelés alapjai. Komárno : Selye János Egyetem, 2007. 290 s. ISBN 978-80-89234-257.

ORSOVICS, Y. a kol. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : UJS, 2018. 161 s. ISBN 978-80-8122-282-5.

SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.

SIVÁK, J. Minőség az óvodában. Budapest : Okker, 2001, 272 o. ISBN 963-9228-50-8.

Metodický list na osvojovanie štátneho – slovenského jazyka v materských školách s vyučovacím jazykom národnostných menšín. 2016. Bratislava: ŠPÚ. [online]. Dostupné na internete: <[https://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/ppv\\_metodicky-list\\_odborne-pojmy.pdf](https://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/ppv_metodicky-list_odborne-pojmy.pdf)>.

Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách- konsolidované znenie. 2023.

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 541/2021 Z. z. o materskej škole. Aktuálne znenie. Dostupné na internete: <<https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2021/541/>>.

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácia a ďalšej dokumentácii. Aktuálne znenie. Dostupné na internete: <<https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/>>.

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

ŽOLDOŠOVÁ, K. 2016. Človek a príroda. Bratislava : SPÚ, 2016. 59 s. ISBN 978-80-8188-172-6. Dostupné na internete: < [https://www.statpedu.sk/files/sk/svp/zavadzanie-ispv-ms-zs-gym/matrska-skola/zrevidovane\\_clovek-priroda\\_na\\_zverejnenie.pdf](https://www.statpedu.sk/files/sk/svp/zavadzanie-ispv-ms-zs-gym/matrska-skola/zrevidovane_clovek-priroda_na_zverejnenie.pdf)>.

ŽOVINEC. E. a kol. 2023. Špeciálna pedagogika 1. Kompendium nitrianskej špeciálnej pedagogiky. Nitra : UKF, 2023. 218 s. ISBN 978-80-5582-099-6.

Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J. Selyeho.

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

Hungarian, Slovak

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

Total number of evaluated students: 0

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

**Teacher:** PaedDr. Diana Borbélyová, PhD., Mgr. Katalin Sýkora Hernády, PhD., PaedDr. Alexandra Nagyová, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/PPX5/25	<b>Name:</b> Pedagogical 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> 100s <b>Methods of study:</b> present	
<b>Number of credits:</b> 16	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> P	
<b>Prerequisites:</b> KPP/PPŠVVPe/PPX2/25 and KPP/PPŠVVPe/PPX4/25	
<b>Conditions for passing the subject:</b> General conditions for taking the course: The conditions of the pedagogical practice are set and regulated by the current Directive of the Dean of the Faculty of Education of the University of J Selye: Principles of the 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 pedagogical practice 5 (PPX5). <ul style="list-style-type: none"> <li>• Active participation of the student in a continuous pedagogical practice within a specified time interval in accordance with the directive in a kindergarten and a special kindergarten/preparatory class for children with disabilities (10 weeks),</li> <li>• participation of the student in the tasks assigned and involvement in the analysis and discussions during the teaching practice,</li> <li>• submission of a completed and certified protocol of completion of the Teaching Practice 5,</li> <li>• independent implementation of educational activities,</li> <li>• preparation of a portfolio of continuous pedagogical practice in a kindergarten.</li> </ul> Total workload of the student: 16 credits = 480 hours <ul style="list-style-type: none"> <li>• 220 hours of participation in pedagogical practice; 80 hours of analysis with a practicing teacher and self-evaluation; 120 hours of preparation for direct educational activity, 60 hours of portfolio preparation.</li> </ul> The condition for successful completion of the course is: <ul style="list-style-type: none"> <li>• submission of a completed and confirmed protocol on completion of Pedagogical practice 5,</li> <li>• obtaining at least 50% of the maximum point evaluation of the subject.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Knowledge:	

- the student has basic theoretical knowledge in the field of pre-primary education and special pedagogy,
- the student knows the individual stages of educational activity in kindergarten and special kindergarten,
- the student knows the structure of the school education system of the Slovak Republic,
- the student knows school legislative documents, curriculum documents and pedagogical documentation,
- the student knows the procedures for the preparation of direct educational activities in kindergarten and special kindergarten.

**Skills:**

- the student can independently analyze the course of daily activities in kindergarten and special kindergarten,
- the student can independently evaluate the course of daily activities in kindergarten and special kindergarten,
- the student can navigate school legislative documents and search for relevant information in them,
- the student can navigate the pedagogical documentation of kindergarten and special kindergarten,
- the student can independently prepare for the implementation of daily activities of direct educational activities in kindergarten and special kindergarten,
- the student is able to cooperate with kindergarten and special kindergarten staff.

**Competences:**

- the student is capable of implying his own theoretical and pedagogical knowledge when analyzing and evaluating the course of daily activities in kindergarten and special kindergarten,
- the student is able to design his own work procedures for effective analysis and evaluation of the course of daily activities in kindergarten and special kindergarten,
- the student is able to independently carry out daily activities in kindergarten and special kindergarten,
- the student is capable of implementing daily activities in kindergarten and special kindergarten, their independent pedagogical and professional planning, management, methodical implementation and evaluation,
- the student is capable of self-evaluation,
- the student is able to choose appropriate teaching methods, organizational forms and didactic means that ensure the effective achievement of the set goals,
- the student is qualified to assume the individual roles of a teacher in accordance with the professional requirements,
- the student can apply procedures for working with children with special educational needs.

**Brief syllabus:**

Organizational requirements of continuous pedagogical practice in kindergarten and special kindergarten.

Material and technical requirements of continuous pedagogical practice in kindergarten and special kindergarten.

Analysis of the progress of daily activities in kindergarten and special kindergarten.

Preparation of written preparations for the implementation of daily activities of direct educational activity in kindergarten and special kindergarten, preparation for educational activity.

Evaluation of the implemented daily activities of direct educational activities in kindergarten and special kindergarten.

Self-reflection.

Pedagogical documentation.

Individual educational program.

Requirements and structure of the portfolio of continuous pedagogical practice in kindergarten and special kindergarten.

Portfolio preparation.

**Literature:**

Az óvodai nevelés állami oktatási programja. Magyar nyelvű fordítás. 2020. Komárno: Comenius Intézet. 168 s. ISBN 978-80-969694-2-5.

Borbélyová, D.– Horváth, K.– Nagyová, A. 2023. Az óvodapedagógusok gyakorlati képzése a Selye János Egyetemen. Selye János Egyetem, Tanárképző Kar, Komárom, 2023. 138 o. ISBN 978-80-8122-461-4. [online]. Dostupné na internete: <https://pf.ujs.sk/hu/tudomany/publikaciok/koenyeveink.html>

BORBÉLYOVÁ, D. a kol. 2019. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. Komárno : UJS, 2019. 161 s. ISBN 978-80-8122-335-8.

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.

DOBAY, B. 2007. Az óvodai testnevelés alapjai. Komárno : Selye János Egyetem, 2007. 290 s. ISBN 978-80-89234-257.

ORSOVICS, Y. a kol. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : UJS, 2018. 161 s. ISBN 978-80-8122-282-5.

SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.

SIVÁK, J. Minőség az óvodában. Budapest : Okker, 2001, 272 o. ISBN 963-9228-50-8.

Metodický list na osvojovanie štátneho – slovenského jazyka v materských školách s vyučovacím jazykom národnostných menšín. 2016. Bratislava: ŠPÚ. [online]. Dostupné na internete: <[https://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/ppv\\_metodicky-list\\_odborne-pojmy.pdf](https://www.statpedu.sk/files/sk/metodicky-portal/metodicke-podnety/ppv_metodicky-list_odborne-pojmy.pdf)>.

Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách- konsolidované znenie. 2023.

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 541/2021 Z. z. o materskej škole. Aktuálne znenie. Dostupné na internete: <<https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2021/541/>>.

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácia a ďalšej dokumentácii. Aktuálne znenie. Dostupné na internete: <<https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/>>.

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

ŽOLDOŠOVÁ, K. 2016. Človek a príroda. Bratislava : SPÚ, 2016. 59 s. ISBN 978-80-8188-172-6. Dostupné na internete: < [https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/matrska-skola/zrevidovane\\_clovek-priroda\\_na\\_zverejnenie.pdf](https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/matrska-skola/zrevidovane_clovek-priroda_na_zverejnenie.pdf) >.

Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J. Selyeho.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> PaedDr. Diana Borbélyová, PhD., Mgr. Katalin Sýkora Hernády, PhD., PaedDr. Alexandra Nagyová, PhD.,					
<b>Date of last update:</b> 15.04.2025					
<b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ PRDc1/25	<b>Name:</b> Theory and Practice of Early Movement Development
<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: For the study period:</b> 10s / 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for the completion of the subject: • Active participation of the student in seminars and exercises, • Active participation in the lectures and seminars, • And/or completion of mid-semester assignments according to the requirements set by the instructor. The student's total workload: 3 credits = 90 hours • 15 hours in class; 75 hours for mid-semester assignments and independent study Successful completion of the course requires: • 100% - completion of mid-semester assignments Overall assessment of the success of the subject: • A = 90 – 100%, • B = 80 – 89%, • C = 70 – 79%, • D = 60 – 69%, • E = 50 – 59%, • FX = 0 – 49%,	
<b>Results of education:</b> <b>Knowledge:</b> • Knowledge of the principles of motor development and motor development and the characteristics of typical and atypical development. • Understand how movement is linked to cognitive, emotional and social development. • Knowledge of sensory motor development techniques such as balance, coordination and body awareness techniques. • Know how to prevent and correct motor developmental delays in preschool. • Knowledge of playful and inclusive movement development strategies that can be applied to children with both typical and atypical development. • Knowledge of different movement development methods such as Sensory Integration Therapy, TSMT, HRG and Primer Therapy and how to support their use in preschool education. <b>Skills:</b> • Ability to recognise abnormalities in movement development and to use targeted movement development activities. • Ability to plan and lead individual and group activities to develop children's movement skills. • Ability to plan, design and implement individual and group activities to develop children's movement skills. • Ability to work with physical educators, physiotherapists and other professionals to support children's development. <b>Competences:</b> • Ability to develop differentiated and individualised physical activity development plans according to the individual needs of children. • Consciously applies inclusive pedagogical principles, ensuring that all children enjoy movement and experience success. • Open and accepting of children with different developmental needs and support their integration. • Ability to adapt movement development to the individual developmental pace of children, thus	

promoting harmonious physical and psychological development. • Knowledge of and compliance with legal and ethical requirements relating to physical activity development.

### **Brief syllabus:**

1. Introduction to the theory of movement development. Stages of movement development from 0-6 years. Development of motor skills and movement patterns, Characteristics of typical and atypical movement development. 2. Pedagogical and psychological foundations of movement development. Sensorimotor learning and movement development. The relationship between movement and cognitive development. The role of movement activities in emotional and social development. 3. Preventive and corrective movement development in the preschool. Development of fine motor and graphomotor skills. 4. Playful methods for the development of large movements. 5. Movement development in children with typical development. Playful movement development exercises in everyday life. Preparation of sport-specific movement patterns. Physical education and leisure activities in kindergarten. 6. Strategies for movement development in atypical development. Movement development of children with autism spectrum disorder. Movement development in children with ADHD and attention deficit disorder. Movement development for hypotonic and hypertensive children. 7. Adapted and inclusive movement development in kindergarten. Differentiated instruction and individual development plans. Use of assistive devices and alternative forms of movement. Practical implementation of an inclusive approach 8. Play and movement integration for complex development. Creative movement and movement drama games. Rhythm and music movement programmes. Tools to develop dexterity and coordination of movement. 9. Development of body awareness, balance and coordination. Body awareness exercises and movement forms. Tools for developing balance and coordination. Development of movement coordination through play. 10. Preparation of sport-specific movement patterns in preschool. Preparation of basic sports movements in a playful way. Introduction of sport-specific movement patterns. Sports movement patterns and talent development. 11. The role of rhythm and musical movement forms in development. The relationship between movement and music in development. Rhythmic movement games and dance development exercises. Development of movement coordination through musical methods. 12. Cooperation with professionals in the field of movement development. Liaising with physical education teachers and physiotherapists. Multidisciplinary approach to movement development. Involving parents in the development process. 13. Good practices in the development of movement skills.

### **Literature:**

• Király-Szakály: Mozgásfejlődés és a motorikus képességek fejlesztése gyermekkorban. 2012, Campusz kiadó. [https://archivum.uni-eszterhazy.hu/public/uploads/mozgasfejlodes\\_5538f4c1056cc.pdf](https://archivum.uni-eszterhazy.hu/public/uploads/mozgasfejlodes_5538f4c1056cc.pdf) • Müller, A., Židek, P., & Lengyel, A. (2024). Az akadálypályás mozgásfejlesztés szerepe és jelentősége az autizmus spektrum zavarral élő gyermekek esetében. Különleges Bánásmód-Interdiszciplináris folyóirat, 10(1), 63-74. • <https://ojs.lib.unideb.hu/kulonlegesbanasmod/article/view/14178/12217> • Laoues-Czibalmos, N., Bába, É., Szerdahelyi, Z., & Müller, A. (2019). Sportmotivációs tényezők vizsgálata a 8-18 éves fogyatékossgal élő korosztály körében= Investigating Sportsmotivation Factors Among the Ages of 8 to 18 Year Olds with Disabilities. Acta Carolus Robertus= Az Eszterházy Károly Egyetem Gyöngyösi Károly Róbert Campusának tudományos közleményei, 9(1), 121-132. [https://real.mtak.hu/98854/1/121\\_132\\_Laoues.pdf](https://real.mtak.hu/98854/1/121_132_Laoues.pdf) • Laoues-Czibalmos, N., Bába, É. B., Mező, K., Königh-Görögh, D., & Müller, A. É. (2020). Fogyatékos tanulók szabadidős preferencia-rendszerének elemzése egy kutatás tükrében. International Journal of Engineering and Management Sciences, 5(1), 98-115. <https://ojs.lib.unideb.hu/IJEMS/article/view/5636/5291> • Muntean, L., & Balogh, É. Z. (2024). Sajátos nevelési igényű gyermekek mozgásfejlesztése terápiás kutya segítségével–kutatási terv. <https://dea.lib.unideb.hu/server/>

api/core/bitstreams/7e5d23a7-b8fe-4a8c-8317-77c98f9323cc/content. • Köböl Erika – Topál József: Játék vagy munka? A kutyás terápia lehetőségei a tanulásban akadályozott gyermekek fejlesztésében. Gyógypedagógiai Szemle. <https://kolyokoldal.lapunk.hu/kutyaterapia-gyosze-tanulmany-1197759> • RÁCZ KATALIN–F. FÖLDI RITA–BARTHEL BETTY: A beszéd- és mozgásfejlődés összefüggései. Gyógypedagógiai Szemle. 40. évf.2.sz.2012. –(ápr-jún) 136-145.p. [https://epa.oszk.hu/03000/03047/00056/pdf/EPA03047\\_gyosze\\_2012\\_2.pdf](https://epa.oszk.hu/03000/03047/00056/pdf/EPA03047_gyosze_2012_2.pdf) • Horváthné Kállay, Z. (2017). A konduktív nevelés a mozgássérültek pedagógiai rehabilitációjának szolgálatában. KÉPZÉS ÉS GYAKORLAT: TRAINING AND PRACTICE, 15(4), 105-114. [http://publicatio.uni-sopron.hu/1470/1/10\\_Horvathne\\_Kallay\\_Zsofia\\_tanulmany\\_2017\\_04\\_u.pdf](http://publicatio.uni-sopron.hu/1470/1/10_Horvathne_Kallay_Zsofia_tanulmany_2017_04_u.pdf) • Útmutató a mozgáskorlátozott tanulók integrált Neveléséhez. <https://www.oktatas2030.hu/wp-content/uploads/2020/10/utmutato-a-mozgaskorlatozott-tanulok-integralt-nevelesehez.pdf>

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 42

A	B	C	D	E	FX
69.05	16.67	7.14	4.76	0.0	2.38

**Teacher:** Mgr. Attila Bognár, PaedDr. Peter Židek, PhD., PaedDr. Andrea Melicherová,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/PRIc1/25	<b>Name:</b> Innovative strategies for developing knowledge of nature
<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: For the study period:</b> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the course is active participation in seminars. Partial assessment consists of developing a differentiated development activity supporting the student's chosen innovative scientific task, which the student will present and demonstrate at the seminar. Assessment criteria: Developmental areas: sensory integration, sensorimotor integration, laterality, language skills, speech organization (50%). A written test (50%) assesses the acquired knowledge at the end of the semester. Student workload: 3 credits = 90 hours: 10 hours seminar, 80 hours student preparation. Successfully passing the course requires obtaining at least 50% of the maximum grade (100 points). Overall course completion grade: A = 90 – 100% B = 80 - 89% C = 70 - 79% D = 60 - 69% E = 50 – 59% FX = 0 – 49%	
<b>Results of education:</b> <b>Knowledge:</b> The student: <ul style="list-style-type: none"> <li>- knows the inanimate and animate values of his/her environment (adjacent park, forest, embankment, etc.);</li> <li>- has the scientific, pedagogical-psychological and methodological knowledge necessary for planning, organizing and implementing an experientially rich activity that can be implemented in the field,</li> <li>- knows how to professionally apply his/her knowledge from fieldwork in various locations of environmental education;</li> <li>- knows how to interpret simple field observations and investigations according to the age of children using complex experiences, knowledge and skills;</li> </ul>	

- knows the importance of zoological and museum pedagogy,
- knows the criteria of responsible animal husbandry, is aware of the impact of therapies using animals on the development of children's personalities,
- has the pedagogical and professional knowledge necessary for organizing and managing a forest kindergarten;
- knows the ways of using materials collected in the field with children.

Skills:

The student:

- can implement development activities that serve sustainability, with modern scientific knowledge systems and methodological procedures, with an appropriate environmentally conscious approach and value system;
- can effectively and without prejudice solve environmental educational situations in cooperation with the family and local communities;
- can constantly increase and renew methodological knowledge in a given area.

Competences:

The student:

- can plan playful activities with an inclusive approach,
- can plan cognitive processes focused on phenomena and interactions in nature by organizing differentiated activities,
- can create a positive relationship with the entire institutional approach to education for environmental sustainability,
- is open to possible cooperation, participatory programs, new theories and methods and their application and integration in sustainability.

### **Brief syllabus:**

1. Holidays in nature in kindergarten.
2. Environmentally conscious lifestyle and consumer habits. Practical tips for ecological shopping.
3. "Everyday" traditions (drying, preserving, holiday baking, cooking raw materials) and their role in educating kindergarteners about environmental sustainability.
4. Some important physiological phenomena of plants and animals and their observation and possibilities of research in kindergartens.
5. Basic ethological knowledge and its importance in environmental education in kindergarten.
6. Planning, organizing and leading walks and excursions in various natural and social environments (visiting a nearby park, forest, embankment, etc. associations).
7. Pedagogical and professional issues of implementing a forest kindergarten.
8. Connecting experiences and knowledge gained in the field (e.g., getting to know plant and animal species) with various forms of kindergarten activities.
9. The importance of zoo and museum pedagogy in education for environmental sustainability.
10. Criteria for responsible pet behaviour, the impact of animal-assisted therapy on the development of children's personalities.
11. Differentiated development of skills and abilities in the field in various activities, especially in play.
12. Sensitive toys and their impact on the development of children's personality with typical and atypical development.
13. Discussion of practical experiences.

### **Literature:**

BÖDDI Zs., KESZEI B., SERFŐZŐ M., DÜLL A. (2015): A megfigyelés kutatómódszertana – Interakciók megfigyelése integrált és inkluzív óvodai környezetben. *Gyermeknevelés* 3(2). 29–50. <https://doi.org/10.31074/gyntf.2015.2.29.50>

<p>DARVAY, S., NEMCSÓK, J., FERENCZY, Á.: Fenntartható fejlődés. Polgári szemle: Gazdasági és társadalmi folyóirat, 2016 - 12 (4-6). pp. 88-104. ISSN 1786-6553 <a href="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</a></p> <p>ENDRŐDY O., SVRAKA B., LASSÚ Zs. (2020). Sokszínű pedagógia. Inkluzív és multikulturális szemléletmód a pedagógiai gyakorlatban. Eötvös Kiadó, Budapest</p> <p>HAAS, M., ONDROVÁ, E., ŠVAJDA, J.: Environmentálna výchova/Environmental education. Vydavateľstvo: Ústav vysokohorskej biológie Žilinskej univerzity, 2008, 135 strán</p> <p>KOVÁTS-NÉMETH, M.: Az erdőpedagógiától a környezetpedagógiáig. Comenius Kft, Pécs, 2010, ISBN 978-963-9687-18-9</p> <p>KOVÁTS-NÉMETS, M.: Fenntarthatóság, pedagógia, kutatás. - 1. vyd. - Győr : NyugatMagyarországi Egyetem Apáczai Csere János Kar, 2007. - 227 s. - ISBN 978-963-9364-85-1</p> <p>VITÁLYOS G. Á. (szerk.)(2019): Az óvodai környezeti nevelés módszertana. ELTE Reader. Budapest, <a href="https://www.eltereader.hu/kiadvanyok/vitalyos-aron-gabor-szerk-az-ovodai-kornyezeti-neveles-modszertana/">https://www.eltereader.hu/kiadvanyok/vitalyos-aron-gabor-szerk-az-ovodai-kornyezeti-neveles-modszertana/</a></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: 0</p>					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<p><b>Teacher:</b> Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., RNDr. Štefan Balla, PhD.,</p>					
<p><b>Date of last update:</b> 15.04.2025</p>					
<p><b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/PRP/25	<b>Name:</b> Teaching profession and communication
<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: For the study period:</b> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for completing the subject: <ul style="list-style-type: none"> <li>• Student active participation in seminars,</li> <li>• Student participation in assigned tasks, analyzes and discussions during seminars,</li> <li>• Creation of a seminary thesis and its presentation,</li> <li>• Successful completion of the final exam.</li> </ul> Total workload of the student: 2 credits = 60 hours <ul style="list-style-type: none"> <li>• 10 hours of participation in seminars (contact hours); 30 hours self-studying; 20 hours seminary thesis creating.</li> </ul> The student receives a final evaluation as follows: Seminary thesis and its presentation- 30%, final exam - 70%. The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade. The following percentages must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90 – 100%</li> <li>• B = 80 – 89%</li> <li>• C = 70 – 79%</li> <li>• D = 60 – 69%</li> <li>• E = 50 – 59%</li> <li>• FX = 0 – 49%</li> </ul>	
<b>Results of education:</b> Knowledge Student: <ul style="list-style-type: none"> <li>- has acquired knowledge in the field of pedeutology,</li> <li>- knows the impact of globalisation on the teaching profession,</li> <li>- knows the importance of reflexivity in the teaching profession,</li> <li>- knows the legislative documents related to the profession of kindergarten teacher and kindergarten teacher for children with special educational needs,</li> <li>- knows the meaning of the terms pedagogical employee, category of pedagogical employee, career level, career position.</li> <li>- knows the structure and content of professional standards,</li> </ul>	

- knows the professional competences and professional activities of a kindergarten teacher for children with special educational needs,
- is familiar with continuing education opportunities,
- knows the possibilities of cooperation with parents, pedagogical and professional staff,
- knows the principles of pedagogical communication.

Skills:

Student:

- can independently search, compare and use relevant literary sources,
- can explain the importance of reflexivity in the teaching profession,
- can orientate himself/herself in legislative documents related to the profession of a kindergarten teacher and a kindergarten teacher for children with special educational needs,
- can distinguish between categories of teaching staff, career grades and career positions,
- be able to search for continuing education opportunities,
- can cooperate with parents, pedagogical and professional staff,
- can apply the principles of pedagogical communication.

Competencies:

Student:

- identifies with the teaching profession,
- complies with legislative regulations related to the teaching profession,
- identifies with the need for individual development in order to make his/her professional activity more effective,
- feels responsible for fulfilling the expectations placed on a kindergarten teacher and a kindergarten teacher for children with special educational needs,
- is able to work effectively with parents, teaching and professional staff to ensure the child's development,
- is capable of effective pedagogical communication.

### **Brief syllabus:**

Pedeutology as a science of the teaching profession. The teaching profession and globalization.

Professionalisation and professional identity of the teacher.

Reflexivity in the work of the teacher. The reflective teacher.

Legislation for kindergarten teachers and kindergarten teachers for children with special educational needs.

The pedagogical employee. Categorization. Career grade. Career position.

Professional standards.

Beginning teaching staff member. Professional support and mentoring opportunities.

Professional competencies and professional standards for kindergarten teachers.

Professional activities of a kindergarten teacher.

Professional activities of a kindergarten teacher for children with special educational needs.

Continuing education and professional development of the kindergarten teacher and kindergarten teacher for children with special educational needs.

Cooperation of the teacher with the family, with pedagogical and professional staff.

Pedagogical communication.

### **Literature:**

ADONIOU, M., GALLAGHER, M., 2017. Professional Standards for Teachers--What Are They Good For? In Oxford Review of Education [online]. 2017, 43(1), p. 109-126. Dostupne z: <https://doi.org/10.1080/03054985.2016.1243522>. ISSN 03054985.

BABIAKOVÁ, S., CABANOVÁ, M., LYNCH, Z. 2023. Príprava učiteľky predprimárneho vzdelávania na profesiu: aby práca nebola záťažou. Banská Bystrica : Belianum, 2023. 78 s. ISBN 978-80-557-2086-9.

BORBÉLYOVÁ, D., NAGYOVÁ, A., HORVÁTH, K. Comparison of the Teachers Professional Development System in Slovakia and Hungary. In Ad alta: journal of interdisciplinary research. – Hradec Králové (Česko) : Magnanimitas akademické sdružení. ISSN 1804-7890. Roč. 12, č. 2 (2022), s. 162-168.

CZETO, K., 2020. Eredményesség és szakmai fejlődés. A tanári eredményesség modelljei és az eredményes szakmai fejlődést és tanulást támogató tanulási helyzetek megközelítése. Neveléstudomány, 2020 (8) 1. sz. 80-93. [http://nevelestudomany.elte.hu/downloads/2020/nevelestudomany\\_2020\\_1\\_83-97.pdf](http://nevelestudomany.elte.hu/downloads/2020/nevelestudomany_2020_1_83-97.pdf)

FALUS, I. 2011 (szerk.): Tanári pályaaalkalmasság – kompetenciák – sztenderdek. Nemzetközi áttekintés. Eszterházy Károly Főiskola, Eger, 2011. [http://epednet.ektf.hu/eredmenyek/tanari\\_palyaalkalmassag\\_kompetenciak\\_sztenderdek.pdf](http://epednet.ektf.hu/eredmenyek/tanari_palyaalkalmassag_kompetenciak_sztenderdek.pdf) ISBN 978-963-9894-86-0.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 42

A	B	C	D	E	FX
52.38	42.86	4.76	0.0	0.0	0.0

**Teacher:** prof. Péter Tóth, PhD., PaedDr. Alexandra Nagyová, PhD., PaedDr. Diana Borbélyová, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/PSV/25	<b>Name:</b> Sensorimotor integration disorder
<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: For the study period:</b> 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for the completion of the subject: <ul style="list-style-type: none"> <li>• Active participation in seminars,</li> <li>• The general conditions of the course are: active participation in the seminars, active participation in the assignments, participation in the seminars,</li> <li>• Active participation in the seminar, active participation in the seminar</li> </ul> Total workload of the student: 1 credit = 30 hours 5 hours of class attendance; 25 hours of mid-semester assignments and independent study	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Know the concept of sensorimotor integration and its importance in children's development.</li> <li>• Knowledge of the importance of sensory-motor development and its significance in children's development.</li> <li>• Have basic knowledge of types of sensory processing disorders (e.g. tactile, vestibular, proprioceptive disorders).</li> <li>• Know the signs that may indicate a sensorimotor integration disorder and the tools to detect them.</li> <li>• Knowledge of movement and play development opportunities for sensory processing disorders.</li> <li>• Knowledge of the tools and motor development opportunities of Ayres Therapy, Ergo Therapy and Movement Therapy and other therapies.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Ability to recognize signs of sensorimotor integration disorders in preschool children.</li> <li>• Can apply appropriate developmental strategies to meet the individual needs of the child.</li> <li>• Ability to integrate development into play and movement activities.</li> <li>• Communicates effectively with parents and professionals to support the child's development.</li> <li>• Ability to use educational diagnostic tools to identify sensorimotor integration disorders.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>• Develop an accepting and supportive approach to children with sensory motor integration disorder.</li> <li>• Ability to develop a differentiated development plan.</li> <li>• Understands the legal and ethical aspects of development.</li> </ul>	

- Ability to create an inclusive, safe and supportive environment in pre-school education

### **Brief syllabus:**

1. Introduction to the concept of sensorimotor integration - The role of the nervous system, the relationship between sensory and motor systems, and typical and atypical developmental pathways.
2. Types of sensory processing disorders - Sensory hypersensitivity and hypersensitivity, and problems affecting specific sensory systems and their impact on daily life.
3. Recognition of sensory-motor integration disorders - Symptoms in preschool children, pedagogical observation methods and diagnostic tools.
4. Movement and play development opportunities - Sensorimotor development in the nursery, balance movements, fine motor development and coordination games.
5. Play and integration in pre-school education - The role of movement in social and emotional development, inclusive play and the role of parents and teachers in development.
6. Experiential learning and reflective pedagogy - Practical sessions, case studies, processing own experiences and pedagogical reflection.
7. The role of technology in sensorimotor development - Digital tools, apps and VR and AR-based development opportunities.
8. Taking cultural and social differences into account - Possibilities for integrating children from different backgrounds in sensorimotor development.
9. Monitoring sensory motor development programmes - Evaluating the effectiveness of development, collecting and processing feedback.
10. The role of the teacher in sensorimotor development - Teachers' methodological toolbox, interdisciplinary cooperation and training opportunities.
11. Developing sensory-motor integration in the home - the role of parents, developmental games and exercises at home.
12. Intervention strategies and therapeutic options - Use of physical and occupational therapy interventions and other therapeutic methods.
13. Future challenges and directions for development in sensorimotor development - Relevance of research findings, new methods and professional development.

### **Literature:**

- Pető, I. (2012). A szenzoros feldolgozás zavara: Az érzékelés szerepe a tanulásba és a viselkedésben. Belvedere, Szeged, [https://acta.bibl.u-szeged.hu/69245/1/2012\\_peto\\_ildiko\\_belvedere.pdf](https://acta.bibl.u-szeged.hu/69245/1/2012_peto_ildiko_belvedere.pdf)
- Szabó, E. (2015). A dinamikus szenzoros integrációs terápia (DSZIT) a verbális kommunikációs zavarok rehabilitációjában. Különleges Bánásmód-Interdiszciplináris folyóirat, 1(2), 71-80. <https://ojs.lib.unideb.hu/kulonlegesbanasmod/article/view/9967/8882>
- Müller, A., Laoues-Czibalmos, N., Szerdahelyi, Z., Boda, E., & Mező, K. (2021). A gyógypedagógiai mozgásfejlesztés szerepe és módszertani aspektusai. Különleges Bánásmód-Interdiszciplináris folyóirat, 7(3), 101-112. <https://ojs.lib.unideb.hu/kulonlegesbanasmod/article/view/10141/9114>
- TAMÁS, R., SCHAEFGEN, R., & FERENCNÉ, G. Szenzoros integrációs terápia alkalmazása a gyógypedagógiai fejlesztő munka gyakorlatában. GYÓGYPEDAGÓGIAI SZEMLE, 146. [https://real-j.mtak.hu/21002/2/GySz\\_2015\\_43\\_2\\_.pdf#page=61](https://real-j.mtak.hu/21002/2/GySz_2015_43_2_.pdf#page=61)

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

Hungarian, Slovak

### **Notes:**

### **Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0
<b>Teacher:</b> Mgr. Anita Tóth-Bakos, PhD., PaedDr. Terézia Strédl, PhD., PaedDr. Diana Borbélyová, PhD.,	
<b>Date of last update:</b> 15.04.2025	
<b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/PTPc2/25	<b>Name:</b> Developing the motor skills of children with mobility and health impairments
<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: For the study period:</b> 10s / 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for the completion of the subject: • Active participation of the student in seminars and exercises, • Active participation in the lectures and seminars, • And/or completion of mid-semester assignments according to the requirements set by the instructor Total workload of the student: 3 credits = 90 hours • 15 hours in class; 75 hours of mid-semester assignments and independent study Successful completion of the course requires: • 100% - completion of mid-semester assignments Overall assessment of the success of the subject: • A = 90 – 100%, • B = 80 – 89%, • C = 70 – 79%, • D = 60 – 69%, • E = 50 – 59%, • FX = 0 – 49%,	
<b>Results of education:</b> <b>Knowledge:</b> • They know the stages of motor development and the importance of motor skills. • Knowledge of the different forms, causes and consequences of movement impairments. • Knowledge of the impact of health impairments on movement and children's development. • Knowledge of the theoretical basis and practical methods of sensorimotor development. • Knowledge of therapeutic approaches to movement development (e.g. physiotherapy, hydrotherapy, conductive pedagogy). • Knowledge of the role of movement development games and physical education for preschool children. • Knowledge of the use of animal-assisted therapy and alternative developmental methods. • Knowledge of the principles of inclusive pedagogy and the possibilities of integrating children with mobility difficulties. • Knowledge of the importance of individual development plans and pedagogical documentation. • Knowledge of sport and recreational opportunities for children with reduced mobility. <b>Skills:</b> • Recognises and identifies motor developmental abnormalities and motor difficulties caused by health impairments. • Ability to plan, organise and lead movement development exercises and games. • Effectively applies a variety of developmental methods in the preschool setting. • Collaborates with parents and other professionals to develop children. • Apply inclusive education methods and adapt movement activities to the individual needs of children. • Ability to sensitise peers and create a supportive community atmosphere in the preschool group. • Innovative and creative use of available tools in motor development. <b>Competences:</b> • She is open and committed to the development of children with mobility impairments and disabilities. • Empathetic, patient and supportive attitude to children's development. • Responsibly and consciously applies developmental methods according to the individual needs of children. • Ability to integrate elements of motor development into the	

pre-school curriculum. • Continuously develops her/his own professional knowledge and up-to-date information in the field of motor development. • Pro-actively collaborates with other professionals (physiotherapist, psychologist) in order to support children's development. • Contributes to the development of an inclusive and supportive educational environment in the kindergarten classroom.

### **Brief syllabus:**

1. Basic concepts and introduction. Stages and characteristics of motor development in different children. Definition and classification of children with mobility impairments and disabilities. Motor characteristics of target groups. 2. The development and developmental potential of motor skills and the methodological basis for the development of motor skills in children with reduced mobility and children with disabilities. Developmental possibilities of fine motor skills and large movements. 3. Principles of motor skills development. Types of movement development disorders. 4. Cerebral palsy, muscle disorders, spinal cord injuries. Sensory and neurological based movement impairments. 5. Health impairments and their impact on movement. Movement development in children with visual and hearing impairments. 6. Motor development methods and therapeutic approaches. Physical therapy and rehabilitation exercises. Sensorimotor development and coordination training. 7. Movement games and adapted physical education in kindergarten. The role and theoretical and practical aspects of the use of movement development games for children with mobility impairments and disabilities. Use of equipment and spatial adaptation in physical activity development. 8. Possibilities, methods and results of aquatic movement development. The role and effectiveness of hydrotherapy and swimming on locomotor function. 9. Animal assisted therapy in movement development. Effects and possibilities of equine therapy (hypotherapy) and canine therapy. Sensory and emotional development supported by animals. 10. Pedagogical methods for the integration of children with mobility impairments. Possibilities of inclusive physical education in kindergartens. 11. Perspective formation and pedagogical strategies. The role of the family and the teacher in development. Possibilities and results of cooperation with parents in the physical development of the child. 12. Individual development plans and pedagogical documentation. 13. Conductive pedagogy (Pető method), Bobath and Ayres therapy, new trends and new forms of movement in development. Handicapped movement development. 14. Sport and leisure activities for children with reduced mobility. Paralympic sports and specific forms of movement. Future trends in physical activity and health promotion. Robotics and virtual reality in adapted physical education.

### **Literature:**

• Király-Szakály: Mozgásfejlődés és a motorikus képességek fejlesztése gyermekkorban. 2012, Campusz kiadó. [https://archivum.uni-eszterhazy.hu/public/uploads/mozgasfejlodes\\_5538f4c1056cc.pdf](https://archivum.uni-eszterhazy.hu/public/uploads/mozgasfejlodes_5538f4c1056cc.pdf) • Müller, A., Židek, P., & Lengyel, A. (2024). Az akadálypályás mozgásfejlesztés szerepe és jelentősége az autizmus spektrum zavarral élő gyermekek esetében. Különleges Bánásmód-Interdiszciplináris folyóirat, 10(1), 63-74. • <https://ojs.lib.unideb.hu/kulonlegesbanasmood/article/view/14178/12217> • Laoues-Czibalmos, N., Bába, É., Szerdahelyi, Z., & Müller, A. (2019). Sportmotivációs tényezők vizsgálata a 8-18 éves fogyatékossgal élő korosztály körében= Investigating Sportsmotivation Factors Among the Ages of 8 to 18 Year Olds with Disabilities. Acta Carolus Robertus= Az Eszterházy Károly Egyetem Gyöngyösi Károly Róbert Campusának tudományos közleményei, 9(1), 121-132. [https://real.mtak.hu/98854/1/121\\_132\\_Laoues.pdf](https://real.mtak.hu/98854/1/121_132_Laoues.pdf) • Laoues-Czibalmos, N., Bába, É. B., Mező, K., Königh-Görögh, D., & Müller, A. É. (2020). Fogyatékos tanulók szabadidős preferencia-rendszerének elemzése egy kutatás tükrében. International Journal of Engineering and Management Sciences, 5(1), 98-115. <https://ojs.lib.unideb.hu/IJEMS/article/view/5636/5291> • Muntean, L., & Balogh, É. Z. (2024). Sajátos nevelési igényű gyermekek

mozgásfejlesztése terápiás kutya segítségével–kutatási terv. <https://dea.lib.unideb.hu/server/api/core/bitstreams/7e5d23a7-b8fe-4a8c-8317-77c98f9323cc/content>. • Köböl Erika – Topál József: Játék vagy munka? A kutyás terápia lehetőségei a tanulásban akadályozott gyermekek fejlesztésében. Gyógypedagógiai Szemle. <https://kolyokoldal.lapunk.hu/kutyaterapia-gyosze-tanulmany-1197759> • RÁCZ KATALIN–F. FÖLDI RITA–BARTHEL BETTY: A beszéd- és mozgásfejlődés összefüggései. Gyógypedagógiai Szemle. 40. évf.2.sz.2012. –(apr-jún) 136-145.p. [https://epa.oszk.hu/03000/03047/00056/pdf/EPA03047\\_gyosze\\_2012\\_2.pdf](https://epa.oszk.hu/03000/03047/00056/pdf/EPA03047_gyosze_2012_2.pdf) • Horváthné Kállay, Z. (2017). A konduktív nevelés a mozgássérültek pedagógiai rehabilitációjának szolgálatában. KÉPZÉS ÉS GYAKORLAT: TRAINING AND PRACTICE, 15(4), 105-114. [http://publicatio.uni-sopron.hu/1470/1/10\\_Horvathne\\_Kallay\\_Zsofia\\_tanulmany\\_2017\\_04\\_u.pdf](http://publicatio.uni-sopron.hu/1470/1/10_Horvathne_Kallay_Zsofia_tanulmany_2017_04_u.pdf) • Útmutató a mozgáskorlátozott tanulók integrált Neveléséhez. <https://www.oktatas2030.hu/wp-content/uploads/2020/10/utmutato-a-mozgaskorlatozott-tanulok-integralt-nevelesehez.pdf>

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Mgr. Attila Bognár, PaedDr. Peter Židek, PhD., PaedDr. Andrea Melicherová,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/RIZ1/25	<b>Name:</b> Development of intonation and listening skills 1
<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> 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in practices,</li> <li>• active participation of the student during the semester,</li> <li>• Preparation of the student for the practical lesson (reading and singing from a sheet of simple, 2-3 note melodies - l-s-m, collecting, practicing and singing the musical material by heart)</li> <li>• individual recitation of selected songs with piano accompaniment provided by the teacher</li> </ul> Total workload of the student: 1 credit = 30 hours 5 hours attending practical sessions (contact lessons); 20 hours Independent practice, preparation for lessons, collection and rehearsal of musical material, 5 hours self-study preparation for the final independent singing The student receives the final evaluation as follows: Compilation of musical material 30%, practical activities, completion of individual and group assignments during the semester 30%, final singing 40% Completed: 50 – 100 % Did not pass: 0 – 49%	
<b>Results of education:</b> <b>Knowledge:</b> Upon completion of the course, the student will: <ul style="list-style-type: none"> <li>- acquire theoretical knowledge of the physiology and hygiene of the voice,</li> <li>- acquire theoretical fundamentals of vocal technique and tone production,</li> <li>- becomes familiar with the professional literature in the field of voice education,</li> <li>- become familiar with information and communication platforms that will help them in their further development and readiness.</li> <li>- Familiarizes themselves with commonly used and innovative methods and tasks in the field of voice and music education,</li> <li>- become familiar with the goals and developmental objectives of music education</li> <li>- learns the limits and possibilities of his/her own vocal abilities, on the basis of which he/she plans and builds his/her individual growth.</li> </ul> <b>Skills:</b>	

Student:

- will be able to use singing techniques correctly
- will be able to sing simpler children's songs in a small range (tertian, quarto) individually and in a group
- will be able to hear and reproduce a shorter melody,
- adequately to his/her singing abilities, he/she will be able to perform selected songs with precise rhythm, intelligibly, in the correct tempo and character
- will be able to select and apply valuable musical material in the process of his/her educational practice.

Competences:

The student will:

- is competent to develop his/her acquired knowledge, skills and abilities and to acquire new competences through independent study, in solo singing and in choral singing
- desires continuous and professional self-development
- is able to make creative use of the vocal, singing and musical knowledge acquired.
- Continues self-education through organised professional courses and training
- continuously develops his/her acquired knowledge, skills and abilities,
- carries out self-reflection and evaluation of its educational activities and activities.

### **Brief syllabus:**

Physiology of the voice.

Correct posture, correct breathing technique, strengthening of diaphragmatic breathing, breath support.

Accurate perception of sound, formation of vowels and consonants.

Perceptual and intonation exercises.

Singing and reproduction of melodies with a small range.

Articulation and vocal exercises.

Singing exercises. Continuous elimination of bad singing habits and errors in tone production.

Distinguishing, rehearsing and comparing individual voices

Reproduction and interpretation of melodies in different registers. Different techniques of tone deployment in singing.

Music and movement exercises, children's games with singing and dancing.

Development of rhythmic sensitivity. Maintaining tempo.

Resonance exercises. Separation of head and throat sounds.

Developing inner hearing.

### **Literature:**

ADORJÁN, I. 1996. Hangképzés, énektanítás : Feljegyzések hatvan év pedagógiai munkássága során - 1. vyd. - Budapest : Eötvös József Könyvkiadó, ISBN 963 85465 4 9.

BÁRDOS, L. 1952. Gyöngyvirág - 1. vyd. - Budapest : Zeneműkiadó.

BERECZKY, L. 1983. Ó, szép fényes Hajnalcsillag : Magyar népi karácsonyi énekek. Budapest : Egyetemi Nyomda, ISBN 963 300 098 x.

FORRAI, K. 1991. Ének az óvodában. Budapest : Editio Musica. 288 o. ISBN 963 330 705 8.

FORRAI, K. 2016. Ének a bölcsődében. Budapest : Móra Könyvkiadó. 156 o. ISBN 978 963 415 455 6.

FORRAI, K. 1976. Jár a baba, jár. Budapest: Kozmosz Könyvek. ISBN 9632111117

GAJDOS, A. 2000. Gyermekdalok. Budapest: Metódus-tan. ISBN 963 0032 57 0

JÁRDÁNYI, P. 1969. Gergő nótái - Budapest : Zeneműkiadó. ISBN 0007792.

KODÁLY, Z. 1959. Énekeljünk tisztán. Kétszólamú karének-gyakorlatok. Editio Musica Budapest : Zeneműkiadó. ISMN 9790080028124

KODÁLY, Z. 1960. Ötfokú zene I. Budapest : Editio Musica,  
 KODÁLY, Z. 1941. 333 Olvasógyakorlat. Budapest: EMB <https://www.scribd.com/document/483919281/KODALY-333>  
 LÁSZLÓ-BAKK, A. 1981. Egyedem-begyedem: Mondókák, gyermekjátékok. Bukarest : Kriterion Könyvkiadó  
 ORSOVICS, Y. 2005. Zenei nevelés az alapiskola 1. osztálya számára = Hudobná výchova pre 1. ročník základných škôl s vyučovacím jazykom maďarským. Bratislava : Slovenské pedagogické nakladateľstvo. ISBN 80-10-00904-0  
 ORSOVICS, Y. 2005. Zenei nevelés az alapiskola 2. osztálya számára = Hudobná výchova pre 3. ročník základných škôl s vyuč. jaz. Maďarským. Bratislava: Slovenské pedagogické nakladateľstvo. ISBN 80-10-00671  
 ORTUTAY, GY. 1975. Magyar népdalok I. Budapest : Szépirodalmi Könyvkiadó, ISBN 963 15 0414 x.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 16

a	n
100.0	0.0

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., PaedDr. Yvette Orsovics, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/RIZ2/25	<b>Name:</b> Development of intonation and listening skills 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period: 5s</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in practices,</li> <li>• active participation of the student during the semester,</li> <li>• Preparation of the student for the practical lesson (reading and singing from a sheet of simple, 3-5 note melodies - l-s-m.r.d, collecting, practicing and singing the musical material by heart)</li> <li>• individual recitation of selected songs with piano accompaniment provided by the teacher</li> </ul> Total workload of the student: 1 credit = 30 hours 5 hours attending practical sessions (contact lessons); 15 hours Independent practice, preparation for lessons, collection and rehearsal of musical material, 10 hours self-study preparation for the final independent singing The student receives the final evaluation as follows: Compilation of musical material 30%, practical activities, completion of individual and group assignments during the semester 30%, final singing 40% Completed: 50 – 100 % Did not pass: 0 – 49%	
<b>Results of education:</b> <b>Knowledge:</b> Upon completion of the course, the student will: <ul style="list-style-type: none"> <li>- expands his/her theoretical knowledge of the physiology and hygiene of the voice,</li> <li>- expands the basic knowledge of vocal technique</li> <li>- becomes familiar with professional literature in the field of voice education,</li> <li>- becomes familiar with simple arrangements of children's songs</li> <li>- familiarise themselves with information and communication platforms that will help to deepen their knowledge and understanding.</li> <li>- learns methodological principles for the development of key competences.</li> <li>- learns about the possibilities of developing musical skills</li> <li>- recognises the limits and possibilities of one's own vocal abilities, on the basis of which to plan and build one's individual growth.</li> <li>- uses his/her knowledge in his/her future teaching practice.</li> </ul>	

Skills:

Student:

- will be able to use singing techniques correctly
- will be able to sing simpler children's songs in a smaller range ( quart-quint, l-s-m-r-d) individually and in a group,
- will be able to hear and reproduce a shorter melody,
- adequate to his/her singing abilities, he/she will be able to perform selected songs with precise rhythm, intelligibly, in the correct tempo and character
- will be able to select and apply valuable musical material in the process of his/her educational practice.

Competences:

Student:

- sings nicely and cleanly
- is competent to develop his/her acquired knowledge, skills and abilities and to acquire new competences through independent study, in solo singing and in a choir
- has a desire for continuous and professional self-development
- is able to make creative use of the vocal, singing and musical knowledge acquired.
- Continues self-education through organised professional courses and training
- continuously develops his/her acquired knowledge, skills and abilities,
- continuously acquires and gains new competences.
- carries out self-reflection and evaluation of its educational activities and activities

### **Brief syllabus:**

Correct posture, correct breathing technique, strengthening of diaphragmatic breathing, breath support.

Accurate perception of sound, articulation.

Developing hearing and intonation skills.

Dynamic and tempo changes.

Reproduction of selected songs according to their type and character.

Singing exercises. Continuous elimination of bad singing habits and errors in tone production.

Development of vocal technique and vocal training.

Reproduction and interpretation of melodies in different registers. Different techniques of tone deployment in singing.

Musical-tonal exercises with movement, children's games with singing and dancing.

Development of rhythmic sensitivity. Maintaining the tempo. Improvisation.

Resonance exercises. Separation of head and throat sounds.

Developing inner hearing.

Exercises to improve homogeneous sound. Singing selected children's songs with piano accompaniment.

### **Literature:**

ADORJÁN, I. 1996. Hangképzés, énektanítás : Feljegyzések hatvan év pedagógiai munkássága során - 1. vyd. - Budapest : Eötvös József Könyvkiadó, ISBN 963 85465 4 9.

ALMÁSI, I. 1972. Tavasz szél vizet áraszt. Bukarest : Kriterion Könyvkiadó. ISBN 0004775.

BÁRDOS, L. 1952. Gyöngyvirág - 1. vyd. - Budapest : Zeneműkiadó.

BERECZKY, L. 1983. Ó, szép fényes Hajnalcsillag : Magyar népi karácsonyi énekek. Budapest : Egyetemi Nyomda, ISBN 963 300 098 x.

FORRAI, K. 1991. Ének az óvodában. Budapest : Editio Musica. 288 o. ISBN 963 330 705 8.

FORRAI, K. 2016. Ének a bölcsődében. Budapest : Móra Könyvkiadó. 156 o. ISBN 978 963 415 455 6.

FORRAI, K. 1976. Jár a baba, jár. Budapest : Kozmosz Könyvek. ISBN 9632111117  
GAJDOS, A. 2000. Gyermekdalok. Budapest : Metódus-tan. ISBN 963 0032 57 0  
JÁRDÁNYI, P. 1969. Gergő nótái - Budapest : Zeneműkiadó. ISBN 0007792.  
KODÁLY, Z. 1959. Énekeljünk tisztán. Kétszólamú karének-gyakorlatok. Editio Musica  
Budapest : Zeneműkiadó. ISMN 9790080028124  
KODÁLY, Z. 1960. Ötfokú zene I. Budapest : Editio Musica,  
KODÁLY, Z. 1941. 333 Olvasógyakorlat. Budapest: EMB [https://www.scribd.com/  
document/483919281/KODALY-333](https://www.scribd.com/document/483919281/KODALY-333)  
LÁSZLÓ-BAKK, A. 1981. Egyedem-begyedem: Mondókák, gyermekjátékok. Bukarest :  
Kriterion Könyvkiadó  
ORSOVICS, Y. 2005. Zenei nevelés az alapiskola 1. osztálya számára = Hudobná výchova pre 1.  
ročník základných škôl s vyučovacím jazykom maďarským. Bratislava : Slovenské pedagogické  
nakladateľstvo. ISBN 80-10-00904-0  
ORSOVICS, Y. 2005. Zenei nevelés az alapiskola 2. osztálya számára = Hudobná výchova  
pre 3. ročník základných škôl s vyuč. jaz. Maďarským. Bratislava : Slovenské pedagogické  
nakladateľstvo. ISBN 80-10-00671  
ORTUTAY, GY. 1975. Magyar népdalok I. Budapest : Szépirodalmi Könyvkiadó, ISBN 963 15  
0414 x.  
VOLLY, I. 1982. Karácsonyi és Mária-énekek - 1. vyd. - Budapest : Apostoli Szentszék  
Könyvkiadó. ISBN 963 360 190 8.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 14

a	n
85.71	14.29

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., PaedDr. Yvette Orsovics, PhD., PaedDr. Zsuzsanna Szántó,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/RIZ3/25	<b>Name:</b> Development of intonation and listening skills 3
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in practices,</li> <li>• active participation of the student during the semester,</li> <li>• Preparation of the student for the practical lesson (reading and singing from a sheet pentatonic melodies - l-s-m.r.d, collecting, practicing and singing the musical material by heart)</li> <li>• individual recitation of selected songs with piano accompaniment provided by the teacher</li> </ul> Total workload of the student: 1 credit = 30 hours 5 hours attending practical sessions (contact lessons); 15 hours Independent practice, preparation for lessons, collection and rehearsal of musical material, 5 hours preparing a presentation 5 hours self-study preparation for the final independent singing The student receives the final evaluation as follows: Compilation of musical material 20%, practical activities, completion of individual and group assignments during the semester 20%, Preparing and delivering a presentation 20%, final singing 40% Completed: 50 – 100 % Did not pass: 0 – 49%	
<b>Results of education:</b> <b>Knowledge:</b> <b>Student:</b> <ul style="list-style-type: none"> <li>- expands basic knowledge of voice technique</li> <li>- learns about professional literature in the field of voice education,</li> <li>- expands his/her knowledge of children's, folk art songs and their arrangements</li> <li>- learns methodological principles for the development of key competences.</li> <li>- learns about innovative ways of developing musical skills</li> <li>- recognises the limits and possibilities of one's own vocal abilities, on the basis of which to plan and build one's individual growth.</li> <li>- uses his/her knowledge in his/her future pedagogical practice.</li> </ul> <b>Skills:</b>	

Student:

- will be able to work individually with his/her voice also from a methodological point of view
- will be able to sing children's and folk songs in the range of the sixth scale independently and in a group
- will be able to sing longer, more complex melodies and simple duets (pedal tone, canon)
- within the limits of his/her singing and vocal abilities, he/she will be able to perform selected songs with precise rhythm, in a clear manner, at the right tempo and in the right mood
- be able to sing both alone and in a group with confidence and precise intonation
- will be able to select and communicate valuable musical material during his/her subsequent teaching practice
- will be able to plan, implement the objectives, content of individual activities and individual educational activities in his/her pedagogical practice, taking into account the age specificities of children.

Competences:

Student:

- is ready for demanding and pure singing
- develops his/her acquired knowledge, skills and abilities and acquires new competences through independent study or singing in a choir
- desires continuous and professional self-development
- is able to make creative use of his/her acquired vocal and musical knowledge.
- continues to learn independently or through organised professional courses.
- develops existing knowledge, skills and abilities and acquires new competences.
- requires self-reflection and multifaceted analysis and evaluation of the educational process and own activities.

### **Brief syllabus:**

Exercise and develop correct posture, vocal technique and diaphragmatic breathing.

Soft and supported tone deployment, correct articulation.

Ear development, intonation and vocal exercises.

Dynamic, tempo and agogic features in practice.

Stylish performance of selected songs and use of musical expressive devices appropriate to mood and character.

Exercises in singing. Ongoing correction of intonation problems and errors in voice production.

More demanding exercises in vocal technique. Confident, independent singing with respect to one's own vocal register.

Singing melodies at the correct pitch, accurate, clear tone deployment

Developing rhythmic sensitivity. Maintaining tempo. Improvisation.

Resonance exercises.

Exercises to develop aural and intonation skills. Developing the inner ear.

Clear and accurate rendition of melodies with greater range. Singing simple two-part arrangements.

Intonation exercises to develop vocal culture and homogeneous sound. Singing children's, folk and art songs with piano accompaniment.

### **Literature:**

ADORJÁN, I. 1996. Hangképzés, énektanítás : Feljegyzések hatvan év pedagógiai munkássága során - 1. vyd. - Budapest : Eötvös József Könyvkiadó, ISBN 963 85465 4 9.

ÁG, T. 1999. Az Aranykert muzsikája, Pozsony : Kalligram. ISBN 80 7149 306 6.

ÁG, T. 1974. Édesanyám rózsafája = Palóc népdalok. - 1. vyd. - Bratislava : Madách Könyvkiadó.

ALMÁSI, I. 1972. Tavasz szél vizet áraszt . Bukarest : Kriterion Könyvkiadó. ISBN 0004775.

BÁRDOS, L. 1952. Gyöngyvirág - 1. vyd. - Budapest : Zeneműkiadó.  
 BARSÍ, E. 2015. "Bodrog partj án nevedett tulipán..." : Sárospataki diákdalok a 18. századból - 1. vyd. - Budapest : Magyar Kultúra Kiadó. ISBN 978 963 89978 6 9.  
 BEREZKY, L. 1983. Ó, szép fényes Hajnalcsillag : Magyar népi karácsonyi énekek. Budapest : Egyetemi Nyomda, ISBN 963 300 098 x.  
 CSERJÉS, L. 1888. Ezeregy legnépszerűbb, legszebb magyar népdal. Budapest : Méhner Vilmos, ISBN 0003384.  
 GAJDOS, A. 2000. Gyermekdalok. Budapest: Metódus-tan. ISBN 963 0032 57 0  
 KISS, L. 1973. Rozmaring : 91 magyar népdal. 7. vyd. - Budapest : Zeneműkiadó.  
 KODÁLY, Z. 1959. Énekeljünk tisztán. Kétszólamú karének-gyakorlatok. Editio Musica Budapest Zeneműkiadó. ISMN 9790080028124  
 KODÁLY, Z. 1960 Ötfokú zene I. Budapest : Editio Musica,  
 KODÁLY, Z. 1941. 333 Olvasógyakorlat. Budapest: EMB <https://www.scribd.com/document/483919281/KODALY-333>  
 LÁSZLÓ-BAKK, A. 1981. Egyedem-begyedem: Mondókák, gyermekjátékok. Bukarest: Kriterion Könyvkiadó  
 ORSOVICS, Y. 2006. Zenei nevelés az alapiskola 3. osztálya számára = Hudobná výchova pre 3. ročník základných škôl s vyuč. jaz. Maďarským. Bratislava: Slovenské pedagogické nakladateľstvo, 2006. ISBN 80-10-00905-9  
 ORSOVICS, Y. 2007. Zenei nevelés az alapiskola 4. osztálya számára. Bratislava: Slovenské pedagogické nakladateľstvo. ISBN 978-80-10-01164-3  
 ORTUTAY, GY. 1975. Magyar népdalok I. Budapest : Szépirodalmi Könyvkiadó, ISBN 963 15 0414 x.  
 RAJECZKY, B, 1970. Elindultam szép hazámból : A legszebb magyar népdalok és műdalok - 1. vyd. - Budapest : Editio Musica.  
 VOLLY, I. 1982. Karácsonyi és Mária-énekek - 1. vyd. - Budapest : Apostoli Szentszék Könyvkiadó. ISBN 963 360 190 8.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., PaedDr. Yvette Orsovics, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/RIZ4/25	<b>Name:</b> Development of intonation and listening skills 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: 5s</b> <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in practices,</li> <li>• active participation of the student during the semester,</li> <li>• Preparation of the student for the practical lesson (reading and singing from a sheet major and minor melodies, collecting, practicing and singing the musical material by heart)</li> <li>• children's song/folk song orchestration, ideas for creative performance</li> <li>• individual recitation of selected songs with piano accompaniment provided by the teacher</li> </ul> Total workload of the student: 1 credit = 30 hours 5 hours attending practical sessions (contact lessons); 15 hours Independent practice, preparation for lessons, collection and rehearsal of musical material, 5 hours preparing a presentation 5 hours self-study preparation for the final independent singing The student receives the final evaluation as follows: Compilation of musical material 20%, practical activities, completion of individual and group assignments during the semester 20%, Preparing and delivering a presentation 20%, final singing 40% Completed: 50 – 100 % Did not pass: 0 – 49%	
<b>Results of education:</b> Knowledge: Student: <ul style="list-style-type: none"> <li>- expands basic knowledge of voice technique</li> <li>- learns about professional literature in the field of voice education,</li> <li>- expands his/her knowledge of children's, folk art songs and their arrangements</li> <li>- learns methodological principles for the development of key competences.</li> <li>- learns about innovative ways of developing musical skills</li> <li>- recognises the limits and possibilities of one's own vocal abilities, on the basis of which to plan and build one's individual growth.</li> <li>- uses his/her knowledge in his/her future pedagogical practice.</li> </ul>	

Skills:

Student:

- will be able to work individually with his/her voice also from a methodological point of view
- will be able to sing children's and folk songs in the range of the sixth scale independently and in a group
- will be able to sing longer, more complex melodies and simple duets (pedal tone, canon)
- within the limits of his/her singing and vocal abilities, he/she will be able to perform selected songs with precise rhythm, in a clear manner, at the right tempo and in the right mood
- be able to sing both alone and in a group with confidence and precise intonation
- will be able to select and communicate valuable musical material during his/her subsequent teaching practice
- will be able to plan, implement the objectives, content of individual activities and individual educational activities in his/her pedagogical practice, taking into account the age specificities of children.

Competences:

Student:

- is ready for demanding and pure singing
- develops his/her acquired knowledge, skills and abilities and acquires new competences through independent study or singing in a choir
- desires continuous and professional self-development
- is able to make creative use of his/her acquired vocal and musical knowledge.
- continues to learn independently or through organised professional courses.
- develops existing knowledge, skills and abilities and acquires new competences.
- requires self-reflection and multifaceted analysis and evaluation of the educational process and own activities.

**Brief syllabus:**

Exercise and develop correct posture, vocal technique and diaphragmatic breathing.

Soft and supported tone deployment, correct articulation.

Ear development, intonation and vocal exercises.

Dynamic, tempo and agogic features in practice.

Stylish performance of selected songs and use of musical expressive devices appropriate to mood and character.

Exercises in singing. Ongoing correction of intonation problems and errors in voice production.

More demanding exercises in vocal technique. Confident, independent singing with respect to one's own vocal register.

Singing melodies at the correct pitch, accurate, clear tone deployment

Developing rhythmic sensitivity. Maintaining tempo. Improvisation.

Resonance exercises.

Exercises to develop aural and intonation skills. Developing the inner ear.

Clear and accurate rendition of melodies with greater range. Singing simple two-part arrangements.

Intonation exercises to develop vocal culture and homogeneous sound. Singing children's, folk and art songs with piano accompaniment.

**Literature:**

ADORJÁN, I. 1996. Hangképzés, énektanítás : Feljegyzések hatvan év pedagógiai munkássága során - 1. vyd. - Budapest : Eötvös József Könyvkiadó, ISBN 963 85465 4 9.

ÁG, T. 1999. Az Aranykert muzsikája, Pozsony : Kalligram. ISBN 80 7149 306 6.

ÁG, T. 1974. Édesanyám rózsafája = Palóc népdalok. - 1. vyd. - Bratislava : Madách Könyvkiadó.

ALMÁSI, I. 1972. Tavasz szél vizet áraszt . Bukarest : Kriterion Könyvkiadó. ISBN 0004775.

BÁRDOS, L. 1952. Gyöngyvirág - 1. vyd. - Budapest : Zeneműkiadó.

BÁRDOS, L. 1971. Hetven kánon. Bp : Zeneműkiadó.

BARSI, E. 2015. "Bodrog partj án nevededett tulipán..." : Sárospataki diákdalok a 18. századból - 1. vyd. - Budapest : Magyar Kultúra Kiadó. ISBN 978 963 89978 6 9.

BERECZKY, L. 1983. Ó, szép fényes Hajnalcsillag : Magyar népi karácsonyi énekek. Budapest : Egyetemi Nyomda, ISBN 963 300 098 x.

CSERJÉS, L. 1888. Ezeregy legnépszerűbb, legszebb magyar népdal. Budapest : Méhner Vilmos, ISBN 0003384.

KERÉNYI, GY: Kétágú síp : Kétszólamú kórusok. Budapest : Zeneműkiadó, ISBN 0010641.

KISS, L. 1973. Rozmaring : 91 magyar népdal. 7. vyd. - Budapest : Zeneműkiadó.

KODÁLY, Z. 1960. Bicinia Hungarica : Bevezető a kétszólamú éneklésbe - Első füzet / 1. vyd. - Budapest : Zeneműkiadó Vállalat

KODÁLY, Z. Bicinia Hungarica : Bevezető a kétszólamú éneklésbe - Második füzet / - 1. vyd. - Budapest : Editio Musica.

KODÁLY, Z. 1959. Énekeljünk tisztán. Kétszólamú karének-gyakorlatok. Editio Musica Budapest Zeneműkiadó. ISMN 9790080028124

ORSOVICS, Y. 2007. Zenei nevelés az alapiskola 4. osztálya számára. Bratislava: Slovenské pedagogické nakladateľstvo. ISBN 978-80-10-01164-3

ORTUTAY, GY. 1975. Magyar népdalok I. Budapest : Szépirodalmi Könyvkiadó, ISBN 963 15 0414 x.

PAPP L. 1969. 35 könnyű kétszólamú egyeneműkar I. : Magyar költők verseire. Budapest : Zeneműkiadó, ISBN 0007774.

RAJECZKY, B, 1970. Elindultam szép hazámból : A legszebb magyar népdalok és műdalok - 1. vyd. - Budapest : Editio Musica.

SZŐNYI, E. 1968. 33 könnyű kórus népdalokra – iskolásoknak. Budapest : Zeneműkiadó, ISBN 0007775.

TEGZES, GY. 2017. Hétfokú olvasógyakorlatok I-II. Móra, EAN: 9789634158387

VOLLY, I. 1982. Karácsonyi és Mária-énekek - 1. vyd. - Budapest : Apostoli Szentszék Könyvkiadó. ISBN 963 360 190 8.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., PaedDr. Yvette Orsovics, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/RKZ/25	<b>Name:</b> Development of communication competences and work with literature in kindergarten
<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: For the study period:</b> 5s / 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Maximum 100 points (25 points for interactive paper, 25 points for communication for the interactive activity and 50 points for the written exam). In order to sit the written examination, the student must obtain a score for the interactive paper (or seminar paper) and for the communication activity carried out 50% of the maximum number of points for the continuous assessment (i.e. min. 25 points out of 50 points). The student's theoretical knowledge is assessed by means of a written examination. At written examination, the student may obtain 50 points (i.e. 50% of the total mark). <b>SEMINAR:</b> During the semester, the student presents an interactive paper on a given topic in the field of children's and young adult literature (25 points). Paper Evaluation Criteria: 1. content of the paper: choice of topic, purpose of the paper, work with literature, etc. (5 points), 2. verbal and non-verbal expression: logical and systematic interpretation, clarity of interpretation, manner of the logic of the presentation, eye contact, etc. (5 points), 3. use of visual, acoustic, audiovisual means: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. (5 points), 4. audience involvement: questions and answers, quizzes and tests, exercises, etc. (5 points), 5. adherence to the time limit: approx. 30-35 minutes (5 points) If justified, the student has the option of replacing the interactive paper with a seminar paper on any topic in the field of children's and young adult literature, but it must be handed in by the end of the semester at the latest the 10th week of the semester. The student may receive a maximum of 25 points for the seminar paper. Seminar paper evaluation criteria: 1. the formal aspect of the seminar paper: structure, language, spelling, etc. (10 points) 2. the content of the thesis: choice of topic, purpose of the thesis, work with literature, citations etc. (15 points) <b>PRACTICE:</b> During the semester, the student will conduct a group communication activity that focuses on The student will complete a group activity designed to support pedagogical communication. A maximum of 25 points may be earned for the activity.	

Communication Activity Evaluation Criteria:

1. the drama of the activity and the individual communication exercises (5 points),
2. communicative quality (5 points),
3. creativity (5 points),
4. ability to lead a group (5 points),
5. group interaction (5 points).

Evaluation criteria for the written exam:

1. mastery of the individual topic units based on regular preparation based on the theoretical and practical content of individual seminars and practices and the study of literature.
2. mastery of specific subject areas on the basis of regular training based on the theoretical content of current supplementary literature.

In the written exam a maximum of 50 points can be obtained.

In justified cases, the end-of-semester written exam can be replaced by a larger, independent thesis summarizing independent research in the field of children's or young adult literature, which the student submits to the instructor by the 3rd week of the examination period. The required length of the thesis is 10 standard pages, it uses at least 10 relevant bibliographic items, and also has a reference system. A maximum of 50 points can be obtained with its submission. The thesis will only be accepted if the student obtains a minimum of 25 points.

Evaluation criteria:

1. independent results, their processing and evaluation (35 points),
2. work with the non-fiction (10 points),
3. the language, spelling and formal execution of the thesis (5 points).

Grading scale: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), below 50% Fx. Students not reaching 50% will not earn the credits.

Distribution of working hours (90 working hours in total):

- Attendance at seminars and practices: total per semester (15 hours),
- Research paper related to the student's seminar lecture and its elaboration (15 working hours),
- Preparation for a communication activity, elaboration of a dramaturgy of communication exercises (10 hours),
- Preparation for the written examination (50 working hours).

**Results of education:**

The students will have theoretical and practical knowledge in the field of linguistic, literary and communication skills development of young children/youth. They will be prepared to plan, implement and evaluate cultural activities. They will acquire the aspects of organizing and evaluating children's and youth literature.

**KNOWLEDGE:**

The student:

- will be familiar with the theoretical basis of language-literature and communication skills development,
- is able to orientate around the state education program at any given level, within its cultural field of Language and Communication,
- is familiar with the basic principles of the methodology of language, communication and literary education and the significance of their application in educational work,
- is able to choose the appropriate educational strategies within the given cultural field,
- is familiar with the characteristics and peculiarities of children's communication / youth communication, basic communication situations, communication ethics and the methodology of development / teaching in the field,
- is aware of the expectations and requirements of the language culture of the special teacher,
- is familiar with the aspects of selecting a literary text,

- acquires the most important facts, concepts, principles, as well as theoretical and methodological knowledge related to children's / youth literature,
- will familiarize themselves with the different eras of children's poetry / youth poetry, the history of its development,
- learns the history and types of the development of children's prose / youth prose,
- acquires methodological knowledge related to children's / youth literature and how to apply them in practice,
- is familiar with the methods of language-literature and communication skills development and of preparing children for reading in kindergarten,
- will acquire the theoretical and practical knowledge of adequate pedagogical communication in various situations,
- will know the characteristics and dimensions of verbal and nonverbal communication,
- will acquire knowledge of the pedagogical aspects of the communication discipline and of the most successful communication strategies in pedagogy,
- is familiar with the objectives of the "Language and Communication" teaching field for pre-primary education in the development of communication competences and work with literature.

#### SKILLS:

The student:

- will be able to use various methods, strategies and tools during the development of linguistic and literary skills and working with literature,
- will be able to use games and exercises that develop communication skills,
- will be able to prepare appropriate learning resources and adequately use them,
- will be able to work with a literary text,
- will be able to explain and connect his knowledge of the theory and history of children's / youth literature, as well as the analysis of relevant works,
- as a special teacher, will be able to apply the various literature teaching strategies in the activities and sessions they lead when working with literature,
- will be able to identify, analyze and solve various pedagogical situations, will have the appropriate skills in the field of successful planning, management and organization of the educational process in accordance with the state and local institutional pedagogical program.
- is able to define the performance standards in relation to the children's age and individual characteristics,
- is able to evaluate the educational process and children's activities with the help of evaluation questions and various diagnostic methods,
- will be able to recognise the different levels of social and pedagogical communication, and discuss their characteristics and differences,
- will be able to identify the difficulties of his/her students regarding verbal and nonverbal communication, and to develop their skills in this field through a variety of interactive, cooperative and dramatized exercises,
- will be able to convey an adequate standard of pronunciation to his/her pupils,
- as a future special teacher, the student will be able to achieve the objectives of the "Language and Communication" teaching field for pre-primary education in the development of communication competences and work with literature in kindergarten.

#### COMPETENCES:

The student:

- reacting flexibly to specific situations, the student is able to modify his attitude during the planning, implementation and evaluation of the educational work,
- has a positive attitude towards his profession,
- is capable of self-reflection,

- demonstrates an empathic attitude towards others, has a positive attitude towards the diversity of their class and society, as well as children's / youth literature,
- is able to form his own viewpoint and opinion in the area of children's literature / youth literature,
- after the training, as a beginning teacher/educator, the student will be able to use literary texts in an age-appropriate way, to explain the related teaching material,
- they will be able to keep up with the latest publications of children's literature / youth literature, as well as actively implement their own professional development.
- the student will be able to independently plan and implement activities in the kindergarten, analyze various pedagogical situations and solve them,
- will feel responsible for the quality implementation of educational work supported by the results of pedagogical diagnostics,
- is familiar with the basic categories and terminological equipment of the subject teaching area,
- has an overview of literature for children and young adults and the use of this literature in the educational process,
- is able to develop the competences of pre-school children in the field of cultural and linguistic literacy as defined in the educational programme,
- develops positive attitudes towards different dimensions and styles of communication, and tries to make them as difficult to understand. In this spirit, he/she will also teach his/her students using interactive and cooperative exercises,
- will be able to independently plan activities that will contribute to a more accurate and conscious verbal and nonverbal communication.

#### **Brief syllabus:**

1. Literary education in the mother tongue and communication. Focus of skills development in literacy. Culture. Communication and literary-cultural competence. The theoretical and methodological basis for the development of linguistic, literary and communication skills.
2. Linguistic-literary and communication skills development. The goals, tasks and methods of language education in kindergarten. The goals, tasks and methods of literary education.
3. Basic communication situations in kindergarten. Verbal and non-verbal pedagogical communication in practice.
4. Communication exercises and activities to support pedagogical communication and group work.
5. The role of children's / young adult literature in the educational process. Its dimensions, position, functions and classification according to recipients. Application of literary works. Criteria for the selection of works.
6. The pedagogical potential of children's folk poetry. General characteristics, types and features of nursery rhymes and sayings.
7. Characteristics and periods of poems for children / young adults. Pedagogical, psychological, modern and contemporary poetry.
8. The most important representatives of modern poetry for children (Sándor Weöres, Károly Tamkó Sirató, Zoltán Zelk, Ágnes Nemes Nagy) and the integration of their works into the educational process.
9. The most important representatives of contemporary poetry for children (Anna T. Szabó, Dániel Varró, János Lackfi, Ottó Kiss, etc.) and the integration of their works into the educational process.
10. The characteristics, sub-genres and role of folk tales in education. The role of the aesthetics of permanence and variability in folk tales.
11. Fairy tales, animal tales, legendary tales, realistic tales, tales about silly devils, village jesters, joke tales, lying tales and formula tales.
12. Possibilities of teaching children's / young adult literature. Differences between literary fairy tales and children's stories; the updated fairy tale, the original fairy tale, the incorporated fairy tale,

the counter-fairy tale, the sad fairy tale, the lyrical fairy tale, the children's fairy tale, the fabula and the allegorical fairy tale.

13. The role of the fairy novel / young adult novel in the educational process. Their peculiarities, typology according to structure, genres, the most important twentieth-century and contemporary Hungarian fairy novels / young adult novels and their authors.

#### **Literature:**

- Az óvodai nevelés állami oktatási programja. Magyar nyelvű fordítás. 2020. Komárno: Comenius Intézet. 168 s. ISBN 978-80-969694-2-5.
- BAKA, L. P. 2022. Óperenciák. Fejezetek a kortárs magyar gyermek- és ifjúsági irodalomból. NAP Kiadó: Dunaszerdahely, 2022, 164. ISBN 978-80-8104-109-9
- BAKA, L. P. 2023. Doboztankönyv. Élményalapú irodalomtanítás a populáris, ifjúsági és gyerekirodalom köréből. NAP Kiadó: Dunaszerdahely, 2023, 80. ISBN 978-80-8104-113-6
- BÁLINT, P. 2004. Közelítések a meséhez. Debrecen: Didakt Kft. ISBN 963-206-273-6
- BÁRDOS J. 2015. Piroska és a vegetáriánus farkas. Kalandozások a kortárs gyermekirodalomban. Budapest : Pont Kiadó. 148 o. ISBN 978-963-9957-95-4
- BETTELHEIM, B. 2013. A mese bűvölete és a bontakozó gyermeki lélek. Budapest: Gondolat Kiadó, 347 o. ISBN 9789631360189.
- BOGNÁR, T. 1994. Elemzések a gyermek- és ifjúsági irodalom körében. Budapest : Nemzeti Tankönyvkiadó. ISBN 9631912493.
- BOGNÁR, T. 2001. A magyar gyermekvers. Budapest : Nemzeti Tankönyvkiadó. 316 o. ISBN 9631912493
- BOLDIZSÁR, I. 2004. Mesepoétika. Írások mesékről, gyerekekről, könyvekről. Budapest: Akadémiai Kiadó. 312 o. ISBN 963-05-8178-7.
- DANKÓ, E. 2004. Irodalmi nevelés az óvodában. 232 s. Budapest: OKKER Kiadó. ISBN: 639228834.
- DANKÓ, E. 2016. Nyelvi-kommunikációs nevelés az óvodában. Módszertani kézikönyv a 3-7 évesek fejlesztéséhez. Budapest: Flaccus Kiadó. 336 s. ISBN 978 615 5278 32 7.
- FODOR L. – GÖNDÖR A. – VÖRÖSNÉ KESZLER E. – NEMÉNYINÉ GYIMESI I. 2007. A kommunikáció alapjai. Budapest: Perfekt Gazdasági Tanácsadó – Oktató és Kiadó Rt. ISBN 963 394 520 8.
- GÓSY, M. 1997. Beszéd és óvoda. Budapest: NIKOL GMK, 150 s. ISBN 9638520531.
- HORÁNYI, Ö. 1977. Kommunikáció I. Budapest: Közgazdasági és Jogi Könyvkiadó. ISBN 963 220 532 4.
- HORÁNYI, Ö. Kommunikáció II. Budapest: General Press. ISBN 963 9459 05 4.
- HORVÁTHOVÁ, K. – SZŐKÖL, I. 2016. A pedagógia kommunikáció. Komárom: SJE TKK.
- KÁDÁR, A. 2013. Mesepszichológia. Budapest: Kulcslyuk Kiadó Kft. 373 s. ISBN 9789638941961.
- KISSNÉ ZSÁMBOKI, R. Mindenben anyanyelv – Fejlesztés játékokkal, gyakorlatokkal az óvodában. Budapest: RAABE. 84 s.
- KOMÁROMI, G. 2001. Gyermekirodalom. Budapest: Helikon Universitas. 352 o. ISBN 9632087259.
- LOVÁSZ, A. 2015. Felnőtt gyerekirodalom. Tanulmányok, kritikák és majdnem lexikon. Budapest : Cerkabella Kiadó. 244 .ISBN 978-96-398-2060-9.
- Navigátor. Kortárs gyerekirodalmi lexikon (Szerk. Lovász A.). Szentendre : Cerkabella Könyvkiadó, 2010. 208 o. ISBN 9789639820166.
- PETRES CSIZMADIA, G. 2015. Fejezetek a gyermek- és ifjúsági irodalomból. Nyitra : Nyitrai Konstantin Filozófus Egyetem. 256 o. ISBN 978-80-558-0903-8.
- PETROVÁ, Z. 2007. Jazyková a literárna gramotnosť v materskej škole. Teoretické súvislosti a možnosti jej rozvíjania. Pezinok: Renesans. 152 s. ISBN 8096977758.

- PROPP, V. J. 1999. A mese morfológiája. Budapest: Osiris Kiadó, 213 o. ISBN 963-379-461-7.
- RÓKA, J. 2005. Kommunikációtan. Budapest: Századvég Kiadó. ISBN 963059211303.
- Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách – Konsolidované znenie. Bratislava: Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky a Národný inštitút vzdelávania a mládeže. 100 s. Online: <https://www.minedu.sk/data/att/96d/24534.b6f65c.pdf>
- SZŐKÖL I. – FECSÓ SZ. – SOÓKY M. 2020. Hatékony pedagógiai kommunikáció. Bratislava : Metodicko-pedagógické centrum. ISBN 978-80-565-1450-4.
- SZŰCS, J. 2012. Anyanyelvi fejlesztő játékok gyűjteménye. Mezőkovácsháza: Mezőkovácsházi Négy Évszak Óvoda.
- TARBAY, E. 1999. Gyermekirodalomra vezérlő kalauz. Budapest: Szent István Társulat. 336 o. ISBN 9633608619.
- ZILAHY JÓZSEFNÉ, 1998. Mese- vers az óvodában. Budapest: Eötvös József Könyvkiadó. 374 o. ISBN 963 9024 53 8.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** PaedDr. Patrik Baka, PhD., Mgr. Gábor Lőrincz, PhD., PaedDr. Diana Borbélyová, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/RLD/25	<b>Name:</b> Development of children's motor skills
<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: For the study period:</b> 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in lectures and/or seminars and/or practices,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• and/or completion of semester tasks and assignments as instructed by the instructors,</li> <li>• and/or successful completion of a final exam (in the case of the final exam form) or a test, assessment (in the case of the final assessment form)</li> </ul> Total workload of the student: 1 credit = 30 hours <ul style="list-style-type: none"> <li>• 5 hours attending lectures and/or seminars and/or practical sessions (contact lessons); 25 hours completing semester assignments and tasks.</li> <li>• Assessment criteria: In order to meet this requirement, it is desirable to present the warm-up practices developed, with an indication of practical management and an interpretation of terminology depending on age. Completed/not completed. Hand-made ancillary device: Preparation of a kinesthetic game rules according to age class, the purpose of the toy is to determine exactly the amount of weight of the appropriate age bracket. A basic requirement is the possibility of using the toy presented under practical conditions. Compliance with this requirement is a condition for participation in the oral final examination.</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student is able to work with theoretical knowledge.</li> <li>• It is able to produce a written lesson plan for educational activities aimed at meeting performance standards, health and movement – an artificial area, sub-area for movement and physical well-being, health practices - condoms.</li> <li>• The student is able to create various tools to improve the mobility of children.</li> <li>• The student is able to set up individual exercises for condoms to warm up.</li> </ul> Capabilities: <ul style="list-style-type: none"> <li>• The student will know how to navigate the current ISCED in the area of health and movement.</li> <li>• The student knows how to enhance his or her knowledge and self-training.</li> <li>• The student will create a creative tool to improve the mobility of kindergartens.</li> </ul>	

- The learner is able to develop his/her own competence for performance-oriented educational activities, for the sub-area of competence of nursery and pre-school attendance.

Competences:

- The student will be able to continue to apply his knowledge to his work.
- The student is able to communicate not only with children but also with parents.
- The student has the ability to provide professional reasons for his activity.
- The student is able to develop self-training in a targeted way.
- The student shall be able to design independently and to select activities which enhance his or her knowledge and contribute to his or her professional development.
- The student is capable of: Being reliable, helpful, encouraging, attentive and accepted, creating an open atmosphere for learning.

### **Brief syllabus:**

The specificity of physical education and the method of physical education in pre-primary education. Developing motor capability in pre-school and early school children. The content standards of the 'health and movement' literacy area in the AOP in pre-school education (performance and content standards within the selected sub-area). Development of coordination capabilities with non-traditional tools - development of basic mobility skills. Use of Laterality on the move - create one- and two-way motion combinations. Development of self-sufficiency through non-traditional means of support - improving children's physical exercise, literacy of movement. Preparing for game games with a kinesthetic game - ensuring a positive transfer. Preparatory kinesthetic games for the game - ensuring a positive transfer - using natural movements - using different sports tools. Conducting kinesthetic exercises, games for more complex physical practices - providing a positive transfer - practice headlands, exercise. Development of acrobatics skills - exercise modified versions of Blueing's and Gymnastically practices. Compliance with rules, cooperation, in music-and-motion games. Learning the content of the game's motion, music and text harmony. Development of rhythms while walking, running. Reactions to changes in the tempo of music. Create forms of movement to the speed of the music. Dance and motion improvisation. Developing healthy breathing practices - learning relaxation techniques

### **Literature:**

Dobay Beáta: Mozgásos játékgyűjtemény, 2016 ISBN 978-80-81-22-192-7  
 Pektor Gabriella: Mozgásfejlesztő játékok gyűjteménye, 2011 ISBN 978-963-697-652-1 Farmosi István: Mozgásfejlődés, Dialog Campus, Pécs, 2007 ISBN 963-9310-06-9  
 Nádasi Lajos: Motoros cselekvéses játékok az iskolai testnevelésben, 2001 ISBN 963-19-2112-3  
 Dobay Beáta: Az óvodai testnevelés alapjai. - Komárno : Selye János Egyetem, 2007. - 290 s. - ISBN 978-80-89234-257.  
 Hamar Pál: A mozgás mint személyiségfejlesztő tényező - 1. vyd. - Budapest : Eötvös József Könyvkiadó, 2016. - 192 s. - ISBN 978-963-995-570-7.  
 Pappné Gazdag Zsuzsanna: Játsszunk gyógyító tornát 1. : Új lehetőségek a hanyagtartás javítására óvodás és kisiskolás korban, korszerű ismeretek alapján összeállított gyakorlatokkal, módszertani ajánlással. / . - 1. vyd. - Budapest : Flaccus, 2011. - s. - ISBN 978-963-9412-36-1

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

Hungarian, Slovak

### **Notes:**

### **Evaluation of subjects**

Total number of evaluated students: 27

a	n
85.19	14.81
<b>Teacher:</b> Mgr. Attila Bognár, PaedDr. Peter Židek, PhD.,	
<b>Date of last update:</b> 15.04.2025	
<b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/RMM/25	<b>Name:</b> Developing mathematical thinking in pre-primary education and special 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: For the study period:</b> 5s / 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for completing the subject is active participation in class. During the semester, the student develops, submits and present the semester project - preparation for an elementary mathematics class focusing on solving logical problems. The assessment of the term paper will take into account its content and form and the respect of the deadline for its submission. The student will demonstrate his/her theoretical knowledge by means of a written test. In order to pass the written test, the student must obtain at least 50% of the total score of the written test. A student who does not achieve at least 50% of the total score of the written test must take a revision test and obtain at least 50% of the total score of the revision test. The total workload of the student in terms of the distribution of working time (4 credits = 120 hrs.): - participation in exercises and seminars (15 hours), - seminar work (40 hours), - preparation for written examination (65 hours). The final evaluation of the course is as follows: 40% of the final evaluation is made up of the maximum score for the preparation of the educational activities developed, and 60% of the final assessment is made up of the maximum marks available for the written test. For grade A, 90-100% of the total score must be obtained; for grade B, 80-89%; for grade C, 70-79%; for grade D, 60-69%; and for grade E, 50-59%.	
<b>Results of education:</b> After completing the course student acquires the following: <b>Knowledges:</b> <ul style="list-style-type: none"> <li>● acquires basic knowledge of mathematics and learns the basic principles of developing mathematical thinking in preschool education;</li> <li>● knows the basic concepts and technical terms used in mathematics;</li> <li>● has basic knowledge to create mathematical models of simpler practical problems, as well as to find and develop suitable mathematical tools and procedures for solving them;</li> <li>● knows the basic methods, playful activities, and can apply the basic principles of set operations, logic and classification and arrangement in solving kindergarten tasks;</li> </ul>	

- learns the different techniques of editing, representing, resolving and composing planar and spatial shapes in kindergarten education;
- has theoretical knowledge of the methods of creating basic geometric shapes;
- can use appropriate methods and tools to determine length in preschool education.

**Skills:**

- is able to plan and evaluate individual, group and frontal mathematical activities in pre-school education;
- master the various techniques, procedures and methods of solving mathematical problems to a level that enables them to teach these techniques to children in pre-school education;
- is able to use theories, methods and procedures independently and creatively to develop playful activities that develop children's thinking;
- can identify the mathematical basis of mathematical concepts in pre-school education;
- is able to ask questions that arouse children's curiosity and create opportunities to observe, seek and explore new knowledge
- is able to apply basic mathematical knowledge in the production of teaching materials;

**Competences:**

- has a positive attitude, ready to practise their profession;
- is able to develop and plan teaching and learning activities in the field of pre-school mathematics independently;
- has an awareness of the usefulness of mathematical knowledge and its applicability in practical life;
- is aware of the importance of developing the basic conditions for understanding and acquiring knowledge of the foundations of number theory in pre-school education;
- can plan and organise their own 'scientific' activities effectively;
- can work effectively both independently and as part of a team;
- is able ability to classify the demandingness of activities according to children's abilities..

**Brief syllabus:**

- Methods and forms of developing mathematical thinking in pre-school education.
- Methods of introducing the concept of sets, basic set operations in pre-school education.
- Methods of conceptualisation, comparison, classification and ordering of objects, logic of set creation in pre-school education.
- Methods of introducing basic combinatorial concepts, selection and arrangement of objects and persons.
- Activities for creating sequences according to the different properties of objects in pre-school education.
- Methods of introducing basic geometric concepts in pre-school education.
- Activities and games to develop measuring and comparison skills in pre-school education.
- Development of children's spatial and planar orientation through play in pre-school education.
- Methods of developing the concept of natural number - counting and the number of objects up to 10.
- Games to develop logical, creative and problem-solving thinking in pre-school education.
- Structure and preparation of teaching activities focusing on the development of mathematical concepts
- Dyscalculia and math learning disability in kindergarten
- Mathematics skills development in heterogeneous neurodivergent kindergarten groups

**Literature:**

- Fejezetek az elemi geometriából : Speciális matematika tankönyvek / Reiman István. - 1. vyd. :TYPOTEX Nemzeti Tankönyvkiadó, 2002. - 206 s. - ISBN 963 9132 28 4.

- Geometria / Pelle Béla. - Budapest : Tankönyvkiadó, 1974. - 478 s. - ISBN 963 17 0746 6.
- Perlai, R.: Matematika az óvodában : Kézikönyv óvodapedagógusok számára. 1. vyd. - Budapest : Flaccus Kiadó, 2016. - 255 s. - ISBN 978-615-5278-25-9.
- Perlai, R.: Matematikai játékok óvodáskorban. 1. vyd. : Flaccus Kiadó, 2014. - 159 s. - ISBN 978-615-5278-15-0.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Mgr. Tünde Berta, Mgr. Ladislav Jaruska, PhD., prof. Krisztián Józsa, DSc., Mgr. Katarína Szarka, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ SMRb1/25	<b>Name:</b> Specific methods for the development of motor skills
<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: For the study period:</b> 10s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for the completion of the subject: <ul style="list-style-type: none"> <li>• Active participation of the student in seminars and exercises,</li> <li>• Active participation in the lectures and seminars,</li> <li>• And/or completion of mid-semester assignments according to the requirements set by the instructor</li> <li>• Successful completion of a final project</li> </ul> Total workload of the student: 4 credits = 120 hours <ul style="list-style-type: none"> <li>• 15 hours in class; 40 hours for mid-semester assignments, 65 hours and independent study and preparation for essays</li> </ul> Successful completion of the course requires: <ul style="list-style-type: none"> <li>• 50% - completion of mid-semester assignments. 50% - final project</li> </ul> Overall assessment of the success of the subject: <ul style="list-style-type: none"> <li>• A = 90 – 100%,</li> <li>• B = 80 – 89%,</li> <li>• C = 70 – 79%,</li> <li>• D = 60 – 69%,</li> <li>• E = 50 – 59%,</li> <li>• FX = 0 – 49%,</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• They know the principles of movement development and development and understand the characteristics of typical and different developmental processes.</li> <li>• Awareness of the impact of movement on the child's intellectual, emotional and social development.</li> <li>• They have a toolbox for sensory-motor development, including methods to develop balance, coordination and body awareness.</li> <li>• Knowledge of how to identify, prevent and manage motor development delays in early childhood.</li> </ul>	

- Knowledge of playful and inclusive forms of movement development that can be used for both typically and atypically developing children.

- She is familiar with different movement development therapies such as Sensory Integration Therapy, TSMT, HRG and Primer Therapy and knows how to support their use in preschool education.

Skills:

- The ability to identify differences in motor development and to apply targeted developmental exercises accordingly.

- Plan and lead individual and group movement development sessions to develop children's skills.

- Know how to integrate movement development games and therapeutic methods into daily preschool activities.

- Work effectively with physical educators, physiotherapists and other professionals to support children's development.

Competences:

- The ability to develop individualised physical activity programmes, taking into account the specific needs of children.

- Consciously applies inclusive pedagogical methods to ensure that all children can enjoy movement and experience success.

- Adopt an accepting and supportive attitude to the integration of children with different developmental characteristics.

- Flexibility in adapting movement development to children's individual developmental pace, thus promoting their physical and mental balance.

- She is familiar with the legal and ethical standards for physical activity development and consistently adheres to them in her work.

#### **Brief syllabus:**

- Basics of motor skills - Definition, types and development of motor skills in preschool. The relationship between motor development and maturation.

- Development of gross motor skills and fine motor skills - Patterns of movement, balance and co-ordination development in preschool. The importance of dexterity and fine motor skills in development.

- Assessment and measurement of motor performance - Theoretical basis and practical implementation of performance measurement. Methods of monitoring progress.

- The role of movement tests in the preschool years - The purpose of tests, the identification and prevention of developmental abnormalities in movement. The use of movement tests in educational work.

- Commonly used motor tests in preschool - Introduction to the BOT-2 (Bruininks-Oseretsky Test of Motor Proficiency) and the Movement Assessment Battery for Children (MABC).

- Simple methods of movement testing - Playful motor tests, tests and subjective observation techniques in preschool practice.

- Assessment of balance and coordination - The importance of balance tests and methods of assessing bilateral coordination and rhythm sense.

- Measuring strength, speed and endurance - Examination of dynamic and static strength, evaluation of running and jumping tests.

- Assessment of fine motor and graphomotor skills - Development of pencil grasp and pre-literacy movements, developmental programmes and manipulative skills.

- Relationship between sensorimotor integration and movement tests - Recognition of sensory processing differences, relationship between movement and sensory stimuli.

- Analysing and documenting the results of movement tests - Evaluating data, drawing pedagogical conclusions and developing individual development plans.

- Relationship between movement and cognitive development - Effect of movement on attention, learning and social skills.
- - Movement development in kindergarten - Ways of preventing and correcting developmental delays, using movement games and developmental programmes.

**Literature:**

- Király-Szakály: Mozgásfejlődés és a motorikus képességek fejlesztése gyermekkorban. 2012, Campusz kiadó. [https://archivum.uni-eszterhazy.hu/public/uploads/mozgasfejlodes\\_5538f4c1056cc.pdf](https://archivum.uni-eszterhazy.hu/public/uploads/mozgasfejlodes_5538f4c1056cc.pdf)
- Polgár Tibor (szerkesztő)–Szatmári Zoltán A MOTOROS KÉPESSÉGEK <https://tamop412a.ttk.pte.hu/TSI/Polgar%20Tibor%20-%20Szatmari%20Zoltan%20-%20Motoros%20kepessegek/Motoros%20kepessegek.pdf>
- Fest Sarolta (2018): A motoros teljesítmények vizsgálata óvodáskorban. [https://epa.oszk.hu/04200/04291/00021/pdf/EPA04291\\_deliberationes\\_2018\\_1\\_125-136.pdf](https://epa.oszk.hu/04200/04291/00021/pdf/EPA04291_deliberationes_2018_1_125-136.pdf)
- Dobay Beáta: Mozgásos játékgyűjtemény, 2016 ISBN 978-80-81-22-192-7
- Dobay Beáta: Az óvodai testnevelés alapjai. - Komárno : Selye János Egyetem, 2007. - 290 s. - ISBN 978-80-89234-257.
- Farmosi István: Mozgásfejlődés, Dialog Campus, Pécs, 2007 ISBN 963-9310-06-9
- Müller, A., Mező, K., Popovics, Z. S., Nagy, A. V., & Laoues-Czimbalmos, N. (2024). Autizmus spektrum zavarral korán diagnosztizált óvodás gyermekek mozgásfejlesztésének tapasztalatai szülői szemmel. Különleges Bánásmód-Interdiszciplináris folyóirat, 10(4), 81-94. <https://ojs.lib.unideb.hu/kulonlegesbanasmod/article/view/15332/13141>
- Müller Anetta: Játékgyűjtemény: [https://deac.hu/dokumentumok/EFOP/7.%20M%C3%BCller%20Anetta%20%C3%89va%20-%20J%C3%A1t%C3%A9kg%C5%B1jtem%C3%A9ny\\_.pdf](https://deac.hu/dokumentumok/EFOP/7.%20M%C3%BCller%20Anetta%20%C3%89va%20-%20J%C3%A1t%C3%A9kg%C5%B1jtem%C3%A9ny_.pdf)
- Macher Mónika, Jamrik Eszter: Nagycsoportos óvodások motoros fejlettségének vizsgálata a Lincoln-Oseretzky-Skála rövidített változata alapján. [https://publikacio.ppke.hu/id/eprint/1264/1/Pedagogiai\\_valtozasok\\_1.pdf](https://publikacio.ppke.hu/id/eprint/1264/1/Pedagogiai_valtozasok_1.pdf)
- BOT-2 (Bruininks-Oseretsky Test of Motor Proficiency) <https://www.theraplatform.com/blog/744/bot-2>
- Movement Assessment Battery for Children (MABC)[https://www.physio-pedia.com/Movement\\_Assessment\\_Battery\\_for\\_Children](https://www.physio-pedia.com/Movement_Assessment_Battery_for_Children)

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Mgr. Attila Bognár, PaedDr. Peter Židek, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/SSZb2/25	<b>Name:</b> Social inclusion of children from socially disadvantaged backgrounds and marginalised Roma communities
<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: For the study period:</b> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in seminars,</li> <li>• Active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• Completion of semester tasks and assignments as instructed by the instructors:               <ul style="list-style-type: none"> <li>- During the semester, students work cooperatively in groups or independently on assignments in seminars,</li> <li>- collect written records of their work, which they summarise in a final portfolio that reflects on their learning process in the form of an essay.</li> </ul> </li> </ul> Total workload of the student: 3 credit = 90 hours <ul style="list-style-type: none"> <li>• 10 hours attending seminars (contact lessons);</li> <li>• 54 hours completing semester assignments and tasks;</li> <li>• 26 hours self-study.</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 100% semester assignments and activities.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Knowledge: The student has: <ul style="list-style-type: none"> <li>- A basic overview of the structure of society, its impact on the life, socialization, upbringing and education of individuals.</li> <li>- Knows the system of social coexistence strategies, phenomena and mechanisms influencing the schooling of students from different social and cultural backgrounds.</li> </ul>	

- Knows the results of research and practice models related to educational practices for children from socially disadvantaged backgrounds.
- Knowledge of the dynamics of a child's sociocultural background, the process of biculturalisation and its impact on the individual, as well as knowledge of the theory and practice of intercultural education.
- Has knowledge of social inclusion, from social and educational policy approaches to institutional models to community situations.
- Knows the components of social disadvantage and their impact on learning processes.
- Knows the characteristics of Roma in Europe and Slovakia in terms of cultural, historical, social and educational aspects.
- Knows the research on resilience and mobility of Roma pupils and examples of good practice from successful school and extra-curricular settings.

**Skills:**

- The student is able to create and maintain an inclusive school environment that takes into account the cultural diversity of children and students.
- Has the ability to identify the needs of children and pupils with socio-cultural disadvantages and to apply compensatory and educational methods.
- Has the ability to organise children's and pupils' activities in a cooperative and differentiated way, as well as with families and professional partners.

**Competences:**

- It believes in the principles of equal opportunity and fairness, it has an inclusive and open approach, its communication is intercultural, its approach is collaborative and supportive.
- Recognises the diversity of the learning environment as an asset and is competent in the design, implementation and continuous improvement of intercultural and inclusive learning environments.
- It is competent to support the successful progress of Roma pupils in pre-school and school education.

**Brief syllabus:**

1. School and Society (Framework of Concepts) I: Mechanisms of reproduction of social inequalities through the school system.
2. School and society (Framework of Concepts) II: The relationship between social mobility and school, the relationship between school performance and the socio-cultural environment, aspects of language disadvantage.
3. School-Society Interrelations (Framework of Concepts) III: A system of social and school strategies: from segregation/selection through segregation and assimilation to integration and inclusive education.
4. School and society (Framework of Concepts) IV: Classical theories of capital, family capital and the emergence of the hidden curriculum.
5. Socio-cultural differences in school (characteristics of pupils) I.: Characteristics of disadvantaged and partially disadvantaged situations.
6. Socio-cultural differences in school (characteristics of pupils) II: Characteristics of children growing up in foster care, without family.
7. Socio-cultural differences in school (characteristics of pupils) III. Roma population, historical and cultural complexity.
8. Sociocultural differences in school (characteristics of pupils) IV. Roma population, complexity of education.
9. Individual and Institutional Failures and Successes I: Concepts and Phenomena: Pygmalion Effect, Resilience, Empowerment, Positive Psychological Capital.

10. Social Inclusion Tools I: Working with Families: engagement and commitment and the factors of bicultural socialization.
11. Social inclusion tools II: Institutional support, model programmes and the role of peers and teacher (mentor/mediator).
12. Tools for Social Inclusion III: Organizing Cooperative Learning, Differentiation.
13. Mentoring, peer support, career guidance, non-formal education spaces and tools.

**Literature:**

ARATÓ, Ferenc – VARGA, Aranka (2008): Együtt-tanulók kézikönyve. Educatio Társadalmi Szolgáltató Közhasznú Társaság Budapest, 2008. [http://www.jgypk.hu/mentorhalo/tananyag/A\\_tanulasban\\_akadalyozottak/Egyutt-tanulok\\_kezikonyve.pdf](http://www.jgypk.hu/mentorhalo/tananyag/A_tanulasban_akadalyozottak/Egyutt-tanulok_kezikonyve.pdf)

HÉGEDŰS, Roland (2019): Hátrányos helyzetű gyermekek az óvodában. In.

Pálfı Sándor (szerk.): Kora gyermekkori nevelés, család és közösségek. Debrecen.

Didakt Kiadó. pp. 59-75. [https://www.researchgate.net/profile/Roland-Hegedus/publication/338491000\\_Hatranynos\\_helyzetu\\_gyermekek\\_az\\_ovodaban\\_Disadvantaged\\_children\\_in\\_kindergarten](https://www.researchgate.net/profile/Roland-Hegedus/publication/338491000_Hatranynos_helyzetu_gyermekek_az_ovodaban_Disadvantaged_children_in_kindergarten)

links/5e17838092851c8364c007b9/Hatranynos-helyzetu-gyermekek-az-ovodaban-Disadvantaged-children-in-kindergarten.pdf

ORSÓS, Anna (szerk.) (2015): A romológia alapjai. Pécs, Magyarország: PTE BTK

Neveléstudományi Intézet, Romológia és Nevelésszociológia Tanszék, Wlislócki Henrik

Szakkollégium. <https://mek.oszk.hu/14700/14735/html/index.htm>

ÓHIDY, Aranka (2016): A 'roma közösségi kulturális tőke' szerepe roma és cigány nők sike-res iskolai pályafutásában – Egy kvalitatív kutatás eredményei. Magyar Pedagógia, 116(2), 171–196.

VARGA, Aranka (szerk.): A nevelésszociológia alapjai. Pécsi Tudományegyetem BTK NTI

Romológia és Nevelésszociológia Tanszék Wlislócki Henrik Szakkollégium. Pécs, 2015. <https://mek.oszk.hu/14500/14566/html/index.html>

VARGA, Aranka (2024): „A családomból én voltam az első...” : Cigány, roma fiatalok iskolai útja és lehetőségei a rendszerváltás után. Oktatás és társadalom (13). Gondolat Kiadó, Budapest. <https://real.mtak.hu/209501/7/VargaAranka%202024.pdf>

VARGA, Aranka (2018): Életutak a roma szakkollégiumi közösségben. In: Szemenyei, Mariann; Schäffer, János (szerk.) Sikerek és kihívások : A pécsi roma szakkollégiumi program összegzése. Pécs, Magyarország : Pécsi Tudományegyetem Bölcsészettudományi Kar, Neveléstudományi Intézet, Romológia és Nevelésszociológia Tanszék, Wlislócki Henrik Szakkollégium (2018) <https://pea.lib.pte.hu/handle/pea/23825>

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Aranka Híves-Varga, PhD., Dr. habil. Erika Kopp, PhD., PaedDr. Terézia Strédl, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/STZ/25	<b>Name:</b> School internship
<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> 10s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The conditions for the completion of professional practice are established and regulated by the current Directive of the Dean of the PF UJS: Principles of the implementation of professional practice at the Faculty of Education of the J Selye University. The student is obliged to proceed according to the relevant part of this document, referring to the professional practice (STZ). The conditions for completing the subject are as follows: <ul style="list-style-type: none"> <li>• the student's active participation in the professional practice (in the scope of 10 hours) in accordance with the directive,</li> <li>• submission of the completed, sealed and signed protocol, which proves participation in the professional practice (STZ),</li> <li>• portfolio development related to the professional practice, which contains the following: observation sheets, analyzes and the student's evaluation (max. 50 points).</li> </ul> Total student workload: 1 credit = 30 hours. <ul style="list-style-type: none"> <li>• 10 contact hours (in the form of attendance) at the institution of which: 5 hours are active activities and 5 hours of analysis and self-assessment. In addition:</li> <li>• 10 hours portfolio compilation.</li> </ul> The condition for successful completion of the subject: <ol style="list-style-type: none"> <li>1.) submission of the completed and signed/sealed protocol on the professional practice (STZ 1),</li> <li>2.) achieving at least 50% of the subject's maximum score (50 points).</li> </ol> Final evaluation is as follows: <ul style="list-style-type: none"> <li>• Passed = 50-100% (25-50 points),</li> <li>• Did not graduate = 49 – 0% (0 – 24 points).</li> </ul>	
<b>Results of education:</b> The student's professional practice can be connected to a kindergarten, camp, or leisure center. Its essence: involvement in educational work and other activities. When completing the activities, the student gets to know the content and process of the work activities of the teachers/educators, which they perform in connection with and outside of the educational work. <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has theoretical knowledge in the field of preschool education and education,</li> <li>- the student knows the educational activities of the pedagogical staff of institutions providing education for preschool children,</li> </ul>	

- the student knows the other activities of the pedagogical staff of institutions providing education for preschool children,
- the student knows the content and process of the work activities of pedagogical staff, which they perform outside of the educational work,
- the student recognizes the duties of teachers/educators that depend on the educational environment - e.g. implementation of trips, study trips, camps,
- the student knows the possibilities and strategies of cooperation with other teachers, leaders, non-pedagogical employees, parents and other institutions.

**Abilities:**

- the student is able to independently carry out educational activities in institutions dealing with the education of preschool children,
- the student is also able to perform other activities related to education,
- the student can work together with other teachers, leaders, non-pedagogical employees, parents and other institutions,
- the student can plan, implement, analyze and evaluate the educational process.

**Competencies:**

- the student is able to apply his/her knowledge and experience during the implementation of educational work in the kindergarten, camp or leisure center,
- the student is also suitable for carrying out other activities related to education performed in kindergarten, camp or leisure center,
- the student is able to plan his/her own work schedule in order to effectively observe, record, analyze and evaluate the educational processes (cultural activities, interest-related activities) in the institution.

**Brief syllabus:**

When completing the 10 hours of professional practice, the student will be involved in various activities, such as:

performing administrative tasks, cooperating with parents, planning pedagogical processes, outdoor activities in kindergarten, interest-based activities, working in a leisure center, preparing children for competitions, organizing competitions and exhibitions, preparing projects, compiling educational aids, working with the interactive whiteboard, outdoor activities with the children, participation in study trips, participation in pedagogical meetings and discussions of the methodological working group.

During the professional practice, the student has the opportunity to implement and analyze cultural activities, interest-based activities and other activities that support preparation for their profession.

Ethical issues of professional practice in kindergarten.

Organizational issues of professional practice.

Safety, hygiene, material and technical aspects and requirements of professional practice.

Planning the activities, preparing for the implementation of the activities.

Pedagogical reflection. Evaluation. Self-evaluation.

Pedagogical and other documentation of the kindergarten or institution. Forms.

**Literature:**

Az óvodai nevelés állami oktatási programja. Magyar nyelvű fordítás. 2020. Komárno: Comenius Intézet. 168 s. ISBN 978-80-969694-2-5.

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.

DUCHOVIČOVÁ, J. 2006. Interakcia edukačnej triády RODINA - MATERSKÁ ŠKOLA -

<p>ZÁKLADNÁ ŠKOLA imperatív doby“ Zborník príspevkov z medzinárodnej vedeckej konferencie. Nitra: UKF, PF. ISBN 80-8050-999-9. [online]. Dostupné na internete: <a href="http://omep.sk/wp-content/uploads/2013/03/zbornik.pdf">http://omep.sk/wp-content/uploads/2013/03/zbornik.pdf</a></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>ŠTÁTNY PEDAGOGICKÝ ÚSTAV, 2016. Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách [online]. Bratislava : ŠPÚ, 2016. 112 s. Dostupné na internete &lt;<a href="https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf">https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf</a>&gt;.</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. 541/2021 Z. z. o materskej škole. [online]. Dostupné na internete: <a href="https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2021/541/">https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2021/541/</a></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 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: 0</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>	a	n	0.0	0.0
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<p><b>Teacher:</b> Mgr. Katalin Sýkora Hernády, PhD., PaedDr. Beáta Kiss, PhD., PaedDr. Alexandra Nagyová, PhD., PaedDr. Yvette Orsovcics, PhD.,</p>				
<p><b>Date of last update:</b> 15.04.2025</p>				
<p><b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.</p>				

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/TPPa2/25	<b>Name:</b> Therapeutic procedures, pedagogical intervention and consultation
<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: For the study period:</b> 5s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for completing the subject: <ul style="list-style-type: none"> <li>• student active participation in lectures and seminars,</li> <li>• student participation in assigned tasks, analyzes and discussions during lectures and seminars,</li> <li>• completion of semester tasks and assignments as instructed by the instructors,</li> <li>• successful completion of the final assessment.</li> </ul> Total workload of the student: 4 credits = 120 hours <ul style="list-style-type: none"> <li>• 10 hours of participation in lectures and seminars (contact hours); 47 hours completion of semester tasks, 63 hours self-studying and preparation for assessment.</li> </ul> The student receives a final evaluation as follows: 50% semester tasks, 50% assessment. The following percentages must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90 – 100%</li> <li>• B = 80 – 89%</li> <li>• C = 70 – 79%</li> <li>• D = 60 – 69%</li> <li>• E = 50 – 59%</li> <li>• FX = 0 – 49%</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student knows and understands the concept and definition of therapy and the therapeutic approach.</li> <li>- The student knows and understands the different directions and approaches of therapeutic approaches,</li> <li>- The student understands the stages and elements of the therapeutic process,</li> <li>- The student knows and understands the goals of the therapeutic approach.</li> <li>- The student knows the conditions and principles of the therapeutic procedure</li> <li>- The learner has a broad overview of different therapeutic procedures</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The student will be able to recognize the goals and components of various therapeutic modalities,</li> </ul>	

- The student can correctly classify therapeutic orientations and practices based on different perspectives,
- The student can implement the theoretical knowledge of different therapeutic practices into practice,

**Competencies:**

- Demonstrates a positive attitude towards the teaching profession
- Recognises the importance of therapeutic work
- Engages in the implementation of therapeutic work
- Cooperates with other participants involved in the therapeutic process
- Supports the application of therapeutic practices in educational work
- Supports the wide-ranging development and personal development of children

**Brief syllabus:**

Definition of basic terms - therapy, therapeutic influence, special and therapeutic-pedagogical therapies, special-pedagogical methods, therapeutic pedagogy, alternative methods

Definition of basic concepts of special education methods - reeducation, compensation, rehabilitation, habilitation, monosensory methods, multisensory methods

Different aspects of division and classification of therapeutic methods in special and therapeutic pedagogy

Models and different directions in psychotherapy, Rogers triad, active listening

Goals, phases and elements and factors of the therapeutic process, conditions and principles of a successful therapeutic process

Play therapy, experiential therapy, drama therapy, bibliotherapy

Ergotherapy, psychomotor therapies, expressive therapies, animotherapy

Educator, special educator, therapeutic educator, educator, therapist, psychotherapist - definition of professional competences

**Literature:**

Uplatnenie pedagogickej terapie a dramaterapie v procese edukácie / Sándor Albert. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2009. - 76 s. - ISBN 978-80-89234-80-6.

Dramaterapia a jej socializačné možnosti / Terézia Strédl. - 1. vyd. - Komárno : Pedagogická fakulta Univerzity J. Selyeho, 2012. - 108 s. - ISBN 978-80-8122-033-3.

Élményterápia : Az Introspekció Sorozat 3. kötetként / Csirszka János. - 1. vyd. - Budapest : Árboc Kiadó, 1993. - 164 s. - ISBN 963 8407 01 8.

Gyermek - játék - terápia / Takács Bernadett. - 1. vyd. - Budapest : Okker Kiadó, 2001. - 248 s. - ISBN 963 9228 05 2.

Inkluzív pedagógia avagy a gyógypedagógiáról másképp / Strédl Terézia. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2013. - 148 s. - (Monographiae Comaromienses ; 14.). - ISBN 978-80-8122-089-0.

Művészet - Edukáció - Terápia : Inspirációk, kölcsönhatások, interdiszciplináris megközelítések / Csehiová Agáta. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2022. - 184 s. - ISBN 978-80-8122-434-8.

Pszichoterápia / Buda Béla. - Budapest : Gondolat, 1981. - 630 s. - ISBN 9632809521.

Pszichoterápia másképp / Nigel C. Benson, Borin Van Loon. - Budapest : SHL Hungary Kft., 2003. - 180 s. - ISBN 9638642122.

Relaxációs módszerek / Bagdy Emőke. - 2., bőv. kiad. - Budapest : Medicina, 1988. - 194 s. - ISBN 9632416872.

Špeciálna dramatická výchova v sociálnej a špeciálnej pedagogike / Katarína Majzlanová. Albin Škoviera, Peter Fudaly. - 1. vyd. - Bratislava : Humanitas, 2004. - 124 s. - ISBN 80-968053-9-8.

<p>Zene az inklúzió jegyében = Music In The Spirit Of Inclusion : Alternatív zenepedagógiai és zeneterápiás irányzatok a komplex fejlesztés és a befogadó nevelés jegyében / Tóth-Bakos Anita. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2023. - 229 s. - ISBN 978-80-8122-482-9.  A művészetpedagógia terápiás lehetőségei a személyiségfejlesztésben / Károly Borbély. - Komárno : Univerzita J. Selyeho, 2017. - 114 s.  Terápiák és nevelés : A terápia szocializációs hatása a nevelésben / Strédl Terézia. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2017. - 102 s. - ISBN 978-80-8122-227-6.</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: 0</p>					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<p><b>Teacher:</b> PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., PaedDr. Diana Borbélyová, PhD.,</p>					
<p><b>Date of last update:</b> 15.04.2025</p>					
<p><b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/TPR/25	<b>Name:</b> Theory and practice of management of educational institutions
<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: For the study period:</b> 5s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for completing the subject: <ul style="list-style-type: none"> <li>• student active participation in lectures and seminars,</li> <li>• student participation in assigned tasks, analyzes and discussions during lectures and seminars,</li> <li>• creation of a seminary thesis and its presentation,</li> <li>• successful completion of the final exam.</li> </ul> Total workload of the student: 2 credits = 60 hours <ul style="list-style-type: none"> <li>• 10 hours of participation in lectures and seminars (contact hours); 40 hours self-studying; 10 hours seminary thesis creating.</li> </ul> The student receives a final evaluation as follows: 30% seminary thesis and its presentation, 70% final exam. The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade. The following percentages must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90 – 100%</li> <li>• B = 80 – 89%</li> <li>• C = 70 – 79%</li> <li>• D = 60 – 69%</li> <li>• E = 50 – 59%</li> <li>• FX = 0 – 49%</li> </ul>	
<b>Results of education:</b> Knowledge: Student: <ul style="list-style-type: none"> <li>• has knowledge of the specifics of school management in the areas of comprehensive management, quality management, management styles, school marketing, school climate and culture</li> <li>• knows the management styles and can characterise them,</li> <li>• knows the structure of the school system of the Slovak Republic,</li> <li>• is familiar with school legislative documents, documents related to inclusion,</li> <li>• is able to characterise the competences of the head teacher, his/her rights and duties, as well as the rights and duties of the founder and control bodies,</li> </ul>	

- knows the forms of cooperation with partners of educational institutions,
- knows the meaning and methods of evaluation and selfevaluation,
- is familiar with pedagogical documentation related to the management of educational institutions (school curricula),
- knows the target and structural difference between the school educational programme of kindergarten and the educational programme of school educational institutions,
- knows the background to the development of each programme,
- knows the procedures for the development of individual programmes.

Skills:

Student:

- can independently search, compare and work with relevant literary sources,
- is able to navigate school legislative documents and search for relevant information,
- manage a small social group,
- is able to establish cooperation with kindergarten and school partners
- can collaborate in the development of individual school programmes,
- is able to collaborate in the self-evaluation of the kindergarten and school educational facilities.

Competencies:

Student:

- is able to imply theoretical knowledge into his/her own pedagogical practice in the field of management and cooperation,
- is able to apply his/her knowledge of school management in the implementation of educational programmes,
- is able to conceive his/her own practices in achieving the set objectives in the field of management and cooperation,
- is able to apply his/her knowledge of school management in the context of school management in the Slovak Republic in relation to legislation,
- is able to independently construct a school educational program of kindergarten and educational program of school educational facilities, based on theoretical knowledge and practical activities,
- is able to critically evaluate existing legal documents, especially in relation to national schools,
- will be able to evaluate the ongoing changes in the field of public administration, to express his/her own opinion on the justification of self-governing structures in the process of school management,
- will feel responsible for the quality of individual programs for the benefit of an effective educational process.

### **Brief syllabus:**

Functions of the school. The nature of school governance in a democratic society. Adaptability of the school management system.

The position and roles of the state administration in school management. The responsibilities of local government, school authorities and other bodies in the management of schools and schools.

The nature and content of management. Concepts and theories of management. School management.

Models of school management, their peculiarities. Organisational structure of schools. Management functions - basic and general management functions.

Comprehensive school management in the application of the school educational programme.

Educational programmes from the point of view of school management. Management of the development and implementation of the school educational programme.

Internal standards of the school as regulations of optimal functioning.

Management styles. Personality and communication skills of the school manager. School marketing from the point of view of contemporary school needs.

School climate and culture in terms of the development and implementation of the school educational programme.

Kindergarten and school education partners and their cooperation.

Evaluation and self-evaluation methods in management.

International documents on the rights of children with special education needs. Legislative framework of inclusive education in Slovakia and the EU.

Legislative basis for the development of the school educational programme of kindergarten and educational programme of school educational establishments.

Principles of development and structure of the school educational programme of kindergarten and educational programme of school educational establishments. Individual education program (IEP) and its creation. Interdisciplinary cooperation (teacher, special pedagogue, speech therapist, psychologist)

Analysis of local conditions and possibilities of kindergarten and school educational facilities prior to the development of the educational and school educational program - SWOT analysis. Stages of creation of school educational and educational programs. Creation of a school educational program for kindergartens and special kindergartens. Creation of educational program for school educational institutions.

### **Literature:**

HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN

978-80-8122-136-1. HORVÁTHOVÁ, K., OBDRŽÁLEK, Z. Organizácia a manažment školstva: Terminologický a výkladový slovník. Bratislava : SPN, 2004. 419 s. ISBN 80-10-00022-1.

HORVÁTHOVÁ, K. a kol. Otázky koncepcie prípravy riadiacich zamestnancov škôl. Nitra :

UKF, 2011. 344 s. ISBN 978-80-558-0001-1. HORVÁTHOVÁ, K. Školský manažment v

nových spoločenských podmienkach (pre riadiacich pedagogických zamestnancov). Bratislava :

UK, 2008. 181 s. ISBN 978-80-969178-8-4. HORVÁTHOVÁ, K., MANNIOVÁ, J. Úvod do

školského manažmentu. Ivanka pri Dunaji : AXIMA, 2008. 179 s. ISBN 978-80-969178-6-0.

KETS DE VRIES, M. The leadership mystique: Leading behavior in human enterprises. Great

Britain : Pearson Education, 2006. 279 s. ISBN 978-1-4058-4019-4. PRŮCHA, J. Moderní

pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5. SIVÁK, J. Minőség az

óvodában. Budapest : Okker, 2001, 272 o. ISBN 963-9228-50-8. SLAVÍK, J. Hodnocení

v současné škole: Východiská a nové metody pro praxi. Praha : Portál, 1999. 190 s. ISBN 80-7178-262-9.

STRÉDL, T. 2013. Inkluzív pedagógia : avagy a gyogyepedagógiáról másképp. Komárno :

Univerzita J. Selyeho, 2013. - 148 s.[8 AH]. - ISBN 978-80-8122-089-0.

BORBÉLYOVÁ, D.; MIŇOVÁ, M. 2024. Kurikulárne reformy predprimárneho vzdelávania v

21. storočí na Slovensku. – DOI 10.36007/eruedu.2024.2.003-016. In: Eruditio - Educatio ISSN

1336-8893. – Roč. 19, č. 2 (2024), s. 3-16.

JANKOVÁ, M. 2021. Vytváranie inkluzívnej kultúry školy. Bratislava. Metodicko-pedagogické centrum, Ševčenkova 11, 850 05 Bratislava.

([edu.nivam.sk/pages/projects/teachers/nops2\\_kolo/Jankova.pdf](http://edu.nivam.sk/pages/projects/teachers/nops2_kolo/Jankova.pdf))

HORŇÁKOVÁ, M. 2014. Kroky k inkluzívnej škole. VERBUM – vydavateľstvo KU.

([www.inklukoalicia.sk/wp-content/uploads/2017/11/Kroky-k-inkluzii.pdf](http://www.inklukoalicia.sk/wp-content/uploads/2017/11/Kroky-k-inkluzii.pdf))

KOŠTRNOVÁ, D., USTOHALOVÁ, T., VEREŠOVÁ, J. 2020. Tvorba inkluzívnej kultúry školy a školského zariadenia z pohľadu pedagogických a odborných zamestnancov – východiská tvorby inkluzívneho prostredia triedy a skupiny. Bratislava. MPC. ISBN 978-80-565-1464-1

Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách.

Zákon č. 245/2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých

zákonov.

Zákon č. 138/2019 o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.  
Zásady tvorby školských vzdelávacích programov a výchovných programov.

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

maďarský, slovenský  
Hungarian, Slovak  
magyar, szlovák

**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:** PaedDr. Beáta Kiss, PhD., PaedDr. Alexandra Nagyová, PhD., prof. Péter Tóth, PhD.,  
Dr. habil. PaedDr. Kinga Horváth, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/TPV/25	<b>Name:</b> Theory and practice of education in pre-primary education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5., 6..	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> A student may register for the state examination if he/she obtains the required number of credits. The number of credits required for proper completion of studies for compulsory subjects is 126, for compulsory elective subjects is 48 and for elective subjects is 6 credits. The colloquial examination in the area of methodological and didactic knowledge of the field of study of the pedagogical disciplines is assessed by the State Final Examination Board. Resulting grades: <ul style="list-style-type: none"> <li>• A - 90-100,</li> <li>• B - 80-89,</li> <li>• C - 70-79,</li> <li>• D - 60-69,</li> <li>• E - 50-59,</li> <li>• Fx - 49-0.</li> </ul>	
<b>Results of education:</b> Teacher's study programme, by which the graduate obtains an approbation for all educational areas for pre-primary education. <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows the basic legislative regulations and standards that set the conditions and determine the specifics of pre-primary education.</li> <li>• The student is able to navigate in pedagogical documentation, other documentation, other conceptual and strategic documents and materials of the kindergarten / special kindergarten.</li> <li>• The student knows the specifics of pre-primary education.</li> <li>• The student has knowledge of the theory, didactics and methodology of pre-primary education:               <ul style="list-style-type: none"> <li>-knows the objectives, content, laws and principles of didactics of preschool education,</li> <li>-knows the methods of education in pre-primary education,</li> <li>-knows the theoretical background, aspects, requirements and strategies for the implementation of educational work in kindergarten,</li> <li>-understands the meaning of the state and school educational programme and has knowledge of its conception, -knows the aspects and requirements of planning, organisation and implementation of educational the specifics of the implementation of the plans and the</li> </ul> </li> </ul>	

organisation and organisation of educational activities in the kindergarten and the principles of evaluation, as well as the structure of thematic plans and preparations.

Skills:

- The student is able to apply the goals and elements of education to the conditions of pre-primary education.
- The student is able to plan educational activities on the basis of the state and school curriculum, taking into account the specifics of education in kindergarten / special kindergarten.
- The student is able to categorize the system of requirements on the basis of the level of children's skills, on the basis of their age and individual characteristics and is also able to appropriately assign teaching objectives and strategies in accordance with the content of education.
- The student is able to choose methods (methods and tools) of assessment and self-assessment, can apply assessment questions depending on the age and individual characteristics of children.

Competences:

- The student, supported by a portfolio of teaching practice, demonstrates skills and competences in the didactics of educational areas of pre-school pedagogy.
- The student is able to apply individual methods in education in a specific situation, including in terms of an individual approach to the educated.
- The student is able to imply his/her own theoretical and didactic knowledge into his/her own pedagogical practice, taking into account the specifics of the kindergarten.
- The student is able to plan, design, implement and evaluate educational activities in kindergarten / special nursery school.

**Brief syllabus:**

- The place of kindergarten in Slovak public education. The system and legal regulation of education at the pre-primary level of education. Education, upbringing and education. Possibilities of individual education.
- Two-level model of curriculum. State educational programme for pre-primary education in kindergartens. The process of developing the school educational programme. Structure of the school educational programme.
- Pedagogical documentation of kindergarten. Other documentation of the kindergarten. Pedagogical documentation of children with special educational needs. Maintenance of pedagogical documentation and other documentation.
- Planning and designing the educational process in kindergarten. Levels of planning. Methodological aspects of planning, hierarchy and definition of goals and structure of plans. Skills to be acquired by the child and literacy content as starting points for planning. Methodological aspects of developing thematic plans for educational activities, projects and preparations. Conception and presentation of the plan or project.
- Educational process, its stages and forms of implementation. Organisation of educational activities. Daily routines and forms of daily activities. Organisational forms.
- Games and activities of the children's choice. Theories and types of games. Categorisation of games. Creation of subjective and objective conditions for play in preschool children. Strategies, methods and forms of organising, implementing and evaluating play. Conceiving and presenting preparation.
- Educational area Language and communication. Structure of requirements and curriculum content. The level of skills to be acquired by the children. Performance standards. Content standards.
- Evaluative questions. Methodological aspects of the implementation of learning activities. Design and presentation of training.

- Educational area Mathematics and information work. Structure of curriculum requirements and content. The level of skills to be acquired by the children. Performance standards. Content standards. Evaluative questions. Methodological aspects of the implementation of learning activities. Design and presentation of training.
- Educational area Health and movement. Structure of requirements and curriculum content. The level of skills to be acquired by the children. Performance standards. Content standards. Evaluative questions. Methodological aspects of the implementation of learning activities. Design and presentation of training.
- Educational area Art and culture- Art education. Structure of curriculum requirements and content. The level of skills to be acquired by the children. Performance standards. Content standards. Evaluative questions. Methodological aspects of the implementation of learning activities. Design and presentation of training.
- Educational area Arts and culture- Music education. Structure of curriculum requirements and content. The level of skills to be acquired by the children. Performance standards. Content standards. Evaluative questions. Methodological aspects of the implementation of learning activities. Design and presentation of training.
- Educational area Man and society. Structure of requirements and curriculum content. The level of skills to be acquired by the children. Performance standards. Content standards. Evaluative questions. Methodological aspects of the implementation of learning activities. Design and presentation of training.
- Educational area Man and nature. Structure of requirements and curriculum content. The level of skills to be acquired by the children. Performance standards. Content standards. Evaluative questions. Methodological aspects of the implementation of learning activities. Design and presentation of training.
- Educational area Man and the world of work. Structure of requirements and curriculum content. The level of skills to be acquired by the children. Performance standards. Content standards. Evaluative questions. Methodological aspects of the implementation of learning activities. Design and presentation of training.
- Collaboration. Cooperation between kindergarten and family. Cooperation of the kindergarten with institutions and professionals. Implementation of ring activities, extracurricular activities, trips and excursions.
- Children with special educational needs in kindergarten. Conditions for integration. Individual educational programme.
- Musical activities in kindergarten. Rhythmic activities. Vocal activities. Instrumental activities. Perceptual activities. Music and movement activities. Musical-dramatic activities. Conceiving and presenting preparation.
- Movement activities in kindergarten. Health exercises. Educational activities. Outdoor activities. Movement activities in nature. Seasonal activities. Movement games. Design and presentation of training - health exercises.
- Visual culture- art-education. Resources, techniques and materials used in kindergarten. Opportunities for creation. Developing creativity. Design and presentation of preparation.
- Ascertaining children's current developmental level through pedagogical diagnosis. Specifics of testing the current developmental level of children before entering the first grade of primary school. DIFER.

**Literature:**

Study literature listed in the information sheets of compulsory courses and related compulsory elective courses, as well as profile courses.

**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: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b>					
<b>Date of last update:</b> 15.04.2025					
<b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ TURc2/25	<b>Name:</b> Sustainable development and sustainability basics in kindergarten
<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: For the study period:</b> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the seminar class. Independent Student Assignment: SWOT analysis of the Students practice kindergarten on the topic of implementing environmental sustainability education. The partial assessment is the presentation of the SWOT analysis presented by the student (50%). At the end of semester, the acquired knowledge is assessed by a written test (50%). Student workload: 3 credit = 90 hours: 10 hours seminar, 80 hours student preparation. The condition for successful completion of the course is to obtain at least 50 % of the maximum course grade (100 points). The following percentages and points must be obtained for the final evaluation of the subject: A = 90 - 100% B = 80 - 89% C = 70 - 79% D = 60 - 69% E = 50 - 59% FX = 0 - 49%	
<b>Results of education:</b> <b>Knowledge:</b> The student <ul style="list-style-type: none"> <li>- Knows the conceptual framework and document of sustainable development and sustainability, the possibilities of implementing the Sustainable Development Goals (SDGs) in kindergarten,</li> <li>- Knows the special characteristics of the development opportunities of children with special educational needs,</li> <li>- Knows the implementation of environmental protection activities in kindergarten</li> <li>- Knows the challenges of economic sustainability and the practical implementation of related activities.</li> <li>- Has the necessary scientific, pedagogical-psychological and methodological knowledge for planning, organizing and conducting activities that can be carried out using the method of experience-rich, experiential learning.</li> </ul> <b>Skills:</b>	

The student

- Is able to implement developmental actions and activities that serve the cause of sustainability, in accordance with age-appropriate scientific knowledge systems and methodological procedures, with an appropriate environmentally conscious approach and value system,
- Is able to solve environmental education situations effectively and without prejudice in cooperation with the family and local communities,
- Is able to continuously increase and renew methodological knowledge in the field.

Competences:

The student

- Is able to plan playful activities with an inclusive approach and experimental learning,
- Is able to develop a positive attitude towards the whole-institutional approach to environmental and economic sustainability education,
- Is open to possible collaborations, participatory programs, new theories and methods, and their application and integration within the field of sustainability.

### **Brief syllabus:**

1. Foundation of sustainable development in inclusive education. Definition and principles of sustainable development. Possibilities for implementing Agenda 2030 and the Sustainable Development Goals (SDGs) in kindergarten. Connecting the SDGs and inclusive education.
2. Environmental sustainability education in inclusive kindergarten. Environmental protection activities for children with practical examples (e.g. reuse, waste separation, recycling, soil protection, composting, air protection, noise protection, light protection, water protection).
3. Caring for nature and biodiversity: creating and maintaining a biodiverse kindergarten garden, participating in green projects, creating a bird-friendly kindergarten garden, adopting animals and plants. Applying the development of sensorimotor integration in experimental environmental education.
4. Economic sustainability and responsible consumption. Practical issues of implementing environmental sustainability throughout the institution. Involving parents, educational and training institutions, public cultural institutions, civil organizations, associations, individuals, entrepreneurs, etc. in the implementation. Understanding the basic concepts of sustainable consumption in kindergarten education. Toys and didactic aids made from recycled materials. Minimalism and conscious use of resources in kindergarten.
5. Inclusive and participatory education in sustainability education. Involving every child and their family in sustainability education activities as much as possible. Cooperation with families in environmental sustainability education. Organization of kindergarten events (Family Day, Health Day, Fruit and Vegetable Day First Aid Day, etc.). Application of experimental learning and inclusive didactic methods in the toolkit of kindergarten sustainability education.
6. Presentation and discussion of good domestic and international practices and experiences.

### **Literature:**

BÖDDI Zs., KESZEI B., SERFŐZŐ M., DÚLL A. (2015): A megfigyelés kutatásmódszertana – Interakciók megfigyelése integrált és inkluzív óvodai környezetben. *Gyermeknevelés* 3(2). 29–50. <https://doi.org/10.31074/gyntf.2015.2.29.50>

BOLLA Z. (2020): Fenntartható Fejlődési Célok támogatásának lehetőségei a Zöld Óvodákban. Szakmai segédanyag a Zöld Óvoda Bázisintézmények számára. Agrárminisztérium <https://zoldovoda.hu/szakirodalom/otlettar-2021>

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)

ENDRŐDY O., SVRAKA B., LASSÚ Zs. (2020): Sokszínű pedagógia. Inkluzív és multikulturális szemléletmód a pedagógiai gyakorlatban. Eötvös Kiadó, Budapest

HAAS, M., ONDROVÁ, E., ŠVAJDA, J.: Environmentálna výchova/Environmental education. Vydavateľstvo: Ústav vysokohorskej biológie Žilinskej univerzity, 2008, 135 strán  
<https://zoldovoda.hu/egyeb-szakirodalom/zold-ovoda-leszunk-modszertani-segedanyag-es-utmutato>

KÖNCZEY Réka, KOVÁCS Erika, KOVÁCS Lászlóné, VARGA Attila (szerk.) (2014): Zöld Óvoda leszünk! Módszertani segédanyag és útmutató. Oktatókutatató és Fejlesztő Intézet

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

VITÁLYOS G. Á. (szerk.)(2019): Az óvodai környezeti nevelés módszertana. ELTE Reader. Budapest, <https://www.eltereader.hu/kiadvanyok/vitalyos-aron-gabor-szerk-az-ovodai-kornyezeti-neveles-modszertana/>

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/TŠD/25	<b>Name:</b> Theoretical foundation of special educational diagnostics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in lectures and/or seminars and/or practices,</li> <li>• active participation in the analysis and discussions during the semester,</li> <li>• successful completion of a final exam</li> </ul> Total workload of the student: 3 credits = 90 hours <ul style="list-style-type: none"> <li>• 10 hours attending lectures (contact lessons); 80 hours self-study and preparation for examination</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 100% final exam.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> The graduate of the course will acquire the basic competences: <b>Knowledge:</b> The student <ul style="list-style-type: none"> <li>• is familiar with the basic terminology of the topic, learns different theoretical approaches,</li> <li>• acquires professional knowledge, and understands special-educational-psychological guidelines for a particular age group,</li> <li>• transforms theory into practice, applies the social function of inclusiveness, becomes familiar with progressive trends in the field of special pedagogy and therapeutic pedagogy, its diagnostics and other supportive care</li> <li>• becomes familiar with methodological approaches, structure and aspects of job descriptions</li> <li>• understands the theoretical basis of special education diagnostics and the possibilities of its practical application</li> </ul> <b>Skills:</b>	

The student will be able to:

- independently distinguish developmental deviations and marginalization, request intervention, and make an incentive plan,
- navigate diagnostic methods and support activities in the given problem,
- research and formulate theoretical and practical backgrounds necessary for solving the problems encountered, forecast further helping procedures
- cooperate and consult with other professionals, work in a team

Competences:

The student will

- respond flexibly and knowledgeably to problems, act ethically and professionally, and act tolerantly,
- apply the principles of the Inclusion Index, foster an optimal working climate, and contribute to cooperative teamwork.

### **Brief syllabus:**

The importance and role of special-educational diagnostics.

Symptom, syndrome, diagnosis: input, continuous.

Identification of problems of children and pupils.

Specifics of socialization of children from low-income environments.

Principles of the diagnosis procedure.

Practical procedure of symptom determination.

Degrees of health limitation: levis, medias, gravis.

Age-related predispositions in educational development.

Special-pedagogical prerequisites for a child's entry into institutionalized education, and transition to educational groups.

Criteria of the child's school readiness.

Protocol and elaboration of the special-pedagogical report.

Support arrangements and their indication. Possibilities of re-education.

### **Literature:**

BORBÉLYOVÁ, D. Pedagógiai diagnosztika új útjai és kihívásai. Komárno: Univerzita J. Selyeho. ISBN 978808122394

FORRAI, Katalin 2003. Romológia – ciganológia. Pécs: Egyetemi Kiadó. ISBN 9789639310025 9789636428051. A nevelésszociológia alapjai - Magyar Elektronikus Könyvtár  
<https://mek.oszk.hu> >

GEREBEN, F. 2004. A differenciált beiskolázás néhány mérőeszköze. Személyiségfejlesztés. Budapest: Akadémiai Kiadó.

ILLYÉS, Gyuláné et. 2004. A gyógypedagógiai pszichológia elméleti problémái. Budapest: Tankönyvkiadó. J 12-213.

KORCOVÁ, M., JÓZSA, K., BORBÉLYOVÁ, D. 2020. A gyermek iskolaérettségének diagnosztizálása Komárno: Univerzita J. Selyeho

LÁNYINÉ ENGELMAYER, Á. 2004. Képességszavarok diagnosztikája és terápiája A gyógypedagógiai pszichológiában. Budapest: Akadémiai Kiadó. ISBN

LECHTA, V. (ed.) 2010. Inkluzívni pedagogika. Praha: Portál

TORDA, Á. (ed). 1998. Pszichodiagnosztika 1. Tanulmányok a gyógypedagógia I. LÉLEKTAN pszichodiagnosztikai eljárásainak köréből. Budapest: Tankönyvkiadó

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

Hungarian, Slovak

### **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> PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.,					
<b>Date of last update:</b> 15.04.2025					
<b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/UMT/25	<b>Name:</b> Art therapy
<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: For the study period:</b> 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• active participation in seminars,</li> <li>• participation in carrying out and discussing assigned tasks, engaging in analysis and creative activities</li> <li>• completing semester assignments and tasks as instructed by the teachers.</li> </ul> Total workload of the student: 1 credit = 30 hours <ul style="list-style-type: none"> <li>• 5 hours participation in seminars,</li> <li>• 25 hours self-study and completion of semester assignments and tasks.</li> </ul>	
<b>Results of education:</b> <b>Knowledge:</b> <b>Student:</b> <ul style="list-style-type: none"> <li>- Knows and understands the concept and definition of therapy and the therapeutic approach.</li> <li>- Knows and understands the concept of art therapy, art, as a tool for healing.</li> <li>- Is oriented to the phases, elements, and goals of the therapeutic approach.</li> <li>- Correctly understands the nature, goals, and forms of art therapy.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The student will be able to recognize the goals and components of art therapy.</li> <li>- The student can correctly classify the therapeutic directions and practices of art therapy from various aspects.</li> <li>- The student can implement the theoretical knowledge of various art therapy practices into practice.</li> <li>- The student can correctly identify the elements of art in therapeutic work.</li> <li>- The student correctly identifies the features of art therapy, music therapy, bibliotherapy, drama therapy and movement therapy.</li> <li>- The student is able to identify the elements and possibilities of art therapy in educational documents.</li> </ul> <b>Competences:</b> <b>Student:</b> <ul style="list-style-type: none"> <li>- Demonstrates a positive attitude towards the teaching profession.</li> <li>- is aware of the importance of therapeutic work.</li> </ul>	

- Engages in the implementation of activities related to art therapy.
- cooperates with professionals in the field of art therapy.
- supports the use of art therapy elements and practices in the educational process.
- promotes the broad-spectrum development and personal development of children.

#### **Brief syllabus:**

The fusion of psychology, therapy and art, expressive therapies, art therapy as a discipline, experiential therapy, positive psychology and positive pedagogy.

History of art therapy, artists in art therapy.

Education through art - the place of art in the educational process.

Defining art therapy, its object, aims, methods, art as a tool of treatment.

Forms and types of art therapy, prevention and intervention.

Objectives, phases and elements of the therapeutic process, conditions and principles of a successful therapeutic process.

Art therapy - art therapy.

Music therapy - pedagogical, therapeutic, special-educational music therapy.

Bibliotherapy - paremiological therapy poethotherapy, fairy tale therapy, hagiotherapy, narrative therapy.

Drama therapy - psychodrama, sociodrama.

Movement therapy - dance-movement therapy, dance therapy.

Art, elements of art therapy in pedagogical documents.

Possibilities of implementation of elements of art therapy in the educational process.

#### **Literature:**

ALBERT, S. 2009. Uplatnenie pedagogickej terapie a dramaterapie v procese edukácie.

Komárno: Univerzita J. Selyeho, 2009. ISBN 978-80-89234-80-6

BAGDY, E. Relaxációs módszerek. Budapest: Medicina, 1988. ISBN 9632416872

BORBÉLY, K. A művészetpedagógia terápiás lehetőségei a személyiségfejlesztésben. Komárno: Univerzita J. Selyeho, 2017.

BUDA, B. 1981. Pszichoterápia. Budapest: Gondolat Kiadó, 1981. ISBN 9632809521

CSEHIOVÁ, A. – TÓTH-BAKOS, A. 2022. MŰVÉSZET – EDUKÁCIÓ – TERÁPIA.

Inspirációk, kölcsönhatások, interdiszciplináris megközelítések. Komárno: Selye János Egyetem, 2022. ISBN 978-80-8122-434-8

CSIRSZKA, J. 1993. Élményterápia : Az Introspekció sorozat 3. köteteként. Budapest: Árboc Kiadó, 1993. ISBN 963 8407 01 8

MAJZLANOVÁ, K. – ŠKOVIERA, A. – FUDALY, P. 2004. Špeciálna dramatická výchova v sociálnej a špeciálnej pedagogike. Bratislava: Humanitas, 2004. ISBN 80-968053-9-8

Nigel C. Benson – Borin Van Loon. 2003. Pszichoterápia másképp. Budapest: SHL Hungary Kft., 2003. ISBN 9638642122

STRÉDL, T. 2017. Terápiák és nevelés: A terápia szocializációs hatása a nevelésben. Komárno: Univerzita J. Selyeho, 2017. ISBN 978-80-8122-227-6

STRÉDL, Terézia. 2012. Dramaterapia a jej socializačné možnosti. Komárno: Univerzita J. Selyeho, 2012. ISBN 978-80-8122-033-3

STRÉDL, T. 2013. Inkluzív pedagógia: avagy a gyógypedagógiáról másképp. Komárno: Univerzita J. Selyeho, 2013. ISBN 978-80-8122-089-0

TAKÁCS, B. 2001. Gyermekek - játék - terápia. Budapest: Okker Kiadó, 2001. ISBN 963 9228 05 2

TÓTH-BAKOS, A. – CSEHIOVÁ, A. 2023. ZENE AZ INKLÚZIÓ JEGYÉBEN. Alternatív zenepedagógiai és zeneterápiás irányzatok a komplex fejlesztés és a befogadó nevelés jegyében.

MUSIC IN THE SPIRIT OF INCLUSION. Alternative music education and music therapy

approaches for complex development and inclusive education. Komárno, Slovakia: Univerzita J. Selyeho, 2023. ISBN 978-80-8122-482-9

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., Mgr. Tímea Mészáros, Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/UPP/25	<b>Name:</b> Art-pedagogy-psychology, personal development course
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period: 5s</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• active participation in seminars,</li> <li>• participation in carrying out and discussing assigned tasks,</li> <li>• implementation of creative individual and group activities at the seminars.</li> </ul> Total workload of the student: 1 credit = 30 hours <ul style="list-style-type: none"> <li>• 5 hours participation in seminars,</li> <li>• 10 hours of studying the recommended literature,</li> <li>• 15 hours to complete assigned tasks.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• active student participation in seminars, participation in discussions, both individual and group activities and execution of assigned individual and group tasks.</li> </ul> In order to pass the course, you must complete at least 50% of the maximum (100%) assignment.	
<b>Results of education:</b> <ul style="list-style-type: none"> <li>• The purpose of the course is to develop the personality, personality traits and communication skills of future teachers.</li> <li>• The development of their skills, their self-confidence what necessary for successful implementation of the educational process strengthening properties.</li> <li>• During the course, students learn about experiential pedagogy, and the methods and tools of positive psychology and positive pedagogy, through which creative, they become empathetic, tolerant and professionally strengthened, motivated teachers.</li> </ul> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student acquires basic knowledge of art, pedagogy and psychology from areas.</li> <li>• The student learns the basics of the theory and practice of experiential pedagogy.</li> <li>• The student learns the theory and practice of positive psychology and positive pedagogy its foundations.</li> <li>• The student can use to the basic methods of art therapy and music therapy, techniques and their possible use in the educational process.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student is able to use selected methods and techniques of positive psychology and positive education, apply its procedures in the educational process.</li> </ul>	

- The student can apply the methods of psychology and pedagogical communication, techniques and procedures in the educational process.
- The student is able to apply selected innovative, progressive methods and techniques for comprehensive personality development.
- The student is able to synthesize the acquired theoretical knowledge and the acquired practical pedagogic psychology and art experiences from an interdisciplinary point of view.

Competences:

- The student purposefully and systematically strives for his personal and pedagogical knowledge using.
- The student adapts the elements, methods and procedures of the disciplines of art pedagogy and pedagogical psychology to her own pedagogical work.

**Brief syllabus:**

The place and importance of artistic, pedagogical and psychological disciplines in harmonious personality development.

Art education and its tools in the development of emotional intelligence and the complex personal development.

Art education, passive and active art therapy, and music therapy are creative the application possibilities of its methods and techniques in the educational process (e.g. art participation in an event or participation in the creation of various art projects).

Pedagogical-psychological methods, techniques and tools for the teacher's mental health.

Introduction and application of motivational methods and techniques at the seminars.

Creating a motivational calendar.

Techniques of "changing the way of thinking" in positive psychology.

Altruism, voluntary activity and their impact on the teacher's personality, mental and spiritual health.

The possibilities of drama pedagogy.

Team building methods and techniques for building interpersonal relationships.

To practice methods and techniques for the development of communication skills, possibilities of its application.

Relaxation or the practice and application of tension and stress-relieving methods and techniques possibilities.

Positive pedagogy, positive psychology, experiential pedagogy, as innovative and progressive as the 21st century trends and the possibilities of incorporating them into the educational process.

**Literature:**

BAGDI, B. & BAGDY, E., & TABAJDI, É. 2017. Boldogságóra: kézikönyv pedagógusoknak és szülőknek: 3-6 éveseknek. Budapest: Mental Focus Kiadó. ISBN 978-615-80819-5-5.

BAGDY, E. 2003. Pszichofitness. ANIMULA, 2003. ISBN 9634080502.

BAGDY, E. 2002. Személyiségfejlesztő módszerek az iskolában. Budapest: Nemzeti Tankönyvkiadó, 2002. ISBN 9631922359.

BAGDY, E. & BISHOP, B. & BÖJTE, CS. & RAMBALA, É. 2011. Hidak egymáshoz: Empátia, kommunikáció, konfliktuskezelés. Budapest: Kulcslyuk Kiadó. ISBN 978-963-89026-5-8.

BAGDY, E., & KÁDÁR, A. KOZMA-VÍZKELETI, D. & PÁL, F. & SZONDY, M. 2014. Bíz magadban!: Önértékelés, önellfogadás, önbecsülés. Budapest: Kulcslyuk Kiadó. ISBN 978-615-5281-18-1.

BENEDEK, L. 2005. Játék és pszichoterápia. KönyvFakasztó Kiadó. ISBN 9638666900.

CSEHIOVÁ, A. 2014. Interdiszciplináris vonatkozások a művészeti és a zenei nevelés területén. In: Zborník z medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2014: "Vzdelávanie a

veda na začiatku XXI. storočia" - Sekcie pedagogických vied. Komárno: Univerzita J. Selyeho, 2014, CD-ROM, s. 59-67. ISBN 978-80-8122-103-3.

CSEHIOVÁ, A. 2021. Művészeti nevelés, tolerancia és kapcsolódási pontjaik a pedagógushallgatók szemszögéből = Art education, tolerance and their connection from the perspective of teacher trainees. In: Aktuálne úlohy, problémy a riešenia vyučovania slovenského jazyka a slovenskej literatúry v školách s vjm. Szőköl István. = Szlovák nyelv és szlovák irodalom aktuális feladatai, problémái, tanításának megoldásai a magyar tannyelvű iskolákban Komárno: Univerzita J. Selyeho. P. 5-22, [CD-ROM]. ISBN 978-80-8122-387-7.

CSEHIOVÁ, A. & KANCSZÉ NAGY, K. Az élménypedagógia helye és szerepe a felsőoktatásban. In: Neveléstudományi kutatások a Kárpát-medencei oktatási térben: A 4. Kárpát-medencei Oktatási Konferencia tanulmánykötete: A 4. Kárpát-medencei Oktatási Konferencia tanulmánykötete. Tóth Péter, Horváth Kinga, Maior Enikő, Bartal Mária, Duchon Jenő. Komárno: Univerzita J. Selyeho, 2019, CD-ROM, p. 362-373. ISBN 978-80-8122-310-5.

CSEHIOVÁ, A. & KANCSZÉ NAGY, K. 2019. Élmény-foglalkozások a Selye János Egyetemen: "Művészet-Pedagógia-PSZichológia". DOI 10.36007/3334.2019.09-17 In: 11. International Conference of J. Selye University : Pedagogical Sections: Pedagogical Sections. Bukor József, Nagy Melinda, Pukánszki Béla István, Csehiová Agáta, Józsa Krisztián, Szőköl István. Komárno: Univerzita J. Selyeho. Online, s. 9-17. ISBN 978-80-8122-333-4.

CSEHIOVÁ, A. – TÓTH-BAKOS, A. 2022. MŰVÉSZET – EDUKÁCIÓ – TERÁPIA. Inspirációk, kölcsönhatások, interdiszciplináris megközelítések. Komárno: Selye János Egyetem. ISBN 978-80-8122-434-8

CSÍKSZENTMIHÁLYI, M. 2001. Flow - Az áramlat = A tökéletes élmény pszichológiája. Budapest: Akadémiai Kiadó. ISBN 963 05 7770 4.

CSÍKSZENTMIHÁLYI, M. 2016. Kreativitás = A flow és a felfedezés avagy a találékonyság pszichológiája. Budapest: Akadémiai Kiadó. (Az elme kerekéi, ISSN 2061-2087) ISBN 978 963 05 8746 4.

KANCSZÉ NAGY, K. & CSEHIOVÁ, A. 2020. "Az éménykeresés foka" egy tanárképzésben végzett kutatás eredményei. In: HuCER 2020: Tanulás és innováció a digitális korban: Tanulás és innováció a digitális korban. Kozma Tamás, Juhász Erika, Tóth Péter. Budapest: Magyar Nevelés- és Oktatáskutatók Egyesülete. P. [91]. ISBN 978-615-5657-08-5.

STRÉDL, Terézia. 2012. Dramatoterapia a jej socializačné možnosti. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-033-3.

STRÉDL, T. 2013. Inkluzív pedagógia: avagy a gyógypedagógiáról másképp. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-089-0

TÓTH-BAKOS, A. Alternatív irányzatok a zenei nevelésben az inklúzió jegyében, avagy, hogyan lehet a zene tényleg mindenkié. In Parlando [online]. 2021, no. 6 [cit. 2021-12-07]. Dostupné na internete: <[http://www.parlando.hu/2021/2021-6/Toth-Bakos\\_Anita.pdf](http://www.parlando.hu/2021/2021-6/Toth-Bakos_Anita.pdf)>. ISSN 2063-1979.

TÓTH-BAKOS, A. – CSEHIOVÁ, A. 2023. ZENE AZ INKLÚZIÓ JEGYÉBEN. Alternatív zenepedagógiai és zeneterápiás irányzatok a komplex fejlesztés és a befogadó nevelés jegyében. MUSIC IN THE SPIRIT OF INCLUSION. Alternative music education and music therapy approaches for complex development and inclusive education. Komárno, Slovakia: Univerzita J. Selyeho. ISBN 978-80-8122-482-9

TÓTH-BAKOS, A. & CSEHIOVÁ, A. 2016. Music and Brain - Music Training Transfer. In: INTED 2016 Proceedings: 10th International Technology, Education and Development Conference. Valencia: IATED. USB kľúč, p. 1726-1732. ISBN 978-84-608-5617-7. WoS.

TÓTHNÉ LITOVKINA, A. & ZOLCZER, P. 2018. Önfejlesztés és produktivitás: Rövid útmutató személyiségünk és teljesítőképeségünk fejlesztéséhez. Komárno: Univerzita J. Selyeho ISBN 978-80-8122-288-7.

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

maďarský, slovenský Hungarian, Slovak magyar, szlovák	
<b>Notes:</b>	
<b>Evaluation of subjects</b>	
Total number of evaluated students: 16	
a	n
100.0	0.0
<b>Teacher:</b> doc. dr. univ. Agáta Csehiová, PhD., Mgr. Anita Tóth-Bakos, PhD.,	
<b>Date of last update:</b> 15.04.2025	
<b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/UPŠ/25	<b>Name:</b> Introduction to the study of pedagogical and special education disciplines
<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: For the study period:</b> 10s / 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• active participation of the student in lectures and seminars,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• successful completion of an assessment during the semester (30 points) and a final exam (70 points)</li> </ul> Total workload of the student: 5 credit = 150 hours <ul style="list-style-type: none"> <li>• 15 hours attending lectures and seminars; 70 hours self-study, 65 hours preparation for examination</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 30% assessment, 70% final exam.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- The student knows and can interpret the most important scientific results about the human being, the different ideas about the human being, the educational perceptions associated with them, is aware of the sociocultural factors influencing the approaches and is aware of the implications of all this for personal development.</li> <li>- The student is able to understand and interpret the results of recent theoretical, anthropological and historical research adequate to teacher education.</li> <li>- The student acquires basic theoretical knowledge about the development of special education and consequently about the goals, objectives, system of special education oriented to the person with disabilities.</li> </ul>	

- The student will be able to analyze, synthesize and compile information about the etiology and symptomatology of disability as a phenomenon.
- The student will acquire knowledge of types, degrees, types of disabilities, impairments, and threats.
- The student will be familiar with various theoretical approaches and interpretations of education and their roles and be able to apply them in his/her work.
- The student knows the basic concepts of pedagogy and special education.
- The student understands the historical development of care for persons with SEN.
- The student knows the place, role, and functions of education in society, civilization, and culture. Its historical transformations, the relationship between educational values and societal goals, and the relationship between education and social change.
- The student understands the relationships between the subjects of education (parents and children, teachers and pupils), the relationships within educational groups, the social positions of both educators and the educated.

**Skills:**

- Using the results of the discipline, the student approaches contemporary phenomena of education and pedagogy on the basis of new aspects, with a historical context.
- The student should develop his/her image of man and children, his/her perception of education and upbringing, being able to realize and communicate it to others.
- With democratic commitment and a sense of responsibility, the student is prepared to accept values other than his/her own, to recognize and respect the views of others.
- The student is able to reflectively interpret, analyze and evaluate his/her teaching experiences and opinions.
- The student is able to apply the principles of inclusive education in pedagogical practice.
- The student is able to communicate effectively with students with special needs, their parents and colleagues.
- The student is able to adapt pedagogical methods to the individual needs of pupils.

**Competences:**

- The student is able to form an independent opinion, to reflect on himself as a future teacher.
- The student will be able to analyse and apply pedagogical principles in practice with regard to inclusive education.
- The student will be able to communicate effectively with different actors of the educational process.
- The student will be prepared to cooperate with professionals in the field of pedagogy, special education and psychology.
- The student will be able to develop his/her own procedures to achieve the set goals.
- The student will behave empathetically towards different social groups.
- The student assumes responsibility for the mission of his/her institution.
- The student feels responsible for the effective solution of each problem.

**Brief syllabus:**

Historical and cultural anthropological approach to education, basic concepts of education - human body, ritual, holiday, space, time, narrative knowledge, informal education, generational relations, education as a social primary function, evolution of culture (mimetic, mythic, paradigmatic); Definition of pedagogy as a science, its structure and interdisciplinary connections. Special pedagogy as a part of pedagogical disciplines, its object of investigation, basic concepts. Relationship of special pedagogy to general pedagogy, psychology and social sciences. History of special pedagogy - characteristics of different historical periods in relation to disabled people. Basic models of ancient Greek education, educational ideas of Greek philosophers (Socrates, Plato, Aristotle). Augustinian principle of education, transformation of medieval man and his worlds -

origins of medieval approach to children, education and education, institutionalized education of women. The world of the Renaissance man, his important pedagogical thinkers (Vittorino da Feltre, Guarino da Verona, Neri St. Philipppines, Juan Vives).

Reformation and Catholic renewal. Man and worldview - changes in childhood, the family model and women's education. Early modern and modern man and his education - institutional education, its main ideologies (Comenius, Locke, Rousseau); temporal and institutional discipline. System of special pedagogy (branches of special education). Norm, normality, abnormality, anomaly, developmental anomalies. Groups of persons with special needs (classification, characteristics.)

Formation and development of modern European school systems in the 19th and 20th centuries. The main stages of the development of Hungarian education (Ratio Educationis, Law on Popular Education); the period of the development of the education of Hungarian women. Pedagogical scientific thought, Herbart and his pupils, positivism, pedagogy of spiritual science, experimental pedagogical aspirations, paediatric studies and modern child psychology.

Socialization of disabled individuals into society. Characteristics of stages of socialization. Classification, etiology of defects. The system of education of people with disabilities.

The crisis of modern times. School criticism, life reform, women's emancipation movements. Development and main trends of reform pedagogy (Montessori, Waldorf, Freinet, Jenaplan, Dalton-plan), their methodological role in the innovation of school, kindergarten and teaching practice.

General and specific goals of education and training. Individualization and differentiation in education and training. Goals of inclusive education - the right to education for every pupil. Perspectives for the development of inclusive education in the 21st century. Technologies and their importance in the education of children with disabilities (compensatory aids, digital applications). International trends in inclusive education.

Social conditionality of educational content, community influence on education and school, school influence on society.

#### **Literature:**

Kéri Katalin: Hölgyek napernyővel. Nők a dualizmus kori Magyarországon 1867-1914. Pro Pannonia Kiadó, Pécs, 2008. ISBN: 9789639893092

Kéri Katalin: Lánynevelés és női művelődés az újkori Magyarországon: nemzetközi kitekintéssel és nőtörténeti alapozással. Kronosz Kiadó, Pécs, 2018. ISBN: 9789634670377 Mészáros István – Németh András – Pukánszky Béla: Neveléstörténet. Bevezetés a pedagógia és az iskoláztatás történetébe. Osiris, Budapest, 2003. ISBN: 9633793432

Németh András: A reformpedagógia múltja és jelene. Nemzeti Tankönyvkiadó, Budapest, 1996. 2. átdolgozott és bővített kiadás: 1998, 3. kiadás: 1998; 4. kiadás 2001. ISBN 9789631921908

Németh András – Skiera Ehrenhard: Reformpedagógia és az iskola reformja. Nemzeti Tankönyvkiadó, Budapest, 1999. 2. kiadás 2003. ISBN: 9631901688

Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184

Németh András et al: Alternatív- és reformpedagógia a gyakorlatban [http://nti.btk.pte.hu/dogitamas/BHF\\_FILES/html/99Nemeth/topic.php-topic=14.htm](http://nti.btk.pte.hu/dogitamas/BHF_FILES/html/99Nemeth/topic.php-topic=14.htm) (2022.02.07.)

Pukánszky Béla István. 2013. Pedagógiai eszmétörténet. Budapest: Gondolat, 2013. ISBN 978-963-693-228-2

Pukánszky Béla István. 2014. Iskola és pedagógusképzés. – 1. vyd. – Budapest (Maďarsko) : Gondolat Kiadó, 2014. – 182 s. – ISBN 978-963-693-544-3

Híves-Varga, Aranka, Fehérvári, Anikó; Trendl, Fanni: The Power of Community: Supporting the Learning Path of Roma University Students– [recenzované]. – SCO. In: Journal of Social Studies Education Research [elektronický dokument] . – Ankara (Turecko) : Elsevier. – ISSN (online) 1309-9108. – Roč. 14, č. 3 (2023), s. 117-144 [online]

Híves-Varga, Aranka. The Theory and Practice of Inclusion 1. vyd. – Pécs (Maďarsko) : Pécsi Tudományegyetem Bölcsészettudományi Kar, 2015. – 210 s. ISBN 978-963-642-911-9

STRÉDL, T. 2013. Inkluzív pedagógia : avagy a gyógypedagógiáról másképp. Komárno : Univerzita J. Selyeho, 2013. - 148 s.[8 AH]. - ISBN 978-80-8122-089-0.

BORBÉLYOVÁ, D.; MIŇOVÁ, M. 2024. Kurikulárne reformy predprimárneho vzdelávania v 21. storočí na Slovensku. – DOI 10.36007/eruedu.2024.2.003-016. In: Eruditio - Educatio ISSN 1336-8893. – Roč. 19, č. 2 (2024), s. 3-16.

JANKOVÁ, M. 2021. Vytváranie inkluzívnej kultúry školy. Bratislava. Metodicko-pedagogické centrum, Ševčenkova 11, 850 05 Bratislava.  
([edu.nivam.sk/pages/projects/teachers/nops2\\_kolo/Jankova.pdf](http://edu.nivam.sk/pages/projects/teachers/nops2_kolo/Jankova.pdf))

HORŇÁKOVÁ, M. 2014. Kroky k inkluzívnej škole. VERBUM – vydavateľstvo KU.  
([www.inklukoalicia.sk/wp-content/uploads/2017/11/Kroky-k-inkluzii.pdf](http://www.inklukoalicia.sk/wp-content/uploads/2017/11/Kroky-k-inkluzii.pdf))

KOVÁCS, GY.- BAKOSI, É. 2004. Óvodapedagógia. Debrecen, 2004, 1. kötet 226 o. ISBN 963 430 924 0. [online]. Dostupné na internete: [https://dea.lib.unideb.hu/dea/bitstream/handle/2437/268618/FILE\\_UP\\_0\\_Ovodapedagogia.pdf?sequence=1&isAllowed=y](https://dea.lib.unideb.hu/dea/bitstream/handle/2437/268618/FILE_UP_0_Ovodapedagogia.pdf?sequence=1&isAllowed=y)

KOŠTRNOVÁ, D., USTOHALOVÁ, T., VEREŠOVÁ, J. 2020. Tvorba inkluzívnej kultúry školy a školského zariadenia z pohľadu pedagogických a odborných zamestnancov – východiská tvorby inkluzívneho prostredia triedy a skupiny. Bratislava. MPC. ISBN 978-80-565-1464-1

KOVÁCSNÉ BAKOSI, É. 2013. A szabadidő pedagógiai kérdéseihez. [online]. Dostupné na internete: <http://socprof.partium.ro/Documents/Training%20material%201.pdf>

SZABÓOVÁ, E. 2018. Személyiségfejlesztő nevelő-oktató tevékenységek az óvodában. In: ORSOVICS, Y., STRÉDL, T., SZABÓOVÁ, E., VASS, V. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : Selye János Egyetem, Tanárképző Kar, 2018. p. 59-105. ISBN 978-80-8122-282-5.

VAŠEK, Š. 1996. Špeciálna pedagogika. - 1. vyd. - Bratislava : Sapientia, 1996. - 178 s. - ISBN 80-967180-3-7.

LECHTA, V. 2016. Inkluzivní pedagogika. - 1. vyd. - Praha : Portál, 2016. - 463 s. - ISBN 978-80-262-1123-5.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 43

A	B	C	D	E	FX
74.42	13.95	2.33	2.33	4.65	2.33

**Teacher:** prof. Péter Tóth, PhD., Mgr. Anita Tóth-Bakos, PhD., Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Terézia Strédl, PhD., PaedDr. Beáta Kiss, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/USJa2/25	<b>Name:</b> Introduction to use of Slovak language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: • active participation of the student in seminars, • active participation of the student in the tasks assigned and participation in the analysis and discussions during the seminars, • successful completion of a test, • preparation of a portfolio and its presentation within the scope of the course syllabus. Total workload of the student: 3 credit = 90 hours • 10 hours attending seminars (contact lessons); 45 hours completing semester assignments and tasks; 35 hours self-study and preparation for test The student receives the final evaluation as follows: • 70% test, 30% portfolio and its presentation. The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade. The following percentages must be obtained for the final evaluation of the subject: • A = 90 – 100% • B = 80 – 89% • C = 70 – 79% • D = 60 – 69% • E = 50 – 59% • FX = 0 – 49%	
<b>Results of education:</b> Knowledge: Student: - knows the principles and principles of written Slovak language, - knows the words, phrases and basic sentence patterns used in communication in the topics covered, - knows the courtesy phrases, phraseological phrases in communicative situations, - knows the difference between formal and informal speech. - knows the basic linguistic means of conducting a short dialogue as well as of reproducing a short text heard, - knows the basic pedagogical concepts in the Slovak language, - knows the basic special-pedagogical concepts in the Slovak language. Skills: Student: • can use acquired theoretical knowledge and practical skills of oral and written communication, • is able to respond appropriately in communication topics within the scope of the subject outline, • can adequately apply the acquired vocabulary within the scope of the subject outline, • can respond to stimuli in a grammatically correct, articulately comprehensible and appropriate way for the situation, • can draft a short text in the Slovak language, • knows how to effectively use the acquired language competences in receptive activities (understanding of the read text and listening comprehension). • knows how to implement communicative intent in productive and interactive language activities. C competencies: Student: • is able to apply acquired communication skills in educational practice, • can communicate within the set topics in the form of monologue and dialogue and can react to the stimulus heard, • has mastered presentation skills, when presenting in the Slovak	

language, • can read with understanding and distinguish between formal and informal language constructions, • is able to develop and improve his communication and language competences and skills in the Slovak language, to apply them appropriately in educational practice and everyday communication situations.

**Brief syllabus:**

Specifics, basic principles and rules of the Slovak language. Slovak alphabet. Reading the text in the Slovak language. Writing the text in the Slovak language. Vocabulary and communication topics related to the educational field Language and communication. Vocabulary and communication topics related to the educational field Mathematics and working with information. Vocabulary and communication topics related to the educational field Man and Nature. Vocabulary and communication topics related to the educational field Man and Society. Vocabulary and communication topics related to the educational field Man and the world of work. Vocabulary and communication topics related to the educational field Art and Culture. Vocabulary and communication topics related to the educational field Health and movement. Basic pedagogical concepts in the Slovak language. Basic special pedagogical concepts in the Slovak language.

**Literature:**

KAMENÁROVÁ, R. a kol.: Krížom-krážom. Slovenčina A1. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2007. 7 ISBN 978 80 223 2441 IVORÍKOVÁ, H. a kol.: Krížom-krážom. Cvičebnica A1+A2. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2009. ISBN 978-80-223-2809-8. MÜGLOVÁ D. a kol.: Cudzíe jazyky s deťmi – kreatívne a hravo. Nitra: UKF, 2010. 978-80-8094-756-9. Spoločný európsky rámec pre jazyky (SERR). Bratislava: SPÚ, 2006 Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. Bratislava : SPU, 2016.

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

Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 16

A	B	C	D	E	FX
25.0	18.75	31.25	18.75	6.25	0.0

**Teacher:** doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD., PaedDr. Alexandra Nagyová, PhD., Mgr. Katalin Sýkora Hernády, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/VIV/25	<b>Name:</b> Visual education and therapy
<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: For the study period:</b> 10s / 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in seminars and practices,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• completion of semester tasks and assignments as instructed by the instructors,</li> <li>• successful completion of a project (in the case of the final assessment form)</li> </ul> Total workload of the student: 4 credit = 120 hours <ul style="list-style-type: none"> <li>• 20 hours attending lectures and/or seminars and/or practical sessions (contact lessons); 30 hours completing semester assignments and tasks; 40 hours self-study and 30 hours preparation for seminar project</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 50% semester assignments and activities, 50% final seminar project.</li> </ul> Evaluation of the seminar project - max 50 points: <ul style="list-style-type: none"> <li>- quality - 20 points,</li> <li>- originality - 10 points,</li> <li>- formal aspects - 10 points,</li> <li>- short oral explanation of the concept and content of the submitted project - 10 points.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Knowledge: The student: <ul style="list-style-type: none"> <li>- is familiar with the scientific and methodological knowledge that underpins and promotes the harmonious and complex personality development of children aged 3-7</li> </ul>	

- plans and organises the forms of visual education activities - drawing, needlework, pattern-making - in the transfer of knowledge and in the development of children's competences applies psychologically, pedagogically and methodologically appropriate methods in accordance with the development and maturation of the child.
- knowledge of the tools of the visual arts and their correct use
- knowledge of artistic techniques and their areas of application
- is familiar with the use of certain graphic, plastic and digital technologies
- knowledge of the forms of visual education activities
- recognises the characteristics of children's visual representations
- knowledge of teaching methods aimed at developing creativity
- plans and organises visual education and craft activities
- knowledge of procedures for developing children's visual literacy and their application in the educational process
- knowledge of inclusive educational approaches to visual education
- knowledge of methods and procedures for the education and teaching of children with special educational needs.

**Skills:**

The student can:

- use and apply the tools of the visual arts correctly
- use the appropriate artistic techniques and apply them in plane and space
- use elements of visual language in different ways in the plane and in space
- express themselves using artistic techniques on a given theme
- apply and use their knowledge of art history when planning and implementing visual education lessons
- to carry out certain graphic, plastic and digital processes
- to reflect on current social and cultural issues and to think critically

**Competences:**

The student will:

- Knowledge of the scientific and methodological knowledge that underpins and promotes the harmonious and complex personality development of children aged 3-7
- plans and organises visual education activities - drawing, needlework, pattern-making - in the transfer of knowledge and the development of children's competences applies psychologically, pedagogically and methodologically appropriate methods in accordance with the development and maturation of the child.
- knowledge of the tools of the visual arts and their correct use
- knowledge of artistic techniques and their areas of application
- is familiar with the use of certain graphic, plastic and digital technologies
- knowledge of the forms of visual education activities
- recognises the characteristics of children's visual representations
- knowledge of teaching methods aimed at developing creativity
- plans and organises visual education and craft activities
- knowledge of procedures for developing children's visual literacy and their application in the educational process
- knowledge of inclusive educational approaches to visual education
- knowledge of methods and procedures for the education and teaching of children with special educational needs.

**Brief syllabus:**

- Basic concepts of visuality - the basics of visual language, concepts of visuality, visual cognition skills, vision, visual thinking, visual communication

- Art and visual arts - definitions, divisions, genres, categories, functions
- Visual education toolbox - tools and subject knowledge
- Compositional exercises on the surface, basic elements of visual language - point, line, contour, blur
- Compositional exercises on the surface, basic elements of visual language - tone, light, shadow
- Theory of colours and their expressive use - colour scales, additive and subtractive mixing of colours, colour harmony
- Compositional exercises on the surface - geometric and natural forms - abstraction and stylisation
- Composition and imaging - rhythm, movement, symmetry, asymmetry, balance, proportions
- Theory and practice of graphic techniques, series design - print, monotype. Technical experiments - compositional exercises in the plane, using different techniques and raw materials - collage, frottage, mixed media
- Digital image processing
- The concept of creativity and its role in visual education - models of creativity
- Basics of art history.

### Literature:

- ARNHEIM, R.: A vizuális élmény. Az alkotó látás pszichológiája. Gondolat, Bp., 1979. ISBN 963 280 141 5
- BALÁZSNÉ SZÜCS J. Miből leTT a cserebogár. Budapest: SZORT Bt., 2001, 386 s. ISBN 963 008 920 3.
- BÁLVÁNYOS H. Esztétikai-Művészeti ismeretek nevelés : Vizuális kultúra II.Képzőművészet, tárgy - és környezetkultúra. Budapest: Balassi Kiadó, 1998, 168 s. ISBN 963 506 240 0.
- ALMÁSI M. Anti-esztétika: Séták a művészettfilozófiák. Budapest: Helikon Kiadó, 2003, 206 s. ISBN 963 208 807 7.
- BORBÉLYOVÁ D., MÉSZÁROS T., NAGYOVÁ Cs. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. Komárno: Univerzita J. Selyeho, 2019, 161 s. ISBN 978-80-8122-335-8.
- BROWN P. The World of Late Antiquity : AD 150-750. London: Thames and Hudson, 1971, 216 s. ISBN 0-15-597633-8.
- ECO U. A szépség története. Budapest: Európa Könyvkiadó, 2007, 438 s. ISBN 978 963 07 8308 8.
- FEUER M. A gyermekrajzok fejlődéslélektana. Budapest: Akadémiai Kiadó, 2000, 405 s. ISBN 9630577321.
- GERŐ ZS. Érzelem, fantázia, gondolkodás óvodáskorban. Flaccus Kiadó, 2005, 290 s. ISBN 9639412066.
- GOMBRICH E. H.. A művészet története. Budapest: Gondolat Kiadó, 1983, 522 s. ISBN 9632812158.
- KÁRPÁTI A. Vizuális képességek fejlődése. Budapest: Nemzeti Tankönyvkiadó, 1995, 695 s. ISBN 963 18 6824 9.
- KÁRPÁTI A. A gyermekrajztól a fiatalok vizuális nyelvégig. Budapest: Akadémiai Kiadó, 2019, 210 s. ISBN 978 963 454 361 9.
- KÁRPÁTI A. Firkák, formák, figurák : A vizuális nyelv fejlődése a kisgyermekkortól a serdülőkorig. Budapest: Dialóg Campus Kiadó, 2001, 198 s. ISBN 963 9123 36 6. KÁRPÁTI A. A középkori Európa művészete : Művészettörténet V. Budapest: ELTE ÉKP Központ, 1996, 123 s. ISBN 963 9063 01 0.
- LASSUS J. Ranokresťanské a byzantské umenie. Umenie sveta: Architektúra, mozaika, maľba, plastika, šperky 200 reprodukcií. Bratislava: Pallas, 188 o. 1971.
- SZABÓ A. Művészettörténet képekben: A kezdetektől napjainkig. Budapest: A.K.G.A Junior Kiadó, 2001, 222 s. ISBN 963 9190 08.

SZABÓ A. Művészettörténet vázlatokban : A kezdetektől napjainkig. Budapest: AKG Kiadó, 2000, 228 s. ISBN 963 640 445 3.

MALCHIODI, Cathy: A gyermekrajzok megértése. Animula Kiadó, Bp., 2003. ISBN 963 9410 373

SZABÓ A. Művészettörténet képekben: A kezdetektől napjainkig. Budapest: A.K.G.A Junior Kiadó, 2001, 222 s. ISBN 963 9190 08.

SZABÓ A. Művészettörténet vázlatokban : A kezdetektől napjainkig. Budapest: AKG Kiadó, 2000, 228 s. ISBN 963 640 445 3.

VIRÁGVÖLGYI P. A tipográfia mestersége számítógéppel. Budapest: Osiris, 2002, 262 s. ISBN 963379529X

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** PaedDr. Diana Borbélyová, PhD., Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/VVP/25	<b>Name:</b> General and developmental psychology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in lectures and/or seminars and/or practices,</li> <li>• active participation in the analysis and discussions during the semester,</li> <li>• successful completion of a final exam</li> </ul> Total workload of the student: 4 credit = 120 hours <ul style="list-style-type: none"> <li>• 10 hours attending lectures (contact lessons); 110 hours self-study and preparation for examination/assessment/test</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• X% semester assignments and activities, X% final exam/assessment/test.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Upon completion of the course, the student will <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Knows how to navigate the basic terminology of the given issue, knows various theoretical directions.</li> <li>• Master the basic concepts of general psychology, such as perception, feeling, learning, memory, attention and concentration, communication, thinking, intelligence, emotions, motivation.</li> <li>• Knows the functioning mechanisms of cognitive, emotional and motivational processes.</li> <li>• Knows and can characterize biological, psychological and sociological aspects of ontogenetic development in all developmental periods.</li> <li>• Masters professional knowledge, developmental criteria and psychological guidelines for participants in public education (periods of preschool age, younger and older school age, secondary school age, lifelong education).</li> </ul>	

- Can transform theory into practice, get familiar with progressive trends in the field of special and applied psychology.

- Become familiar with methodological approaches, structure and aspects of job descriptions.

Skills:

- Is able to compile psychological criteria independently according to physical and mental age.

- He is able to orient himself in the methods of the given issue, apply observation schemes, screening.

- He knows how to differentiate children and pupils with SEN, proceed according to the individual educational plan.

- Can perform screening and orientate in pedagogical-psychological diagnostics.

- He is able to research and formulate the theoretical and practical starting points necessary for solving the problems encountered in pedagogical practice regarding psychological processes and developmental peculiarities.

- Can cooperate and consult with other experts, work in a team.

- Can apply acquired knowledge in solving practical problems in various areas of social life, especially in pedagogical practice.

Competences:

- Responds to problems flexibly and well-founded, acts democratically, acts tolerantly.

- Applies principles of inclusive thinking, optimal working climate, cooperative methodology.

- Applies acquired knowledge about psychological phenomena and processes and age characteristics from the perspective of developmental psychology to their own studies, to specific pedagogical, methodological and didactic disciplines and subjects of pedagogical practice.

- Implements targeted development of self-knowledge, participates in further education.

- The graduate is characterized by creative thinking, independence in planning his own education, autonomy and responsibility in decision-making in connection with the subject of the study field teaching for primary education.

### **Brief syllabus:**

Introduction to psychology, general psychology as a scientific discipline.

Biological factors of the psyche, psychophysiology, perception and feeling.

Learning, memory, attention and concentration.

Speech and communication, verbal, non-verbal communication and meta-communication.

Feelings and emotions, motivation, thinking and thought processes.

Intelligence and models of intelligence, emotional intelligence, creativity.

Developmental psychology as a special scientific field - definition.

Physical and mental age - observation schemes.

Development scales and development periods.

Development theories of Piaget, Freud, Erikson.

Generational changes and characteristics of generational differences of x, y, z and alpha generations - change in intelligence structure.

Gardner's theory of abilities and its importance for education, Rogers' theory of human-oriented approach.

The latest research in the field of developmental psychology.

### **Literature:**

GOLEMAN, Daniel, N. KISS Zsuzsanna. Érzelmi intelligencia - 4. kiad. - Budapest : Háttér, 2008. - 456 s. - ISBN 9638128666.

BUGÁN Antal, OLHÁH Attila. Fejezetek a pszichológia alapterületeiből - 1. vyd. - Budapest : ELTE EÖTVÖS Kiadó, 2006. - 592 s. - ISBN 963 463 478 8.

PLÉH Csaba, BOROSS Ottilia. Pszichológia A-Z : A pszichológia legfontosabb fogalmai magyar és angol nyelven - 1. vyd. - Budapest : Akadémiai Kiadó, 2010. - 403 s. - ISBN 978 963 8658 0.

PLÉH Csaba. Bevezetés a pszichológiába : Olvasmányok és feladatok a lélektan alapkérdéseinek tanulmányozásához - 1. vyd. - Budapest : Osiris Kiadó, 2004. - 920 s. - ISBN 963 389 478 6.

PLÉH Csaba. A lélektan története - 2. vyd. - Budapest : Osiris Kiadó, 2010. - 652 s. - ISBN 978 963 276 052 0.

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

Bordás, S., FORRÓ, Zs., NÉMETH, M. STRÉDL, T. Pszichológiai jegyzetek. 1. vydanie 2005. Komárno: UJS. ISBN 8096925156

BAGDY, E. 2002. Személyiségfejlesztő módszerek az iskolában. Budapest : Nemzeti Tankönyvkiadó, 2002. 308 s. ISBN 9631922359.

N. KOLLÁR, K. 2004. Pszichológia pedagógusoknak. Budapest : Osiris Kiadó, 2004. 637 s. ISBN 963389672X.

STRÉDL, T. 2009. Fejlődéslélektan (Vývinová psychológia). In Bordás-Forró-Németh-Stredl, T. 2009. Pszichológiai jegyzetek (Základy psychológie). Komárno : UJS. 2009. s. 156 – 210. ISBN 80-969251-5-6

VAJDA, ZS. 1990. A gyermek pszichológiai fejlődése. (Psychický vývoj dieťaťa). Budapest : 2006 (3. prepracované vydanie)

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

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 44

A	B	C	D	E	FX
72.73	22.73	4.55	0.0	0.0	0.0

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

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ZBM/25	<b>Name:</b> Playful mathematics
<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: 5s</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for passing the subject: Active participation in classroom lectures is required for completion of the course. During the semester, the student will submit elaborated learning activities in mathematics for pre-primary education using games that develop mathematical thinking. The evaluation of the prepared activities focuses on their content and formality, as well as on their submission in due time. The final grade for the course is calculated in the following way: 50% of the final assessment is the maximum number of points for the production and submission of the preparations for the teaching activities, and 50% of the final assessment is the presentation of the teaching activity. Total student workload in terms of time allocation (1 credit = 30 hours): <ul style="list-style-type: none"> <li>● participation in classes (5 hours),</li> <li>● development of the learning activity plan (10 hours),</li> <li>● development of the learning activity presentation (15 hours).</li> </ul>	
<b>Results of education:</b> At the successful completing of the course, the student will acquire: Knowledge: <ul style="list-style-type: none"> <li>● knows the basic concepts and terminology used in mathematics in the context of pre-primary education</li> <li>● basic knowledge of mathematics and the basic principles of developing mathematical thinking in pre-primary education</li> <li>● has the basic knowledge to create mathematical models of simple practical tasks and games and to find and develop adequate mathematical tools and procedures for solving them</li> <li>● is familiar with basic methods and playful activities that develop the basic concepts of set calculus and logic</li> <li>● knows the basic principles of ordering and sorting in solving problems in pre-primary education</li> <li>● knows various techniques of representing, folding methods of decomposing planar and spatial figures in pre-primary education;</li> <li>● has theoretical knowledge of the methods of developing basic geometric forms in pre-primary education</li> </ul>	

- is able to use the proper method, tools in measuring the lengths appropriate for pre-primary education

**Skills:**

- is able to plan and evaluate mathematical activities, individual, group and frontal for preprimary education
- knows various techniques, procedures, methods of solving mathematics problems at such a level that he/she is able to teach children these techniques in a playful way in pre-primary education
- is able to creatively use theories, methods and procedures individually to create playful activities developing children's thinking skills
- is able to identify the mathematical basis for mathematical concepts in pre-primary education
- is able to ask questions that stimulate children's interest and create opportunities for observation, inquiry, and discovery of new knowledge
- is able to apply basic mathematical knowledge in the development of learning materials

**Competencies:**

- has a positive attitude to mathematics and is prepared for the practice of his/her profession
- can individually develop and plan educational activities in the field of pre-primary mathematics
- is aware of the usefulness of mathematical knowledge and its application in practical life
- is aware of the responsibility for developing the basic preconditions for cognition and understanding of mathematical concepts in pre-primary education
- is able to plan and organise his/her own pedagogical activities effectively
- can differentiate the difficulty of activities according to children's abilities
- Can apply interesting methods for solving mathematical problems.

**Brief syllabus:**

- Creating concepts, comparing, sorting, arranging objects, logic of creating sets
- Creating sequences-chains according to different properties of objects,
- Geometry games - Tangram, Poly-Universe, building games
- Connecting mathematics with real life around us,
- Mathematics around us.
- Problem solving tasks and activities.
- Games and methods to develop functional thinking.
- Games to develop combinatorial thinking, selecting and arranging objects, people.
- Games to develop logical and creative thinking.
- Spreadsheet games, developing logical and creative thinking

**Literature:**

- Perlai, R.: Matematika az óvodában : Kézikönyv óvodapedagógusok számára. 1. vyd. - Budapest : Flaccus Kiadó, 2016. - 255 s. - ISBN 978-615-5278-25-9.
- Perlai, R.: Matematikai játékok óvodáskorban. 1. vyd. : Flaccus Kiadó, 2014. - 159 s. - ISBN 978-615-5278-15-0.
- Berta, T.: Logické spoločenské hry, 2019. Inštitút pre inováciu vzdelávania a Rotary Club Komárno, [https://www.complexinstruction.eu/wp-content/uploads/2020/05/Logicke\\_spolocenske\\_hry\\_SK.pdf](https://www.complexinstruction.eu/wp-content/uploads/2020/05/Logicke_spolocenske_hry_SK.pdf)

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

maďarský, slovenský  
Hungarian, Slovak  
magyar, szlovák

**Notes:**

<b>Evaluation of subjects</b>	
Total number of evaluated students: 0	
a	n
0.0	0.0
<b>Teacher:</b> Mgr. Tünde Berta, Mgr. Ladislav Jaruska, PhD.,	
<b>Date of last update:</b> 15.04.2025	
<b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ZBS1/25	<b>Name:</b> Choral singing 1
<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> 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for completing the subject: <ul style="list-style-type: none"> <li>• Active participation in choir practices/rehearsals,</li> <li>• Practicing and mastering the current repertoire/choral pieces.</li> <li>• Active participation and representing the university at various cultural and social events, concerts, competitions, and festivals at regional, national, and possibly international levels.</li> </ul> The student's total workload: 1 credit = 30 hours <ul style="list-style-type: none"> <li>• 5 contact hours (active participation in practical lessons);</li> <li>• 13 hours of independent repertoire learning and practice;</li> <li>• 12 hours of participation in performances, concerts, or competitions.</li> </ul> The student receives a final grade as follows: <ul style="list-style-type: none"> <li>• 30% - Active participation in practical lessons and completion of assigned tasks</li> <li>• 20% - Successful mastery of choral pieces and arrangements</li> <li>• 50% - Active participation and representation in concerts, performances, and competitions</li> </ul> Final assessment: The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade. Evaluation of the subject: 0 - 49 % - not passed 50 - 100 % - completed	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student has basic information and knowledge about choral singing.</li> <li>• The student has knowledge of the work and importance of the choir</li> <li>• The student has a brief overview of vocal expression in a choral ensemble.</li> <li>• The student has knowledge of working with the voice in a choral ensemble.</li> <li>• The student can identify and meet basic techniques and gestures of the choral director.</li> <li>• Skills:</li> <li>• The student is capable of cultivated vocal expression within choral singing.</li> <li>• The student is able to reflect on his/her acquired knowledge and experience in the field of choral singing in terms of performance and music education.</li> </ul>	

- The student is able to participate actively in collaborative group work.
- The student is able to orientate himself/herself in the scores

Competencies:

- Through choral singing, the student is sufficiently prepared to work in a collective and to express himself or herself artistically.
- The student is sufficiently prepared to represent the department and the university in choral singing at various cultural and social events, competitions, festivals on a regional, national and international scale.
- Through choral singing, the student has built a positive relationship with artistic activities and is also motivated to develop emotional intelligence in self-education.
- Through choral singing, the student is motivated to participate in common artistic activities and to work collectively.

**Brief syllabus:**

Assignment of choral singers to individual voices.

Mastering the basic elements of choral singing, such as:

- proper breathing,
- tone production,
- articulation,
- transposition of motives and simple melodies.

Practicing different models of vocal warm-ups.

Acquiring correct singing habits.

Developing vocal culture and vocal expression in the choral body.

Elimination of intonation, technical and expressive deficiencies of vocal expression in choral singing.

Rehearsal of technical exercises, folk and artificial compositions.

Improvement of technical elements, breathing technique, relaxation of the phonatory apparatus, vocal dispositions and their application in choral compositions.

Mastery of the interpretation of choral compositions of different character, with practice and deepening of musical expressive means.

Mastering the interpretation of polyphonic, polyphonic choral compositions.

Presentation and confrontation of the performance skills of the choir through public performances, festivals, competitions.

Work of the choirmaster from the cultural and social point of view, planning performances with emphasis on anniversaries, anniversaries of authors and personalities, conceiving repertoire, compiling a dramaturgy of the programme.

**Literature:**

Arrangements of children's and folk songs for choral singing from domestic and foreign provenance.

Selection of choral works from different stylistic periods, with the intention of mastering the technical, polyphonic and performance specifics of individual compositions.

The selection of repertoire is adapted and updated in accordance with the composition of the choir, the individual abilities and characteristics of its members, and also with the planned performance activities at various cultural and social events, festivals, competitions in a given academic year.

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

Hungarian, Slovak

**Notes:**

<b>Evaluation of subjects</b>	
Total number of evaluated students: 1	
a	n
100.0	0.0
<b>Teacher:</b> doc. dr. univ. Agáta Csehiová, PhD., PaedDr. Yvette Orsovics, PhD.,	
<b>Date of last update:</b> 15.04.2025	
<b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ZBS2/25	<b>Name:</b> Choral singing 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for completing the subject: <ul style="list-style-type: none"> <li>• Active participation in choir practices/rehearsals,</li> <li>• Practicing and mastering the current repertoire/choral pieces.</li> <li>• Active participation and representing the university at various cultural and social events, concerts, competitions, and festivals at regional, national, and possibly international levels.</li> </ul> The student's total workload: 1 credit = 30 hours <ul style="list-style-type: none"> <li>• 5 contact hours (active participation in practical lessons);</li> <li>• 13 hours of independent repertoire learning and practice;</li> <li>• 12 hours of participation in performances, concerts, or competitions.</li> </ul> The student receives a final grade as follows: <ul style="list-style-type: none"> <li>• 30% - Active participation in practical lessons and completion of assigned tasks</li> <li>• 20% - Successful mastery of choral pieces and arrangements</li> <li>• 50% - Active participation and representation in concerts, performances, and competitions</li> </ul> Final assessment: The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade. Evaluation of the subject: 0 - 49 % - not passed 50 - 100 % - completed	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student has basic information and knowledge about choral singing.</li> <li>• The student has knowledge of working in a choir.</li> <li>• The student has an understanding of vocal expression in a choral ensemble.</li> <li>• The student has an understanding of choral music and literature.</li> <li>• The student has knowledge of working with the voice in a choral ensemble.</li> <li>• The student knows the basics of singing from the page and reading choral scores.</li> </ul> Skills: <ul style="list-style-type: none"> <li>• The student is able to observe the principles of vocal hygiene, correct singing habits in the area of breathing, singing itself and intonation purity</li> </ul>	

- The student is able to practice singing from the page and reading choral scores.
- The student is able to navigate the full range of choral literature from the Renaissance period to the present.
- The student is familiar with children's and folk songs and their choral settings appropriate to each age group.
- The student is able to identify and interpret works of choral literature by a variety of composers from different stylistic periods.
- The student is able to reflect on his/her acquired knowledge and experience in the field of choral singing from both performance and music education perspectives.

**Competencies:**

- Through choral singing, the student is sufficiently prepared to work in a collective and to express himself or herself artistically.
- The student is sufficiently prepared to represent the department and the university in choral singing at various cultural and social events, competitions, festivals on a regional, national and international scale.
- The student has sufficient knowledge of children's and folk songs and their choral arrangements appropriate to individual age categories, with their possible use in his/her future teaching practice.
- Through choral singing, the student has built a positive relationship to artistic activities and is also motivated to develop emotional intelligence in self-education.
- Through choral singing, the student is motivated to engage in shared artistic activities and to work collectively.

**Brief syllabus:**

Assignment of choral singers to individual voices.

Mastering the basic elements of choral singing, such as:

- proper breathing,
- tone production,
- articulation,
- transposition of motives and simple melodies.

Practicing different models of vocal warm-ups.

Acquiring correct singing habits.

Developing vocal culture and vocal expression in the choral body.

Elimination of intonation, technical and expressive deficiencies of vocal expression in choral singing.

Rehearsal of technical exercises, folk and artificial compositions.

Improvement of technical elements, breathing technique, relaxation of the phonatory apparatus, vocal dispositions and their application in choral compositions.

Mastery of the interpretation of choral compositions of different character, with practice and deepening of musical expressive means.

Mastering the interpretation of polyphonic, polyphonic choral compositions.

Presentation and confrontation of the performance skills of the choir through public performances, festivals, competitions.

Work of the choirmaster from the cultural and social point of view, planning performances with emphasis on anniversaries, anniversaries of authors and personalities, conceiving repertoire, compiling a dramaturgy of the programme.

**Literature:**

Arrangements of children's and folk songs for choral singing from domestic and foreign provenance.

Selection of choral works from different stylistic periods, with the intention of mastering the technical, polyphonic and performance specifics of individual compositions.  
The selection of repertoire is adapted and updated in accordance with the composition of the choir, the individual abilities and characteristics of its members, and also with the planned performance activities at various cultural and social events, festivals, competitions in a given academic year.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 2

a	n
100.0	0.0

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., PaedDr. Yvette Orsovics, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ZBS3/25	<b>Name:</b> Choral singing 3
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for completing the subject: <ul style="list-style-type: none"> <li>• Active participation in choir practices/rehearsals,</li> <li>• Practicing and mastering the current repertoire/choral pieces.</li> <li>• Active participation and representing the university at various cultural and social events, concerts, competitions, and festivals at regional, national, and possibly international levels.</li> </ul> The student's total workload: 1 credit = 30 hours <ul style="list-style-type: none"> <li>• 5 contact hours (active participation in practical lessons);</li> <li>• 13 hours of independent repertoire learning and practice;</li> <li>• 12 hours of participation in performances, concerts, or competitions.</li> </ul> The student receives a final grade as follows: <ul style="list-style-type: none"> <li>• 30% - Active participation in practical lessons and completion of assigned tasks</li> <li>• 20% - Successful mastery of choral pieces and arrangements</li> <li>• 50% - Active participation and representation in concerts, performances, and competitions</li> </ul> Final assessment: The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade. Evaluation of the subject: 0 - 49 % - not passed 50 - 100 % - completed	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student has basic information and knowledge about choral singing and vocal expression in choir</li> <li>• The student has knowledge of working in a choir.</li> <li>• The student has knowledge of the role of the choirmaster and the choir</li> <li>• The student has an understanding of choral music and literature.</li> <li>• The student knows how to work with the voice in a choral ensemble.</li> <li>• The student knows the basics of singing from the page and reading choral scores.</li> <li>• The student is familiar with children's and folk songs and their choral arrangements appropriate to each age group.</li> </ul>	

- The student knows the gems of choral music from each style period
- The student can identify choral literature and repertoire appropriate to age and performance difficulty, level.
- The student can identify and meet basic choral techniques and gestures.

**Skills:**

- The student is able to orientate himself/herself in the issues related to choral singing in terms of artistic, performing and musical-educational.
- The student is able to observe the principles of vocal hygiene, correct singing habits in the area of breath, singing itself and intonation purity.
- The student is able to practice singing from the page and reading choral scores.
- The student is able to navigate the full range of choral literature from the Renaissance period to the present.
- The student is familiar with children's and folk songs and their choral settings appropriate to each age group.
- The student is able to identify and interpret pieces of choral literature by a variety of composers from different stylistic periods.
- The student is able to reflect on his/her acquired knowledge and experience in the field of choral singing from both performance and music education perspectives.

**Competencies:**

- Through choral singing, the student is sufficiently prepared to work in a collective and to express himself or herself artistically.
- The student is sufficiently prepared to represent the department and the university in choral singing at various cultural and social events, competitions, festivals on a regional, national and international scale.
- The student has sufficient knowledge of children's and folk songs and their choral arrangements appropriate to individual age categories, with their possible use in his/her future teaching practice.
- Through choral singing, the student has built a positive relationship to artistic activities and is also motivated to develop emotional intelligence in self-education.
- The student is sufficiently prepared to cultivate a positive relationship with choral singing in pupils and young people.
- Through choral singing, the student is motivated to engage in collaborative artistic activities and to work collectively.
- The student is sufficiently equipped with the knowledge and skills to implement the competencies in his/her future educational practice.

**Brief syllabus:**

Assignment of choral singers to individual voices.

Mastering the basic elements of choral singing, such as:

- proper breathing,
- tone production,
- articulation,
- transposition of motives and simple melodies.

Practicing different models of vocal warm-ups.

Acquiring correct singing habits.

Developing vocal culture and vocal expression in the choral body.

Elimination of intonation, technical and expressive deficiencies of vocal expression in choral singing.

Rehearsal of technical exercises, folk and artificial compositions.

Improvement of technical elements, breathing technique, relaxation of the phonatory apparatus, vocal dispositions and their application in choral compositions.  
 Mastery of the interpretation of choral compositions of different character, with practice and deepening of musical expressive means.  
 Mastering the interpretation of polyphonic, polyphonic choral compositions.  
 Presentation and confrontation of the performance skills of the choir through public performances, festivals, competitions.  
 Work of the choirmaster from the cultural and social point of view, planning performances with emphasis on anniversaries, anniversaries of authors and personalities, conceiving repertoire, compiling a dramaturgy of the programme.

**Literature:**

Arrangements of children's and folk songs for choral singing from domestic and foreign provenance.  
 Selection of choral works from different stylistic periods, with the intention of mastering the technical, polyphonic and performance specifics of individual compositions.  
 The selection of repertoire is adapted and updated in accordance with the composition of the choir, the individual abilities and characteristics of its members, and also with the planned performance activities at various cultural and social events, festivals, competitions in a given academic year.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., PaedDr. Yvette Orsovics, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ZBS4/25	<b>Name:</b> Choral singing 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> 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for completing the subject: <ul style="list-style-type: none"> <li>• Active participation in choir practices/rehearsals,</li> <li>• Practicing and mastering the current repertoire/choral pieces.</li> <li>• Active participation and representing the university at various cultural and social events, concerts, competitions, and festivals at regional, national, and possibly international levels.</li> </ul> The student's total workload: 1 credit = 30 hours <ul style="list-style-type: none"> <li>• 5 contact hours (active participation in practical lessons);</li> <li>• 13 hours of independent repertoire learning and practice;</li> <li>• 12 hours of participation in performances, concerts, or competitions.</li> </ul> The student receives a final grade as follows: <ul style="list-style-type: none"> <li>• 30% - Active participation in practical lessons and completion of assigned tasks</li> <li>• 20% - Successful mastery of choral pieces and arrangements</li> <li>• 50% - Active participation and representation in concerts, performances, and competitions</li> </ul> Final assessment: The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade. Evaluation of the subject: 0 - 49 % - not passed 50 - 100 % - completed	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student has basic information and knowledge about choral singing and about working in a choir.</li> <li>• The student has knowledge of the role of the choirmaster.</li> <li>• The student has a thorough understanding of vocal expression in the choral ensemble</li> <li>• The student has an understanding of choral music and literature.</li> <li>• The student has mastered and perfected the cultivation of the voice in the choral ensemble.</li> <li>• The student knows the basics of singing from the page and reading choral scores.</li> <li>• The student knows children's and folk songs and their choral arrangements appropriate to each age group</li> </ul>	

- The student knows the gems of choral music from each style period
- The student can identify choral literature and repertoire appropriate to age and performance difficulty, level.
- The student can identify and meet basic choral techniques and gestures.

**Skills:**

- The student is able to orientate himself/herself in the issues related to choral singing in terms of artistic, performing and musical-educational.
- The student is able to observe the principles of vocal hygiene, correct singing habits in the area of breath, singing itself and intonation purity.
- The student is able to practice singing from the page and reading choral scores.
- The student is able to navigate the full range of choral literature from the Renaissance period to the present.
- The student is familiar with children's and folk songs and their choral settings appropriate to each age group.
- The student is able to identify and interpret pieces of choral literature by a variety of composers from different stylistic periods.
- The student is able to reflect on his/her acquired knowledge and experience in the field of choral singing from both performance and music education perspectives.

**Competencies:**

- Through choral singing, the student is sufficiently prepared to work in a collective and to express himself or herself artistically.
- The student is sufficiently prepared to represent the department and the university in choral singing at various cultural and social events, competitions, festivals on a regional, national and international scale.
- The student has sufficient knowledge of children's and folk songs and their choral arrangements appropriate to individual age categories, with their possible use in his/her future teaching practice.
- Through choral singing, the student has built a positive relationship to artistic activities and is also motivated to develop emotional intelligence in self-education.
- The student is sufficiently prepared to cultivate a positive relationship with choral singing in pupils and young people.
- Through choral singing, the student is motivated to engage in collaborative artistic activities and to work collectively.
- The student is sufficiently equipped with the knowledge and skills to implement the competencies in his/her future educational practice.

**Brief syllabus:**

Assignment of choral singers to individual voices.

Mastering the basic elements of choral singing, such as:

- proper breathing,
- tone production,
- articulation,
- transposition of motives and simple melodies.

Practicing different models of vocal warm-ups.

Acquiring correct singing habits.

Developing vocal culture and vocal expression in the choral body.

Elimination of intonation, technical and expressive deficiencies of vocal expression in choral singing.

Rehearsal of technical exercises, folk and artificial compositions.

Improvement of technical elements, breathing technique, relaxation of the phonatory apparatus, vocal dispositions and their application in choral compositions.  
 Mastery of the interpretation of choral compositions of different character, with practice and deepening of musical expressive means.  
 Mastering the interpretation of polyphonic, polyphonic choral compositions.  
 Presentation and confrontation of the performance skills of the choir through public performances, festivals, competitions.  
 Work of the choirmaster from the cultural and social point of view, planning performances with emphasis on anniversaries, anniversaries of authors and personalities, conceiving repertoire, compiling a dramaturgy of the programme.

**Literature:**

Arrangements of children's and folk songs for choral singing from domestic and foreign provenance.  
 Selection of choral works from different stylistic periods, with the intention of mastering the technical, polyphonic and performance specifics of individual compositions.  
 The selection of repertoire is adapted and updated in accordance with the composition of the choir, the individual abilities and characteristics of its members, and also with the planned performance activities at various cultural and social events, festivals, competitions in a given academic year.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., PaedDr. Yvette Orsovics, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ZBS5/25	<b>Name:</b> Choral singing 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> 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for completing the subject: <ul style="list-style-type: none"> <li>• Active participation in choir practices/rehearsals,</li> <li>• Practicing and mastering the current repertoire/choral pieces.</li> <li>• Active participation and representing the university at various cultural and social events, concerts, competitions, and festivals at regional, national, and possibly international levels.</li> </ul> The student's total workload: 1 credit = 30 hours <ul style="list-style-type: none"> <li>• 5 contact hours (active participation in practical lessons);</li> <li>• 13 hours of independent repertoire learning and practice;</li> <li>• 12 hours of participation in performances, concerts, or competitions.</li> </ul> The student receives a final grade as follows: <ul style="list-style-type: none"> <li>• 30% - Active participation in practical lessons and completion of assigned tasks</li> <li>• 20% - Successful mastery of choral pieces and arrangements</li> <li>• 50% - Active participation and representation in concerts, performances, and competitions</li> </ul> Final assessment: The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade. Evaluation of the subject: 0 - 49 % - not passed 50 - 100 % - completed	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student has basic information and knowledge about choral singing and about working in a choir</li> <li>• The student has knowledge of the role of the choirmaster.</li> <li>• The student has a thorough understanding of vocal expression in a choral ensemble.</li> <li>• The student has an understanding of choral music and literature.</li> <li>• The student knows how to work with the voice in a choral ensemble.</li> <li>• The student knows the basics of singing from the page and reading choral scores.</li> <li>• The student is familiar with children's and folk songs and their choral arrangements appropriate to each age group.</li> </ul>	

- The student knows the gems of choral music from each style period
- The student can identify choral literature and repertoire appropriate to age and performance difficulty, level.
- The student can identify and meet basic choral techniques and gestures..

**Skills:**

- The student is able to orientate himself/herself in the issues related to choral singing in terms of artistic, performing and musical-educational.
- The student is able to practice singing from the page and reading choral scores.
- The student is capable of cultivated vocal expression within choral singing.
- The student is able to demonstrate simple singing exercises and is able to teach canons or simple choral arrangements
- The student is able to navigate the full range of choral literature from the Renaissance period to the present.
- The student is familiar with children's and folk songs and their choral arrangements appropriate to each age group.
- The student is able to identify and interpret pieces of choral literature by a variety of composers from different stylistic periods.
- The student is able to reflect on his/her acquired knowledge and experience in the field of choral singing from both performance and music education perspectives.

**Competencies:**

- Through choral singing, the student is sufficiently prepared to work in a collective and to express himself or herself artistically.
- The student is sufficiently prepared to represent the department and the university in choral singing at various cultural and social events, competitions, festivals on a regional, national and international scale.
- The student has sufficient knowledge of children's and folk songs and their choral arrangements appropriate to individual age categories, with their possible use in his/her future teaching practice.
- Through choral singing, the student has built a positive relationship to artistic activities and is also motivated to develop emotional intelligence in self-education.
- The student is sufficiently prepared to cultivate a positive relationship with choral singing in pupils and young people.
- Through choral singing, the student is motivated to engage in collaborative artistic activities and to work collectively.
- The student is sufficiently equipped with the knowledge and skills to implement the competencies in his/her future educational practice.

**Brief syllabus:**

Practicing and perfecting the basic elements of choral singing, such as:

- proper breathing,
- tone production,
- articulation,
- transposition of motives and simple melodies.

Practicing different models of vocal warm-ups.

Acquiring correct singing habits.

Developing vocal culture and vocal expression in the choral body.

Elimination of intonation, technical and expressive deficiencies of vocal expression in choral singing.

Rehearsal of technical exercises, folk and artificial compositions.

Improvement of technical elements, breathing technique, relaxation of the phonatory apparatus, vocal dispositions and their application in choral compositions.  
 Mastery of the interpretation of choral compositions of different character, with practice and deepening of musical expressive means.  
 Mastering the interpretation of polyphonic, polyphonic choral compositions.  
 Presentation and confrontation of the performance skills of the choir through public performances, festivals, competitions.  
 Work of the choirmaster from the cultural and social point of view, planning performances with emphasis on anniversaries, anniversaries of authors and personalities, conceiving repertoire, compiling a dramaturgy of the programme.

**Literature:**

Arrangements of children's and folk songs for choral singing from domestic and foreign provenance.  
 Selection of choral works from different stylistic periods, with the intention of mastering the technical, polyphonic and performance specifics of individual compositions.  
 The selection of repertoire is adapted and updated in accordance with the composition of the choir, the individual abilities and characteristics of its members, and also with the planned performance activities at various cultural and social events, festivals, competitions in a given academic year.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., PaedDr. Yvette Orsovics, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ZGE/25	<b>Name:</b> The basics of geometry and the development of spatial perception
<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: For the study period:</b> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Students of study programme are required to actively participate in the course. During the semester, the student submits and presents the semestral work he/she has developed - pre-school teaching materials. The semestral work will be assessed on the basis of its content and form and the respect of the deadline for its submission. The student will prove his/her theoretical knowledge by a written final examination. In order to pass the written final examination, the student must obtain at least 50% of the total score of the written examination. The student who does not obtain at least 50% of the total score of the written test will be given the opportunity to write 2 remedial written tests. The student's total class load according to the division of working hours (3 credits = 90 hours): <ul style="list-style-type: none"> <li>● participation in practices (10 hours),</li> <li>● active participation and task solving (20 hours),</li> <li>● preparation and presentation of semestral work (20 hours),</li> <li>● preparation for the written final exam (40 hours).</li> </ul> The final evaluation of the course is as follows: 20% of the final evaluation is made up of the maximum score that can be given for the developed teaching materials, 80% of the final evaluation is made up of the maximum score available on the written final exam. For grade A, 90-100% of the total score must be obtained; for grade B, 80-89%; for grade C, 70-79%; for grade D, 60-69%; and for grade E, 50-59%.	
<b>Results of education:</b> After completing the course, student of the study programme acquires the following Knowledge: <ul style="list-style-type: none"> <li>● acquires a basic knowledge of geometry in the field of Mathematics and Information Processing;</li> <li>● acquires the basic concepts and terminology used in geometry;</li> <li>● acquires various techniques for constructing, representing, decomposing and assembling planar and spatial shapes;</li> <li>● gains theoretical knowledge of basic geometric shapes and their properties;</li> <li>● has the basic skills to construct and solve mathematical models of simple practical problems and to search for and develop appropriate mathematical tools;</li> </ul>	

- acquires a knowledge of mathematical symbolism;
- is able to use formulas for calculating the area of basic planar surfaces, including the simpler cases where some data need to be calculated from other data;
- can construct basic plane figures in simple cases;
- is able to compute the area of planes that can be subdivided into basic planes;
- can use appropriate methods, tools and formulae to determine length (on paper, in space, in nature), area, volume and angle, and to convert units of length, area and volume;
- can construct triangles, circles, shapes in simple cases using sets of points with given properties (using the method of geometric locations).

**Skills:**

- is able to plan and evaluate individual, group and frontal mathematical activities;
- is able to distinguish and integrate basic geometric knowledge in the development of geometric concepts;
- is able to independently propose solutions to problems;
- is able to apply theories, methods and procedures creatively and independently to develop and analyse mathematical models of various natures;
- acquires various techniques, procedures and methods for solving geometric problems;
- can identify the mathematical basis of geometric concepts in pre-primary and primary education;
- is able to solve problems related to scientific knowledge in everyday life;

**Competences:**

- is able to ask questions that arouse children's curiosity and create opportunities to observe, explore and discover new knowledge;
- is able to plan and organise his/her own 'science' activities effectively;
- has a positive attitude and is ready to practise his/her profession;
- is able to work effectively both independently and as part of a team;
- develops a positive attitude towards geometry and mathematics;
- awareness of the usefulness of mathematical knowledge and its applicability to practical life;
- raises awareness of the importance of developing the basic conditions necessary for understanding and learning the basics of geometry.

**Brief syllabus:**

- Elementary figures in the plane. Point, line, ray, line, half-plane, plane, polygon, convex figure.
- Angles
- Congruence of basic shapes. Isometry: translation, rotation, axial and central symmetry
- Symmetrical figures.
- Similarity.
- Isometries and similarities in the construction problems. Geometric transformations.
- The sets of points with specific characteristics, circle, circle, central and peripheral angles.
- Triangles, the landmarks and lines, basic properties of rectangles and regular polygons.
- Construction tasks.
- Measure, measurable properties of shapes. Pythagorean Theorem.
- Perimeter and area of basic plane shapes.
- Development of spatial perception. Development of spatial orientation. Use of building kits and educational software.
- Volume and surface area of the objects.

**Literature:**

- Józsa, K., Zentai, G., Hajdúne, H. K.: A gondolkodás fejlesztése 4-8 éves életkorban : Módszertani kézikönyv szülőknek, óvodapedagógusoknak, tanítóknak /. - 1. vyd. - Szeged : Mozaik Kiadó, 2017. - 160 s. - ISBN 978 963 697 804 4.
- Pelle, B.: Geometria. - Budapest : Tankönyvkiadó, 1974. - 478 s. - ISBN 963 17 0746 6.
- Perlai, R.: Matematika az óvodában : Kézikönyv óvodapedagógusok számára. 1. vyd. - Budapest : Flaccus Kiadó, 2016. - 255 s. - ISBN 978-615-5278-25-9.
- Perlai, R.: Matematikai játékok óvodáskorban. 1. vyd. : Flaccus Kiadó, 2014. - 159 s. - ISBN 978-615-5278-15-0.
- Reiman, I.: Fejezetek az elemi geometriából. Speciális matematika tankönyvek. 1. vyd. : TYPOTEX Nemzeti Tankönyvkiadó, 2002. - 206 s. - ISBN 963 9132 28 4.
- Zsámboki, K., Horváthné, Sz. A.: Matematika kézzel, fejvel, szívvel . - 1. vyd. - Budapest : OKKER Kiadó, 1993. - 96 s. - ISBN 963 7315 38 7.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Mgr. Tünde Berta, Mgr. Ladislav Jaruska, PhD., prof. Krisztián Józsa, DSc., Mgr. Katarína Szarka, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ZHE/25	<b>Name:</b> The basics of music 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: For the study period:</b> 10s / 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• active participation in lectures and seminars,</li> <li>• participation in assigned tasks and completion of homework,</li> <li>• involvement in creative musical activities during seminars,</li> <li>• preparation and submission of a semester's work in the form of a collection of children's nursery rhymes and music-movement games, and for the education of children with special educational needs of pre-school age</li> <li>• presentation of a musical project on a selected topic with a musical-didactic purpose in connection with the content of the subject,</li> <li>• passing the final exam/test.</li> </ul> Total workload of the student: 5 credit = 150 hours <ul style="list-style-type: none"> <li>• 20 hours for participation in lectures and seminars;</li> <li>• 80 hours of self-study, study of recommended literature, preparation of assignments and task and homework, preparation for the final exam;</li> <li>• 50 hours of preparation and compilation of a semester's work in the form of a collection of nursery rhymes and games.</li> </ul> To successfully complete the subject, it is necessary to achieve at least 50% of the maximum number of 100%. The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%</li> <li>• B = 80-89%</li> <li>• C = 70-79%</li> <li>• D = 60-69%</li> <li>• E = 50-59%</li> <li>• FX = 0-49%</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student masters the basics of music theory, reading and writing notes.</li> <li>• The student knows basic musical terms, expressions, terminology.</li> </ul>	

- The student can reproduce various metro-rhythmic formations and auditory-intonation exercises.
- The student knows and can reproduce nursery rhymes, simple children's and folk songs.
- The student is familiar with children's musical instruments, their characteristics, sound color, specifics and possibilities of their use within the educational process.
- The student knows how to orient himself in professional literature suitable for music education and for developing musical abilities and skills of children of preschool and younger school age.
- The student has an overview of the literature focused on the use of various creative musical and musical-movement activities within the educational process in an age-appropriate manner.
- The student masters the basic elements and techniques of developing musical, rhythmic, auditory-intonation and singing abilities of children of preschool and younger school age.

**Skills:**

- The student can connect his acquired theoretical knowledge in the field of music theory with practical knowledge and experience, and subsequently apply them in educational practice for children of preschool and younger school age and also for children with special educational needs.
- The student is able to lead various creative musical activities, adequate for the age category of children and pupils.
- The student can independently introduce and adapt appropriate music-perception methods and forms in connection with creative musical, musical-instrumental, musical-vocal, musicalmovement activities into the educational process.
- The student is ready and skilled to lead the educational process through musical experience and practical music-creative activities.

**Competences:**

- The student is sufficiently prepared for planning and responsible implementation of musical educational work with children of preschool age.
- The student is sufficiently disposed to navigate artistic/musically focused educational programs and competent to create creative musical, musical-educational and perceptual activities.
- The student is competent to shape children's aesthetic sense through music and various creative musical activities.
- The student has the competence to develop musical abilities and musical creativity of children of preschool and younger school age and also for children with special educational needs.

**Brief syllabus:**

The place of music education in the education and development of musical abilities of preschool and elementary school children and for children with special educational needs.

Basic determinants of music: sound, tone, properties of tone, notation.

Basics of writing and reading music - the role of clefs in the music staff, tones and music staff, notes with prepositions.

Time course of music, rhythm, meter.

Reading, writing and practicing rhythmic values, rhythmic schemes, timing.

Intervals and their connection with relative solmization.

Practicing rhythmic and auditory-intonation exercises.

Scales – major and minor, key and chords.

Basic musical expressive means in music – dynamics, tempo.

Musical activities in preschool age (State educational program).

Nursery rhymes and simple musical material for preschool children.

Basics of children's singing activities, breathing, tone production, intonation.

Musical material for children of preschool age – children's songs, children's folk games, musicmovement activities, children's musical instruments, easy-to-use musical instruments.

Perceptual activities, improvisation, music-movement and various creative musical activities within music education and also for children with special educational needs.

### Literature:

- BAKOS, A. 2014. Zenepedagógia és zeneterápia. In: Zborník medzinárodnej vedeckej konferencie Univerzity J. Selyeho, 2014: "Nové výzvy vo vede a vo vzdelávaní". Sekcie pedagogických a humanitných vied. Komárno: Univerzita J. Selyeho, p. 13-22. ISBN 978-80-8122-073-9
- CSEHI, Á. & DOMBI, E. 1998. Zeneirodalmi, zenehallgatási szemelvények gyermekek és az ifjúság részére I. Dunaszerdahely: Lilium Aurum. ISBN 0013798
- CSEHIOVÁ, A. 2018. A zenei képességek és a kisgyermekkorai személyiségfejlődés kölcsönhatása. In: Új kihívások és a pedagógiai innovációk a szakképzésben és a felsőoktatásban: A 8. Trefort Ágoston Szakképzés és Felsőoktatás-pedagógiai Konferencia tanulmánykötete. Budapest: Óbudai Egyetem. P. 89-101. ISBN 978-963-449-148-4
- CSEHIOVÁ, A. 2014. Interdiszciplináris vonatkozások a művészeti és a zenei nevelés területén. In: Zborník z medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2014: "Vzdelávanie a veda na začiatku XXI. storočia" - Sekcie pedagogických vied. Komárno: Univerzita J. Selyeho, 2014, CD-ROM, s. 59-67. ISBN 978-80-8122-103-3
- CSEHIOVÁ, A. – TÓTH-BAKOS, A. 2022. MŰVÉSZET – EDUKÁCIÓ – TERÁPIA. Inspirációk, kölcsönhatások, interdiszciplináris megközelítések. Komárno: Selye János Egyetem. ISBN 978-80-8122-434-8
- FALUS, A. 2016. Zene és egészség. Zene-Egészség-nevelés-test-lélek. Kossuth Kiadó: Budapest. ISBN 9 789630 986304
- FORRAI, K. 2016. Ének a bölcsödében. Budapest: Móra Könyvkiadó. ISBN 9789634154556
- FORRAI, K. 2016. Ének az óvodában. Budapest: Móra Könyvkiadó. ISBN 9789634154563
- FORRAI, K. 1976. Jár a baba, jár. Budapest: Kozmosz Könyvek. ISBN 9632111117
- GAJDOS, A. 2000. Gyermekdalok. Budapest: Metódus-tan. ISBN 963 0032 57 0
- GÁGYOR, J. 1982. Megy a gyűrű vándorútra. Gyermekjátékok és mondókák. Bratislava: Madách Könyvkiadó. ISBN 0010033
- KOKAS, K. 1972. Képességfejlesztés zenei neveléssel. Budapest: Akadémiai Kiadó. ISBN 9630562855
- LÁSZLÓ-BAKK, A. 1981. Egyedem-begyedem: Mondókák, gyermekjátékok. Bukarest: Kriterion Könyvkiadó.
- ORSOVICS, Y. – STRÉDL, T. – SZABÓOVÁ, E. – VASS, V. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno: Univerzity J. Selyeho. ISBN 978-80-8122-282-5
- ORSOVICS, Y. 2019. Zenei alapismeretek az óvó- és tanítóképzős hallgatók számára. Művészetpedagógiai füzetek I. Komárom: Selye János Egyetem. ISBN 978-80-8122-289-4
- ORSOVICS, Y. 2005. Zenei nevelés az alapiskola 1. osztálya számára = Hudobná výchova pre 1. ročník základných škôl s vyučovacím jazykom maďarským. Bratislava: Slovenské pedagogické nakladateľstvo. ISBN 80-10-00904-0
- STRÉDL, T. 2017. Terápiák és nevelés. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-227-6
- TÓTH-BAKOS, A. Alternatív irányzatok a zenei nevelésben az inklúzió jegyében, avagy, hogyan lehet a zene tényleg mindenkié. In Parlando [online]. 2021, no. 6 [cit. 2021-12-07]. Dostupné na internete: <[http://www.parlando.hu/2021/2021-6/Toth-Bakos\\_Anita.pdf](http://www.parlando.hu/2021/2021-6/Toth-Bakos_Anita.pdf)>. ISSN 2063-1979
- TÓTH-BAKOS, A. – CSEHIOVÁ, A. 2023. ZENE AZ INKLÚZIÓ JEGYÉBEN. Alternatív zenepedagógiai és zeneterápiás irányzatok a komplex fejlesztés és a befogadó nevelés jegyében. MUSIC IN THE SPIRIT OF INCLUSION. Alternative music education and music therapy

approaches for complex development and inclusive education. Komárno, Slovakia: Univerzita J. Selyeho. ISBN 978-80-8122-482-9

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 45

A	B	C	D	E	FX
53.33	15.56	15.56	15.56	0.0	0.0

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., PaedDr. Yvette Orsovics, PhD., Mgr. Anita Tóth-Bakos, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ZMA/25	<b>Name:</b> Basics of mathematics
<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: For the study period:</b> 10s / 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Students of the study programme are required to actively participate in the course. The student will prove his/her theoretical and practical knowledge by a written final examination. In order to pass the written final examination, the student must obtain at least 50% of the total score of the written examination. The student who does not obtain at least 50% of the total score of the written test will be given the opportunity to write 2 remedial written tests. 20% of the final evaluation is made up of the maximum number of points achievable for active work during the semester by solving the set tasks or preparing semestral work, 80% of the final evaluation is made up of the maximum score available on the written final exam. The student's total class load according to the division of working hours (4 credits = 120 hours): <ul style="list-style-type: none"> <li>• participation in practices and seminars (20 hours),</li> <li>• active participation and task solving (20 hours),</li> <li>• solving the set tasks or preparing semestral work (40 hours),</li> <li>• preparation for the written final exam (40 hours).</li> </ul> The final evaluation of the course is as follows: For grade A, 90-100% of the total score must be obtained; for grade B, 80-89%; for grade C, 70-79%; for grade D, 60-69%; and for grade E, 50-59%.	
<b>Results of education:</b> After completing the course, student of the study program acquires the following Knowledge: <ul style="list-style-type: none"> <li>• Familiar with the basic concepts of set theory and the basic methodological and conceptual apparatus of mathematical logic;</li> <li>• theoretical knowledge of sets of numbers and their structure, knowledge of sets and their mappings;</li> <li>• abstract concepts of binary relations and the ability to identify the types and properties of relations, and to give examples of relations with given properties;</li> <li>• master the procedures for solving text problems using set theory;</li> <li>• master the concepts of mappings and functions, and the basic properties of line and inverse proportionality;</li> <li>• solve linear equations and inequalities and special types of Diophantine equations;</li> <li>• have basic skills for organising workshops and nurturing mathematical talents;</li> </ul>	

**Skills:**

- can use the tools of set theory to represent and interpret everyday situations, knows the principles of decomposing sets;
- can distinguish between types of mappings, can give examples of elementary functions;
- has sufficient practice and skills in creating tasks to develop the concepts of functions, line and inverse proportionality, and can design and implement activities and activities to develop these concepts;
- the ability to create activities that develop children's concepts of functions, line and inverse proportionality at the appropriate developmental level;
- the student can interpret and analyse the knowledge acquired;

**Competences:**

- can comprehensively analyse situations and situations that can be solved by logical operations and set operations;
  - use basic mathematical concepts with confidence, use them appropriately and at the expected level, and apply them in the given context;
  - focus on the development of basic mathematical concepts in primary education;
  - can plan pedagogical and educational activities in their own field and carry them out in accordance with the needs of children and learners and in line with the educational objectives
- set
- is able to solve simple word problems

**Brief syllabus:**

- Sets and set operations. Representation of sets and decomposition of the basic set.
- Descartes' multiplication, its properties and fundamental properties. Binary relations.
- Properties of relations, ordering, equivalence relations.
- Mappings and functions, types of mappings (injective, surjective and bijective mappings), composition of mappings.
- Equivalence relation, equivalence of sets, natural number, cardinal and ordinal number. Numerosity of sets.
- Mapping as assignment and as function, definition, notation, variable, domain of interpretation and set of values. Functions in everyday life.
- Ways of specifying mapping, formula, table, graph in coordinate system, arrow diagram, "machine-automatic".
- Functions as special mappings, notation, graph, linear function, line and inverse proportionality.
- Linear equations and inequalities, concepts of variable and unknown.
- Solving simple word problems.

**Literature:**

- Dringó, I., Kátai, I.: Bevezetés a matematikába, Tankönyvkiadó, Budapest, 1982
- Józsa, K.: A számolás fejlesztése 4-8 éves életkorban : Szülőknek, óvodapedagógusoknak, tanítóknak. - 2. vyd. - Szeged : Mozaik Kiadó, 2017. - 135 s. - ISBN 978 963 697 767 2.
- Józsa, K., Zentai, G., Hajduné, H. K.: A gondolkodás fejlesztése 4-8 éves életkorban : Módszertani kézikönyv szülőknek, óvodapedagógusoknak, tanítóknak. - 1. vyd. - Szeged : Mozaik Kiadó, 2017. - 160 s. - ISBN 978 963 697 804 4.
- Perlai, R.: Matematika az óvodában : Kézikönyv óvodapedagógusok számára. 1. vyd. - Budapest : Flaccus Kiadó, 2016. - 255 s. - ISBN 978-615-5278-25-9.
- Zsámboki, K., Horváthné, Sz. A.: Matematika kézzel, fejjel, szívvel . - 1. vyd. - Budapest : OKKER Kiadó, 1993. - 96 s. - ISBN 963 7315 38 7.

**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: 45					
A	B	C	D	E	FX
26.67	17.78	17.78	22.22	13.33	2.22
<b>Teacher:</b> Mgr. Ladislav Jaruska, PhD., prof. Krisztián Józsa, DSc., Mgr. Tünde Berta, Mgr. Katarína Szarka, PhD., Mgr. Bernadett Jancsó,					
<b>Date of last update:</b> 15.04.2025					
<b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ ZMPa2/25	<b>Name:</b> Basics of Hungarian orthography
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: During the semester, students will give an interactive presentation on an orthographical problem (max. 10 points, which is 1/3 of the overall evaluation), and during the assessment week, they will write a test (max. 20 points, which is 2/3 of the overall evaluation). In specific cases, students may prepare an interactive poster presenting an orthographical problem instead of giving an interactive short presentation (max. 10 points, which is 1/3 of the overall evaluation). However, this poster must be submitted no later than the 10th week of the semester. Students must gain at least 5 points (50%) for the interactive short presentation/interactive poster. To pass the test, students must earn at least 10 points (50%). The total score students may get is 30 points (10 points for the interactive short presentation/interactive poster, 20 points for the test). Total workload of the student: 3 credits = 90 hours 10 hours for participation in lessons; 30 hours for preparing an interactive short presentation/interactive poster; 50 hours for preparing for the test. The student receives the final evaluation as follows: 1/3 – interactive short presentation / interactive poster; 2/3 – test. The following percentages and points must be obtained for the final evaluation of the subject: A = 90–100%, B = 80–89%, C = 70–79%, D = 60–69%, E = 50–59%, FX = 0–49%.	
<b>Results of education:</b> <b>Knowledges:</b> – Students will know the rules of Hungarian orthography. – They will know the basic data, concepts, rules as well as theoretical and methodological principles related to Hungarian orthography. – They become familiar with the short history of Hungarian orthography. <b>Skills:</b>	

- Students will be able to apply their knowledge of orthography that they gained during the course to specific language examples.
- They will be able to use their knowledge of orthography that they gained during the course when creating texts on their own.

**Competencies:**

- Students will have a positive attitude towards the socio-cultural and linguistic diversity of society.
- They will be able to formulate their own point of view and attitude towards questions related to spelling, which they will be able to critically review and defend constructively.
- They will be able to keep up with the current development of orthography and will be able to improve professionally.
- They will know the rules of Hungarian as a mother tongue.

**Brief syllabus:**

1. A short history and professional literature of Hungarian orthography
2. The basics of Hungarian orthography: alphabet, alphabetical order
3. The basic principles of Hungarian orthography: (I) the principle of pronunciation
4. The basic principles of Hungarian orthography: (II) the principle of word analysis
5. The basic principles of Hungarian orthography: (III) the principle of tradition
6. The basic principles of Hungarian orthography: (IV) the principle of simplification
7. Spelling of vowels
8. Spelling of consonants
9. Spelling of compound words
10. Spelling of proper names
11. Spelling of numbers, digits and dates
12. Separation of words
13. Test

**Literature:**

- ADAMIKNÉ, J. A. 2008. Anyanyelvi nevelés az ábécétől az érettségiig. Budapest: Trezor Kiadó. ISBN 978-963-8144-31-7
- A magyar helyesírás szabályai. 2015. Budapest: Akadémiai Kiadó, 12. vydanie. ISBN 978 963 05 9631 2
- CSEKŐ, Gy. 2016. Helyesírás 12.0. Szabályok, feladatok a helyesírási szabályzat 12. kiadásának tanításához. Budapest: Neteducatio. ISBN 978-615-80328-2-7
- CS. NAGY, L. 1994. Helyesírási gyakorlókönyv. Budapest: Trezor.
- FERCSIK, E. 2016. Helyesírási munkafüzet. Feladatok A magyar helyesírás szabályai 12. kiadásához. Budapest: Tinta Könyvkiadó. ISBN 978-963-409-043-4
- HERNÁDI, S. 2016. Helyesírási önképző: A magyar helyesírás szabályai új, 12. kiadása alapján. Budapest: Móra Könyvkiadó. ISBN 978 963 415 506 5
- ISTÓK, B. – LŐRINCZ, G. – TÖRÖK T. – BAKA L. P. (eds.) 2023. A helyesírás-tanítás aktuális kérdései. Komárom: Selye János Egyetem. ISBN 978-80-8122-480-5
- LACZKÓ, K. – MÁRTONFI, A. 2005. Helyesírás. Budapest: Osiris. ISBN 963 389 541 3
- TAKÁCS, G. 2021. Magyar helyesírás: A helyesírási szabályzat közérthető magyarázata példákkal. Budapest: Tinta Könyvkiadó. ISBN 978-963-409-294-0
- TÓTH, E. (ed.) 2017. Magyar helyesírási szótár: A magyar helyesírás szabályai szerint tizenkettedik kiadása szerint. Budapest: Akadémiai Kiadó. ISBN 978 963 05 9823 1

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

Hungarian, Slovak

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Mgr. Vojtech Istók, PhD., Mgr. Gábor Lőrincz, PhD., Szabolcs Simon, PhD.,					
<b>Date of last update:</b> 15.04.2025					
<b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ZPP/25	<b>Name:</b> Basics of psychopathology and pathopsychology
<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: For the study period:</b> 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• Active participation of the student in lectures and/or seminars and/or practices,</li> <li>• active participation of the student in the tasks assigned and participation in the analysis and discussions during the semester,</li> <li>• successful completion of a final exam</li> </ul> Total workload of the student: 3 credits = 90 hours <ul style="list-style-type: none"> <li>• 10 hours attending lectures (contact lessons); 80 hours self-study and preparation for examination/assessment/test</li> </ul> The student receives the final evaluation as follows: <ul style="list-style-type: none"> <li>• 100% final exam/assessment/test.</li> </ul> The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> <li>• A = 90-100%,</li> <li>• B = 80-89%,</li> <li>• C = 70-79%,</li> <li>• D = 60-69%,</li> <li>• E = 50-59%,</li> <li>• FX = 0-49%.</li> </ul>	
<b>Results of education:</b> Knowledge: The student <ul style="list-style-type: none"> <li>• is familiar with the basic terminology of the given topic, learns different theoretical approaches,</li> <li>• acquires professional knowledge, learns pedagogical-psychological guidelines for a relevant age group,</li> <li>• applies theoretical knowledge in practice, understands the social function and significance of psychopathology and pathopsychology, and becomes familiar with progressive trends in psychology, as well as special and therapeutic pedagogy,</li> <li>• becomes familiar with methodological approaches, the structure and key aspects of position profiles</li> <li>• has knowledge of child development patterns in the relevant age period and the specific characteristics arising from the diversity of children</li> </ul>	

**Skills:**

The student will be able to:

- Independently differentiate between normal and abnormal behaviour, normal and critical developmental delays, request intervention, and develop a stimulation plan,
- understand the methods of observation, differentiation, intervention and support measures for a given problem,
- examine and formulate the theoretical and practical background necessary to solve encountered problems,
- collaborate and consult with other professionals, and work as part of a team

**Competences:**

The student will be able to:

- respond flexibly and knowledgeably to problems, solve them comprehensively, communicate democratically, and act tolerantly,
- apply the principles of inclusive index, foster an optimal working climate, and contribute to a cooperative team.

**Brief syllabus:**

Psychopathology and pathopsychology.

ICD - international categorization of diseases.

Normality and abnormality - quantitative and qualitative comparisons.

Morbidity in childhood.

Specifics of the higher nervous system, psychological development.

Biological factors of development, pre-, peri-, postnatal indicators of deviations from normal development. Mental retardation.

Health disadvantages.

Personality disorders and their typology.

Special-educational and therapeutic support.

Roles of support arrangements in school institutions.

Cooperation with the support team, families and professionals.

Institutional childcare system.

**Literature:**

ATKINSON, HILGARD. 2005. Pszichológia. Budapest: Osiris. ISBN 9633897130

FREUD, Sigmund. 2008. Psychopatológia každodenného života. Bratislava: Európa. ISBN 9788089111695. E-kniha - Psychopatológia každodenného života - VER.sk

<https://www.ver.sk> > ... > Psychológia pre každého

LÁNYINÉ, Ágnes et. Gyógypedagógiai lélektan. Budapest: Akadémiai Kiadó. ISBN

ILLYÉS, Gyuláné et. 1987. Gyógypedagógiai pszichológia. Budapest: Akadémiai Kiadó. ISBN 9630545969

ILLYÉS, Gyuláné et. 2004. A gyógypedagógiai pszichológia elméleti problémái. Budapest: Tankönyvkiadó. J 12-213.

KONČEKOVÁ, Ľubica. 2005. Patopsychológia. Bratislava: LANA. ISBN ISBN 808923500X

VÁGNEROVÁ, Mária. 2008. Psychopatologie pro pomáhající profese. Praha: Portál. ISBN 8073674149

KOLEKTÍV, autorov. 2010. Psychológia – patopsychológia a psychopatológia. Bratislava. SPN Mladé letá. ISBN9788010018352

WINKEL, R. 1981. Pedagógiai pszichiátria. Budapest: Tankönyvkiadó. 244 o. ISBN 9631755452

**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: 41					
A	B	C	D	E	FX
14.63	12.2	26.83	29.27	17.07	0.0
<b>Teacher:</b> PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.,					
<b>Date of last update:</b> 15.04.2025					
<b>Approved by:</b> Mgr. Anita Tóth-Bakos, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ZPČ/25	<b>Name:</b> Basics of developing of the concept of number
<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: For the study period:</b> 10s / 5s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Students of the study programme are required to actively participate in the course. The student will prove his/her theoretical and practical knowledge by a written final examination. In order to pass the written final examination, the student must obtain at least 50% of the total score of the written examination. The student who does not obtain at least 50% of the total score of the written test will be given the opportunity to write 2 remedial written tests. 20% of the final evaluation is made up of the maximum number of points achievable for active work during the semester by solving the set tasks or preparing semestral work, 80% of the final evaluation is made up of the maximum score available on the written final exam. The student's total class load according to the division of working hours (4 credits = 120 hours): <ul style="list-style-type: none"> <li>● participation in practices and seminars (15 hours),</li> <li>● active participation and task solving (25 hours),</li> <li>● solving the set tasks or preparing semestral work (30 hours),</li> <li>● preparation for the written final exam (50 hours).</li> </ul> The final evaluation of the course is as follows: For grade A, 90-100% of the total score must be obtained; for grade B, 80-89%; for grade C, 70-79%; for grade D, 60-69%; and for grade E, 50-59%.	
<b>Results of education:</b> After completing the course, student of the study program acquires the following: <b>Knowledge:</b> <ul style="list-style-type: none"> <li>● acquires basic knowledge of number theory in the field of Mathematics and Information Processing;</li> <li>● acquires basic concepts and terminology used in number theory;;</li> <li>● get to know the basic mathematical concepts that are necessary to form the concept of number;</li> <li>● acquires the various methods of introducing and developing the concept of number and numerical operations, and can apply methods of representing and modelling operations;</li> <li>● can explain the principles of algorithms for arithmetical operations, and know strategies for solving mathematical problems;</li> <li>● acquires theoretical knowledge of the set of natural numbers, its structure, basic operations, the decimal number system;</li> <li>● has a basic knowledge of the divisibility of natural numbers;</li> </ul>	

- can calculate the greatest common divisor and the least common multiple of natural numbers using various methods;
- acquires theoretical knowledge of negative numbers and basic operations with them;
- has a basic knowledge of prime numbers, can determine the division of a number into prime factors;
- has a basic knowledge of number systems;

#### Skills:

- is able to plan and evaluate individual, group and frontal mathematical activities;
- is able to classify the complexity of activities according to children's abilities;
- is able to independently propose solutions to problems;
- have skills in creating tasks to develop numeracy and can plan activities to learn basic numeracy operations;
- is able to design methodologically appropriate procedures for the introduction and development of mathematical operations within the State Education Programme is and in various educational activities.
- able to plan activities and activities to develop basic concepts of numeracy;

#### Competences:

- has a positive attitude, is ready to practise his/her profession;
- is able to work effectively both independently and as part of a team;
- develops a positive attitude towards mathematics;
- develops an awareness of the usefulness of mathematical knowledge and its applicability to practical life;
- raises awareness of the importance of developing the basic conditions necessary for understanding and learning the fundamentals of number theory;
- is able to extend mathematical knowledge independently and to acquire new mathematical knowledge.

#### **Brief syllabus:**

- Writing numbers in the decimal system.
- Natural number as cardinal number, methods of introducing natural numbers, definition of addition and multiplication.
- Subtraction as an inverse operation and as an independent operation.
- Properties of addition and subtraction. Algorithm of addition and subtraction in the decimal number system.
- Division. Properties of multiplication and division.
- Head counting algorithms, written division and electronic algorithms.
- Multiplication and division algorithms in the decimal number system,
- Divisibility of integers,
- Greatest common divisor,
- Least common multiple.
- Prime numbers. Decomposition of numbers into multiples of prime factors.
- Negative numbers, basic operations with negative numbers.
- Preparing the concept of rational number - Fractions, operations with fractions.

#### **Literature:**

- Dringó, I., Kátai, I.: Bevezetés a matematikába, Tankönyvkiadó, Budapest, 1982
- Józsa, K.: A számolás fejlesztése 4-8 éves életkorban : Szülőknek, óvodapedagógusoknak, tanítóknak. - 2. vyd. - Szeged : Mozaik Kiadó, 2017. - 135 s. - ISBN 978 963 697 767 2.

- Józsa, K., Zentai, G., Hajduné, H. K.: A gondolkodás fejlesztése 4-8 éves életkorban : Módszertani kézikönyv szülőknek, óvodapedagógusoknak, tanítóknak. - 1. vyd. - Szeged : Mozaik Kiadó, 2017. - 160 s. - ISBN 978 963 697 804 4.
- Perlai, R.: Matematika az óvodában : Kézikönyv óvodapedagógusok számára. 1. vyd. - Budapest : Flaccus Kiadó, 2016. - 255 s. - ISBN 978-615-5278-25-9.
- Perlai, R.: Matematikai játékok óvodáskorban. 1. vyd. : Flaccus Kiadó, 2014. - 159 s. - ISBN 978-615-5278-15-0.
- Reiman, I.: Matematika : Kézikönyvek. Budapest : Typotex Budapest, 2011. - 609 s. - ISBN 978 963 279 300 9.
- Zsámboki, K., Horváthné, Sz. A.: Matematika kézzel, fejjel, szívvvel . - 1. vyd. - Budapest : OKKER Kiadó, 1993. - 96 s. - ISBN 963 7315 38 7.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Mgr. Tünde Berta, Mgr. Ladislav Jaruska, PhD., Mgr. Katarína Szarka, PhD., prof. Krisztián Józsa, DSc., Mgr. Bernadett Jancsó,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ČPR/25	<b>Name:</b> Man and nature
<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: For the study period:</b> 10s / 10s <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> A condition for passing the subject is active participation in seminars, and practical lessons. During the semester, the student submits the prepared worksheets from the practical lessons and continuously submits the homework assignments. When evaluating assignments and worksheets, their content, formal aspects, and submission on time are considered. The student will prove his acquired theoretical knowledge and skills with a written examination. Admission to the written exam is subject to submitting all worksheets and assignments. The student's total class load according to the division of working hours (3 credits = 90 hours): <ul style="list-style-type: none"> <li>● participation in seminars and practices (20 hours),</li> <li>● active participation and task solving (12 hours),</li> <li>● preparation and presentation of semestral work (44 hours),</li> <li>● preparation for the written final exam (14 hours).</li> </ul> The final grade of the subject is calculated as follows: $0.40 \times \% \text{ number of the maximum points that can be given for assignments and worksheets} + 0.6 \times \% \text{ maximum score available for written examination.}$ 90-100% is required to achieve an A grade; for grade B 80-89%; for grade C 70-79%; for D grade 60-69%; for E grade 50-59% of the total number of points.	
<b>Results of education:</b> After completing the subject, the student: <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- acquires basic theoretical knowledge from the educational field of Man and Nature;</li> <li>- master basic terms and technical terminology used in biology, physics and chemistry;</li> <li>- possesses basic knowledge enabling understanding of natural phenomena and laws of natural processes;</li> <li>- understands natural aspects affecting human life and can explain natural phenomena in his surroundings;</li> <li>- acquires different ways of getting to know the natural environment (truthfully and following current scientific knowledge);</li> <li>- can list the characteristic features of individual species of living organisms, physical phenomena and bodies, their meaning in nature and for humans;</li> <li>- can explain the basic principles of operation and use of simple machines;</li> </ul>	

- knows the basic building blocks of substances and their properties;
- controls the composition of substances and the laws of their transformations;
- can explain the importance of water and air for life;
- acquires environmental knowledge and understands the issue of environmental pollution;

#### Skills:

- can effectively plan and organize his own "scientific" activity;
- can carry out simple research activities;
- can objectively and reliably observe and describe the observed objects and phenomena;
- can formulate hypotheses, draw conclusions and generalizations, interpret data and describe their interrelationships;
- can notice the essential properties of objects and phenomena and the causal connections of natural phenomena and gradually understand the relationships between them (at an elementary level);
- will be able to ask questions that arouse children's curiosity and create opportunities for observation, research, and discovery of new knowledge;
- can solve problem situations from everyday life in connection with scientific knowledge;

#### Competencies:

- has a positive attitude and is ready to perform his profession;
- can work effectively independently and as a team member;
- acquires a positive relationship with the living and non-living nature, natural phenomena, and natural sciences in general;
- acquires the knowledge necessary for personal decisions in civil and cultural matters related to local and global problems such as health, environment, nature, technical progress, and the like;
- realizes the usefulness of natural science knowledge and its application in practical life.

#### **Brief syllabus:**

The subject is aimed at acquiring knowledge from the educational field of Man and Nature:

##### Living nature:

- Microorganisms, systematics of microorganisms (viruses, bacteria, protozoa), related diseases and their prevention, fungi - microscopic and real fungi and their importance for humans
- Diversity of flora - their physiological and anatomical characteristics, reproduction, classes, useful plants, medicinal plants, poisonous plants and protected plants
- Characteristics of the animal world, classes of mammals, birds, reptiles, amphibians and fish, taxonomy, protected animals, characteristic features, classes and representatives of invertebrates, characteristics of the food chain, reproduction of animals, the importance of plants and animals for humans and nature
- Inanimate nature and its knowledge, as well as the interaction between living and inanimate nature, characteristics of the habitat, biome and ecosystem; abiotic environmental factors - water, soil, air - and their importance for life; basic geological concepts, sedimentary, volcanic and metamorphic rocks.

##### Non-living nature and its knowledge

- Abiotic environmental factors - water, air - and their significance for life;
- Pollution and environmental protection;
- Solar system, space;
- Substances and their properties;

##### Natural phenomena

- Composition and transformations of substances
- Forces and motion
- Sounds, acoustics
- Simple machines – principles of operation

The practical lessons are focused on empirical natural science knowledge. During practical lessons, students will carry out interesting experiments with the help of which they perceive and discover nature and investigate and observe natural phenomena. Simple experiments do not require sophisticated material and equipment; they can subsequently use them in their pedagogical practice

**Literature:**

- ARNOLD, N.: Ismerd meg! Látványos konyhai kísérletek. - 1. vyd. - Budapest : Álomgyár Kiadó, 2021. - 80 s. - ISBN 978-963-5700-53-0.
- ARNOLD, N.: Ismerd meg! Lebilincselő tudományos kísérletek. - 1. vyd. - Budapest : Álomgyár Kiadó, 2021. - 80 s. - ISBN 978-963-5700-54-7
- ARNOLD, N.: Ismerd meg! Lenyűgöző szabadtéri kísérletek. 1. vyd. - Budapest : Álomgyár - Kiadó, 2020. - 80 s. - ISBN 978-963-5700-52-3.
- BONIFERT D., MISKOLCZI J., MOLNÁR GY.: Fizika példatár: Fizikai feladatok gyűjteménye 12-16 éveseknek. Szeged, Mozaik Kiadó, 2006. - 214 s. - ISBN 963 697 111 0.
- EISENREICH, W., HANDEL, A., ZIMMER, U.E.: Állat- és növényhatározó: természetjáróknak /. - 3. vyd. - Budapest : Móra Kiadó, 2014. - 559 s. - ISBN 978 963 11 9589 7
- HARTDÉGENNÉ, RIEDER, É.: Környezetismeret: 1. kötet általános iskola 1. osztály - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2006. - 49 s. - ISBN 978-963-19-5588-0.
- KALI, N., MOJZES, K., SZEYDL, K.: Vidám kísérletek : 1-4. osztály. - 1. vyd. - Budapest : Babilon Kiadó, 2017. - 112 s. - ISBN 978-963-294-432-6.
- KERÉNYI, A.: Általános környezetvédelem. Mozaik Oktatási Stúdió Szeged, 1995. 383 s. - ISBN 963 8024 75 5
- KOVÁCS, K. E.: Fedezd fel a világot! = Természettudományos kísérletek gyerekeknek. Debrecen : Kocka Kör Tehetséggondozó Kulturális Egyesület, 2014. - 152 s. - ISBN 978-615-5267-06-2.
- RADNÓTI, K.: A természettudomány tanítása : Szakmódszertani kézikönyv és tankönyv. - 1. vyd. - Szeged : Mozaik Kiadó, 2014. - 575 s. - ISBN 978 963 697 764 1.
- RIMÓCZI, I.: Magyarország leggyakoribb gombái. 1. vyd. – Budapest: Mezőgazda Kiadó, 204. – 90 s. – ISBN 963 286 126 4.
- RUGLI, I.: Környezetismeret, Természetismeret. - Budapest: Nemzeti Tankönyvkiadó, 2000. - 16. - ISBN 0009474.
- ZÁTONYI, S.: Fizikai kísérletek környezetünk tárgyaival. 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2006. - 64 s. - ISBN 963 19 5734 9.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Mgr. Katarína Szarka, PhD., Mgr. Andrea Vargová, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., RNDr. Štefan Balla, PhD., Mgr. Ladislav Jaruska, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/ PPŠVVPe/ŠPH/25	<b>Name:</b> Kindergarten sports
<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: 5s</b> <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> P	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for passing the subject: General conditions for completing the course: . active participation of the student in lectures and/or seminars and/or exercises . active participation of the student in the assigned tasks and involvement in the analysis and discussions during the semester Completing semester assignments and assignments as instructed by teachers. Total Student Load: 1 credit = 30 hours 5 hours participation in seminars (contact hours); 25 hours of completion of semester assignments and assignments and self-study	
<b>Results of education:</b> Results of education: Knowledge: <ul style="list-style-type: none"> <li>• The student is able to work with theoretical knowledge.</li> <li>• It is able to prepare written preparations: For educational and training activities aimed at meeting performance standards, for the movement and physical exercise sub-area, for the health and physical care area of condoms.</li> </ul> Capabilities: <ul style="list-style-type: none"> <li>• The student has the ability to expand his knowledge and self-training.</li> <li>• The student is able to develop his/her own preparation for performance-oriented educational activities and the movement and physical preparedness of children in kindergartens.</li> </ul> Competences: <ul style="list-style-type: none"> <li>• The student will be able to apply his knowledge of the future in his work.</li> <li>• The student is able to communicate not only with children but also with parents.</li> <li>• The student has the ability to provide professional reasons for his activity.</li> <li>• The student will be able to implement targeted self-training development.</li> <li>• The student is able to independently design activities that enhance his or her knowledge and contribute to the selection of the profession.</li> <li>• The student is able to demonstrate a reliable, helpful, encouraging, attentive and accepted attitude, to create an atmosphere open to knowledge.</li> </ul>	

**Brief syllabus:**

Repeat: Development of ball skills, concrete exercises. Theory and basic knowledge of postsports and their use in the development of motorized skills. Use of ISCED curricula in kindergarten physical education. Developing mobility in sport after-sports. Use and correct application of different teaching tools in practice: Co-ordination; cone; marking cone; obstacle sets; balancing cushion; balls, balls, balls, tennis balls. Using new methods to develop motorized skills with those that need to be developed. Keep the case properly. Roll the ball in the specified direction - with one and two hands; roll the ball in pairs; drum balls of different sizes; throw the ball at different heights; move the ball through the top; bring the ball into the gate with different fingers; catch the ball, catch the ball at the entrance. Good holding of different sports clubs. Column and row competitions with different tasks and different tools. Use of kinesthetic games in a culture of movement for the development of sports skills. How to use special multifunctional playgrounds for children with kindergartens. Different options for developing motorized skills.

**Literature:**

Dobay Beáta: Mozgásos játékgyűjtemény (óvó- és alsó tagozatos pedagógusok részére), Selye János Egyetem Tanárképző Kar, ISBN 978-80-8122-192-7, 2016  
 Farnosi István: Mozgásfejlődés, 2011  
 Hegedűs Gábor, Király Tibor, Hegedűs Tamás: Óvodáskorú gyermekek mozgásfejlesztése- Személyiség fejlesztés a labdarúgás előkészítő OVI-FOCI gyakorlatokkal, OviSport program, Ovi-Sport Közhasznú Alapítvány, ISBN978-963-08-4931-9, 2012  
 Jaroslav Jedlička: Zdravý životný štýl, 2009  
 Kozmáné Tóth Tímea: OVI-KÉZI Óvodáskori mozgásfejlesztés a kézilabda világában, OviSport program, Ovi-Sport Közhasznú Alapítvány, ISBN 978-963-12-9350-0, 2017  
 Sáringermé, Szilárd Zsuzsanna: Mozgásos tevékenységek összetett tevékenységfejlesztő hatása inkluzív óvodáskorú közösségben, OviSport program, Ovi-Sport Közhasznú Alapítvány, ISBN 978-963-12-2356-9, 2015  
 Szűcs Zoltán: Tollaslabda oktatás az Ovi-Sport Program keretében, OviSport program, Ovi-Sport Közhasznú Alapítvány, ISBN 978-963-12-2814-4, 2015  
 Orbán Sebestyén Katalin: Teniszoktatás és mozgásfejlesztés óvodásoknak, OviSport program, Ovi-Sport Közhasznú Alapítvány, ISBN 978-963-12-5907-0, 2016  
 Štátny vzdelávaci program pre školy, Bratislava 2016, [https://www.statpedu.sk/files/articles/nove\\_dokumenty/statny-vzdelavaci-program/svp\\_materske\\_skoly\\_2016-17780\\_27322\\_1-10a0\\_6jul2016.pdf](https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf),  
 Telesná a športová výchova, <https://www.minedu.sk/data/att/7490.pdf>

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

maďarský, slovenský  
 Hungarian, Slovak  
 magyar, szlovák

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

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** Mgr. Attila Bognár, PaedDr. Peter Židek, PhD.,

**Date of last update:** 15.04.2025

**Approved by:** Mgr. Anita Tóth-Bakos, PhD.